

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: 42-69260 **LEA Name:** Orcutt Union School District **Fiscal Year:** 2017-2018

Plan to Provide Services for English Learner Students

Please summarize information from district-operated programs and provide descriptions of how the LEA is meeting or plans to meet each requirement.	
How the LEA will:	Persons Involved/Timeline (Optional)
<div style="display: flex;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg); background-color: #e0e0e0; padding: 5px; font-weight: bold; margin-right: 5px;">Required Content</div> <div style="flex-grow: 1;"> <p>Provide effective professional development.</p> <p>Orcutt Union School District (OUSD) is committed to supporting the implementation and expansion of best EL instructional practices. Professional development is provided during district-adopted staff development days and ongoing site-based support with the Teachers on Special Assignment (TOSAs).</p> <p>TOSAs work with ELD support teachers and classroom teachers on the use of research-based strategies targeting instruction for English Learners including modeling instruction, feedback after observed instruction, and providing support (research, resources, and lesson design support).</p> <p>The needs of EL students are specifically targeted within <i>EL Achieve</i>, <i>English 3D</i>, <i>Collections</i>, and <i>Wonders for English Learners</i> professional development. Group trainings and individual coaching focuses on curriculum and scaffold instructional strategies for promoting English Learners’ proficiency in academic language, speaking, listening, writing, and reading.</p> <p>OUSD provides classroom teachers with one hour every week to participate in Professional Learning Communities (PLCs).</p> <p>ELD staff from all sites meet monthly to collaborate, and participate in professional development activities highlighting effective instructional strategies.</p> </div> </div>	

	<p>OUSD ELD Coordinator will attend the Title III Accountability Leadership Institute in December 2017.</p>	
	<p>Implement effective programs and activities.</p> <p>OUSD offers both Structured English Immersion (SEI) and English Language Mainstream (ELM) programs with SDAIE methodologies that align with the CCCSS and ELD Framework.</p> <ul style="list-style-type: none"> • All English learners receive daily designated ELD instruction. • Integrated ELD instruction using ELA/ELD adopted curriculum is incorporated into both SEI and ELM programs. • Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) is provided four days per week for Multi-Tiered Systems of Support (MTSS). 	
	<p>Ensure English proficiency and academic achievement.</p> <p>EL student progress on the Smarter Balanced and CELDT (ELPAC in Spring 2018) assessments are a priority, and student data is continuously monitored to ensure maximum growth for EL students.</p> <ul style="list-style-type: none"> • CAASPP growth targets have been established for EL students in the areas of ELA/ELD and Mathematics. Both integrated and designated ELD instruction will support meeting those goals. • EL student attendance, suspension/expulsion, and parental involvement data is monitored and is a priority in our local plans. • EL student data is reviewed by school site leadership teams in facilitated meetings with district personnel. School sites are expected to meet annual growth targets. 	

	<p>Promote parent, family, and community engagement in the education of English Learners.</p> <p>The involvement and participation of our English learner parents and community members is critical to the success of our students.</p> <ul style="list-style-type: none"> • Our English Learner Advisory Committees (ELAC) and District English Learner Advisory Committee (DELAC) foster parent involvement. • The district utilizes bilingual staff, including community liaisons, to assist whenever possible with translation, referrals to community resources, and parent education events. • Events are regularly scheduled with translation services and childcare, and particular attention is paid to the scheduling of events to ensure maximum participation (scheduled around faith based activity schedules, harvest schedules for families that work in the agriculture industry, location is closest to where a majority of families live and within walking distance). 	
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LEAs receiving or planning to receive Title III EL funding may include authorized activities.		Persons Involved/Timeline (Optional)
Other Authorized Activities	<p>Describe all authorized activities chosen by the LEA relating to: Supplementary services as part of the language instruction program for English Learner students.</p> <ul style="list-style-type: none"> • Expand the use of supplemental instructional resources for English learners by providing Chromebooks and online licenses to <i>Rosetta Stone</i> and <i>Imagine Learning</i>. • Improve methods for documenting progress of English learners and redesignated FEP students. • Provide parent education events in both English and Spanish. 	