

## Title III Year 2 and Year 4 Improvement Plan Needs Assessment Template

---

**Directions:** Using the template, provide information requested for each cell in the outline. The cells expand to allow space needed for narrative responses under each item. All Title III LEAs must submit a copy of this Needs Assessment to the Title III COE Lead as part of the review process. The final version must be uploaded into CAIS as an attachment under the Needs Assessment item in the Requested Documents tab.

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

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

The O'Farrell Charter School (O'Farrell) is a direct funded California Charter School. The charter was first approved by the Board of Education for the San Diego Unified School District on January 11, 1994, and renewed January 26, 1999, May 1, 2004, July 1, 2009, and July 2014. O'Farrell historically served grades six through eight. A grade kindergarten through fifth was added for the 2012-2013 school year. A grade nine program was added in 2011, a tenth grade program has been added for the 2013-2014 school year, and eleventh grade for 2014-2016. O'Farrell is housed on a district owned facility at 6130 Skyline Drive, San Diego. O'Farrell became an independent non-profit public benefit corporation on July 1, 2010.

O'Farrell is located in the South East San Diego, a neighborhood notorious for crime and gang activity throughout pockets of the neighborhood. Students at O'Farrell have various needs that are met by the social services wing on campus named Family Support Services. With over 20% of O'Farrell's students being raised in foster or by kinship, many resources are made available to families as well as students. Family Support Services provides specific resources for homeless families, students with family members who are incarcerated, single family homes, military families, and food banks for those in need. With donations from Pottery Barn and Disney, many families find resources for their homes from the school.

By prioritizing the social and emotional needs of students, teachers shift their attention to educating students in the most disciplined and structured environment that is laced with culture building activities. Teachers collaborate weekly through PLCs to discuss evidence of student learning and plan for teaching.

Clubs are formed by students and teachers to address the varying interests and needs of students. EL students belong to Club Del Sol, a daily after school club aimed at providing additional instruction with language supports. Most of the focus is on re-teaching math content however many beginning students use Rosetta Stone to strengthen their English.

O'Farrell's student demographic composition is 19% Asian, 20% African American, 54% Latino, and 7% other. O'Farrell has seen tremendous growth for the school with the API raising from 728 in 2009 to 832 in 2013. Specifically, EL API growth has moved 197 points from 539 in 2010 to 797 in 2013, just 3 points shy of attaining the state goal of 800.

# Title III Year 2 and Year 4 Improvement Plan Needs Assessment Template

**Table 1: Academic Performance by Student Group from 2009 – 2013**

Student Group	ACADEMIC PERFORMANCE INDEX (API) DATA 2007-2010					
	2009	2010	2011	2012	2013	Change 2007- 2010
All Students	728	752	736	807	832	+104
ELL	672	705	675	713	797	+125
SpEd	Not Numerically Significant	539	500	678	736	+197
Filipino	858	871	846	908	924	+69
African American	671	707	689	803	807	+136
Hispanic	667	715	714	763	807	+140

## Title III Year 2 and Year 4 Improvement Plan Needs Assessment Template

---

- b. Describe findings from analyses of the, CELDT CAPA, CAHSEE, state tools (e.g., ELSSA, APS), graduation rate (if appropriate), and other assessments used by the LEA (e.g. benchmark assessments, curriculum embedded assessments, ELSSA Supplement, LCAP Metrics) to measure EL student English proficiency, academic achievement, and findings derived from other data analyses as these relate to the three AMAOs (Goals 2A, 2B, and 2C).

O'Farrell is currently 1% point shy of meeting AMAO 1 target and 6% away from meeting the AMAO 2 target for students who have been in US schools more than 5 years.

Data from the CELDT, CAHSEE, and CSTs and onsite benchmarks reveal that EL students require targeted instruction in reading, particularly with word analysis, fluency and vocabulary, and comprehension. Second to reading, students need help with written conventions and grammar.

### **CELDT**

CELDT scores indicate that the majority of English Language Learners at O'Farrell are Intermediate with the second largest cohort in the Early Advanced. Historically, our students have landed within the Intermediate-Early Advanced range since 2010.

