



# **Orange Unified School District**

## **Title III Accountability Plan**

**2011-2013**

## Orange Unified School District Title III Plan Year 4

DISTRICT/LEA NAME <u>ORANGE UNIFIED</u>		DATE <u>JANUARY 19, 2012</u>				
<b>District/LEA SMART Goal</b>						
<b>Title: AMAO1</b>						
<b>Description:</b> percentage of English learners will make annual progress in learning English.						
<ul style="list-style-type: none"> <li>By June, 2013, the percentage of English learners learning English will increase from 57.9% to 59%, in order to move toward state defined growth expectations as measured by CELDT</li> </ul>						
<b>Strategy #1</b>						
<b>Title:</b> English learners will be strategically placed in ELD classes based on level of need.						
<b>Description:</b> Instruction for English learners, if it is to be maximally effective, has to be differentiated to address their diverse learning needs...English learners benefit from teaching that attends to their individual learning needs...(p. 231 & 232, August and Shanahan). Resource teachers, ELD teachers, classroom teachers, counselors, and administrators will collaborate at each school to place English learners in appropriate groups/classes based upon their English proficiency levels (no more than 2 levels will be grouped together: ie., Beginning and Early Intermediate, Intermediate and Early Advanced). (Revision to the program)						
<b><u>ACTION STEPS</u></b> <i>(number determined by identified needs)</i>	<b>Start Date</b> mm/dd/yyyy	<b>End Date</b> mm/dd/yyyy	<b>Person Responsible</b>	<b>Target Audience</b>	<b>Estimated Costs</b>	<b>Funding Sources</b>
<b>Title: 1.</b> Secondary Master Schedule	02/01/2012	08/26/2012	Aileen Sterling	Secondary schools	0	
<b>Description:</b> Secondary Master Schedules will be created, reviewed and modified by administrators at all High Schools and Middle Schools to ensure that enough class periods are available to serve the number of English learners identified at each level. Master schedules start to be developed in February each year and are adjusted up until the start of school in August.						

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<b>TASKS</b> <i>(number determined by identified needs)</i>	<b>Start Date</b>	<b>End Date</b>	<b>Person Responsible</b>	<b>Status</b>		
<b>Title: 1a.</b> Identify number of EL students at secondary schools. <b>Description:</b> Identify the number of English learners at each proficiency level to determine the number of ELD classes to offer in the Master Schedule at each secondary school. Identify students by using current year CELDT scores. Use additional data from multiple measures- Hampton Brown Inside and Edge placements determine exact placement.	01/09/2012	04/30/2012	Assistant Principals	<input type="checkbox"/> not begun <input type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended	0	

<b>Title: 1b.</b> Create the Secondary Master Schedule to meet the needs of English learners <b>Description:</b> Reassign Master Schedule sections to accommodate the needs of all English learners.	03/01/2012	08/26/2012	Assistant Principals	<input type="checkbox"/> not begun <input type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended	0	
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<b>ACTION STEPS</b> <i>(number determined by identified needs)</i>	<b>Start Date</b> mm/dd/yyyy	<b>End Date</b> mm/dd/yyyy	<b>Person Responsible</b>	<b>Target Audience</b>	<b>Estimated Costs</b>	<b>Funding Sources</b>
<b>Title: 2.</b> Elementary ELD grouping or classes <b>Description:</b> Determine the configuration for ELD instruction that best fits the number of EL students at each elementary school. Groups are formed based on numbers of students at each grade level and CELDT level.	08/27/2012	09/28/2012	Gwenis Laura	Elementary Schools	0	

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<b>TASKS</b> <i>(number determined by identified needs)</i>	<b>Start Date</b>	<b>End Date</b>	<b>Person Responsible</b>	<b>Status</b>		
<b>Title: 2a.</b> Create Elementary ELD groups. <b>Description:</b> Elementary teachers, resource teachers and administrators will group students for ELD instruction based on current CELDT scores and Avenues Placement results.	06/01/2012	09/14/2012	Gwenis Laura	<input type="checkbox"/> not begun <input type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended	0	

<b>ACTION STEPS</b> <i>(number determined by identified needs)</i>	<b>Start Date</b> mm/dd/yyyy	<b>End Date</b> mm/dd/yyyy	<b>Person Responsible</b>	<b>Target Audience</b>	<b>Estimated Costs</b>	<b>Funding Sources</b>
<b>Title: 3.</b> District monitoring of ELD instructional minutes and placement. <b>Description:</b> All schools will submit their ELD schedules showing the minimum prescribed daily ELD instruction. (K-2-30 minutes, 3 <sup>rd</sup> -6 <sup>th</sup> -45 minutes, M.S. and H.S. 1 period.), with names of students by group.	09/01/2012	09/14/2012	Bobbie Ochoa	All schools	0	

<b>TASKS</b> <i>(number determined by identified needs)</i>	<b>Start Date</b>	<b>End Date</b>	<b>Person Responsible</b>	<b>Status</b>		
<b>Title: 3a.</b> ELD Schedules <b>Description:</b> Elementary principals will email to the district a copy of the ELD schedules and student list for each grouping/class. Secondary principals will submit their master schedule and student rosters.	09/01/2012	09/14/2012	Bobbie Ochoa	<input type="checkbox"/> not begun <input type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended	0	

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<b>TASKS</b> <i>(number determined by identified needs)</i>	<b>Start Date</b>	<b>End Date</b>	<b>Person Responsible</b>	<b>Status</b>		
<p><b>Title: 3b.</b> ELD schedule for English learners with IEPs</p> <p><b>Description:</b> English language learners with disabilities need instruction in English language acquisition. EL students should be placed in appropriate ELD classes, with appropriate curriculum to meet their individual needs. Special Education Program Coordinators, in collaboration with the principals, will oversee the placement and report to the Administrative Director of Special Education.</p>	02/01/2012	09/14/2012	Marcia Schoger	<input type="checkbox"/> not begun <input type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended	0	

<b>Strategy #2</b>
<p><b>Title:</b> High Quality ELD Instruction</p> <p><b>Description:</b> Good instruction is associated with higher student outcomes, regardless of the type of educational model that is used (Levine &amp; Lezotte, 1995; Marzano, 2003; Wenglinsky, 2000). This is clearly evident in studies with ELL or high-risk students as well (Berman et al, 1995; Corallo &amp; McDonald, 2002; Doherty et al, 2003; Echevarria, Short &amp; Powers, 2003; Goldenbern &amp; Gallimore, 1991; Ramirez, 1992; Sloan, 2001). In fact, Wngglinisky (2000) found that the strongest affect on student achievement after taking into consideration the students' social class, was related to classroom practice. English learners will receive high quality ELD instruction using district adopted standards based materials with fidelity, by teachers that have been trained in the use of the materials and program assessments. Teachers will utilize strategies that include opportunities for guided oral practice using sentence starters and frames. Administrators will monitor ELD instruction using classroom visits and document ELD implementation using an observation protocol focused on guided oral practice. (Revision to method of instruction)</p>

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<b>ACTION STEPS</b> <i>(number determined by identified needs)</i>	<b>Start Date</b> mm/dd/yyyy	<b>End Date</b> mm/dd/yyyy	<b>Person Responsible</b>	<b>Target Audience</b>	<b>Estimated Costs</b>	<b>Funding Sources</b>
<b>Title: 1.</b> Monitoring ELD instruction <b>Description:</b> Administrators will monitor ELD instruction to ensure high quality instruction is taking place. Walkthroughs using a observation protocol, at a minimum of once a quarter, will allow administrators the opportunity to see the needs of teachers and students to better support the ELD instruction.	09/17/2012	06/13/2013	Aileen Sterling Gwenis Laura		Data Director	
<b>Title: 1c.</b> ELD Observation Protocol <b>Description:</b> Develop or adapt ELD observation protocol to focus on agreed upon lesson elements of oral practice and student engagement.	02/01/2012	06/15/2012	Bobbie Ochoa	<input type="checkbox"/> not begun <input type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended	0	
<b>Title: 1d.</b> ELD Observation Protocol Training <b>Description:</b> Provide teacher and administrator Professional Development on the components and use of the protocol.	05/01/2012	09/21/2012	Bobbie Ochoa	<input type="checkbox"/> not begun <input type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended	0	
<b>Title: 1e.</b> Classroom observations <b>Description:</b> Administrators at every school will observe and document ELD instruction using the observation protocol at a minimum of once a semester for each teacher.	09/01/2012	06/13/2013	Aileen Sterling Gwenis Laura	<input type="checkbox"/> not begun <input type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended	0	

