



ORANGE UNIFIED SCHOOL DISTRICT

Comprehensive Sexual Health Education

AWARENESS

Each of the facilitator-led parent & community awareness meetings will include the following:

- *Overview of the California Healthy Youth Act (2016)*
- *Overview of OUSD Comprehensive Sexual Health Education Implementation Timeline*
- *Opportunity for Parents & Community Members to Provide Critical Input*

Information Meetings

Location: Yorba Middle
Date: November 14th
Time: 9:00 am - 10:00 am

Location: Portola Middle
Date: November 16th
Time: 8:00 am - 9:00 am

Location: Cerro Villa Middle
Date: November 28th
Time: 5:30 pm - 6:30 pm

Location: District Office
Date: November 29th
Time: 5:30 pm - 6:30 pm



ORANGE UNIFIED SCHOOL DISTRICT

Comprehensive Sexual Health Education Curriculum Review Committee

The Comprehensive Sexual Health Education Curriculum Review Committee (CRC) will be comprised of:

Parent

- one from each middle school
- one from each district advisory group
- two elementary
- one high school

Staff

- one teacher rep from each middle school
- one elementary teacher rep
- two nurses
- one Curriculum Council member
- one Curriculum Office staff member

Medical/University

- two medical professionals and/or university professors

Selected representatives must:

- attend all CRC meetings.
- review all Adolescent Sexual Health Working Group (ASHWG) recommended middle school comprehensive sexual health education curricula utilizing a rubric.
- compile findings and provide recommendations to be presented to District Advisory Groups Curriculum Council.

Tentative CRC Timeline

December 4th	Initial Meeting (8:30 - 10:30) in Board Room 2
December 12th	Establish working norms, expectations, and schedule (8:30 - 10:30)
January 22nd	Review Curriculum 1 (8:30 am - 12:00 pm)
January 29th	Review Curriculum 2 (8:30 am - 12:00 pm)
February 12th	Review Curriculum 3 (8:30 am - 12:00 pm)
February 19th	Review Curriculum 4 (8:30 am - 12:00 pm)
March 5th	Discuss and review curricula (8:30 am - 10:30 am)
March 12th	Finalize recommendation(s) (8:30 am - 10:30 am)
April TBD	Present recommendation(s) to stakeholders
May 28th	Present recommendation(s) to Curriculum Council

Applicants will be selected for the CRC by public lottery **at the District Information Meeting on November 29th**.

To apply to be a representative on the CRC, please submit your application online by using the QR code or link below.



<http://bit.ly/CRCApplication>

If you have any questions or you need any assistance with the application process, please contact Educational Services at (714) 628-5446.

Mission Statement: Orange Unified School District, being committed to planning for continual improvement, will provide a curriculum and learning environment of excellence and high expectations to provide each student with the opportunity and preparation to compete in the global economy.



DISTRITO UNIFICADO DE ORANGE

Comprensión Educativa en Salud Sexual

CONOCIMIENTO

Cada una de las reuniones con facilitadores /padres y la comunidad incluirán lo siguiente:

- *Resumen de la Ley de la Juventud Sana de California (2016)*
- *Resumen sobre la comprensión educativa en salud sexual en OUSD y Línea de tiempo de implementación*
- *Oportunidad para que los padres y miembros de la comunidad brinden aportaciones críticas*

Juntas Informativas

Lugar: Yorba Middle
Fecha: 14 de noviembre
Hora: 9:00 am - 10:00 am

Lugar: Portola Middle
Fecha: 16 de noviembre
Hora: 8:00 am - 9:00 am

Lugar: Cerro Villa Middle
Fecha: 28 de noviembre
Hora: 5:30 pm - 6:30 pm

Lugar: Oficina del Distrito
Fecha: 29 de noviembre
Hora: 5:30 pm - 6:30 pm



ORANGE UNIFIED SCHOOL DISTRICT

Comité de Revisión del Plan de Estudios de Comprensión en Salud Sexual

El comité de revisión del Plan de Estudios de Comprensión en Salud Sexual (CRC) estará compuesto de:

Padres

- Uno de cada escuela intermedia
- Uno de cada grupo asesor del distrito
- Dos de una escuela primaria
- Uno de una escuela secundaria

Personal del distrito

- Un maestro/a representante de cada escuela intermedia
- Dos enfermeras
- Un miembro del Consejo de Currículo
- Un miembro del personal de la Oficina de Currículo

Medico/Universitario

- Dos profesionales de la medicina y / o profesores universitarios.

Los representantes seleccionados deben:

- asistir a todas las reuniones
- revisar todo el currículo de educación de salud sexual de la escuela intermedia recomendado por el Grupo de Trabajo sobre Salud Sexual de Adolescentes (ASHWG) utilizando una rúbrica
- recopilar los hallazgos y proporcionar recomendaciones para ser presentados al Consejo de Currículo de los Grupos de Asesoramiento del Distrito

Línea de tiempo tentativo

4 de diciembre	Reunión inicial (8:30 - 10:30) en Board Room 2 del distrito
12 de diciembre	Establecer normas, expectativas y horarios. (8:30 - 10:30)
22 de enero	Revisar el currículo 1 (8:30 am - 12:00 pm)
29 de enero	Revisar el currículo 2 (8:30 am - 12:00 pm)
12 de febrero	Revisar el currículo 3 (8:30 am - 12:00 pm)
19 de febrero	Revisar el currículo 4 (8:30 am - 12:00 pm)
5 de marzo	Discutir y repasar los currículos (8:30 am - 10:30 am)
12 de marzo	Finalizar recomendación (8:30 am - 10:30 am)
abril (fecha será determinada)	Presentar recomendaciones a las partes interesadas.
28 de mayo	Presentar recomendaciones al Consejo de Currículo

Los solicitantes serán seleccionados para el CRC por sorteo público **en la reunión de información del distrito el 29 de noviembre.**

Para aplicar a ser un representante en el CRC, envíe su solicitud en línea utilizando el código QR o el enlace a continuación.



<http://bit.ly/CRCapplication2>

Si tiene alguna pregunta o necesita ayuda con el proceso de solicitud, comuníquese con Servicios Educativos al (714) 628-5446

Orange Unified School District
District Parent and Family Engagement Policy
Board Policy 6020

1.0 The local governing board shall adopt and implement a policy on parent and family engagement. (California Education Code (EC) §§ 11500-11504, 51101(b); 20 United States Code (U.S.C.) § 6318[a][2].)