	Beginner	Early Inter.	Intermediate	Early Adv.	Advanced
2010	14	14	66	<b>72</b>	11
2011	9	15	<b>79</b>	55	10
2012	10	32	<b>120</b>	43	8
2013	17	36	<b>115</b>	100	27

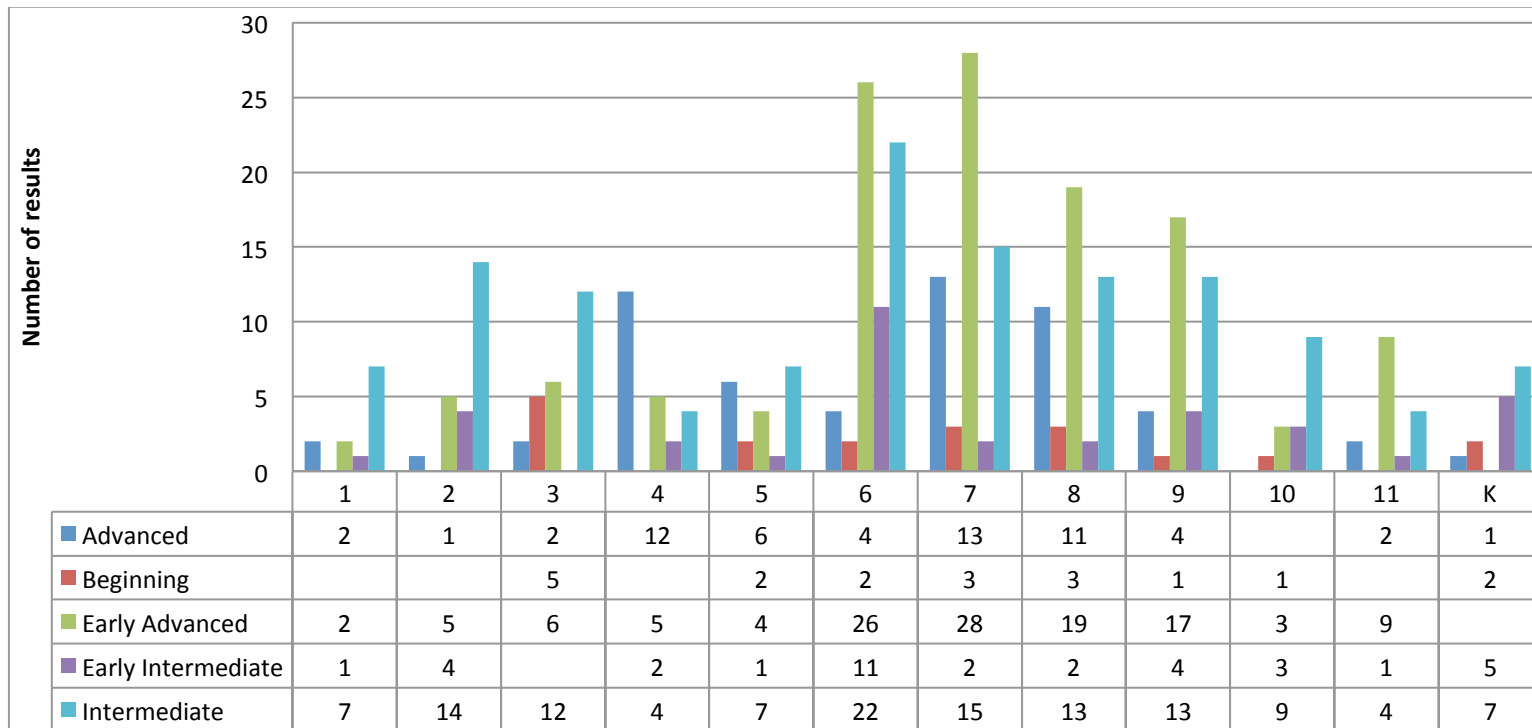
Overall, students scored the lowest on the reading section of the test followed by grammar involved in the writing portion. They are able to understand more concrete details and overarching abstract concepts when the instruction is delivered with modification. They are communicating with ease more frequently but they are still making errors in communication that shows up in their writing.

## Title III Year 2 and Year 4 Improvement Plan Needs Assessment Template

---

Annual progress in CELDT scores for students that have been in US schools more than 5 years is the remaining area that O’Farrell has yet to meet. One of the key factors of the instructional program that have prevented O’Farrell from meeting Title III AMAOs is the lack of emphasis by the administration, teachers and subsequently, students on the importance of CELDT. In addition, the start of the year instruction has been focused on warming students up after a summer off from school instead of direct instruction geared at the CELDT. Older, more advanced students are demonstrating more apathy while taking the CELDT.

