

2017–18 Title III ESSA Transition Plan

All English Learner (EL) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

CDS Code: 30-66670-109066

LEA Name: Orange County Educational Arts Academy Fiscal Year: 2017

Plan to Provide Services for English Learner Students

Please summarize information from district-operated programs and provide descriptions of how the LEA is meeting or plans to meet each requirement.	
How the LEA will:	Persons Involved/Timeline (Optional)
Req uire d Cont ent	<p>Provide effective professional development</p> <p>For the 2017-18 school year OCEAA will continue to provide professional development to teachers as a way to support the following school initiatives:</p> <p><u>Expeditionary Learning</u> All Teachers Teachers will receive follow-up training on conducting student self-assessment, student self-tracking of their progress towards towards mastery of either daily or long-term academic, character or language targets. ELA Teachers in grades 4-8 will receive follow up training on Expeditionary Learning modules. EL Education 3 day Institutes & National Conference Site Visit – Melrose Academy Dual Immersion School</p> <p><u>Beginning Teacher Support and Assessment Program (BTSA)</u> Teachers needing to clear their credential will be able to participate in BTSA and receive direct support from a BTSA coach at OCEAA.</p>
	<p>coordinators, curriculum trainers, CSU Fullerton staff, teachers, counselor</p>

Benchmark Adelante

TK-3 Teachers

Teachers will receive training on the implementation of the Benchmark Adelante curriculum. Training will help sustain the Balanced Literacy approach to reading, writing, listening, and speaking already in place at OCEAA, in addition to helping teachers understand the use of curriculum materials.

Multicultural Proficiency Training

All teachers will receive support in OCEAA’s latest initiative which is researching and developing a path toward multicultural proficiency. This summer we will begin our collaboration with Dr. Rodriguez-Valls from CSU Fullerton who will deliver a one year-long training on the following topics:

- The concept of Cultural Proficiency and its continuum and tools
- Cycles of reflection
- Assessing cultural knowledge
- Valuing Diversity
- Adapting to the diversity as a team in the school
- Institutionalizing cultural knowledge for me, my school and my community

PBIS & Healthy School Environment

Continued support for teachers from counselor and PBIS Committee on the planning and execution of:

- Second Step curriculum
- Restorative Circles
- Trauma intervention
- Healthy Habits

Math

In-house training and coaching provided by our math coordinator, Ms. Kubasek to teachers in TK-8

who teach math. Areas of focus:

- Instructional strategies
- Go Math! Digital curriculum 4-8
- Go Math! 1-3 & Engage New York Math Tk,K
- Jiji Math & other digital support systems
- Math intervention

Technology & Data Analysis

In-house training and coaching provided by our technology coordinator on a variety of technology and application topics to teachers in TK-8 on areas of:

- Coding
- Digital assessments (AR, Accelerated Math)
- Learning apps (e.g., Kahoot)
- Digital archiving & portfolio
- General integration of technology

Continuation of Illuminate training to implement data cycles and progress monitoring.

ELPAC Training

Assessment Coordinator and EL Coordinator to receive training on the new transition from CELDT to ELPAC training. ELPAC to be administered in the Spring 2018.

NGSS

Continue consultation with OCDE specialists to support transition to NGSS, off-site conferences and workshops.

Teaching Conferences

Representative attendance at workshops and conferences such as EL Education, CAFE, ADTLE, CUE, etc.

	<p>Implement effective programs and activities (for English Learners)</p> <ul style="list-style-type: none"> ➤ Continue implementing Go Math! 1-8, Engage NY math TK-K, Expeditionary Learning 4-8, and EngageNY for ELD TK-3 ➤ Purchase Benchmark <i>Adelante</i> Spanish Language Arts materials for K-3 to increase rigor and authenticity of Spanish texts or dual language instruction ➤ Purchase NGSS aligned materials as recommended by Instructional Leadership Team. ➤ Maintain Literacy Coach and literacy intervention teachers to continue providing literacy interventions based on data, prioritizing services to low income students and language learners ➤ Hire F/T Math Coordinator to expand Math RtI program based on data, prioritizing services to low income students and language learners ➤ Renew Illuminate Student Assessment System for continued data analysis and progress monitoring ➤ Full implementation of Learning Targets and increase the quality and rigor of Learning Targets and Student Engaged Assessment ➤ Continue supporting the transition to NGSS through consultation with OCDE specialists ➤ Transition to Full Day Kinder ➤ Incorporate 6th grade into La Secundaria (middle school) 	<p>coordinators, curriculum trainers, CSU Fullerton staff, teachers</p>
	<p>Ensure English proficiency and academic achievement</p> <p>Formerly Goal 2A – Annual progress learning English EL Coordinator will support by:</p> <ul style="list-style-type: none"> ➤ Continue implementing the EngageNY Listening and Speaking curriculum for oral language development during Designated ELD in grades TK-3. 	<p>coordinators, curriculum trainers, CSU Fullerton staff, teachers</p>