1.1 Each LEA receiving Title I, Part A funding shall develop jointly with, agree on with, and distribute to parents and family members of participating children, a written Parent and Family Engagement Policy describing how the LEA:

- (a) Shall incorporate the parent and family engagement policy into the district's plan. (20 U.S.C. § 6318[a][2])
- (b) Shall involve parents and family members in the joint development of the LEA planning efforts and in the process of school review and improvement. (20 U.S.C. § 6318[a][2])
- (c) Shall provide coordination, technical assistance (TA), and other support necessary to assist and build capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance. (20 U.S.C. § 6318[a][2][B].)
- (d) Shall coordinate and integrate Title I, Part A parent and family engagement strategies with parent and family engagement, to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs. (20 U.S.C. § 6318[a][2][C].)
- (e) Shall conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the Parent and Family Engagement Policy in improving the academic quality of the schools served, including identifying the following: (20 U.S.C. § 6318[a][2][D].)
 - i. Barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). (20 U.S.C. § 6318[a][2][D][i])
 - ii. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers. (20 U.S.C. § 6318[a][2][D][ii])
 - iii. Strategies to support successful school and family interactions. (20 U.S.C. § 6318[a][2][D][iii])
- (f) Shall use the findings of such evaluation in subparagraph e to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policy. (20 U.S.C. § 6318[a][2][E].)
- (g) Shall involve parents in activities of schools served under Title I, Part A to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parents and family engagement policy. (20 U.S.C. § 6318[a][2][F].)

1.2 The LEA policy on parent and family engagement for all schools (Title I and non-Title I) in the LEA shall be consistent with the following goals and purposes: (EC §§ 11502, 11504, 11506.)

- (a) Engage parents positively in their children's education by helping parents to develop skills to use at home that support their children's academic efforts at school and their children's development as responsible future members in our society. (EC §§ 11502[a])
- (b) Inform parents and family members that they can directly affect the success of their children's learning, by providing parents with techniques and strategies that they may utilize to improve their children's academic success and to assist their children in learning at home. (EC §§ 11502[b])
- (c) Build consistent and effective communication between the home and the school so that parents may know when and how to assist their children in support of classroom learning activities. (EC §§ 11502[c])
- (d) Train teachers and administrators to communicate effectively with parents. (EC §§ 11502[d])
- (e) Integrate parent involvement programs into the school's master plan for academic accountability. (EC §§ 11502[e])

1.3 The LEA receiving more than \$500,000 in Title I, Part A funds shall reserve not less than 1 percent of its allocation to carry out parent and family engagement activities. (20 U.S.C. § 6318[a][3][A])

1.4 Parents and family members of children receiving Title I, Part A services shall be involved in the decisions regarding how funds reserved are allotted for parental involvement activities. (20 U.S.C. § 6318[a][3][B])

1.5 Not less than 90 percent of the funds reserved shall be distributed to schools served with priority given to high-need schools. (20 U.S.C. § 6318[a][3][C])

1.6 Funds reserved by an LEA shall be used to carry out activities and strategies consistent with the LEA's parent and family engagement policy, including not less than one of the following: (20 U.S.C. § 6318[a][3][D])

- (a) Supporting schools and nonprofit organizations in providing professional development (PD) for LEA and school personnel regarding parent and family engagement strategies. (20 U.S.C. § 6318[a][3][D][i])
- (b) Supporting programs that reach parents and family members at home, in the community, and at school. (20 U.S.C. § 6318[a][3][D][ii])
- (c) Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members. (20 U.S.C. § 6318[a][3][D][iii])
- (d) Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement. (20 U.S.C. § 6318[a][3][D][iv])
- (e) Engaging in any other activities and strategies that the LEA determines are appropriate and consistent with the parent and family engagement policy. (20 U.S.C. § 6318[a][3][D][v])

Board Policy 6020 Reviewed by: ELAC Date _____ SSC Date _____

Input to the district:

School name _____ Principal Signature _____

Orange Unified School District
District Parent and Family Engagement Policy
Board Policy 6020

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- (a) Shall incorporate the parent and family engagement policy into the district's plan. (20 U.S.C. § 6318[a][2])
- (b) Shall involve parents and family members in the joint development of the LEA planning efforts and in the process of school review and improvement. (20 U.S.C. § 6318[a][2])
- (c) Shall provide coordination, technical assistance (TA), and other support necessary to assist and build capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance. (20 U.S.C. § 6318[a][2][B].)
- (d) Shall coordinate and integrate Title I, Part A parent and family engagement strategies with parent and family engagement, to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs. (20 U.S.C. § 6318[a][2][C].)
- (e) Shall conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the Parent and Family Engagement Policy in improving the academic quality of the schools served, including identifying the following: (20 U.S.C. § 6318[a][2][D].)
 - i. Barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). (20 U.S.C. § 6318[a][2][D][i])
 - ii. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers. (20 U.S.C. § 6318[a][2][D][ii])
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- (f) Shall use the findings of such evaluation in subparagraph (e) to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policy. (20 U.S.C. § 6318[a][2][E].)
- (g) Shall involve parents in activities of schools served under Title I, Part A to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy. (20 U.S.C. § 6318[a][2][F].)

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- (a) Supporting schools and nonprofit organizations in providing professional development (PD) for LEA and school personnel regarding parent and family engagement strategies. (20 U.S.C. § 6318[a][3][D][i])
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- (c) Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members. (20 U.S.C. § 6318[a][3][D][iii])
- (d) Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement. (20 U.S.C. § 6318[a][3][D][iv])
- (e) Engaging in any other activities and strategies that the LEA determines are appropriate and consistent with the parent and family engagement policy. (20 U.S.C. § 6318[a][3][D][v])

Board Policy 6020 Reviewed by: ELAC Date _____ SSC Date _____

Input to the district:

School name _____ Principal Signature _____



Orange Unified School District

ANNUAL NOTIFICATION OF THE UNIFORM COMPLAINT PROCEDURES (UCP)

The Orange Unified School District has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The District encourages early, resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation.

The District's uniform complaint procedures (UCP) shall be used to investigate and resolve the following complaints:

1. Any complaint alleging District violation of applicable state or federal law or regulations governing adult education programs, After School Education and Safety programs, agricultural vocational education, American Indian education centers and early childhood education program assessments, bilingual education, peer assistance and review programs for teachers, career technical and technical education and training programs, child care and development programs, child nutrition programs, compensatory education, consolidated categorical aid programs, Economic Impact Aid, English learner programs, federal education programs in Title I-VII, migrant education, Regional Occupational Centers and Programs, school safety plans, special education programs, State Preschool Programs, Tobacco-Use Prevention Education programs, and any other district-implemented program which is listed in Education Code 64000(a)
2. Any complaint alleging the occurrence of unlawful discrimination, (such as discriminatory harassment, intimidation, or bullying) against any student, employee, or other person participating in District programs and activities, including, but not limited to, those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital status, pregnancy or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information or any other characteristic identified in Education Code 200 or 220, Government Code 11135 or Penal Code section 422.55 or based on his/her association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610).
3. Any complaint alleging District noncompliance with the requirement to provide reasonable accommodation to a lactating student on school campus to express breast milk, breastfeed an infant child, or address other breastfeeding-related needs of the student. (Education Code 222)
4. Any complaint alleging District noncompliance with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities. (5 CCR 4610)

5. Any complaint alleging District noncompliance with legal requirements related to the implementation of the local control and accountability plan. (Education Code 52075)
6. Any complaint, by or on behalf of any student who is a foster youth, alleging District noncompliance with any legal requirement applicable to the student regarding placement decisions, the responsibilities of the district's educational liaison to the student, the award of credit for coursework satisfactorily completed in another school or District, school transfer, or the grant of an exemption from Board-imposed graduation requirements. (Education Code 48853, 48853.5, 49069.5, 51225.1, 51225.2)
7. Any complaint, by or on behalf of a homeless student as defined in 42 USC 11434a, a former juvenile court school student, or a child of a military family as defined in Education Code 49701 who transfers into the district after his/her second year of high school, alleging District noncompliance with any requirement applicable to the student regarding the award of credit for coursework satisfactorily completed in another school or District or the grant of an exemption from Board-imposed graduation requirements. (Education Code 51225.1, 51225.2)
8. Any complaint, alleging district noncompliance with the requirements of Education Code 51228.1 and 51228.2 that prohibit the assignment of a student in grades 9-12 to a course without educational content for more than one week in any semester or to a course the student has previously satisfactorily completed, without meeting specified conditions (Education Code 51228.3)
9. Any complaint alleging District noncompliance with the physical education instructional minutes' requirement for students in elementary school. (Education Code 51210, 51223)
10. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy.
11. Any other complaint as specified in a District policy.

