

## 2017–18 Title III ESSA Transition Plan

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

CDS Code: 19-64725 LEA Name: Long Beach Unified School District Fiscal Year: 2017-18

### Plan to Provide Services for English Learner Students

Please summarize information from district-operated programs and provide descriptions of how the LEA is meeting or plans to meet each requirement.

How the LEA will:		Persons Involved/Timeline (Optional)
<b>Required Content</b>	<p><b>Provide effective professional development.</b>                      Teachers and administrators have access to in-person and online highly-focused professional development that addresses effective instructional pedagogy and content to accelerate English learners’ attainment of English language proficiency and access to and achievement of core academic content standards. Teachers and administrators participating in collaborative planning structures such as unit study and lesson design identify and address the instructional needs of English learners by anticipating and differentiating their planning. Two central full-time coaches, dedicated to supporting teachers’ instructional practice, provide workshops, coaching, facilitate collaborative planning at sites.</p>	Pamela Seki David Noyes Teresa Suzuki Jandella Faulkner Shelley Gustafson OCIPD Staff
	<p><b>Implement effective programs and activities.</b>                      Curriculum Leads and Coaches who have received specialized training in effective programs and activities for English learners at all proficiency levels, including long-term English learners, design curriculum and interventions that provide both designated and integrated ELD (reflecting both the ELD and the ELA Standards) and scaffolded access to rigorous core academic content. The curricula and instructional resources are evaluated annually for alignment to standards, state assessments, and effectiveness. Teacher-practitioners and administrators receive professional development on the curricula and instructional materials. Interventions are designed and implemented based on teachers’ formative assessment and interim and summative data, following a response to intervention model. An alternative language acquisition program (dual immersion) provides choice for families and students to develop grade level proficiency in English and another language (Spanish). At the high school level, heritage language programs (Spanish and Khmer) are offered.</p>	Pamela Seki David Noyes Teresa Suzuki Jandella Faulkner Shelley Gustafson Amy Pendray OCIPD Staff Principal Supervisors Site Administrators

	<p><b>Ensure English proficiency and academic achievement.</b></p> <p>All English learners receive instruction in English language development and core academic content aligned to state standards and supported by district-adopted instructional materials. Teachers receive training in the ELD Standards and the use of research-based instructional strategies that differentiate for the span of proficiency levels, including long-term English learners. Primary language support, both instruction aides and supplemental materials (in a variety of languages), is provided as needed to ensure access to the core academic content. English learners progress is monitored formatively by the classroom teacher and data, including interim and summative assessments, are used to identify students in need of intervention as well as those ready for acceleration and/or reclassification. Interventions are provided, as needed, and may include, but are not limited to, extended-day tutoring, push-in/pull-out individual or small group work with a teacher on special assignment or specialist. Chromebooks are provided to students, as needed, to facilitate at-home learning and family involvement.</p>	<p>Pamela Seki David Noyes Teresa Suzuki Jandella Faulkner Shelley Gustafson Amy Pendray Darith Ung OCIPD Staff</p>
	<p><b>Promote parent, family, and community engagement in the education of English Learners.</b></p> <p>Families and community members are advised of and encouraged to participate in a variety of input/feedback/advisement structures including the development of the LCAP, Title III Plan, and site SPSA. Translation/Interpretation services are provided to facilitate their participation. Parent workshops in Spanish, Khmer, and English are offered at sites across the district to increase family literacy in English, orient parents to district programs, requirements, and curricula, and further develop leadership skills. Parent mentors whose children have successfully transitioned to fluent English proficient students and graduates reach out to parents and support schools' efforts to increase family engagement. A Program Specialist (Spanish) and teacher on special assignment (Khmer) serve as liaisons with the community and coordinate outreach and training specific to English learner families.</p>	<p>Pamela Seki Martha Ensminger Sharon Lazo-Nakamoto Darith Ung</p>

LEAs receiving or planning to receive Title III EL funding may include authorized activities.		Persons Involved/Timeline (Optional)
<b>Other Authorized Activities</b>	<p><b>Describe all authorized activities chosen by the LEA relating to:</b> Supplementary services as part of the language instruction program for English Learner students.</p> <p>In addition to those activities described above, additional (frequency and duration) professional development is provided to teachers of newcomer students, long-term English learners, and those providing a dual immersion language program, including release time for classroom observations and workshops. Curriculum guides and other instructional documents are amplified with resources and strategies for differentiating instruction for English learners. Support and interventions (both academic and social-emotional) are provided for high school English learners, particularly long-term English learners and those at-risk of becoming long-term, to facilitate their access to and maximize their success in grade-level academic coursework.</p>	<p>Pamela Seki  David Noyes  Teresa Suzuki  Jandella Faulkner  Shelley Gustafson  Amy Pendray  High School EL Coordinators</p>

## Plan to Provide Services for Immigrant Students

Please complete this table if the LEA is receiving or planning to receive Title III Immigrant funding.		Persons Involved/Timeline (Optional)
<b>Authorized Activities</b>	<p><b>Describe all authorized activities chosen by the LEA relating to:</b> Enhanced instructional opportunities for immigrant children and youth.</p> <p>Primary language support (in a variety of languages reflecting our immigrant student population) is provided as needed by instructional aides in the classroom, one-on-one, to facilitate immigrant students' access to English-language instruction. A parent mentor provides outreach services to sites where immigrant students are enrolled to increase and support immigrant families' engagement in schools and orient them to the educational system. Workshops in family literacy and effective parenting are provided.</p>	<p>Pamela Seki            Martha Ensminger            Sharon Lazo-Nakamoto            Darith Ung</p>