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<p><b>Title: 1a.</b> ELD Staff Assignments</p>	02/01/2012	08/23/2012	Principals	<input type="checkbox"/> not begun <input type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended	0	
<p><b>Description:</b> Administrators will strategically assign the best teachers to ELD classes. All teachers have the required EL authorizations and must also possess inter-personal skills, a willingness to teach EL students and training to teach ELD classes.</p>						
<p><b>Title: 1b.</b> District monitoring of ELD assignments</p>	05/01/2012	08/23/2012	Aileen Sterling Gwenis Laura	<input type="checkbox"/> not begun <input type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended	0	
<p><b>Description:</b> Administrators will confer with their Executive Director to discuss ELD assignments and selection of the best possible personnel to teach ELD classes</p>						
<p><b>Title: 1f.</b> Formative ELD Assessments based on ELD pacing guides</p>	01/09/2012	06/13/2013	Principals	<input type="checkbox"/> not begun <input type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended	Data Director Cost	Title I \$58,418.19 (35%)  Title II \$68,432.73 (41%)  EIA \$40,058.18 (24%)
<p><b>Description:</b> Each ELD program has curriculum assessments available on Data Director. Every four to six weeks, teachers are expected to scan their tests and print reports to determine areas of poor performance and to inform future instruction, as well as identify areas for intervention. Principals will quarterly monitor use of the pacing guides and assessment results.</p>						
<p><b>Title: 1g.</b> District monitoring of ELD assessments</p>	12/15/2011	0/13/2013	Aileen Sterling Gwenis Laura	<input type="checkbox"/> not begun <input type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended	0	
<p><b>Description:</b> Accountability and Special Programs department will run Data Director assessment</p>						

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<p>reports and provide quarterly usage reports for the Executive Directors to follow up with principals. These reports include the number of unit tests scanned during the quarter for each ELD program. At the Elementary level, the report provides the number of students per grade level and middle and high school data is reported by instructional levels of students within the program.</p>						
<p><b>Strategy #3</b>  <b>Title:</b> ELD Class offerings and Curriculum</p>						
<p><b>Description:</b> Reliance on reading-intervention courses alone to address both comprehensive ELD standards and reading achievement is distressing in light of the pivotal role that oral language proficiency plays in reading comprehension...there is ample evidence of the reciprocal relationship between oral English proficiency and reading achievement (p. 167 Dutro and Kinsella). The district will examine the curriculum being used in ELD classes and our Program 4 or 5 Intervention replacement programs to determine which curriculum best fits the needs of our students. (Revision of Curriculum)</p>						
<p><b><u>ACTION STEPS</u></b> (<i>number determined by identified needs</i>)</p>	<p><b>Start Date</b> mm/dd/yyyy</p>	<p><b>End Date</b> mm/dd/yyyy</p>	<p><b>Person Responsible</b></p>	<p><b>Target Audience</b></p>	<p><b>Estimated Costs</b></p>	<p><b>Funding Sources</b></p>
<p><b>Title:</b> 1. Evaluation of ELD curriculum</p>	02/01/2012	06/01/2012	Bobbie Ochoa		0	
<p><b>Description:</b> Form ELD committee of experts (teachers, EL Specialists, Instructional coaches and administrators) to evaluate the ELD/Intervention curriculum (<i>Avenues- k-5; Hands on English and Vocabulary Basics-6<sup>th</sup>; Inside-6-8, new this year for M.S.; Edge (9-12) Read 180- 4-12; and Language!- 4-12</i>) and look at the program effectiveness. This committee will look at data and identify possible gaps and develop criteria for</p>						



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placement of English learners, including LTELS, in courses that best meet language development needs.						
<b>TASKS</b> (number determined by identified needs)	<b>Start Date</b>	<b>End Date</b>	<b>Person Responsible</b>	<b>Status</b>		
<b>Title: 1a.</b> Review assessment data from each of the programs	02/01/2012	05/04/2012	Bobbie Ochoa	<input type="checkbox"/> not begun <input type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended	0	
<b>Description:</b> Examine summative and formative assessment data from each of the curricular programs to determine trends in effectiveness and deficiency in skill areas; and teacher efficacy.						
<b>TASKS</b> (number determined by identified needs)	<b>Start Date</b>	<b>End Date</b>	<b>Person Responsible</b>	<b>Status</b>		
<b>Title: 1b.</b> ELD committee to examine ELD curriculum	02/01/2012	06/01/2012	Bobbie Ochoa	<input type="checkbox"/> not begun <input type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended	0	
<b>Description:</b> The ELD committee will examine the curriculum to identify areas of specific gaps or needs and make recommendations to Educational Services.						
<b>TASKS</b> (number determined by identified needs)	<b>Start Date</b>	<b>End Date</b>	<b>Person Responsible</b>	<b>Status</b>		
<b>Title: 1c.</b> ELD Placement Guide	11/07/2011	02/03/2012	Bobbie Ochoa	<input type="checkbox"/> not begun <input type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended	0	
<b>Description:</b> Develop ELD Placement guide that will be used to provide appropriate placement for English learners of all CELDT levels into appropriate curricular programs.						

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<b>Strategy #4</b>						
<b>Title:</b> Expand and realign the English learner Special Programs Department						
<b>Description:</b> Currently the EL Special Programs department consists of one coordinator to organize all EL services, which include all EL assessments (CELDT and curriculum), redesignation process, professional development, parent involvement and monitoring. With the increase of accountability and monitoring and the demands of professional development necessary to improve student achievement there is a need to add an additional administrator to the department. (Revision to the program)						
<b><u>ACTION STEPS</u></b> <i>(number determined by identified needs)</i>	<b>Start Date</b> mm/dd/yyyy	<b>End Date</b> mm/dd/yyyy	<b>Person Responsible</b>	<b>Target Audience</b>	<b>Estimated Costs</b>	<b>Funding Sources</b>
<b>Title: 1.</b> Hire a English Learner Services Administrator	01/10/2012	06/15/2012	Anne Truex		\$66,900 \$66,900	Title I, EIA
<b>Description:</b>						
<b><u>TASKS</u></b> <i>(number determined by identified needs)</i>	<b>Start Date</b>	<b>End Date</b>	<b>Person Responsible</b>	<b>Status</b>		
<b>Title: 1a.</b> Create a job description for the English Learner Services Administrator.	01/10/2012	02/10/2012	Anne Truex	<input type="checkbox"/> not begun <input type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended		
<b>Description:</b> The position of the English Learner Services Administrator is new for OUSD. A job description needs to be developed to delineate the job responsibilities necessary to improve student achievement.						
<b><u>TASKS</u></b> <i>(number determined by identified needs)</i>	<b>Start Date</b>	<b>End Date</b>	<b>Person Responsible</b>	<b>Status</b>		
<b>Title: 1b.</b> Interview and hire a English Learner Services Administrator	03/1/2012	6/01/2012	Anne Truex	<input type="checkbox"/> not begun <input type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended		
<b>Description:</b> Interview process to select the English Learner Services Administrator, which will start July 1, 2012						

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<b>District/LEA SMART Goal</b>						
<b>Title: AMAO 2</b>						
<b>Description:</b> An increasing percentage of English learners will attain English language proficiency annually.						
<ul style="list-style-type: none"> <li>• By June, 2013, the percentage of English learners in language instruction educational programs fewer than 5 years attaining English language proficiency will increase from 24.7% to 39 %, in order to move toward state-defined expectations for meeting the CELDT criterion for English-language proficiency.</li> <li>• By June, 2013, the percentage of English learners in language instruction educational programs 5 or more years attaining English language proficiency will increase from 54.3% to 62 %, in order move toward state-defined expectations for meeting the CELDT criterion for English-language proficiency.</li> </ul>						
<b>Strategy #1</b> <i>(number determined by identified needs)</i>						
Title: Appropriate ELD placement for Long Term English Learners (LTELS).						
<b>Description:</b> OUSD has 3,727 Long Term English learners (LTELS), which have been in a language instructional program for 5 years or more and have not met the criteria for reclassification. Most have stalled at the intermediate level. Their conversational abilities may be advanced, but their knowledge of academic language and level of literacy is still limited. Research shows that if English learners continue to receive explicit ELD instruction once they reach middle levels of English proficiency and as they move into early advanced and advanced levels, they can more rapidly attain native-like levels of oral proficiency and avoid the plateau many experience before becoming advanced speakers of English (page 54, Saunders and Goldenberg). These students need specific explicit instruction in academic language that will assist them in increasing their literacy levels in all content areas to prepare them for reclassification, as well as passage of the California High School Exit Exam (CAHSEE). First, the district needs to ensure the appropriate placement, addressed in this action; then appropriate instruction, which is addressed in AMAO 3 and professional development sections. (Revision of program)						
<b><u>ACTION STEPS</u></b> <i>(number determined by identified needs)</i>	<b>Start Date</b> mm/dd/yyyy	<b>End Date</b> mm/dd/yyyy	<b>Person Responsible</b>	<b>Target Audience</b>	<b>Estimated Costs</b>	<b>Funding Sources</b>
<b>Title: 1.</b> LTEL Identification	01/09/2012	3/1/2012	Bobbie Ochoa		<b>0</b>	
<b>Description:</b> Site administrators will identify and inform teachers who their LTEL students are in order to differentiate instruction to meet their individual needs and assist them in moving forward towards reclassification and passing the						