The Board recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process to reach a resolution to the complaint that is acceptable to all parties. ADR such as mediation may be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. The Superintendent or designee shall ensure that the use of ADR is consistent with state and federal laws and regulations.

A pupil fee complaint shall not be filed later than one year from the date the alleged violation occurred. Complaints other than complaints relating to pupil fees* must be filed in writing with the following compliance officer:

Assistant Superintendent Educational Services
Educational Services, Building D
1401 N. Handy St. Orange, CA 92867

*Complaints of noncompliance with laws relating to pupil fees are filed with a principal of a school.

The District shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. For any complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the Superintendent or

designee shall keep the identity of the complainant, and/or the subject of the complaint if he/she is different from the complainant, confidential when appropriate and as long as the integrity of the complaint process is maintained.

Non-UCP Complaints

The following complaints shall not be subject to the District's UCP but shall be referred to the specified agency: (5 CCR 4611)

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services, the County Protective Services Division, and the appropriate law enforcement agency.
2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services and shall, for licensing-exempt facilities, be referred to the appropriate Child Development regional administrator.
3. Any complaint alleging fraud shall be referred to the Legal, Audits and Compliance Branch of the California Department of Education.

Any complaint alleging employment discrimination or harassment shall be investigated and resolved by the district in accordance with the procedures specified in AR 4030 - Nondiscrimination in Employment.

Any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments shall be investigated and resolved in accordance with the procedures in AR 1312.4 - Williams Uniform Complaint Procedures. (Education Code 35186)

UCP Complaints will be investigated and a written decision or report will be sent to the complainant within sixty (60) days from the receipt of the complaint by the District. This sixty (60) day time period may be extended by written agreement of the complainant. The District person responsible for investigating the complaint shall conduct and complete the investigation in accordance with Education Code sections 4680-4687 and in accordance with local procedures adopted under Education Code section 4621.

The complainant has a right to appeal the District's decision to the California Department of Education (CDE) by filing a written appeal within 15 days of receiving the District's decision. The appeal must include a copy of the complaint filed with the District and a copy of the District's decision.

Civil law remedies may be available under state or federal discrimination, harassment, intimidation, or bullying laws, if applicable. In appropriate cases, an appeal may be filed pursuant to Education Code section 262.3. A complainant may pursue available civil law remedies outside of the District's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

A copy of the Orange Unified School District's UCP policy and complaint procedures is available free of charge. For further information, please refer to OUSD Board Policy 1312.3 and Administrative Regulation 1312.3.



Distrito Escolar Unificado de Orange

NOTIFICACIÓN ANUAL DEL PROCEDIMIENTO UNIFORME DE QUEJAS (UCP)

El Distrito Escolar Unificado de Orange tiene como responsabilidad primordial asegurar el cumplimiento de las reglas y leyes federales y estatales que gobiernan los programas educativos. El distrito recomienda la resolución temprana, siempre y cuando sea posible o apropiado. Para solucionar las quejas que requieran un proceso más formal, la Mesa Directiva adoptó el sistema uniforme de procesos de quejas especificado en 5 CCR 4600-4670 y la regulación administrativa adjunta.

El Procedimiento Uniforme de Quejas (UCP) del distrito se utilizará para investigar y resolver las siguientes quejas:

1. Cualquier queja indicando que el distrito no cumplió con las leyes estatales o federales o los reglamentos gobernando los programas educativos para adultos, programas de educación y seguridad después de la escuela, educación migrante, centros de educación de Indígenas de Estados Unidos, y evaluaciones de programas de educación infantil, educación bilingüe, asistencia mutua y programas de revisión de maestros, carreras técnicas y educación técnica y programas de capacitación, programas de cuidado y desarrollo infantil, programas de nutrición de niños, y programas de educación especial, programas de ayuda categóricos consolidados, Asistencia Para El Impacto Económico, programas para aprendices de inglés, programas educativos federales en el título I-VII, educación migratoria, Centros y Programas Regionales Ocupacionales, planes de seguridad escolar, educación especial, programas preescolares estatales, programas de educación para la prevención del consumo de tabaco, y otros programas implementados por el distrito enumerados en el Código Educativo 64000(a) (5CCR 4610)
2. Cualquier queja indicando que hubo discriminación ilegal, (como hostigamiento discriminatorio, intimidación o acoso) contra cualquier estudiante, empleado u otra persona participando en programas y actividades del distrito, incluyendo pero no limitado a, esos programas o actividades financiados directamente o que reciben o se benefician de alguna ayuda financiera del estado basado en raza, o características percibidas o etnia, color, ascendencia, nacionalidad y origen nacional, identificación de grupo étnico, edad, religión, estado civil, embarazo o estatus paternal, discapacidad física o mental, sexo, orientación sexual, género, identidad de género, expresión de género, o información genética o cualquier otra característica identificada en el Código Educativo 220 o 220, Código Gubernamental 11135 o Código Penal sección 422.55 o basada en la asociación con una persona o un grupo con una o más de estas características reales o percibidas (5 CCR 4610).
3. Cualquier queja indicando el incumplimiento del distrito de los requisitos para proveer un lugar adecuado a una estudiante lactante en el plantel escolar para extraer la leche, amamantar a un bebé, o hablar sobre otras necesidades relacionadas con el amamantamiento del estudiante (Código Educativo 222)
4. Cualquier queja indicando el incumplimiento del distrito referente a la ley que prohíbe que se pida que los estudiantes paguen una cuota, depósito u cualquier otro costo para participar en actividades educativas. (5 CCR 4610)

