

LONG BEACH UNIFIED SCHOOL DISTRICT
Title III Improvement Plan Addendum
2015-16

Needs Assessment

To guide planning for the 2015-16 LCAP and monitoring current implementation, the Long Beach Unified School District has been convening monthly meetings of diverse committees of stakeholders, including English learner parents and instructional experts, which continue to develop a series of broad-based policy recommendations to increase student success at the Long Beach Unified School District. These recommendations are presented to the Superintendent and the Board of Education as the proposed “guiding principles” for the Local Control Accountability Plan, a critical part of California’s new educational funding system during public meetings and workshops at periodic times during the year. Additionally, the District English Learner Advisory Committee provides input to the Board of Education regarding programs and services for English learners, based on their needs assessment conducted in the spring. The work of these committees is informed by and aligned to the District Strategic Plan and the CORE NCLB Waiver. Both of these documents champion a vision of college and career readiness for all students, including English learners, and clearly delineate the pathway by identifying the following goals:

- 1) Revise and strengthen Common Core State Standards (CCSS) instructional plans which include necessary pedagogical shifts for engaging all students to master all standards (with emphasis on meeting the needs of English learners, students with disabilities, and low achieving students).
- 2) Identify English Language Development benchmarked learning targets within the CCSS and new CA ELD Standards.
- 3) Develop professional development plan for all teachers aligned to CCSS and Smarter Balanced Assessment Consortium (SBAC).
- 4) Engage all teacher leaders in CCSS and SBAC based professional development to support CCSS implementation.
- 5) Deepen teachers’ knowledge and skills to support the full transition to CCSS implemented in 2013-14.
- 6) Having transitioned to SBAC assessments in 2014-15, identify and implement multiple formative and interim assessments to inform instruction and identify needs.

The 2015-16 Title III Improvement Plan Addendum supplements the District’s Local Accountability Plan and aligns to the both the LCAP and CORE Waiver documents.

The LBUSD demographic data for 2012-13 include the following:

- a) Number of English learners in the “less than 5 years cohort”: 11,216
- b) Number of English learners in the “5 years or more cohort”: 7,443
- c) Number of reclassified fluent English proficient students: 18, 111
- d) Total Number of students: 82,256

The LBUSD reclassification rate for 2013-14: 10.3%

The LBUSD reclassification rate for 2014-15: 10.8%

Challenge Areas for the District.

Findings from the results of analysis of the CELDT, CAHSEE, cohort graduation rate, and other assessments and findings suggested from other tools (e.g., DELAC/ELAC surveys) used by the LEA to measure EL students’ English proficiency and academic achievement:

Overview of AMAO data, 2013-14:

AMAO 1 – Making Annual Progress in Learning English (CELDT)

Target: 59%

Percentage meeting target: 55.0%

Number of annual test takers: 15, 189

AMAO 2 – Attaining English Proficiency (CELDT)

Target for cohort with > 5 years: 22.8%

Percentage meeting target: 22.9%

Number in cohort: 9,759

Target for cohort with ≤ 5 years: 49%

Percentage meeting target: 43.6%

Number in cohort: 7,667

Performance on the 2013-14 CELDT

Initial Assessment

Number and Percent at each proficiency level:

Advanced: 269 / 7%

Early Advanced: 568 / 15%

Intermediate: 1,076 / 28.0%

Early Intermediate: 860 / 23%

Beginning: 1,033 / 27%

Annual Assessment

Number and Percent at each proficiency level:

Advanced: 1,030 / 7%

Early Advanced: 5,068 / 33%

Intermediate: 6,668 / 44.0%

Early Intermediate: 1,720 / 11.0%

Beginning: 703 / 5%

English Learner Class of 2015 CAHSEE Results

Number and Percent Passing:

ELA: 453 / 77%

Math: 491 / 83%

English Learner Graduation Rate, 2013-14

Number and Percent: 824/64.4

Increased 3.8%

Challenge Area 1: AMAO 1 was not met by 4% of annual test takers, which was a narrower margin than the previous year. English learners with less than 5 years in language instruction programs in U.S. schools narrowly met the target by 0.1% for making adequate progress in attaining English language proficiency as measured by AMAO 2, again closing a gap from the previous year.