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CAHSEE.						
<b>TASKS</b> <i>(number determined by identified needs)</i>	<b>Start Date</b>	<b>End Date</b>	<b>Person Responsible</b>	<b>Status</b>		
<p><b>Title: 1a.</b> Identify LTELS at each school by name, for placement in the appropriate classes for 2012-13.</p> <p><b>Description:</b> Query LTELS in the Aeries student system. Counselors will place students in the appropriate classes based on the ELD Placement Guide (Goal 2A- Strategy 3). Once LTELS are appropriately placed, instruction and monitoring will take place as described in Goal 2C- Strategy 3.</p>	01/09/2012	03/02/2012	Principals	<input type="checkbox"/> not begun <input type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended	<b>0</b>	

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DISTRICT/LEA NAME <u>ORANGE UNIFIED</u>		DATE <u>JANUARY 19, 2012</u>				
<i>INSTRUCTIONS: The template allows for adding rows for addressing required LEA <b>Goals</b>, and the corresponding <b>strategies</b>, <b>action steps</b>, and <b>tasks</b>. (For Title III, address Goal 2A, 2B, and 2C as identified by the <b>Needs Assessment</b>, and additional goals as supported by the identified needs of the EL subgroup through the <b>Needs Assessment</b>.)</i>						
<b>District/LEA SMART Goal</b>						
<b>Title: AMAO 3</b>						
<p><b>Description:</b> percentage of English learners will attain proficiency in Reading/Language Arts and mathematics annually.</p> <ul style="list-style-type: none"> <li>• By June, 2013, the percentage of English learners attaining proficiency in reading/language arts will increase from 40.5% to 51.81%, as measured by the CST, CMA, CAPA and/or CAHSEE, in order to move toward state-defined expectations for proficiency in Reading/Language Arts.</li> <li>• By June, 2013, the LEA will meet the 95% participation rate for English learners assessed in Reading/Language Arts.</li> <li>• By June, 2013, the percentage of English learners attaining proficiency in Mathematics will increase from 50.7% to 60.07%, as measured by the CST, CMA, CAPA and/or CAHSEE, in order to move toward state defined expectations for proficiency in Mathematics.</li> <li>• By June, 2013, the LEA will meet the 95% participation rate for English learners assessed in Mathematics.</li> </ul>						
<b>Strategy #1</b> <i>(number determined by identified needs)</i>						
<b>Title:</b> Intensive Intervention classes for English learners						
<p><b>Description:</b> An implementation audit of the programs was conducted at schools to determine the needs for placement of EL students. A clear vertical and horizontal alignment in the curriculum is typically associated with more effective programs (Corallo &amp; McDonald, 2002; Education Trust, 1999; US Department of Education, 1998). Currently each school has their own criteria for entrance and exit into ELA intervention programs 4 or 5. There is a need for consistency across the district, so EL students, especially LTELs needing intensive intervention, will be appropriately placed in a replacement program. This matrix will include placement, progress monitoring and exit criteria. <b>(Revision to program and curriculum)</b></p>						
<b><u>ACTION STEPS</u></b> <i>(number determined by identified needs)</i>	<b>Start Date</b> mm/dd/yyyy	<b>End Date</b> mm/dd/yyyy	<b>Person Responsible</b>	<b>Target Audience</b>	<b>Estimated Costs</b>	<b>Funding Sources</b>
<b>Title:</b> 1. Develop a district Intensive Intervention Program Matrix	11/01/2011	02/03/2012	Elsie Simonovski			
<b>Description:</b> The matrix will provide specific criteria and programming needs that align to the most effective program that suits the needs of English learners in accessing core instruction.						
<b>Funding ( Y N)</b>						

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Tag: (TIII LEP, TIII Imm)						
<b>TASKS</b> <i>(number determined by identified needs)</i>	<b>Start Date</b>	<b>End Date</b>	<b>Person Responsible</b>	<b>Status</b>		
<p><b>Title: 1a.</b> Collaborate with site and district stakeholders to develop matrix for the intervention classes</p> <p><b>Description:</b> A draft matrix will be developed by the Ed Services department. The draft will be shared and input solicited from Resource Teachers and EL Advisors and site administrators from each school to finalize a district matrix.</p>	11/01/2011	02/28/2012	Bobbie Ochoa	<input type="checkbox"/> not begun <input type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended		
<p><b>Title: 1b.</b> Train site administrators in successfully placing English learners in appropriate ELA courses.</p> <p><b>Description:</b> Master Schedule training/support will be provided to all site administrators and counselors to ensure appropriate placement and monitoring of placement using the new Intensive Intervention program matrix.</p>	03/01/2012	03/28/2012	Aileen Sterling	<input type="checkbox"/> not begun <input type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended		

<b>ACTION STEPS</b> <i>(number determined by identified needs)</i>	<b>Start Date</b> mm/dd/yyyy	<b>End Date</b> mm/dd/yyyy	<b>Person Responsible</b>	<b>Target Audience</b>	<b>Estimated Costs</b>	<b>Funding Sources</b>
<p><b>Title: 2.</b> Training for teachers and administrators on the intensive intervention program materials</p> <p><b>Description:</b> There is inconsistent use of the Intensive Intervention program materials across the district. To ensure fidelity to the</p>	1/17/2012	05/29/2012	Elsie Simonovski		<b>Sub Cost</b>	<b>Title I</b>

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<p>programs and see expected growth of student achievement, the district needs to consistently train and monitor the implementation of the programs.  <b>Funding ( Y N)</b>  <b>Tag: (Title LEP, Title Imm)</b></p>						
<b>TASKS</b> <i>(number determined by identified needs)</i>	<b>Start Date</b>	<b>End Date</b>	<b>Person Responsible</b>	<b>Status</b>		
<p><b>Title: 2a.</b> Train teachers that have not received Read 180 materials training.</p> <p><b>Description:</b> Teachers will be trained in the Read 180 program materials by the publisher representative.</p>	1/17/2012	1/18/2012	Elsie Simonovski	<input type="checkbox"/> not begun <input type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended	Sub cost \$4,400	<b>Title I</b>
<p><b>Title: 2b.</b> Read 180 PLC meetings</p> <p><b>Description:</b> Offer district Read 180 afterschool PLC meetings for teachers to receive ongoing training and provide collaboration time.</p>	10/11/2011	05/31/2012	Elsie Simonovski	<input type="checkbox"/> not begun <input type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended	<b>0</b>	
<p><b>Title: 2c.</b> Train site administrators on Read 180 program components, and monitoring fidelity to the program.</p> <p><b>Description:</b> The publisher representative will train site administrators on the components of the program and how to access data reports. Site administrators will then have knowledge to monitor the implementation to ensure that full uses of the program components are being utilized.</p>	10/28/2011	10/28/2011	Elsie Simonovski	<input type="checkbox"/> not begun <input type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended	<b>0</b>	

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<b>ACTION STEPS</b> ( <i>number determined by identified needs</i> )	<b>Start Date</b> mm/dd/yyyy	<b>End Date</b> mm/dd/yyyy	<b>Person Responsible</b>	<b>Target Audience</b>	<b>Estimated Costs</b>	<b>Funding Sources</b>
<b>Title: 3.</b> Monitor the Intensive Intervention programs of Read 180 and Language! <b>Description:</b> Site administrators will monitor implementation and review data to demonstrate the effectiveness of the intensive intervention programs. Principals will report findings to Educational Services. <b>Funding ( Y N)</b> <b>Tag: (TIII LEP, TIII Imm)</b>	11/01/2011	06/13/2113	Aileen Sterling Gwenis Laura Marcia Schoger		<b>0</b>	
<b>TASKS</b> ( <i>number determined by identified needs</i> )	<b>Start Date</b>	<b>End Date</b>	<b>Person Responsible</b>	<b>Status</b>		
<b>Title: 3a.</b> Monitoring of Read 180 <b>Description:</b> Principals will provide the elementary and secondary education Executive Directors findings from walkthrough observations and assessment data on the implementation of Read 180.	02/01/2012	06/13/2313	Aileen Sterling Gwenis Laura	<input type="checkbox"/> not begun <input type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended	0	
<b>Title: 3b.</b> Monitoring of Language! <b>Description:</b> Special Education Program Coordinators will provide the Administrative Director of Special Education findings from their	02/01/2012	06/13/2313	Marcia Schoger	<input type="checkbox"/> not begun <input type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended	0	