5. Cualquier queja indicando el incumplimiento del distrito con los requisitos legales relacionados con la implementación del Plan de Control Local y Rendimiento de Cuentas. (Código Educativo 52075)
6. Cualquier queja por o en nombre de cualquier estudiante en un hogar temporal, indicando el incumplimiento del distrito referente a los requisitos legales pertenecientes a las decisiones de la colocación del estudiante, las responsabilidades del enlace educativo del distrito con el estudiante, la concesión de créditos otorgados por trabajo cumplido satisfactoriamente en otra escuela o distrito, transferencia a otra escuela, o la concesión de una exención donde no tiene que cumplir con los requisitos de graduación impuestos por la mesa directiva (Código Educativo 48853, 48853.5, 49069.5, 51225.1, 51225.2)
7. Cualquier queja, por o en nombre de un estudiante sin hogar como se define en 42 USC 11434a, un ex alumno de la escuela de la corte juvenil, o un hijo de una familia militar como se define en el Código de Educación 49701 que se transfiere al distrito después de su segundo año de la escuela secundaria, indicando el incumplimiento por parte del Distrito de cualquier requisito referente al estudiante con respecto a la adjudicación de créditos para cursos completados satisfactoriamente en otra escuela o Distrito o la concesión de una exención de los requisitos de graduación impuestos por la mesa directiva. (Código de Educación 51225.1, 51225.2)
8. Cualquier queja indicando el incumplimiento del distrito referente a los requisitos del Código Educativo 51228.1 y 51228.2 que prohíbe la colocación de un estudiante del grado 9-12 en un curso sin contexto educacional por más de una semana en un semestre o a un curso que el estudiante completó anteriormente, sin cumplir con las condiciones especificadas (Código Educativo 51228.3).
9. Cualquier queja indicando el incumplimiento del distrito referente a los minutos de instrucción de educación física requeridos para los estudiantes en la primaria (Código Educativo 51210, 51223)
10. Cualquier queja por represalias contra el denunciante u otro participante en el proceso de queja o cualquier persona que ha actuado para revelar o informar de una violación sujeta a esta póliza.
11. Cualquier otra queja como se especifica en la póliza del distrito.

La Junta Directiva reconoce que la resolución alternativa (ADR) puede, dependiendo de la naturaleza de las alegaciones, ofrecer un proceso para llegar a una resolución de la queja que es aceptable para todos los participantes. ADR como mediación se puede ofrecer para resolver quejas que involucren a más de un estudiante y ningún adulto. Sin embargo, la mediación no se ofrecerá ni se usará para resolver cualquier queja de agresión sexual o cuando exista un riesgo razonable de que uno de los participantes en la mediación se sienta obligado a participar. EL Superintendente o el designado se asegurarán de que el uso de ADR sea consistente con las leyes y reglamentos estatales y federales.

No se debe presentar una queja sobre un alumno después de un año de la fecha en que ocurrió la presunta infracción. Las quejas que no sean quejas relacionadas con los costos de alumnos* se deben presentar por escrito en cumplimiento con un oficial:

Assistant Superintendent Educational Services
Educational Services, Building D
1401 N. Handy St. Orange, CA 92867

*Las quejas de incumplimiento de las leyes relacionadas con los costos de los alumnos se presentan ante el director de la escuela.

EL Distrito protegerá a todos los demandantes de represalias. En la investigación de las quejas, la confidencialidad de las partes implicadas se protegerá según lo exija la ley. Para cualquier queja acusando de represalias o discriminación ilegal (como acoso discriminatorio, intimidación, u hostigamiento), el Superintendente o el designado deberá mantener la identidad del demandante y/o la razón de la queja si

él o ella es diferente del demandante, confidencial cuando sea apropiado y mientras se mantenga la integridad del proceso de quejas.

Quejas que no corresponden a UCP

Las siguientes quejas no estarán sujetas a la UCP del distrito, sino que serán remitidas a la agencia especificada (5 CCR 4611)

1. Cualquier queja indicando abuso o negligencia infantil será referida al Departamento de Servicios Sociales Del Condado, a la División de Servicios de Protección Del Condado y a la agencia apropiada encargada de aplicar la ley.
2. Cualquier queja indicando violaciones de la salud y seguridad por parte de un programa de desarrollo infantil, será remitida al Departamento de Servicios Sociales y para instalaciones con licencia, será remitida al administrador regional de desarrollo infantil apropiado.
3. Cualquier queja indicando fraude será remitida al Departamento de Educación de California.

Cualquier queja que indique discriminación o acoso laboral deberá ser investigada y resuelta por el distrito de acuerdo con los procedimientos especificados en AR 4030 - No discriminación en el empleo.

Cualquier queja relacionada con la suficiencia de libros de texto o materiales de instrucción, las condiciones de las instalaciones que sean urgentes o de emergencia que representen una amenaza para la salud o seguridad de los estudiantes o el personal, o vacantes de maestros y asignaciones incorrectas, serán investigadas y resueltas de acuerdo con los procedimientos en AR 1312.4 - Williams Procedimientos Uniformes de Quejas. (Código de Educación 35186)

Las quejas serán investigadas y una decisión por escrito o informe será enviado al demandante dentro de sesenta (60) días a partir de la fecha en que el distrito haya recibido la queja. El periodo de sesenta (60) días puede ser extendido por un acuerdo escrito por el demandante. La persona del Distrito responsable de investigar la queja deberá conducir y terminar la investigación de acuerdo con la sección 4680-4687 del Código Educativo y de acuerdo con los procedimientos locales adoptados bajo la sección 4621 del mismo código.

El demandante tiene el derecho de apelar la decisión del Distrito al Departamento de Educación de California (CDE) completado una apelación por escrito dentro de 15 días de haber recibido la decisión del Distrito. La apelación debe incluir una copia de la denuncia presentada ante el Distrito y una copia de la decisión del Distrito.

Las enmiendas de la ley civil están disponibles bajo las leyes federales y estatales de discriminación, acoso, intimidación y hostigamiento, si es necesaria. En los casos pertinentes, una apelación puede ser presentada conforme a la Sección 262.3 del Código Educativo. El denunciante puede recurrir a las enmiendas disponibles de la ley civil fuera del procedimiento de quejas del Distrito. El demandante puede buscar ayuda en centros de mediación o de abogados de interés público/privado. Las enmiendas de la ley civil que el tribunal puede imponer incluyen, pero no están limitadas a, medidas de prevención y ordenes de restricción.

Una copia de la póliza de UPC del Distrito Escolar Unificado de Orange y el procedimiento de quejas están disponible de forma gratuita. Para más información por favor consulte la Póliza de OUSD 1312.3 de la Mesa Directiva y la Regulación Administrativa 1312.3.



LCAP SURVEY

ENCUESTA LCAP

YOUR OPINION COUNTS!
¡SU OPINIÓN CUENTA!

Help us continue to refine programs, services, and improve student achievement through our Local Control Accountability Plan (LCAP) process.

Ayúdenos a continuar refinando programas, servicios y mejorando el logro estudiantil a través de nuestro Plan de Control Local y Rendición de Cuentas (LCAP).

Please use the link or Quick Response (QR) Code provided to take the survey today!



¡Utilice el enlace o el Código de Respuesta Rápida (QR) proporcionado para realizar la encuesta hoy mismo!

Orange USD is collecting anonymous responses from parents, teachers, principals, and students to allow them to provide input on the LCAP. Become a critical partner engaged in providing an outstanding 21st century education for all students. OUSD truly wants to hear from you on this survey as these results will guide the (LCAP) for the 2018-2019 school year.