- Carefully grouping ELs in primary grades for ELD – Designated ELD TK-3
- Coordinating and providing ELD intervention services to ELs during, before & after school. The ELD intervention team will meet regularly with ELD coordinator to:
 - Identify ELs in grades 3 and above who didn't reach proficiency in 2016-17 and/or who didn't advance a level
 - Strategize on the needs reflected by the group of students who will be serviced
- Provide professional development - on ELD Standards, ELA/ELD Framework, Designated and Integrated ELD and ELD curriculum
- Monitor EL progress and document ELD program implementation data
- Working in collaboration with Orange County Dept of Education – Services for Language Learners (SLL) to grow professionally and remain up-to-date with accountability and the Title III program

Formerly Goal 2C- ELA (& SLA)

For the 2017-18 school year OCEAA will continue strengthening the ELA curriculum by:

- Monitoring growth and enacting changes or initiatives that impact ELs academic competency directly.
- Continue holding the position of Literacy Coordinator to carry out a Response To Intervention (RTI) program in which English Learners are identified and provided pull-out reading intervention services during the school day.
- Purchase of balanced literacy curriculum: Benchmark Adelante for teachers in grades TK-3
- Continuation of “Learning Target” and Student-Engaged Assessment training and coaching provided by Expeditionary Learning Education

Formerly Goal 2C- Math

For the 2017-18 school year OCEAA will continue strengthening the math curriculum by:

	<ul style="list-style-type: none"> ➤ Continue implementing Go Math! Digital resources with Tier 1 & Tier 2 intervention ➤ Assign a full-time math coordinator to support instructional strategies ➤ Provide math interventions - all teachers of math K-8 would provide the necessary interventions before or after school after identifying student subgroups with specific math needs ➤ Continue with the following model: Math subject specialization in grades 4-8- In grades 4-6 one of the 2 team teachers would be the math teacher; in grades 7 & 8 one of the middle school teachers would teach all sections to both grades and both language models (Two-Way Bilingual Immersion & Mainstream English) 	
	<p>Promote parent, family, and community engagement in the education of ELs</p> <p>For the 2017-18 school year OCEAA will continue collaborating with parents of English Learners by:</p> <ul style="list-style-type: none"> ➤ Maintaining a high-functioning ELAC committee with increasing attendance rates <ul style="list-style-type: none"> ○ Maintain an average of 25-30 attending parents per meeting ○ Continuing involving parents by hosting student performances at the end of every meeting ➤ Increasing the participation of EL parents in SSC – For the 2017-18 school year, 2 out of 3 parents in SSC will be parents of English Learners ➤ Wellness Committee <ul style="list-style-type: none"> ○ With an environmental focus, the Wellness Committee will be including parents of EL to conduct beautification projects in the OCEAA Garden. ➤ Continue partnering with Centennial Education Center/Santa Ana College School of Continuing Education to offer classes of interest to parents of low income and EL students <ul style="list-style-type: none"> ○ For the 2017-18 school year, parents have requested Part II of the Parent Leadership Class and an English as a Second Language class ➤ Provide at least three additional workshops or trainings of interest to parents ➤ Hire a P/T Marketing Specialist to maintain regularly scheduled parent communications, social media communications, and other avenues of parent communication in Spanish and English 	<p>parents, director, coordinators, teachers</p>

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LEAs receiving or planning to receive Title III EL funding may include allowable activities.		Persons Involved/Timeline
Other Allowable Activities	<p>Describe all allowable activities chosen by LEA relating to: Supplementary services as part of the language instruction program for EL students</p> <p>*Please see http://www.cde.ca.gov/sp/el/t3/allowablecosts.asp for a list of allowable EL activities</p>	

Plan to Provide Services for Immigrant Students

Please complete this table if the LEA is receiving or planning to receive Title III Immigrant funding.	Persons Involved/Timeline
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<p>Allowable Activities</p>	<p>Describe all allowable activities chosen by LEA relating to: Enhanced instructional opportunities for immigrant children and youth</p> <ul style="list-style-type: none"> ➤ Determine best program placement (TWBI or Mainstream English) for students in grades 7, 8 ➤ Students who arrive to OCEAA as newcomers will be given priority intervention services provided by our New Student Intervention provider to help in the transition to a new educational setting ➤ Students who arrive to OCEAA as newcomers will also be given priority intervention services in the before/after school ELD intervention program to help in the transition to a new language; the focus will be in English oral language development ➤ Students who are newcomers can also receive the support from our school counselor who can help in the event of trauma, hardship, or adjustment challenges. Counselor or Health Clerk can help with the referral to community agencies who can provide aid in family trauma, basic necessities (food, clothing, etc.), health support. <p>*Please see http://www.cde.ca.gov/sp/el/t3/allowablecosts.asp for a list of allowable Immigrant activities</p>	<p>Coordinator, counselor, health clerk, literacy intervention coordinator & tutors</p>
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