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walkthrough observations and assessment data on the implementation of Language!						
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<p><b>Strategy 2_</b> <i>(number determined by identified needs)</i>  <b>Title:</b> Provide extended learning time for EL students  <b>Description:</b> EL students, who are not progressing at a responsible rate, should be extended every opportunity to increase their academic skills through extended day intervention time. Site Title I, III or EIA funds are used for teacher extra hours. EL students may also be participating in SES services. (Revision to program)</p>
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<b>ACTION STEPS</b> <i>(number determined by identified needs)</i>	Start Date mm/dd/yyyy	End Date mm/dd/yyyy	Person Responsible	Target Audience	Estimated Costs	Funding Sources
<p><b>Title: 1.</b> Extended learning support for LTELS  <b>Description:</b> Time and resources should be available for providing before school, lunch time, and after school support for English learners to increase their academic skills.  <b>Funding ( Y N)</b>  <b>Tag: (Title LEP, Title Imm)</b></p>	11/09/2011	06/13/2013	Anne Truex			
<b>TASKS</b> <i>(number determined by identified needs)</i>	Start Date	End Date	Person Responsible	Status		
<p><b>Title: 1a.</b> High Schools will provide after school CAHSEE prep support for LTELS  <b>Description:</b> The four comprehensive high schools will provide after school tutoring in ELA and math for their 9<sup>th</sup> grade English learners to fill their gaps of knowledge and support them in their preparation of taking the CAHSEE. Those who did not pass the test the</p>	11/01/2011	06/14/2012	Principals	<input type="checkbox"/> not begun <input type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended	Schools: EIA \$7,598 Title III \$8,517 <b>Total</b> <b>\$16,115</b>	

## Orange Unified School District Title III Plan Year 4

first time will receive instructional support in their area of need.						
<p><b>Title: 1b</b> Elementary and Middle School LTELS will receive targeted after school tutoring.</p> <p><b>Description:</b> Schools will provide tutoring after school for English learners. These tutoring sessions may include small group instruction and/or access to intervention computer programs such as ST math, Destination math, or Rosetta Stone. Many students at Program Improvement schools also participate in Supplemental Education Services (SES) tutoring and/or ASES programs.</p>	11/01/2011	06/13/2013	Principals	<input type="checkbox"/> not begun <input type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended	Schools: EIA \$46,012  Title III \$ 8,519  Title I \$38,000	

<b>TASKS</b> <i>(number determined by identified needs)</i>	<b>Start Date</b>	<b>End Date</b>	<b>Person Responsible</b>	<b>Status</b>		
<p><b>Title: 1c.</b> Monitoring of the extended time tutoring programs</p> <p><b>Description:</b> Principals have the ability to tag students involved in after school tutoring in Data Director and Plato, to be able to collect student achievement data to show the effectiveness of the intervention. We will also pilot a similar data collection process in Aeries. This data will be evaluated at the site to determine the effectiveness of each extended time intervention.</p>	04/01/2012	6/13/2013	Christina Lin Anne Truex	<input type="checkbox"/> not begun <input type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended	0	

## Orange Unified School District Title III Plan Year 4

<b>Strategy 3</b> <i>(number determined by identified needs)</i>						
<b>Title:</b> Monitoring EL student's progress						
<b>Description:</b> Research indicates that careful monitoring of student academic progress is necessary for schools to be effective. (Darling-Hammond, 1997; fisher & Frey, 2007; Guskey, 2003; McTighe & O'Connor, 2005; Popham, 2003). Progress monitoring helps to identify students in need of additional or different forms of instruction, to design stronger instructional programs, and to effect better achievement outcomes for their students (Fuchs & Fuchs, 2008). District and site administrators will continually support and monitor effective implementation of instruction for all EL students. A systematic monitoring process is vital to the accountability that all stakeholders have in the achievement of our students. By analyzing benchmark and progress monitoring data, teachers and administrators can assess student growth. If achievement data indicates a student is not progressing, adjustments need to be made to the curriculum, instruction and/or assessments. Through classroom observations, effectiveness of instruction will be monitored. (Revision to method of instruction)						
<b>ACTION STEPS</b> <i>(number determined by identified needs)</i>	<b>Start Date</b> mm/dd/yyyy	<b>End Date</b> mm/dd/yyyy	<b>Person Responsible</b>	<b>Target Audience</b>	<b>Estimated Costs</b>	<b>Funding Sources</b>
<p><b>Title: 1.</b> Site Professional Learning Communities (PLC) meetings to review assessment data to inform instructional needs.</p> <p><b>Description:</b> Grade level or department PLCs will meet quarterly (or each trimester M.S.), using the school's protocol to examine benchmark paced standards assessments (PSA) results from Data Director reports for their subject- (ELA, Math, History and Science) and unit exams for ELD programs.</p> <p><b>Funding ( Y N)</b> <b>Tag: (TIII LEP, TIII Imm)</b></p>	10/01/2011	06/13/2012	Aileen Setrling Gwenis Laura		<b>0</b>	

## Orange Unified School District Title III Plan Year 4

<b>TASKS</b> <i>(number determined by identified needs)</i>	<b>Start Date</b>	<b>End Date</b>	<b>Person Responsible</b>	<b>Status</b>		
<p><b>Title: 1a.</b> PLC meetings</p>	10/01/2011	06/13/2013	Aileen Sterling Gwenis Laura	<input type="checkbox"/> not begun <input type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended	0	
<p><b>Description:</b> Principals will schedule PLC time after each quarter/trimester benchmark assessment. Notes or minutes reflecting the use of a school protocol will be collected and submitted to the Executive Directors.</p>						
<b>ACTION STEPS</b> <i>(number determined by identified needs)</i>	<b>Start Date</b> mm/dd/yyyy	<b>End Date</b> mm/dd/yyyy	<b>Person Responsible</b>	<b>Target Audience</b>	<b>Estimated Costs</b>	<b>Funding Sources</b>
<p><b>Title: 2.</b> Provide site administrators training on district expectations for monitoring academic progress of English learners (especially LTELS). Each monthly principal meeting will include an EL agenda item.</p>	10/03/2011	06/15/2013	Aileen Sterling Gwenis Laura		0	
<p><b>Description:</b> Besides monitoring the teachers to examine their data to inform instruction as described above, site administrators need to monitor the implementation of strategies teachers learned during the professional development training described in Goal 2D, to ensure high quality Best First Instruction.</p>						

## Orange Unified School District Title III Plan Year 4

Funding ( Y N) Tag: (TIII LEP, TIII Imm)						
<p><b>Title: 2a.</b> Train site administrators on district expectations.</p> <p><b>Description:</b> The Executive directors with train all site administrators on the expectations of monitoring EL instruction and student progress. Training will include protocols for monitoring teachers' use of the data; walkthrough and observation protocols to monitor implementation of instructional practices; and communication with all stakeholders as to the importance of increased achievement of our EL students.</p>	08/01/2012	8/23/2012	Aileen Sterling Gwenis Laura	<input type="checkbox"/> not begun <input type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended	0	
<p><b>Title: 2b.</b> "Reparable Harm" book study</p> <p><b>Description:</b> The Executive directors with lead the principals and assistant principals in a book study of "Reparable Harm" by Laurie Olsen</p>	10/11/2011	02/27/2012	Aileen Sterling Gwenis Laura	<input type="checkbox"/> not begun <input type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended	\$1,500 Books	

## Orange Unified School District Title III Plan Year 4

DISTRICT/LEA NAME <u>ORANGE UNIFIED</u>		DATE <u>JANUARY 19, 2012</u>				
<b>District/LEA SMART Goal</b>						
<b>Title: Goal 2D High Quality Professional Development</b>						
<p><b>Description: The LEA will provide high quality professional development to teachers, administrators and other school or community-based personnel to improve the education of English learners.</b></p> <ul style="list-style-type: none"> <li>• By June, 2013, 95% of LEA teachers <u>will receive professional development</u> on research-based strategies to <u>improve English learner attainment of English language proficiency</u> and/or achievement in Reading/Language arts and/or Mathematics, as determined by the LEA needs assessment.</li> <li>• By June, 2013, 100% of LEA administrators will receive <u>professional development</u> on research-based strategies <u>to improve English learner attainment of English language proficiency</u> and/or achievement in reading/language arts and/or mathematics, as determined by the LEA needs assessment.</li> <li>• By June, 2013, 100% of teachers of English Language Development will be authorized to teach ELD.</li> <li>• By June, 2013, 100% of Reading/Language Arts and Mathematics teachers of English learners will be both highly qualified in the content area(s) and authorized to teach English learners.</li> </ul>						
<b>Strategy #1</b> <i>(number determined by identified needs)</i>						
<b>Title:</b> Provide teachers with professional development which will increase our English learners' access to content comprehension and academic skills.						
<p><b>Description:</b> ELA teachers are clear on the content, but do not always understand how to identify the language needed to construct and express content concepts. Gibbons (2006) suggests that teachers create a "language inventory," or list of academic language features that can be found in a unit of instruction, as part of the instructional design process. This language inventory can then be used to develop language objectives, to design learning activities that focus explicitly on the language connected to the content tasks...(p. 107, Snow and Katz). Content teachers will be given instruction in research-based strategies for teaching the academic vocabulary of their discipline, as well as understanding and guidance in writing language and content objectives for their lessons. (Revision to method of instruction)</p>						
<b><u>ACTION STEPS</u></b> <i>(number determined by identified needs)</i>	<b>Start Date</b> mm/dd/yyyy	<b>End Date</b> mm/dd/yyyy	<b>Person Responsible</b>	<b>Target Audience</b>	<b>Estimated Costs</b>	<b>Funding Sources</b>
<b>Title: 1.</b> Pre-service professional development day for teachers	08/21/2012	08/21/2012	Linda Stoterau		<b>\$500,000</b>	<b>Title I, Corrective Action</b>
<b>Description:</b> The district will organize a professional development day in August, prior to the first contractual teacher day. The						<b>Title III</b>