Orange USD está conduciendo una encuesta para recolectar respuestas anónimas de padres, maestros, directores de escuelas y estudiantes para permitirles aportar sus opiniones en el LCAP. Convertirse en socios esenciales comprometidos en brindar una educación sobresaliente para todos los estudiantes. OUSD realmente desea escuchar de usted en esta encuesta ya que estos resultados guiarán el LCAP para el año escolar 2018-2019.



Take the SURVEY
now through
December 14, 2018

Tome la ENCUESTA
ahora hasta el 14 de
diciembre del 2018

LINK/ENLACE:

<https://bit.ly/2xLC4rc>



The logo of Orange Unified School District is a circular seal. It features a central orange with green leaves. The text "ORANGE UNIFIED SCHOOL DISTRICT" is written in a circle around the top, and "ORANGE, CALIFORNIA" is written around the bottom. Two stars are positioned on the left and right sides of the seal.

Orange Unified School District

MASTER PLAN

FOR

ENGLISH LEARNERS

2018-19

Orange Unified School District

Master Plan

For

English Learners

2018-19

Dr. Gunn Marie Hansen, Ph.D.

Superintendent

Reggie Thompkins

Assistant Superintendent

Orange Unified Board of Education

Alexia Deligianni-Brydges

President

Kathryn A. Moffat

Vice President

Andrea Yamasaki

Clerk

Kris Erickson

Member

Brenda Lebsack

Member

Rick Ledesma

Member

John Ortega

Member

The Master Plan for English Learners for the Orange Unified School District was developed in collaboration with district stakeholders

INTRODUCTION

The mission of the Orange Unified School District is being committed to planning for continual improvement, will offer a learning environment of excellence, with high expectations, to provide each student with the opportunity to be able to compete in the global economy.

In Orange Unified, we recognize the assets that our English Learners bring to their educational experience and believe that it is our opportunity to provide meaningful access along with needs responsive schools to support their linguistic needs and assets. Our district beliefs match the vision of the state of California “*English learners fully and meaningfully access and participate in a 21st century education from early childhood through grade twelve that results in their attaining high levels of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple languages*”.-California English Learner Roadmap

DISTRICT BACKGROUND

The Orange Unified School District is a public school district headquartered in Orange, California. Orange USD serves the cities of Orange and Villa Park, the unincorporated land of Silverado, and parts of Anaheim, Garden Grove, Santa Ana, and an unpopulated area of Yorba Linda. The Orange Unified School District serves approximately 28,000 students in preschool through grade twelve. In 1953, the citizens of the area voted to form a “unified” school district, combining the original five elementary districts with the high school district into one unified district, now known as the Orange Unified School District.

The percentage of English Learners in the district is approximately 20%. The percentage of English Learners that reclassify each year is approximately 15%. Orange Unified showed a 2.5% increase from the Spring of 2017 to the Fall of 2017 on the California Dashboard in the English Learner Progress Indicator. All teachers in the Orange Unified School District are trained to support English Learners in strategies that support rapid language acquisition through academic content. The following chart is the certified 2017 data that describes the specific language groups that our students are coming from. This data is certified through the California Longitudinal Pupil Achievement Data System (CALPADS)

ENGLISH LEARNER IDENTIFICATION AND ASSESSMENT

The district has a process in place to properly identify and assess all students who have a primary language other than English.

Upon enrollment, each pupil’s primary language shall be determined. Within 30 days of initial enrollment, pupils identified as having a primary language other than English are assessed for English proficiency in listening, speaking, reading, and writing. The District has developed criteria for determining pupils’s instructional program on the basis of this assessment (EC 52164.1, 62002; Code of Regulations, Title5, Section 4304). SB 2083 enacted the “English Learner and Immigrant Pupil

Conformity Act” to ensure reasonable access to educational opportunities that are necessary for pupils to achieve at high levels in English and in the other core curriculum areas of instruction.

The process outlined in the graphic on the following page governs the District's responsibilities and actions pursuant to initial identification of EL students. All tasks associated with this process are managed at a district level and use appropriate funding sources for such activities. Results from the English language assessment are available both at the school site and at the district language assessment center. The information is also available through the district's centralized student information system. All testers who administer this assessment received a d m i n i s t r a t i o n training by either experienced district staff or by test publisher representatives.

IDENTIFICATION OF IMMIGRANT CHILDREN AND YOUTH

Upon enrollment and completion of the Home Language Survey students that were not born in any state in the United States and have not attended school in any state in the United States for more than three full academic years are identified in the district student information system. School and district staff meet with the parent and family to meet the needs of the student both academically and emotionally. Records of student and family contact are stored at the school site and the Language Assessment Center at the district office

PARENT AND GUARDIAN NOTIFICATION

The district provides notifications to parents and guardians. (Compliance Item EL 7)

The Orange Unified School District complies with the policy mandated by the Education Code section 48985. Specifically, when 15% or more of the students are enrolled in a given school site speak a primary language other than English , the parents or guardians of such students receive all notices , reports, statements, or records in English and in the primary language. The Orange Unified School District supports a stipend for employees to take and pass a bilingual test so that they are able to support our Spanish Speaking parents and community with written and oral interpretation and translation.

Parents are notified, no later than 30 days after enrollment, of the results of their child's initial English language proficiency assessment, and program placement recommendation.

Parents are notified by letter of the assessment results, and given a written description of the recommended program placement, the available program options, and the benefits of each. The letter also contains the district reclassification criteria and informs parents of their right to apply for a parental exception waiver for an alternative program. The alternative program options for students with approved waivers are presented later in this plan. This information is provided in English and their home language (if the home language is spoken by 15% or more of the school's students).

Annually, thereafter, parents of English learners are notified of their student's current English language proficiency assessment scores, California State assessment scores, program placement, reclassification criteria, and their right to request a parental exception waiver

Orange Unified School District
Initial Identification- English Language Assessment
Complete within 30 days of enrollment

New Enrollees

Parent or Guardian complete
Home
Language Survey
At point of registration

English Only

Primary language other than OR in addition to English on lines 1-4 of the HLS= student will be administered the ELPAC initial

Mainstream Program
English Only

Student shows proficiency on the ELPAC initial
FEP

Student identified as an English Learner

Initial Placement in appropriate District English learner program

Mainstream Program
English Only

Notify parent/guardians within two weeks of initial placement

Student is administered annual summative ELPAC until language reclassification

Parent/guardian receive annual program notification letter until student reaches

DESCRIPTION OF PROGRAM OPTIONS FOR ENGLISH LEARNERS

We are required to provide a **Structured English Immersion (SEI)** program option. If you choose this English learner program option, your child will be placed in a classroom that uses mostly English for instruction. (See the description below.)

- Structured English Immersion (SEI) Program:** A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. At minimum, students are offered English Language Development instruction and access to grade level academic content.
- Dual-Language Immersion (DLI) Program:** Also referred to as **Two-Way Immersion**. A language acquisition program that provides language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. This program begins in Transitional Kindergarten/Kindergarten (TK/K) and continues to sixth grade.

Parents/Guardians may choose a language acquisition program that best suits their child. Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible. (20 U.S.C. Section 6312[e][3][A][viii][III]); EC Section 310[a])

Parents may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan. (EC Section 52062) If interested in a different program from those listed above, please contact *the Orange Unified School District- Assessment Center* to discuss the process.