CELDT test administrators report that while students quickly and successfully address the short reading comprehension passages, they show signs of fatigue once they face the longer reading passages. This has a direct impact on their reading comprehension scores.



## Title III Year 2 and Year 4 Improvement Plan Needs Assessment Template

---

### **CAHSEE**

62% of EL students passed the ELA on their first attempt while 69% passed Math. 8% were proficient in English and 38% were proficient in Math. Of the EL students who didn't pass the CAHSEE, 80% are also Special Education Students with specific learning disabilities.

	English	Math
Pass rate	62%	69%
Proficient	8%	38%

Data from these assessments indicate that performance challenges for O'Farrell's English Language Learners are in the areas of vocabulary acquisition and usage as well as academic writing.

### **CAPA**

Since before 2009, no O'Farrell students have been eligible to take the CAPA.

---

c. Describe strengths and weaknesses in the design and implementation of the EL related to goals (2A-2G and 5A) in the current LEA Plan, the prior Year 2 Title III IP, and any other appropriate documents, (e.g. the LEA’s Master Plan). The program dimensions listed below are areas to consider in reviewing current plans. (See questions in “Title III Guidance Document” pages 8–9.)

## **Instructional Program Design**

### **Strengths:**

Differentiation through 30-minute and 45-minute skills classes four times per week. Students are grouped homogeneously and instruction is targeted to meet specific academic deficiencies according to assessment data. In middle school, students are grouped in Language Arts classes such that content is tiered according to students’ ability levels as demonstrated through annual MAP assessments. In elementary school, students are assessed every six weeks and grouped by reading level for targeted small-group instruction. O’Farrell enrolls students who score level one – three on the annual CELDT assessment in an afterschool academic support class (Club Del Sol). In this class, ELL paraprofessionals assist students with class assignments and work on fundamental mathematics and English skills. Students testing at CELDT level one are enrolled in an English support elective in which they use the online program Rosetta Stone to work on speaking, reading, and writing in English.

### **Weaknesses:**

O’Farrell has used various curricula to meet the needs of students and has changed the curriculum since the implementation of skills classes in 2009. The current curriculum may not be meeting the needs of all English Language Learners.

## **Implementation of Instructional Services and Methods (Goal 2A, 2B, 2C ELA, and 2C MATHEMATICS)**

### **Strengths:**

Instruction is delivered by highly qualified, credentialed teachers in all classes and content areas. English Language Learners in need of additional support, as measured through annual CELDT tests and other school assessments, are supported by ELL paraprofessionals inside the classroom. All teachers have been trained in Advanced SDAIE techniques and use them frequently in class. Techniques are discussed, presented, and practiced during weekly staff professional development meetings and in weekly department chair meetings.

### **Weaknesses:**

While the ELL students most at risk receive additional push-in services from ELL aides, not all ELL students receive this support.

## **Professional Development (Goal 2D)**

### **Strengths:**

Staff-wide professional development is provided in-house once a week, four days before the start of school, and one full day at the end of the first semester. In weekly staff development sessions, teachers are presented with a “strategy of the month.” They learn a specific teaching technique or pedagogical approach, implement it in their classrooms, and then bring evidence showcasing their use of the strategy back to their teams of implementation. Discussions are held on modifications, differentiation, and methods of implementation of the technique. Off-site professional development is provided for all department chairs in their content areas, and for other teachers as needed and as determined by the Assistant Principals and the Coordinator of Academic Programs.

### **Weaknesses:**

## **Parent and Community Participation (Goal 2E)**

### **Strengths:**

Parent participation is encouraged through participation in O'Farrell's ELAC and PTO (Parent Teacher Organization). The ELAC team meets once every other month and the PTO team meets every month. ELL paraprofessionals call the parents of English Language Learners to personally invite them to ELAC meetings.

### **Weaknesses:**

On average, approximately twenty to thirty parents of ELL students attend ELAC meetings. Parent participation could be higher.

## **Parental Notification (Goal 2F)**

### **Strengths:**

O'Farrell sends out parental notification of its program improvement status at the beginning of each academic year. Notices are also made available on the school's website and updated as needed.