## Orange Unified School District Title III Plan Year 4

focus of the PD will be academic language, writing content and language objectives, and guided oral discourse.						
<b>TASKS</b> (number determined by identified needs)	<b>Start Date</b>	<b>End Date</b>	<b>Person Responsible</b>	<b>Status</b>		
<b>Title: 1a.</b> Determine logistics for the pre-service training day: locations, presenters and materials. <b>Description:</b> The Educational Services department will plan the logistics for the pre-service training day for the teachers.	03/01/2012	08/21/2012	Linda Stoterau	<input type="checkbox"/> not begun <input type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended		
<b>Title: 1b.</b> Determine the content of the pre-service training. <b>Description:</b> The training will be determined in collaboration with the Title I Corrective Action technical assistance provider. We will plan with the provider the specific content and identify the presenters. This is also part of our Title I Year 3 Corrective Action plan in focusing on the needs of our subgroups.	02/01/2012	08/21/2012	Elsie Simonovski	<input type="checkbox"/> not begun <input type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended	<b>Cost of trainers/ materials</b>	<b>\$10,000</b>  <b>Title I corrective Action</b>  <b>Title III</b>

<b>Strategy #2</b> (number determined by identified needs)						
<b>Title:</b> Provide ongoing professional development on researched-based instructional strategies						
<b>Description:</b> Teachers must be well-prepared to work with the needs of all English learners. They must be deliberate and skillful in their instructional delivery. A focused plan for in-service that has its goal standards-based, differentiated instruction needs intensive time allocation accompanied by in-house coaching (Joyce and Weil 1992). Providing teachers with training on researched-based instructional strategies will better equip teachers with the knowledge, skills and the disposition to effectively teach English learners. (Revision to methods of instruction)						
<b>ACTION STEPS</b> (number determined by identified needs)	<b>Start Date</b> mm/dd/yyyy	<b>End Date</b> mm/dd/yyyy	<b>Person Responsible</b>	<b>Target Audience</b>	<b>Estimated Costs</b>	<b>Funding Sources</b>

## Orange Unified School District Title III Plan Year 4

<p><b>Title: 2.</b> EL Specialists and Instructional coaches will provide professional development opportunities for teachers.</p>	09/01/2011	06/13/2013	Bobbie Ochoa Linda Stoterau Anne Truex		<p><b>\$287,540</b> <b>EL</b></p> <p><b>\$750,500</b> <b>Coaches</b></p> <p><b>ERCA</b> <b>summer</b> <b>training</b> <b>\$77,000</b></p>	<p><b>EIA</b></p> <p><b>Title I</b></p> <p><b>Title III</b></p>
<p><b>Description:</b> Three EL Specialists and Instructional coaches will work with teachers individually or in groups to provide training and demonstrations of GLAD, Thinking Maps, academic vocabulary and other researched-based strategies. They will model lessons, co-teach, and assist teachers with lesson planning. Teachers need time and support to implement and refine these instructional strategies. The use of a cognitive coaching model will ensure greater success of implementation of these strategies.</p>						
<p><b>TASKS (number determined by identified needs)</b></p>	<p><b>Start Date</b></p>	<p>End Date</p>	<p>Person Responsible</p>	<p><b>Status</b></p>		
<p><b>Title:2a.</b> Coordinate the content and calendar of the staff development work of the EL Specialists and Instructional coaches</p>	09/01/2011	06/13/2013	Bobbie Ochoa Linda Stoterau Anne Truex	<input type="checkbox"/> not begun <input type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended	<p><b>0</b></p>	
<p><b>Description:</b> The EL Specialists and Instructional coaches will meet with the directors/coordinators to plan which content; and calendar logistics to engage teachers at all</p>						



## Orange Unified School District Title III Plan Year 4

schools in staff development.						
<b><u>ACTION STEPS</u></b> <i>(number determined by identified needs)</i>	<b>Start Date</b> mm/dd/yyyy	<b>End Date</b> mm/dd/yyyy	<b>Person Responsible</b>	<b>Target Audience</b>	<b>Estimated Costs</b>	<b>Funding Sources</b>
<p><b>Title: 3.</b> Provide coaching/mentoring for High School teachers on EL strategies</p> <p><b>Description:</b> Many of our High School teachers could benefit from staff development and modeling of lessons to learn strategies in using academic language and discourse and writing language objectives. By providing trained mentor teachers at the four comprehensive high schools, teachers will have access to coaching and mentoring in routines and instructional strategies learned through professional development training from highly qualified peer. Mentor teachers will be released 2 periods from their teaching schedule to mentor their colleagues in supporting EL students in all subjects.</p>	08/23/2012	06/13/2012	Anne Truex		<p><b>\$145,672</b></p> <p><b>Cost of 2 per X 4 HS</b></p>	<b>Title III</b>
<b><u>TASKS</u></b> <i>(number determined by identified needs)</i>	<b>Start Date</b>	<b>End Date</b>	<b>Person Responsible</b>	<b>Status</b>		
<p><b>Title: 3a.</b> Identify exemplary high school content teachers to mentor fellow teachers.</p> <p><b>Description:</b> Principals will work with district personnel in the selection process to identify qualified teachers to provide support</p>	02/01/2012	05/31/2012	Anne Truex	<input type="checkbox"/> not begun <input type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended	<b>0</b>	

## Orange Unified School District Title III Plan Year 4

<p>in lessons with writing language and content objectives, explicit teaching of academic language and structured oral academic discourse. A job description will be developed for this new role. These mentor teachers should possess coaching skills and actively practice researched-based instructional strategies.</p>						
<p><b>Title: 3b.</b> Train mentor teachers on roles, expectations and strategies</p>	06/15/2012	08/23/2012	Elsie Simonovski	<input type="checkbox"/> not begun <input type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended	\$1,100	Title III
<p><b>Description:</b> The identified mentor teachers will be trained to provide support in lessons with writing language and content objectives, explicit teaching of academic language and guided oral academic discourse.</p>					2 days summer training	

<p><b>Strategy #3</b> <i>(number determined by identified needs)</i></p> <p><b>Title:</b> Professional Development for Administrators</p> <p><b>Description:</b> It is essential to provide professional development for all administrators on the instructional strategies which teachers are receiving training. Administrators are instructional leaders and need to understand these practices in order to monitor the implementation of the strategies at their sites. Most studies that have looked up the issue of leadership have demonstrated that successful schools have effective leadership (e.g. Berman, Minicucci, McLaughlin, Nelson &amp; Woodworth, 1995; Castellano et al, 2002; Levine &amp; Lezotte, 1995, Reyes et al, 1999; Tikunoff, 1980). As Castellano et al (2002) points out in a study of whole-school reforms; “Strong principals and other leaders did not and possibly cannot force change; but they have been critical in setting an agenda and the tone for change” (p. 36). The principal must be the main advocate...and provide guidance (Riehl, 2000) (Revision to methods of instruction)</p>						
<b>ACTION STEPS (number determined by identified needs)</b>	<b>Start Date mm/dd/yyyy</b>	<b>End Date mm/dd/yyyy</b>	<b>Person Responsible</b>	<b>Target Audience</b>	<b>Estimated Costs</b>	<b>Funding Sources</b>
<p><b>Title:</b> Provide professional development for all site administrators</p>	09/01/2011	06/13/2013	Aileen Sterling Gwenis Laura		\$1,500	EIA

## Orange Unified School District Title III Plan Year 4

<b>Description:</b> Train administrators on GLAD strategies, academic vocabulary and other researched-based strategies which teachers are being trained on.						
<b>TASKS (number determined by identified needs)</b>	<b>Start Date</b>	End Date	Person Responsible	<b>Status</b>		
<b>Title: 1a.</b> EL Specialists will train administrators	09/01/2011	06/13/2013	Bobbie Ochoa	<input type="checkbox"/> not begun <input type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended	<b>0</b>	
<b>Description:</b> Administrator training will be done by chunking information and presenting at monthly principal meetings or in other sessions. Administrators will learn about the strategies and skills their teachers are being trained on and the district's expectations of monitoring the implementation of these strategies.						