Parents of English learners have a right to decline, or opt their children out of the school district's language acquisition program or opt out of particular English learner service(s) within a language acquisition program. (20 U.S.C Section 6312[e][3][A][viii]) However, LEAs remain obligated to provide the student meaningful instruction until the student is English proficient.

All programs include Integrated and Designated English Language Development (ELD). Teaching strategies are differentiated for each student's level of English language proficiency. These strategies are used to support each student as they reach proficiency in listening, speaking, reading and writing in English.

ENGLISH LEARNER ADVISORY COUNCIL

English Language Advisory Committee (ELAC)

Schools that have 21 or more English Learners regardless of language must have a functioning ELAC. School site ELACs are intended for parents and guardians of English learners. Members are chosen by election. They are charged with advising the principal and school staff on programs and services that English learners receive. This may include budgetary items, instructional programs, and curriculum. A function of the ELAC is to also inform the other stakeholders about the various facets of the districts English Learner Master Plan. The ELAC committee also supports a forum where topics pertaining to English learners can be discussed and presented. Members elect representatives to serve as their site representatives to the District English Learner Advisory Council.

Composition of ELAC- Parents or guardians of EL students may be an ELAC officer or may be a representative to School Site Council, or a representative the District English Learner Advisory Council. Parents or guardians of students that have reclassified can be members of the committee but not officers. The ELAC committee must also be comprised of school staff, such as teachers of English Learners, community aides, and the school site principal.

Roles and Responsibilities of site ELAC

- Site principal coordinates the ELAC meeting dates and attends the ELAC meetings
- Site principal is part of the agenda construction for each meeting
- During the school year the ELAC collaborates on development of the single plan for student achievement, discusses and informs members of the most recent census, administers and reflects on the needs survey
- Copies of agendas and meeting notes are maintained

DISTRICT ENGLISH LEARNER ADVISORY COUNCIL

District English Language Advisory Committee (DELAC)

A district that has more than 51 English learners is required to have a functioning DELAC. The role of the DELAC is to advise and provide the Governing Board of Trustees with feedback. DELAC is overseen at the district level by the Title 1 Coordinator, Coordinator for English Learners and the Family and Community Education Teacher on Special Assignment. DELAC meets at the district office once a month. Topics include but are not limited to; collaboration and discussion of the Title III plan and budget, LCAP plan and budget, reclassification process and guidelines, census information, and student achievement data.

Roles and Responsibilities of the DELAC

- Collaborate in the creation and monitoring of the districts Local Control Accountability Plan
- Review and comment on the Districts reclassification criteria and process
- Share the data from CAASSP and ELPAC regarding student achievement for English Learners
- Contributes to the annual updates and revisions to the district Master Plan for English Learners

ENGLISH LEARNER SITE ADVISOR

Each site within the Orange Unified School District has an appointed English Learner Advisor. The site EL Advisor is a classroom teacher with knowledge or expertise in instruction for English Learners. Alongside the site principal, they are the key communicator and coordinator for reclassification, ELPAC administration, English learner student achievement, English learner data analysis, and monitoring the progress and performance of English Learners, (see duty statement in the appendices). Each site English learner advisor receives professional development three times a year to assist them with their role. Often the site EL Advisor will train and provide professional development to the rest of the staff in areas such as GLAD, Thinking Maps and other strategies for English Learners.

PROFESSIONAL DEVELOPMENT

In the Orange Unified School District, teacher professional development is a focused planned process. Teachers of English Learners, especially those instructing long term English Learners receive consistent professional development on GLAD strategies, Thinking Maps, and EL Shadowing. Professional development is followed up with instructional coaching support. Part of the follow up to ongoing professional development is student data analysis to inform future instruction and monitor student achievement.

Students that are new to the country receive a Rosetta Stone license to support them with basic vocabulary acquisition. Newcomers also receive an in depth needs analysis to determine how the district can support the entire family to ensure academic and emotional health for the newly arrived student. Orange Unified supports two sites with Dual Immersion language programs to foster primary language and support the acquisition of each student's second language. The district supports a Spanish Dual Immersion program at California Elementary and a Mandarin language program at Fletcher Elementary and Cerro Villa Middle School.

PARENT AND COMMUNITY ENGAGEMENT

Orange Unified offers parent and family workshops. These workshops are held in the Fall and Spring at the district office. To accommodate families, sessions are in both mornings and evenings. The department of Accountability, Equity and School Support survey DELAC and gather information from site ELACs to determine the most requested topics and concerns from the community. The presenters are often school district employees or outside agencies depending on the topic. Parent engagement sessions are heavily attended and allow staff to gather feedback to create and support other issues or concerns that our parent community is facing.

The district supports literacy and language development at the preschool level by hosting family literacy nights and providing take home books for students. Preschool staff attend professional development to support early literacy needs for English Learners. Families of Early Childhood students are encouraged to participate in the parent and family education sessions. For the 2018-19 school year, the district will support families of preschoolers with Rosetta Stone to develop and improve English vocabulary for students and families.

CURRICULUM AND SECONDARY COURSE SEQUENCE

At the elementary level English learner students in grades kindergarten through sixth grade receive designated English Learner instruction. This is a part of their day where the instruction is specifically focused to deliver English Language Development. Kindergarten through second grade students receive thirty minutes daily and third grade through sixth grade students receive forty-five minutes daily. The curriculum that is used is published by McGraw Hill. The designated program called *Wonders* supports the core English Language Arts program. The ELD program is aligned with the current English Learner State standards. During designated ELD students work to interpret meaning, produce language and communicate collaboratively through academic discourse with classroom peers. Students receive weekly, monthly and trimester assessments through the curriculum to inform classroom instruction.

At the secondary level students that are ELPAC level 1 and 2 receive a designated ELD class for designated EL instruction. Some English learners receive an English Support class to provide support with their English class. The curriculum that is used at the secondary level is published by Pearson and complements the core English adoption. *My Perspectives* is the secondary core English adoption. Those students that receive designated ELD use the *My Companion* curriculum. Students that are long term English learners receive a program called *Ilit*, which is also published by Pearson.

All English Learners in Orange Unified receive integrated ELD through their day in their content area lessons. Teachers are trained to utilize English Learner strategies to support EL students through grade level academic content. Teachers use GLAD, Thinking Maps, and AVID excel instructional strategies to support their English Learner Students with the language demands during content area lessons such as math, science and social studies.