### **Weaknesses:**

N/A

## **Services for Immigrant Students if the LEA receives Title III Immigrant Funds (Goal 2G)**

### **Strengths:**

N/A

### **Weaknesses:**

N/A



## **Increase Graduation Rates (Goal 5A)**

### **Strengths:**

O'Farrell will have it's first graduating class in 2015-2016 with a goal of 100% of the students graduating with A-G requirements met.

### **Weaknesses:**

N/A

**2. Describe factors contributing to the failure to meet AMAO(s).** Identify and describe factors that prevented the LEA from achieving the AMAO(s) and explain how the identified factors above were verified using the evidence gathered.

<b>AMAOs</b>	<b>FACTORS</b> (e.g., inconsistent implementation, inadequate PD, inadequate resources)	<b>EVIDENCE</b> (e.g., data analyses, classroom walk through, program evaluation, surveys)
AMAO 1	<ul style="list-style-type: none"> <li>• Lack stamina for longer reading comprehension passages</li> <li>• Start of school year focus is not CELDT skills associated with reading comprehension and writing conventions</li> <li>• Lack of focus on structured oral response</li> <li>• Inadequate PD on CELDT specific skills</li> </ul>	<ul style="list-style-type: none"> <li>• CELDT Scores</li> <li>• Test Administrator feedback</li> <li>• EL Student interview</li> <li>• Teacher feedback</li> <li>• Program evaluation</li> </ul>
AMAO 2 Cohort 1: < 5 yrs	<ul style="list-style-type: none"> <li>• Goals Met</li> </ul>	<ul style="list-style-type: none"> <li>• Title III Accountability Report</li> </ul>
AMAO 2 Cohort 2: ≥ 5 yrs Cohort 1: < 5 yrs Cohort 2: ≥ 5 yrs	<ul style="list-style-type: none"> <li>• Focus has been diverted to Beginner and Early Intermediate students</li> <li>• Inadequate implementation for &lt;5 students</li> <li>• Apathy on behalf of older &lt;5 year</li> </ul>	<ul style="list-style-type: none"> <li>• Data Analyses</li> <li>• Program evaluation</li> <li>• Test Administrator feedback</li> </ul>
AMAO 3 ELA	<ul style="list-style-type: none"> <li>• Goals Met</li> </ul>	<ul style="list-style-type: none"> <li>• Title III Accountability Report</li> </ul>
AMAO 3 Mathematics	<ul style="list-style-type: none"> <li>• Goals Met</li> </ul>	<ul style="list-style-type: none"> <li>• Title III Accountability Report</li> </ul>

**3. Write a brief description/bulleted outline of each goal below that was identified as an area of focus from the Needs Assessment; the details for these will be part of your plan.** Goal statements should be Specific, Measurable, Attainable, Realistic and Timely (i.e., SMART Goals), since they must be made actionable through strategies, actions and tasks in the Title III Improvement Plan.

Goal 2A: (AMAO 1 Annual Progress Learning English)

- Prior to CELDT testing in the Fall of 2015, all EL students will meet with EL aides to discuss the importance of the CELDT test
- In the fall of 2015, English instruction in the middle and high school will be focused on reading comprehension, reading endurance, and grammar to prepare EL students for the CELDT test in mid September.
- In August of 2015 and every year after, professional development will be aimed at instructing teachers on best practices for EL students within different levels as well as common expectations for instruction.
- In fall of 2014, professional development will target structured oral and written responses in all content areas.
- In fall of 2014, professional development will target academic discourse using sentence frames from structured class discussion.
- Beginning in the fall of 2015, teachers will target 3 Intermediate EL students and study their progress within their PLCs and discuss evidence of their learning.

Goal 2B: (AMAO 2 English Proficiency)

- Continue implementing program that targets EL students with >5 years in US
- Prior to CELDT testing in the Fall of 2015, all EL students with <5 years in US will meet with their counselor to discuss importance of CELDT test.
- In the fall of 2015, English instruction in the middle and high school will be focused on reading comprehension, reading endurance, and grammar to prepare EL students for the CELDT test in mid September.
- In August of 2015 and every year after, professional development will be aimed at instructing teachers on best practices for EL students as well as common expectations for instruction.
- In fall of 2014, professional development will target structured oral and written responses in all content areas.
- In fall of 2014, professional development will target academic discourse using sentence frames from structured class discussion.