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## Orange Unified School District Title III Plan Year 4

DISTRICT/LEA NAME <u>ORANGE UNIFIED</u>		DATE <u>JANUARY 19, 2012</u>				
<b>District/LEA SMART Goal</b>						
<b>Title:</b> Goal 2E: Parent and Community Participation						
<b>Description:</b> The LEA will promote the involvement of parents and community members in the education of English learners. <ul style="list-style-type: none"> <li>• By June, 2013, the LEA will improve and increase parent outreach strategies so that 75% of parents are active participants in the education of their children.</li> </ul> The district will increase parent knowledge and involvement of their child's academic program. Programs and practices can be designed, revised, and evaluated to learn variations produce greater school and family effectiveness and student success. (Epstein 2010)						
<b>Strategy #1</b> <i>(number determined by identified needs)</i>						
<b>Title:</b> District English Learner Advisory Committee (DELAC)						
<b>Description:</b> Currently the district has a strong DELAC. The monthly meetings are well attended with over 90 parents and school community liaisons. Parent representatives at DELAC take information back to their school ELAC meetings.						
<b><u>ACTION STEPS</u></b> <i>(number determined by identified needs)</i>	<b>Start Date</b> mm/dd/yyyy	<b>End Date</b> mm/dd/yyyy	<b>Person Responsible</b>	<b>Target Audience</b>	<b>Estimated Costs</b>	<b>Funding Sources</b>
<b>Title:</b> 1. DELAC monthly meetings	09/01/2011	06/13/2013	Bobbie Ochoa	EL Parents	<b>0</b>	
<b>Description:</b> Monthly DELAC meetings are held to solicit input from parents and give school site parent representatives information to take back and share at their ELAC meetings. Topics include: required parent notification requirements; school attendance; student achievement; (CST/CELDT); SPSA; Parent Involvement policy/compacts; categorical budgets; and needs assessments (parent input). In addition community speakers						

## Orange Unified School District Title III Plan Year 4

present information on their programs and district staff share instructional information.						
<b>TASKS</b> <i>(number determined by identified needs)</i>	<b>Start Date</b>	<b>End Date</b>	<b>Person Responsible</b>	<b>Status</b>		
<b>Title: 1a.</b> Prepare for DELAC meetings	09/01/2011	06/13/2013	Bobbie Ochoa	<input type="checkbox"/> not begun <input type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended	<b>0</b>	
<b>Description:</b> The coordinator of English learners organizes the DELAC meetings. Parents are invited, speakers are contacted and agendas are developed. Agendas are posted on the website 72 hours prior to the meetings.						

<b>ACTION STEPS</b> <i>(number determined by identified needs)</i>	<b>Start Date</b> mm/dd/yyyy	<b>End Date</b> mm/dd/yyyy	<b>Person Responsible</b>	<b>Target Audience</b>	<b>Estimated Costs</b>	<b>Funding Sources</b>
<b>Title: 2.</b> Schools with 21 or more English learners are required to hold ELAC meetings	09/01/2011	06/13/2013	Bobbie Ochoa		<b>0</b>	
<b>Description:</b> ELAC meetings are held at school sites and provide parents with information regarding CELDT, CST, ELD instruction and materials, graduation and A-G requirements, reclassification, parent education and school activities.						

<b>ACTION STEPS</b> <i>(number determined by identified needs)</i>	<b>Start Date</b> mm/dd/yyyy	<b>End Date</b> mm/dd/yyyy	<b>Person Responsible</b>	<b>Target Audience</b>	<b>Estimated Costs</b>	<b>Funding Sources</b>
<b>Title: 3.</b> Parent Portal	09/01/2011	06/15/2013	Bobbie Ochoa		<b>Parent</b>	<b>General</b>

## Orange Unified School District Title III Plan Year 4

<p><b>Description:</b> The district maintains a student/parent portal on its website that provides grades, attendance, tardies and other student specific information. A parent needs an email address or student ID number to use the parent portal. The district keeps track of the portal usage by students and parents. The portal is a valuable ever- available tool parents can use to keep informed about their student’s performance in school. The district will provide training to parents in Spanish to assist them in accessing this tool with the goal of increasing parent/student portal usage by 5%.</p>					<p><b>Portal \$34,200</b></p>	<p><b>Fund</b></p>
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<b>TASKS</b> <i>(number determined by identified needs)</i>	<b>Start Date</b>	<b>End Date</b>	<b>Person Responsible</b>	<b>Status</b>		
<p><b>Title: 3a.</b> Teach DELAC parents to access the parent portal</p> <p><b>Description:</b> Provide training to DELAC parents, in Spanish, to assist them in accessing information on the district portal about their children’s current progress in their classes. Once parents feel comfortable with the process, they can share the process with other parents.</p>	09/01/2011	06/15/2012	Bobbie	<input type="checkbox"/> not begun <input type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended	<b>0</b>	

## Orange Unified School District Title III Plan Year 4

<b>Strategy #2</b> <i>(number determined by identified needs)</i>						
<b>Title:</b> Provide communication in the home language						
<b>Description:</b> Schools with 15% or more of students enrolled which have a single home language other than English are required to translate all parent communications from the school. Spanish is the language that is required by OUSD and its schools.						
<b>ACTION STEPS</b> <i>(number determined by identified needs)</i>	<b>Start Date</b> mm/dd/yyyy	<b>End Date</b> mm/dd/yyyy	<b>Person Responsible</b>	<b>Target Audience</b>	<b>Estimated Costs</b>	<b>Funding Sources</b>
<b>Title:1</b> Provide translated documents and oral translation for school to home communications.	08/25/2011	06/13/2013	Bobbie Ochoa		<b>0</b>	
<b>Description:</b> The district and school sites will translate written documents and notices and provide oral translation as required.						
<b>TASKS</b> <i>(number determined by identified needs)</i>	<b>Start Date</b>	<b>End Date</b>	<b>Person Responsible</b>	<b>Status</b>		
<b>Title: 1a.</b> Monitoring translation requirements.	08/25/2011	06/13/2013	Anne Truex	<input type="checkbox"/> not begun <input type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended	0	
<b>Description:</b> Communicate the requirement and collect evidence of schools fulfilling requirements. Annually schools are notified of their percentage of home languages of 15% or more. Evidence is collected from each site via principals uploading sample documents on the district CPM Blackboard site. Also extra earnings and bilingual stipend expenditure requests for staff to provide oral translation are submitted to the Accountability and Special Programs department.						

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<b><u>ACTION STEPS</u></b> <i>(number determined by identified needs)</i>	<b>Start Date</b> mm/dd/yyyy	<b>End Date</b> mm/dd/yyyy	<b>Person Responsible</b>	<b>Target Audience</b>	<b>Estimated Costs</b>	<b>Funding Sources</b>
<b>Title: 2.</b> Community Liaisons	08/25/2011	06/13/2013	Principals		<b>0</b>	
<b>Description:</b> Schools with populations needing Spanish translation will hire Community Liaisons to provide translation and parent outreach. These liaisons become an integral part in making parents feel welcome and providing support for parents to be involved in their child's education.						
<b><u>TASKS</u></b> <i>(number determined by identified needs)</i>	<b>Start Date</b>	<b>End Date</b>	<b>Person Responsible</b>	<b>Status</b>		
<b>Title:</b> Community Liaison professional development	09/14/2011	05/31/2012	Bobbie Ochoa	<input type="checkbox"/> not begun <input type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended	0	
<b>Description:</b> Quarterly professional development is provided for the Community Liaison on ways to involve families in supporting their students' academic achievement.						

<b>Strategy #3</b> <i>(number determined by identified needs)</i>						
<b>Title:</b> Parent Education						
<b>Description:</b> Parent education is an important aspect of parent involvement in OUSD. Schools plan literacy, math and science nights, provide education on gang, drugs and alcohol issues, bullying, college preparedness, academic and instructional strategies, and other topics that relate to each school. Input from parents on these topics is solicited through parent surveys, ELAC, SSC, and PTA meetings. Schools may partner with outside groups or agencies such as Parent Institute for Quality Education, Professional Tutors CARE program, or Orange Police department's Gang Reduction Intervention Program						
<b><u>ACTION STEPS</u></b> <i>(number determined by identified needs)</i>	<b>Start Date</b> mm/dd/yyyy	<b>End Date</b> mm/dd/yyyy	<b>Person Responsible</b>	<b>Target Audience</b>	<b>Estimated Costs</b>	<b>Funding Sources</b>
<b>Title: 1</b> Parent Education meetings	09/01/2012	06/13/2013	Principals		<b>0</b>	



## Orange Unified School District Title III Plan Year 4

<p><b>Description:</b> Each school is responsible to plan their own parent education activities. During Title I monthly principal meetings, parent involvement is a standing agenda item. The director shares information on available programs and resources and schools share ideas for parent involvement. Schools will offer grade level specific literacy/math nights to parents of English Learners. Classroom teachers will be paid extra earnings to plan and present many of these events.</p>						
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<b><u>ACTION STEPS</u></b> <i>(number determined by identified needs)</i>	<b>Start Date</b> mm/dd/yyyy	<b>End Date</b> mm/dd/yyyy	<b>Person Responsible</b>	<b>Target Audience</b>	<b>Estimated Costs</b>	<b>Funding Sources</b>
<p><b>Title: 2.</b> "Disciplina Positiva" (Positive Discipline) workshops</p>	01/09/2012	06/30/2013	Bobbie		<b>\$3,000</b>	<b>EIA</b>
<p><b>Description:</b> The Orange County Department of Education offers classes through its Parent Involvement Network. OUSD has volunteered to host a series of parent workshops at the district at no cost to participants. The classes are conducted in Spanish. In recent DELAC needs assessments, parents requested assistance with issues discussed in this series.</p>						