Those English learners with five or more years in language instruction programs in U.S. schools missed their target for making progress in attaining English language proficiency by 5.4%. The data demonstrate that long-term English learners (five or more years) are not attaining English language proficiency nor making annual progress at the targeted rate. A review of the disaggregated data does not identify specific grade spans at which students are not making annual progress in acquiring English. The majority of annual test takers scored at the Intermediate or above proficiency level and is therefore enrolled in an English mainstream classroom. Therefore, an area of challenge and focus for the District is the annual progress in learning English and acquiring English language proficiency for students at the Intermediate and above levels of proficiency who are enrolled in a mainstream English language program.

Challenge Area 2: An area of challenge and focus for the District is the attainment of English language proficiency and academic achievement for secondary students, based on the cohort graduation rate, while improving, indicates a significant gap for English learners.

Challenge Area 3: Data from the District's Annual Parent Needs Assessment for 2014-15 identified continued opportunities for parents to participate in activities designed to increase their knowledge of the College and Career Ready Standards, district and school procedures and processes, and strategies to support their students' academic and personal growth as an area of need. The District will continue to provide support for bilingual certificated and paraprofessional personnel as well as parent mentors to offer resources, including workshops and materials, to parents to support their role in their child's education.

Action Plan

Research-Based Solutions

Supports, scaffolds, and interventions chosen specifically to solve the academic achievement and/or English language development challenges identified above:

The district has chosen the following research-based solutions to address the challenge areas identified above relevant to the failure to meet all AMAOs:

- **Focused ELD instruction** that is aligned to the newly adopted California English Language Development Standards and taught in tandem with the Common Core ELA/ Literacy Standards. This strategy will include daily instruction for all English learners, based on proficiency level, instruction that
 - Addresses the domains of comprehension, speaking, listening, reading, and writing;
 - Literacy instruction that emphasizes essential components (e.g., phonemic awareness, phonics, fluency, vocabulary, comprehension) and is comprehensive and multidimensional (e.g., writing as a process, instructional conversations, oral language development, academic vocabulary and structures);
 - Employs frequent use of formative assessment strategies to identify areas for re-teaching and acceleration;
 - Provides access to rigorous grade-level text with appropriate scaffolds (text-dependent questions, close reading);
 - Includes the use of graphic organizers (Thinking Maps) as a complement to comprehensive writing instruction in multiple genres, emphasizing citing evidence from text.
 - Uses visuals/realia and primary language support as needed for students with less than “reasonable fluency”;
 - Includes explicit lessons in vocabulary, syntax, grammar, functions, conventions which integrate meaning, communication, and corrective feedback
 - Is monitored through the use of implementation protocols by site administrators.

This strategy will be supported by multi-modal professional development and professional learning collaborations focusing on considerations for English learners within the mainstream English language instructional program. At the secondary level, sites enrolling high numbers of English learners will be supported by an EL Specialist who will provide coaching, including modeling lessons, for teachers in effective strategies for accelerating English language acquisition and specially designed academic instruction in English in addition to coordinating site intervention and outreach programs for English learners and their families. Teachers, K-12, will be provided instruction in building the academic language skills of their English learners, supported by the new ELD Standards.

- **Provide access to core curriculum, including advanced courses; accelerate academic achievement; and concurrently develop proficiency in academic English** (All students will receive core content instruction delivered via research-based instructional strategies, differentiated for their proficiency level). This strategy will include:
 - Direct instruction in academic discourse (vocabulary and syntactical structures) and provides frequent opportunities for interaction and discussion, encouraging elaborated responses with corrective feedback, as appropriate;
 - Literacy development strategies and the use of graphic organizers to teach critical thinking skills;
 - Writing instruction that builds on graphic organizers and connects to literacy development strategies

- SDAIE strategies aligned to the SIOP model;
- Curriculum leader and coach support for teachers to amplify specific classroom instructional practices to support English learners
- Protocols for site administrators to monitor implementation and evaluate effectiveness.

This strategy will be supported by multi-modal professional development and professional learning collaborations focusing on considerations for English learners within the mainstream core academic instructional program. At the secondary level, sites enrolling high numbers of English learners will be supported by an EL Specialist who will provide coaching, including modeling lessons, for teachers in effective strategies for accelerating English language acquisition and specially designed academic instruction in English in addition to coordinating site intervention and outreach programs for English learners and their families. Teachers, K-12, will be provided instruction in building the academic language skills of their English learners, supported by the new ELD Standards. For newly arrived English learners, bilingual support will be leveraged to provide access to the core curriculum.