FUNDING FOR ENGLISH LEARNER PROGRAMS

There are three funding to sources that support the needs of English Learners

Title I/ Title III –Federal monies to support the needs of English Learners that are Title I eligible, provide them with services that they do not receive from their general education, supplement not supplant

LCFF- State monies to enhance and support the needs of English learners. The Local Control Accountability Plan is a collaborative effort of all district departments to support and serve students. District stakeholders are asked to participate in a survey in the late fall to early winter. The survey feedback guides district leaders to make decisions to positively impact the achievement of our students in Orange Unified. The LCAP is written around local and state priorities. The LCAP document streamlines goals, actions, and budgetary information while also reporting on current progress to support English Learners. The seven identified goals on the Orange Unified LCAP are;

- Goal One: All Students will receive a 21st century education provided by credentialed teachers and support staff, access to standards aligned materials and facilities maintained in good repair
- Goal Two: All students are provided with resources, materials, services and instruction by highly trained teachers
- Goal Three: All students will have access to 21st century courses and programs that enhance college and career opportunities
- Goal Four: Students will demonstrate increased student achievement in all subject areas
- Goal Five: All parents will have the opportunity to participate in workshops, activities, and stakeholder engagement trainings
- Goal Six: All students will participate in engaging college and career pathway programs
- Goal Seven: All Students will have access to resources, services and programs that provide a safe and motivating learning experience

Every year the Local Control Accountability Plan is updated with a performance review that includes a self-study on greatest progress, greatest performance and performance gaps narratives.

Title I and Title III plans are written into an LCAP addendum where student achievement goals are listed with a metric and aligned funding sources with allocated dollars.

RECLASSIFICATION PROCESS

Orange Unified School District would like all English learners to re-designate within 5 years of identification. Once reclassified (RFEP) English Learners will be able to perform at the same level as their English only counterparts. The purpose of reclassification is to determine when a student identified as an English Learner (EL) has met district established criteria and can participate equally with native English speakers in the school's regular instructional program. See appendix for board approved reclassification policy and district reclassification log.

Process and Timeline

2018-19

1. Site EL Advisor submits the names of students that meet reclassification criteria (December 2018)
2. Language Assessment Clerk audits the student data (December 2018)
3. Language Assessment Clerk creates a log for each school of all of the students that met reclassification criteria (December 2018)
4. Language Assessment Clerk sends the reclassification log to each site Principal for approval (December 2018)
5. Language Assessment Clerk generates reclassification letters for parent's approval (January 2019)
6. Language Assessment Clerk removes the "L" on Aeries and changes to "RFEP" (January 2019)

RECLASSIFIED STUDENT MONITORING

Students that reclassify are monitored in all of their academic subjects for a four-year period. Students are monitored by quarter and semester grades, and classroom teacher feedback. Students that are demonstrating the need for more support are eligible for after school tutoring and small group instruction See sample of reclassification monitoring form

STUDENTS WITH DISABILITIES

Orange Unified follows the guidance in the California Department of Education's handbook for Educating English Learners with Disabilities. The department of English Learner Support collaborates with the Special Education Department to help appropriately identify and support English Learners who may require special education and related services and English learners who have disabilities

The district has established policies and procedures that ensure that students with disabilities receive appropriate and legally required educational services.

The district's educational programs for English learners are designed in accordance with relevant law regarding the educational rights of students with disabilities. Both state and federal law require that English learners with an IEP or Federal 504 Accommodation Plan receive programs and services that address the student's special needs, including linguistically appropriate goals and objectives. At a minimum, these services include the provision of integrated and designated English language development instruction and maximum access to the core curriculum as specified in the student's written plan.

Most students with disabilities are able to participate in the English Learner Proficiency Assessment California (ELPAC). For those students with severe cognitive disabilities, whose disabilities preclude them from participating in one or more domains of the ELPAC their IEP teams may recommend accommodations, modifications, or an alternate assessment. (See *EC* Section 56385, *CCR* 11516.5 through 11516.7, and the "ELPAC Matrix 4"

The approved alternative language test that is used in Orange Unified is the Ventura County Comprehensive Alternate Language Proficiency Survey (VCCALP). Students that have this noted as their designated language assessment in their IEP, are given this survey as their English Learner Proficiency Assessment. The VCCALPS is a comprehensive assessment tool for measuring students' levels of performance related to functional skills. There also is a process in place for the IEP team to recommend reclassification of students with special education needs that prohibit the proficiency of one or more domains of communication. For example, a student that may have a disability that impacts their ability to speak or effectively communicate through written language may be eligible for alternative reclassification. This decision is made by the IEP team. The IEP team must conclude that the student's low performance is due to factors other than language, and the student performs at the same level as a student that only speaks English.

ENGLISH LEARNER PROGRAM EVALUATION

At both the site and district, level the English Learner program is evaluated for effective student progress and achievement. The district and sites look at the following points of data when analyzing student performance

- ELPAC scores- deep comparison of domain scores and overall scores from previous year
- Reading Lexile
- DIBELS
- CAASPP
- Curriculum Assessments
- Grades
- Attendance
- Reclassification Rate
- Number of Long Term English Learners

Sites use reclassification goals and individual student data from ELPAC, CAASPP, and other local curriculum. Teachers chart growth in Lexile and language interpretation and language production. Site leaders and teachers review student achievement reports from IO Education and other local data reports. Sites utilize a Multi-Tiered System of Support to serve our English Learners both academically and emotionally. Students that are not progressing receive tutoring and small group instruction. Curriculum is scaffolded for all levels of English Learners. Technology such as Ipads and chrome books are utilized in the classrooms for students to build their oral speaking and listening abilities. Educational software programs such as Rosetta Stone and Brain Pop are able to meet the individual needs of students. . Title 1 schools also complete the Annual Program Evaluation reflection where they evaluate the effectiveness of their programs.

At the district level, we annually evaluate our Title III program. We apply performance goals such as reclassification, student performance on ELPAC and CAASPP, along with performance on the English Learner Progress Indicator on the California Dashboard. We also gather information from stakeholders groups through surveys. The annual Local Control Accountability Plan survey provides us with rich feedback from the community on ways to support English Learners. Those ideas and suggestions are then aligned to student achievement metrics and written into the LCAP. District teams collaborate as they write the LCAP review of performance, reflecting on the past year and the greatest improvements and greatest needs for the coming school year.

CONCLUSION

English Learners are a significant portion of California's public schools, approximately 21%. Each English learner comes to their school experience with unique assets. Language learners are not all the same, and in the Orange Unified School District, we recognize the individual needs of our English Learners from a Multi-Tiered System of Support Perspective. We strive to support our English learners academically, linguistically and social emotionally. We support our English Learners as we offer them full access to grade level content while challenging them with enrichment opportunities such as Honors, AP classes, CTE pathways and the State Seal of Bi-literacy.

Some students come with a stronger command of their first language while other students struggle with their primary language while they work towards proficiency of their second language. All student deserve the education and equitable access held up by the state of California. In Orange Unified, we align ourselves with the same principles of the English Learner Roadmap

Principal One	Assets- Oriented and Needs Responsive Schools
Principle Two-	Intellectual Quality of Instruction and Meaningful Access
Principle Three	System Conditions That Support Effectiveness
Principle Four	Alignment and Articulation Within And Across Systems

Studies have shown that speaking two languages strengthens memory and builds deeper cognitive skills. Students that can speak two languages are better prepared for a Global Economy and the workplace of the future. In Orange Unified we recognize and are honored by the opportunity to impact the future and contribute to the great state of California by providing an excellent educational experience for our students.