## Orange Unified School District Title III Plan Year 4

<b>TASKS</b> <i>(number determined by identified needs)</i>	<b>Start Date</b>	<b>End Date</b>	<b>Person Responsible</b>	<b>Status</b>		
<b>Title: 2a</b> Organize "Disciplina Positiva" <b>Description:</b> The district will offer 6-week series of workshops to parents of ELs in Spanish. Organize logistics, publicity and enrollment process	01/09/2012	06/29/2013	Bobbie	<input type="checkbox"/> not begun <input type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended	<b>0</b>	

## Orange Unified School District Title III Plan Year 4

District/LEA Name <u>Orange Unified</u>		Date <u>January 19, 2012</u>				
<b>District/LEA SMART Goal :</b>						
<b>Title: <u>Goal 2F: Parental Notification</u></b>						
The LEA will provide required communications to parents in a timely manner.						
<ul style="list-style-type: none"> <li>• By June, 2013, the LEA will provide 100% of parents of ELs with the following information regarding their children, in a language parents can understand:               <ul style="list-style-type: none"> <li>o identification as EL;</li> <li>o program placement options;</li> <li>o program placement notification;</li> <li>o English language proficiency level, as determined by CELDT results and any local English Proficiency assessments used;</li> <li>o academic achievement level;</li> <li>o redesignation information; and</li> <li>o at the high school level, graduation requirements and annual notification of their students' progress toward meeting those requirements.</li> </ul> </li> </ul>						
<b>Strategy: 1</b> <i>(number determined by identified needs)</i>						
<b>Title:</b> Annual Parent Notification Letter						
<b>Description:</b> : The district will send an annual parent notification letters, via first class US mail, containing all the required information, within the required time.						
<b><u>ACTION STEP:</u></b> <i>(number determined by identified needs)</i>	<b>Start Date</b> mm/dd/yyyy	<b>End Date</b> mm/dd/yyyy	<b>Person Responsible</b>	<b>Target Audience</b>	<b>Estimated Costs</b>	<b>Funding Sources</b>
<b>Title: 1.</b> Annual Notification letter (October)	08/01/2012	11/01/2012	Bobbie Ochoa		<b>\$5,300</b>	<b>EIA</b>
<b>Description:</b> Query names and addresses of all English learners in the Aeries student information system for the mail merge. Create letter, send to print shop to mail						

## Orange Unified School District Title III Plan Year 4

merge, and mail home to parents. <b>Funding ( Y N)</b> <b>Tag: (T3_Y4, T3_Y2)</b>						
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<b>ACTION STEP:</b> <i>(number determined by identified needs)</i>	<b>Start Date</b> mm/dd/yyyy	<b>End Date</b> mm/dd/yyyy	<b>Person Responsible</b>	<b>Target Audience</b>	<b>Estimated Costs</b>	<b>Funding Sources</b>
<b>Title:</b> Second Annual Parent Notification Letter following receipt of CELDT results (February)  <b>Description:</b> : Query names and addresses of all English learners in the Aeries student information system for the mail merge to send CELDT scores with required information in January-February, within 30 days of receipt of CELDT results. <b>Funding ( Y N)</b>  <b>Tag: (T3_Y4, T3_Y2)</b>	01/30/2012	02/29/2012	Bobbie Ochoa		<b>\$2,670</b>	<b>EIA</b>

<b>Strategy2:</b> <i>(number determined by identified needs)</i> <b>Title:</b> 2 Communicate high school graduation requirements to parents of English learners and their child's progress towards meeting the requirements annually. <b>Description:</b> Providing parents with information about school policies and expectations helps parents participate meaningfully in their child's education. The district will ensure that translated high school graduation requirements, including A-G requirements are included in the annual registration packets. The district will explain the requirements at DELAC meetings and provide translated materials for use at ELAC meetings. Translated high school graduation requirements will be posted on the district website.
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## Orange Unified School District Title III Plan Year 4

<b>ACTION STEP:</b> <i>(number determined by identified needs)</i>	<b>Start Date</b> mm/dd/yyyy	<b>End Date</b> mm/dd/yyyy	<b>Person Responsible</b>	<b>Target Audience</b>	<b>Estimated Costs</b>	<b>Funding Sources</b>
<p><b>Title: 2a.</b> Disseminate translated high school graduation requirements, including A-G requirements</p> <p><b>Description:</b> Provide translated high school graduation requirements, including A-G requirements, to post on the website and distribute to parents and students (see Goal 5A). <b>Funding ( Y N)</b></p> <p><b>Tag: (T3_Y4, T3_Y2)</b></p>	02/01/2012	03/01/2012	Bobbie Ochoa		<b>0</b>	

<b>ACTION STEP:</b> <i>(number determined by identified needs)</i>	<b>Start Date</b> mm/dd/yyyy	<b>End Date</b> mm/dd/yyyy	<b>Person Responsible</b>	<b>Target Audience</b>	<b>Estimated Costs</b>	<b>Funding Sources</b>
<p><b>Title: 1.</b> Present the high school graduation requirements at DELAC meetings and provide them materials to share at the ELAC meetings.</p> <p><b>Description:</b> Explain the high school graduation and A-G requirements at DELAC meetings. DELAC representatives will share the information and handouts at their site ELAC meeting.</p>	12/02/2011	12/13/2012	Bobbie Ochoa		<b>0</b>	

## Orange Unified School District Title III Plan Year 4

District/LEA Name <u>Orange Unified School District</u>		Date <u>January 19, 2012</u>				
<b>District/LEA SMART Goal :</b>						
<b>Title: Increase Graduation Rate</b>						
<b>Description:</b> • By June, 2013, the graduation rate will increase from 93.54% to 94%. • By June, 2013), the English learner graduation rate will increase from 77.1% to 80.5%.						
<b>Strategy #1:</b> <i>(number determined by identified needs)</i>						
<b>Title:</b> Providing information on graduation requirements						
<b>Description:</b> Providing parents with information about school policies and expectations helps parents participate meaningfully in their child's education. Providing multiple communications of high school graduation requirements, including A-G requirements, will increase awareness and importance of graduating.						
<b><u>ACTION STEP:</u></b> <i>(number determined by identified needs)</i>	<b>Start Date</b> mm/dd/yyyy	<b>End Date</b> mm/dd/yyyy	<b>Person Responsible</b>	<b>Target Audience</b>	<b>Estimated Costs</b>	<b>Funding Sources</b>
<b>Title:</b> Graduation requirements communication <b>Description:</b> Providing parents with information about school policies and expectations helps parents participate meaningfully in their child's education. Providing multiple communications of high school graduation requirements, including A-G requirements, will increase awareness and importance of graduating.  <b>Funding ( Y N)</b>  <b>Tag: (T3_Y4, T3_Y2)</b>	08/25/2011	06/13/2013	Aileen Sterling		<b>0</b>	

## Orange Unified School District Title III Plan Year 4

<b>TASK:</b> <i>(number determined by identified needs)</i>	<b>Start Date</b>	<b>End Date</b>	<b>Person Responsible</b>	<b>Status</b>		
<p><b>Title: 1a.</b> Inform students and parents of graduation requirements.</p> <p><b>Description:</b> Principals to ensure graduation and college readiness requirements are part of the registration materials. Students and parents of all 9<sup>th</sup> graders meet with counselors to inform them of graduation requirements.</p>	08/25/2011	06/13/2013	Principals	<input type="checkbox"/> not begun <input type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended	0	
<p><b>Title: 1b.</b> Website access to requirements</p> <p><b>Description:</b> Post high school graduation requirements, with translation, on the district website.</p>	02/01/2012	03/01/2012	Bobbie Ochoa	<input type="checkbox"/> not begun <input type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended	0	
<p><b>Title: 1c.</b> Explore other ways to communicate and inform parents.</p> <p><b>Description:</b> Convene counselors and administrators to explore alternative methods of communicating annually to parents about the graduation requirements and their child's progress towards graduation.</p>	02/01/2012	06/15/2012	Aileen Sterling	<input type="checkbox"/> not begun <input type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended	0	
<p><b>Title: 1d.</b> Inform parents of their student's grades in</p>	08/25/2011	06/13/2013	Principals	<input type="checkbox"/> not begun <input type="checkbox"/> in progress	0	

## Orange Unified School District Title III Plan Year 4

class.				<input type="checkbox"/> completed <input type="checkbox"/> suspended		
<p><b>Description:</b> Parents are trained to use the “Parent Portal” to track their student’s class assignments. They have the ability to contact teachers by email to inquire about missing assignments and low grades. Parents also receive mid-quarter progress reports if their child is in danger of failing a class.</p>						

**Strategy #2:** *(number determined by identified needs)*  
**Title:** Freshman Seminar class high school to college/career curriculum  
**Description:** In the Freshman Seminar curriculum there are many opportunities for all students to understand why a high school diploma is important and explore college and career options.