- **Parent and community outreach and support** that equips and empowers parents to support their students as they move towards acquiring English language proficiency and academic achievement in the core curriculum as well as be informed stakeholders who actively and effectively participate in the advisory processes used by the LEA to inform decisions.

Elementary and Secondary Education Act Long Beach Unified School District Plan Goal 2 Budget Update

Name of LEA: Long Beach Unified School District

Fiscal Year: 2015-16

Total Title III Allocation: LEP \$1,800,000

Immigrant: \$ N/A

LEP Administrative & Indirect Costs (2%): \$20,853

Immigrant Administrative & Indirect Costs: \$N/A

For each applicable Title III goal indicated below, indicate the key actions that will be implemented to meet each goal, the related Title III budget item, and the estimated cost for each item.

Title III Goal	Specific Title III Supplemental Key Actions (Activities) to Meet Goal	Unit (Purchase) Detail	Associated Estimated Costs for each Activity Listed
Goal 2A: AMAO 1 - Annual progress Learning English	Primary language support – Spanish	Bilingual college aides (\$14.53/hr.) w/ statutory benefits (3.4%)	\$258,625
	Primary language support – less common languages	Contract personnel	\$20,000
	Coaching/modeling language acquisition strategies, SDAIE; site intervention program; mainstream program collaboration,	Site EL Specialists (11.8 FTE) w/ statutory benefits (14.16%), benefits package	\$1,489,402
	Academic Coach – Khmer	TOSA (.6 FTE)	\$56,004
Goal 2B: AMAO 2 - English Proficiency	Coach – Academic Language	TOSA (.6 FTE)	\$56,004
	Coaching/modeling language acquisition strategies, SDAIE; site intervention program;	Site EL Specialists (11.8 FTE) w/ statutory benefits (14.16%),	(\$1,489,402)

	mainstream program collaboration Coach – Academic Language Mileage	benefits package TOSA (.6 FTE)	(\$56,004) \$1,000
Goal 2C: AMAO 3 - Adequate Yearly Progress (AYP) in English/Language Arts	Coaching/modeling language acquisition strategies, SDAIE; site intervention program; mainstream program collaboration	Site EL Specialists (11.8 FTE) w/ statutory benefits (14.16%), benefits package	(\$1,489,402)
Goal 2C: AMAO 3 – AYP in Mathematics	Coaching/modeling language acquisition strategies in mathematics, SDAIE; site intervention program; mainstream program collaboration Primary language support – Spanish Primary language support – less common languages	Site EL Specialists (11.8 FTE) w/ statutory benefits (14.16%), benefits package Bilingual college aides (\$14.53/hr.) w/ statutory benefits (3.4%) Contract personnel – less common languages	(\$1,489,402) (\$258,625) (\$20,000)
Goal 2D: High Quality Professional Development	Coach – Academic Language Workshops/presentations preparation Professional Learning Communities Teacher professional learning sessions; native language instruction support	TOSA (.6 FTE) Materials Books Substitutes / additional hourly	(\$56,004) \$80,000 \$38,847 \$850,000
Goal 2E: Parent and Community Participation	Parent training: supporting students' English language acquisition, mastery in core content areas via workshops/presentations	Program Specialist (.30 FTE) Parent mentors (contract)	\$28,265 \$80,000

	Workshops/presentations preparation	Materials	\$20,000
Goal 2F: Parental Notification	Initial and Annual parent notification of program placement	Duplication	\$1,000
	Notifications related to school activities	Duplication, postage	(LCFF)
Goal 2G: Services for Immigrant Students (for LEAs receiving Title III, Immigrant funds)	N/A	N/A	N/A
Goal 5A: Increase Graduation Rates	Coaching/modeling language acquisition strategies, SDAIE; site intervention program; mainstream program collaboration	Site EL Specialists (11.8 FTE) w/ statutory benefits (14.16%), benefits package	(\$1,489,402)
	Coach – Academic Language	TOSA (.6 FTE)	(\$56,004)
	Academic support In core content areas	Intervention tutoring	\$100,000
Total Title III Budget Estimate (Include Administration and Indirect Costs) for LEP and Immigrant Programs			LEP \$3,100,100 \$1,800,000 (15-16) \$1,300,000 (14-15) IMM \$N/A