Distrito Escolar Unificado de Orange Requisito de reclasificación 2018-19

Evaluación del idioma de California (ELPAC)	<p>Puntuación total 4 Puntuación oral 4 y puntuación escrita 4 <i>*Las puntuaciones de los dominios no pueden ser menor de 3</i></p>
Evaluación del Maestro	<p>Calificaciones Semestre/Trimestre <i>*C- o mejor en ELA y otra materia (matemáticas, ciencias, estudios sociales)</i> Grados 1° y 2° calificaciones de 4 Grados 3° calificaciones de 3 o mayor</p>
Opinión/Consulta de padres	<p>Proceso de colaboración entre el maestro y los padres <i>*El padre firma el acuerdo de reclasificación</i></p>
Evaluación local	<p>Examen de Lectura Lexile (Vea la tabla) o Cumplir con el estándar de Lecto-Escritura (ELA) de la Evaluación Estatal (CAASPP)</p>



Dear DELAC Families,

As we gear up to start a new school year we are looking ways to interact more with our DELAC families. This year we want to get as many of you involved in the Local Control Accountability Plan (LCAP) process. We found that during our regular DELAC meetings we have many important topics to cover and the time is too limited to really make you all collaborators in the development of the LCAP.

This year we are having 3 meetings solely dedicated to having open conversations about the LCAP with you. These meetings will give you an opportunity to learn more about the LCAP and have open conversations and most importantly you will be able to give us your input on how to continue to improve as a district.

The meetings dates and times are listed below. They will all be following our DELAC meeting in the hopes that it makes a more convenient for you. In order to make these meetings more effective please plan on attending all three meetings.

Friday, October 19, 2018 from 11:15-11:45

Friday November 30, 2018 from 11:15-11:45

Friday April 26, 2019 from 11:15-11:45

If you have any question please call the Language Assessment Center at (714) 628-5809

Thank you!

DELAC Committee



Estimadas familias de DELAC,

En lo que nos preparamos para comenzar un nuevo año escolar, estamos buscando maneras de interactuar más con nuestras familias de DELAC. Este año queremos involucre los padres de DELAC mas en el proceso del Plan de Control y Rendimiento de Cuentas (LCAP). Descubrimos que durante nuestras reuniones regulares de DELAC tenemos muchos temas importantes que cubrir y el tiempo es demasiado limitado como para que realmente todos ustedes colaboren en el desarrollo del LCAP.

Este año tenemos 3 reuniones dedicadas exclusivamente a tener conversaciones abiertas sobre el LCAP con usted. Estas reuniones le darán la oportunidad de aprender más sobre el LCAP y tener conversaciones abiertas, y lo más importante, podrá darnos su opinión sobre cómo continuar mejorando como distrito.

Las fechas y horas de las reuniones se enumeran a continuación. Todos seguirán nuestra reunión de DELAC con la esperanza de que sea más conveniente para usted. Para asegurarnos que estas reuniones sean más efectivas, planea asistir a las tres reuniones.

Viernes, 19 de octubre de 2018 de 11: 15-11: 45

Viernes 30 de noviembre de 2018 de 11: 15-11: 45

Viernes 26 de abril de 2019 de 11: 15-11: 45

Si tiene alguna pregunta, llame al centro de evaluaciones de idiomas al (714) 628-5809.

¡Gracias!

Comité DELAC



Fall 2018 OUSD Parent and Family Engagement Workshops



3 Part Series: College and Beyond

The Orange Unified School District, Department of Accountability, Equity, and School Support is pleased to offer the OUSD Fall 2018 Parent & Family Engagement Workshops. The institute's objectives are to provide parents with information and tools on how to prepare their student for college and career.

Modules	Presenter (s)	Audience	Description	Date/Time/Location
Session 1: Pathways to College and Career	OUSD Beth Rodenbucher and Terri Nii	Parents of K-9 Grade Students But, ALL Families are Welcome!	Come and discover how OUSD prepares students for college and career with its many career pathways. Learn about the various opportunities for students to explore occupations and acquire job skills as early as middle school.	Wednesday, November 7, 2018 6:00 PM - 7:30 PM Board Rooms 1-3
Session 2: Choosing and Getting in to the "Right" College	OUSD Beth Rodenbucher	Parents of 6-11 Grade Students But, ALL Families are Welcome!	Choosing the right school and applying for college can be overwhelming. Come and learn how you can effectively support your student through this challenging process. The workshop seeks to demystify college admissions, provide an overview of various post-secondary options, and equip you to help your student select the school that's best for them.	Wednesday, November 28, 2018 6:00 PM - 7:30 PM Board Rooms 1-3
Session 3: Paying for College: Scholarships and Financial Aid	OUSD Beth Rodenbucher	Parents of 8-11 Grade Students But, ALL Families are Welcome!	This workshop will clarify the different financial resources available, such as grants, loans and scholarships, as well as the cost of the various college systems.	Wednesday, January 16, 2019 6:00 PM - 7:30 PM Board Rooms 1-3



Talleres de Participación de Padres y familia de OUSD del Otoño 2018

Serie de 3 Partes: La Universidad y Mas Allá



El Departamento de Reglamentación, Igualdad y Apoyo a las Escuelas del Distrito Unificado de Orange se complace en ofrecer los Talleres de Participación de Padres y Familias de OUSD otoño 2018. El objetivo de estos talleres es proporcionar a los padres información y herramientas para preparar a su estudiante para la universidad y una carrera.

Módulos	Presentador (a) (s)	Audiencia	Descripción	Fecha/ Hora/Lugar
Sesión 1: Caminos a la Universidad y Carrera	OUSD Beth Rodenbucher and Terri Nii	Padres de K-9 grado ¡Pero, TODAS las familias son bienvenidas!	Venga y descubra cómo OUSD prepara a los estudiantes para la universidad o carrera y sus diferentes caminos para obtenerla. Aprenda sobre las diversas oportunidades para explorar ocupaciones y adquirir habilidades de trabajo empezando desde la secundaria.	Miércoles, 7 de Noviembre 2018 6:00 PM – 7:30 PM Sala de juntas 1-3
Sesión 2: Escogiendo y Entrando a la Universidad “Adecuada”	OUSD Beth Rodenbucher	Padres de 6-11 grado ¡Pero, TODAS las familias son bienvenidas!	Eligir la escuela adecuada y completar la solicitud para la universidad puede ser abrumador. Venga y aprenda cómo puede apoyar eficazmente a su estudiante en este proceso desafiante. El taller clarificar las admisiones a la universidad, proporcionar una visión general de las opciones para después de la preparatoria y equipar a los estudiantes a seleccionar la escuela que es mejor para ellos.	Miércoles, 28 de Noviembre 2018 6:00 PM – 7:30 PM Sala de juntas 1-3
Sesión 3: Pagar la Universidad: Becas y Ayudas Económicas	OUSD Beth Rodenbucher	Padres de 8-11 grado ¡Pero, TODAS las familias son bienvenidas!	Este taller clarificará los diferentes recursos financieros disponibles, tales como subsidio, préstamos y becas, así como el costo de los diversos sistemas universitarios.	Miércoles, 16 de Enero 2019 6:00 PM – 7:30 PM Sala de juntas 1-3