<b>ACTION STEP:</b> <i>(number determined by identified needs)</i>	<b>Start Date</b> mm/dd/yyyy	<b>End Date</b> mm/dd/yyyy	<b>Person Responsible</b>	<b>Target Audience</b>	<b>Estimated Costs</b>	<b>Funding Sources</b>
<p><b>Title:</b> 9<sup>th</sup> grade Freshman Seminar classes provide college/ career information.</p> <p><b>Description:</b> In the freshman seminar class, students take interest, ability and aptitude surveys and explore on-line resources about career options. All students develop a four-year academic plan in the class. The district annually holds a college night. Students are introduced to career pathways/industry</p>	08/25/2011	06/13/2013	Principals		<b>0</b>	



## Orange Unified School District Title III Plan Year 4

sectors and encouraged to select an interest, so electives can be easily targeted in grades 10-12. Students are also encouraged to participate in extra-curricular activities beginning in 9 <sup>th</sup> grade.  <b>Funding ( Y N)</b>  <b>Tag: (T3_Y4, T3_Y2)</b>						
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<b>Strategy #3:</b> <i>(number determined by identified needs)</i>						
<b>Title:</b> Credit Recovery						
<b>Description:</b> If students find themselves behind on having enough credits to graduate, they need alternative methods to gain the needed credits.						
<b>ACTION STEP:</b> <i>(number determined by identified needs)</i>	<b>Start Date</b> mm/dd/yyyy	<b>End Date</b> mm/dd/yyyy	<b>Person Responsible</b>	<b>Target Audience</b>	<b>Estimated Costs</b>	<b>Funding Sources</b>
<b>Title:</b> Provide alternatives to students in need of credit recovery  <b>Description:</b> When students find themselves behind in credits to graduate, the district has several alternatives which include: after school tutoring, on-line academic classes, Plato on-line credit recovery, Career Tech classes, concurrent enrollment in Adult Ed classes and Petition Program. 11 <sup>th</sup> grade students might also enroll in the continuation high school.	08/25/2011	06/13/2013	Aileen Sterling		Plato \$108,800	Gen Fund

## Orange Unified School District Title III Plan Year 4

District/LEA Name <u>Orange Unified School District</u>		Date <u>January 19, 2012</u>				
<b>District/LEA SMART Goal :</b>						
<b>Title: Decrease Dropout Rates</b>						
<b>Description:</b>						
<ul style="list-style-type: none"> <li>• By June, 2013, the overall dropout rate will decrease from 6.8% to 6%.</li> <li>• By June, 2013, the English learner dropout rate will decrease from 15.4% to 12%.</li> </ul>						
<b>Strategy:</b> <i>(number determined by identified needs)</i>						
<b>Title: 1. Monitor Attendance</b>						
<b>Description:</b> Monitoring students' attendance and providing parents information to overcoming barriers to regular school attendance.						
<b><u>ACTION STEP:</u></b> <i>(number determined by identified needs)</i>	<b>Start Date</b> mm/dd/yyyy	<b>End Date</b> mm/dd/yyyy	<b>Person Responsible</b>	<b>Target Audience</b>	<b>Estimated Costs</b>	<b>Funding Sources</b>
<b>Title:</b> Attendance monitoring	08/25/2011	06/13/2013	Anne Truex		<b>0</b>	
<b>Description:</b> Attendance is monitored closely at the schools. Sites write goals and actions they will implement as part of their school plan to monitor and support good attendance.						
<b><u>TASK:</u></b> <i>(number determined by identified needs)</i>	<b>Start Date</b>	<b>End Date</b>	<b>Person Responsible</b>	<b>Status</b>		
<b>Title: 1a.</b> Single Plan for Student Achievement (SPSA) Attendance Goals	09/01/2011	10/28/2011	Principals	<input type="checkbox"/> not begun <input type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended	0	
<b>Description:</b> As part of the SPSA, the schools add goals and actions to increase						

## Orange Unified School District Title III Plan Year 4

attendance and reduce tardiness. These actions include monitoring, absence review teams and incentives for school attendance.						
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<b>TASK:</b> <i>(number determined by identified needs)</i>	<b>Start Date</b>	<b>End Date</b>	<b>Person Responsible</b>	<b>Status</b>		
<b>Title: 1b.</b> Notify parents of excessive tardy and absences <b>Description:</b> Principals send letters to notify parents of attendance or truancy issues. Parents have accessibility to daily attendance, on the Parent Portal.	09/01/2011	06/13/2013	Principals	<input type="checkbox"/> not begun <input type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended	<b>0</b>	

<b>TASK:</b> <i>(number determined by identified needs)</i>	<b>Start Date</b>	<b>End Date</b>	<b>Person Responsible</b>	<b>Status</b>		
<b>Title: 1c.</b> School Attendance Review Team <b>Description:</b> Parents of chronically truant or absent students meet with the School Attendance Review Team to determine the barriers that are causing the attendance issues. These teams look at positive alternatives to help students attend school on a regular basis. Parents are also encouraged to check their student's daily attendance on the Parent Portal.	09/01/2011	06/13/2013	Principals	<input type="checkbox"/> not begun <input type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended	<b>0</b>	

## Orange Unified School District Title III Plan Year 4

District/LEA Name <u>Orange Unified School District</u>		Date <u>January, 19, 2012</u>				
<b>District/LEA SMART Goal :</b>						
<b>Title: AP classes</b>						
<b>Description:</b>						
<ul style="list-style-type: none"> <li>• By June, 2013, the percentage of students enrolled in AP/IB courses will increase by 1%.</li> <li>• By June, 2013, the percentage of English learners enrolled in AP/IB courses will increase from 2% to 3%.</li> </ul>						
<b>Strategy:</b> <i>(number determined by identified needs)</i>						
<b>Title:</b> Increase AP enrollment						
<b>Description:</b> Counselors and Site Administration, along with AVID Coordinators, will identify EL and RFEP students who would benefit from enrollment in AP or IB classes and support them through AVID classes, tutoring, and counseling. (NOTE: As the rate of reclassification increases at the elementary and middle school level, the number of high school EL students will decrease and the pool of students affected by this goal will decline. Therefore it is important to include RFEP students in this area.)						
<b>ACTION STEP:</b> <i>(number determined by identified needs)</i>	<b>Start Date</b> mm/dd/yyyy	<b>End Date</b> mm/dd/yyyy	<b>Person Responsible</b>	<b>Target Audience</b>	<b>Estimated Costs</b>	<b>Funding Sources</b>
<b>Title:</b> <b>Increase AP enrollment</b>	08/25/2011	06/13/2013	Linda Stoterau		<b>0</b>	
<b>Description:</b> : Counselors and Site Administration, along with AVID Coordinators, will identify EL and RFEP students who would benefit from enrollment in AP or IB classes and support them through AVID classes, tutoring, and counseling. (NOTE: As the rate of reclassification increases at the elementary and middle school level, the number of high school EL students will						

## Orange Unified School District Title III Plan Year 4

decrease and the pool of students affected by this goal will decline. Therefore it is important to include RFEP students in this area.) <b>Funding ( Y N)</b> <b>Tag: (T3_Y4, T3_Y2)</b>						
<b>TASK:</b> <i>(number determined by identified needs)</i>	<b>Start Date</b>	<b>End Date</b>	<b>Person Responsible</b>	<b>Status</b>		
<b>Title: 1a.</b> AVID programs	08/25/2011	06/13/2013	Linda Stoterau	<input type="checkbox"/> not begun <input type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended	<b>0</b>	
<b>Description:</b> High schools and middle schools have AVID programs to encourage students to take a rigorous curriculum for preparation of honors and AP classes leading to higher educational opportunities.						

<b>TASK:</b> <i>(number determined by identified needs)</i>	<b>Start Date</b>	<b>End Date</b>	<b>Person Responsible</b>	<b>Status</b>		
<b>Title:</b> Explore options for adding additional AP classes at the high schools.	02/01/2012	01/18/2013	Linda Stoterau	<input type="checkbox"/> not begun <input type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended	<b>0</b>	
<b>Description:</b> Schools will assess the need to increase the AP course offerings. Administrators will develop a plan to increase EL or RFEP student AP class enrollment.						

## Orange Unified School District Title III Plan Year 4

<b>TASK:</b> <i>(number determined by identified needs)</i>	<b>Start Date</b>	<b>End Date</b>	<b>Person Responsible</b>	<b>Status</b>		
<p><b>Title:</b> Selection/recruitment of AP teachers</p> <p><b>Description:</b> Principals are responsible for hiring and assignments at their schools. AP teachers must have the technical knowledge of the subject, as well as be high quality instructors. The district will work with site principals in selecting outstanding new AP teachers.</p>	02/01/2012	08/23/2012	Linda Stoterau	<input type="checkbox"/> not begun <input type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended	<b>0</b>	