Goal 2C: (AMAO 3-AYP for ELs in English Language Arts)

- Continue to implement current program

Goal 2C: (AMAO 3-AYP for ELs in Mathematics)

- Continue to implement current program

Goal 2D: (High Quality Professional Development)

- In August of 2015 and every year after, SDAIE professional development will be aimed at instructing teachers on best practices for EL students as well as common expectations for instruction.
- In fall of 2014, professional development will target structured oral and written responses in all content areas.
- In fall of 2014, professional development will target academic discourse using sentence frames from structured class discussion.
- In spring of 2015 and every Spring after, professional development will revisit those strategies that will most likely result in moving Intermediate students to Early Advanced.

Goal 2E: (Parent and Community Participation)

- ELAC meetings with open forum discussions
- Annual Literacy Night
- A-G Training for High School Parents
- Back to School Festival
- EL Parent Potluck
- Annual Math Night
- Open House
- Fall Parent Conference
- Spring Parent Conferences for At Risk Students
- End of Year Festival
- Parent/Teacher Sports Competitions with Other Charter Schools

Goal 2F: (Parental Notification)

- Continue to implement Title III requirements
- Continue to notify parents in a timely manner

**Goal 2G: (Services for Immigrant Students: must be addressed if the LEA receives Title III Immigrant Education Funds)**

- N/A

**Goal 5A: (Increase Graduation Rates)**

- O'Farrell will have first graduating class in 2016.
- O'Farrell High School students are enrolled in a solid A-G academic core of studies.
- High School counselors closely monitor the graduation progress and semester transcript as well as grade point average evaluations
- Tutoring and/or mandatory tutoring is available from the students' teachers before and after school or on Saturdays to help them master course standards
- Teachers assess students at two-week intervals in order to monitor their learning so that they do not get too far behind in critical courses, become discouraged and give up

**4. Title III Year 4 Requirements (Section 3122[b][4][A]): Summarize how the LEA will specifically address changes in curriculum, program, and method of instruction to address the factors that prevented the AMAO targets being met.**

To ensure that Title III requirements are met, O'Farrell will make strategic changes and implement plans to ensure all AMAO targets are met. Currently, all AMAO targets are being met except AMAO 1 by 1% and AMAO 2b by less than 6%.

To meet annual progress in AMAO 1, administration must make some changes regarding professional development that occurs when teachers return to school and with regards to instruction during the first two weeks of schools. Professional development must include time for teachers to examine CELDT released tests and CELDT scores. This opportunity will highlight the need to provide targeted instruction at the start of school and prior to CELDT testing to recall reading comprehension skills as well as build reading and test taking stamina that might have been lost during the summer months. Professional development must also include best SDAIE practices for Intermediate and Early Advanced students. Teachers must have a better understanding of the language development tied to different CELDT levels and use that to target their EL students. Instruction prior to CELDT testing will be focused on reading comprehension, reading endurance and grammar. All content area teachers will include grammar to their warm ups and lessons to gain more targeted instructional minutes prior to CELDT testing. Teachers, administration, and parents must understand and subsequently stress the importance of the CELDT test to students to get greater motivation. EL aides will meet with EL students to stress the importance to individual students. Professional Development in the Fall of 2014 targeted structured oral and written responses. PD also included academic discourse using sentence frames for structured class discussions with the intention of improving academic English, which will transfer to writing. PLC discussions have included the examination of student evidence learning but will now target an Intermediate EL student so that teachers have weekly discussions about progressing our largest CELDT cohort.

To meet annual progress in AMAO 2b, the administration and teachers need to dedicate more focus to those students who have been in US schools greater than 5 years. Beginning in August of 2015, professional development will provide explicit instruction to teachers on those best SDAIE practices that target Intermediate students. Time will be allotted to provide teachers with time to examine CELDT scores along with the CELDT released test. All content area, secondary teachers will dedicate the first two weeks of school, prior to CELDT testing, to instruction on reading comprehension, grammar and focus on building reading stamina. The EL students will meet with advisors prior to CELDT testing to discuss current CELDT levels as well as the importance to focusing on the upcoming exam. In the fall of 2014, professional development focused on structured oral and written responses across content areas. Further professional development stressed high quality responses and discussions from students using academic discourse frames. The emphasis on student discourse will impact student writing and result in greater CELDT writing scores.