

Paramount Unified School District Educational Services

2015 – 2018

Local Educational Agency Plan



Board Approved
September 9, 2015

Board of Education

Tony Peña, President
Linda Garcia, Vice President
Alicia Anderson, Member
Sonya Cuellar, Member
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Dr. Ruth Pérez

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Elementary and Secondary Education Act Corrective Action

LOCAL EDUCATIONAL AGENCY (LEA) PLAN

Please submit the suggested plan template by uploading the completed plan to www.cais.ca.gov. Please include the district profile, needs assessment summary/analysis, description of local measures of student performance, additional mandatory Title I descriptions, and budget summary for federal and state categorical programs.

LEA Plan Information:

Name of LEA: Paramount Unified School District

County/District Code: 19-64873

Dates of Plan Duration (should be up to three years): January 27, 2016 – June 30, 2018

Date of Local Governing Board Approval: January 27, 2016

District Contact Information:

District Superintendent: Dr. Ruth Pérez

Address: 15110 S. California Avenue

City: Paramount

State: CA

Zip: 90723

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Certification: (Retain original signatures on file in the district office.)

***Certification:** I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected programs, and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. Copies of all waivers will remain on file. I certify that original signatures for this Corrective Action 6 Improvement Plan are on file in the district office.*

Dr. Ruth Pérez

January 27, 2016

Printed or typed name of Superintendent

Date

Signature of Superintendent

Tony Peña

January 27, 2016

Printed or typed name of Board President

Date

Signature of Board President

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FEDERAL AND STATE PROGRAMS CHECKLIST

Check (✓) all applicable programs operated by the LEA. In the “other” category, list any additional programs that are reflected in this Plan.

Federal Programs		State Programs	
X	Title I, Part A		State Migrant Education
	Title I, Part B, Even Start		Child Development Programs
	Title I, Part C, Migrant Education		Educational Equity
	Title I, Part D, Neglected/Delinquent	X	Gifted and Talented Education
X	Title II, Part A, Subpart 2, Improving Teacher Quality		Tobacco Use Prevention Education (Prop 99)
	Title II, Part D, Enhancing Education Through Technology		Immediate Intervention/ Under performing Schools Program
X	Title III, Limited English Proficient		School Safety and Violence Prevention Act (AB1113, AB 658)
	Title III, Immigrants		Tenth Grade Counseling
	Title IV, Part A, Safe and Drug-Free Schools and Communities		Healthy Start
	Title V, Part A, Innovative Programs – Parental Choice		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
	Adult Education	X	LCFF
X	Career Technical Education		Other (describe):
	McKinney-Vento Homeless Education		
X	IDEA, Special Education		
	21 st Century Community Learning Centers		
	Other (describe):		
	Other (describe):		
	Other (describe):		

DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A		\$4,248,121	\$3,610,903	85%
Title I, Part B, Even Start				
Title I, Part C, Migrant Education				
Title I, Part D, Neglected/Delinquent				
Title II Part A, Subpart 2, Improving Teacher Quality		\$727,805	\$689,863	94%
Title II, Part D, Enhancing Education Through Technology				
Title III, Limited English Proficient		\$511,783	\$503,833	98%
Title III, Immigrants				
Title IV, Part A, Safe and Drug-free Schools and Communities				
Title V, Part A, Innovative Programs – Parental Choice				
Adult Education				
Career Technical Education				
McKinney-Vento Homeless Education				
IDEA, Special Education				
21 st Century Community Learning Centers				
TOTAL		\$5,487,709	\$4,804,599	88%

DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
LCFF		\$3,334,390	\$2,900,919	87%
State Migrant Education				
School and Library Improvement Block Grant				
Child Development Programs				
Educational Equity				
Gifted and Talented Education		\$114,411	\$110,411	97%
Tobacco Use Prevention Education – (Prop. 99)				
High Priority Schools Grant Program (HPSGP)				
School Safety and Violence Prevention Act (AB 1113)				
Tenth Grade Counseling				
Healthy Start				
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)				
Other (describe) QEIA – Quality Education Investment Act				
TOTAL		\$3,448,801	\$3,011,330	87%

District Profile

Paramount Unified School District (PUSD) serves for 15,495 students in kindergarten through grade twelve in ten K-5 schools, one K-8 school, three middle schools, one comprehensive high school, a continuation high school, Alternate Education Center, Community Day School, and Adult School as well as preschools.

The demographic makeup of PUSD is 88% Hispanic or Latino, 9% African American, 3% other and 2% White. English Learners comprise 36% of the enrollment and 95% of the students qualify for Free or Reduced Lunch Program. The graduation rate for 2013-14 was 86.5%.

PUSD has been recognized for work with at-risk students, implementing arts education for all students and focused professional development. Among the accomplishments of the District are:

- Alondra and Zamboni Middle Schools and Paramount High School have received the California Gold Ribbon School Award.
- Alondra, Jackson and Zamboni Middle Schools have been recognized as California School to Watch.

Mission Statement

The mission of the Paramount Unified School District is to ensure learning and success for each student by providing a quality education.

Vision Statement

Paramount Unified School District strives to be an exemplary district. In order to achieve this, all stakeholders of the District must have a clear sense of its goals. They must seek out, understand, and emulate the characteristics of exemplary schools and be ready to contribute their knowledge and talents to transform this vision into a reality. The following vision statement provides the exemplary standards that Paramount Unified School District will strive to achieve and maintain.

Local Measures of Student Performance (*other* than State-level assessments)

Per NCLB Section 1112 regarding Local Educational Agency Plans, each LEA must provide the following descriptions in its Plan:

A description of high-quality student academic assessments, *if any*, that are in addition to the academic assessments described in the State Plan under section 1111(b) (3), that the local educational agency and schools served under this part will use to:

- a) Determine the success of students in meeting the State student academic achievement standards and provide information to teachers, parents, and students on the progress being made toward meeting student academic achievement standards;
- b) Assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving students to meet State student achievement academic standards and do well in the local curriculum;
- c) Determine what revisions are needed to projects under this part so that such children meet the State student academic achievement standards; and
- d) Identify effectively students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments.

If the LEA uses such assessments in addition to State Academic assessments, please provide a succinct description below, and indicate grade levels and students served with such assessments.

Also, please describe any other indicators that will be used in addition to the academic indicators described in Section 1111 for the uses described in that Section.

Description of Local K-12 Assessments

Grade	Content	Assessment Description
Elementary Schools (Grades K-5)	Language Arts Mathematics	Assessments that align with California State Standards in Reading and Writing are administered every six to eight weeks. Assessments address Foundational Reading Skills, Reading Literature and Informational Text, Language, Speaking and Listening. A reading intervention program, <i>Language!</i> , for grades 4-5 SDC, measures reading fluency and phonemic awareness skills of 4 th /5 th grade students who read more than two years below grade level. Unit assessments in mathematics address K-5 standards and math fluency.
Middle Schools (Grades 6-8)	Language Arts Mathematics Science Social Studies	Unit assessments that align with California State Standards are given in Language Arts, Mathematics, Science and Social Studies. Fluency and comprehension assessments for ELD classes using the <i>Inside</i> program are given every six weeks. Math fluency is also assessed in mathematics.
High Schools (Grades 9-12)	Language Arts Mathematics Science Social Studies	Unit or quarterly assessments that align with California State Standards are administered in Language Arts, Mathematics, Science and Social Studies in grades 9-12 at the comprehensive high school and district's continuation high school.

Needs Assessment

A needs assessment is conducted annually to determine the effectiveness of current improvement strategies. A comprehensive data analysis of student achievement using multiple measures is conducted to determine sub-groups and individual students not meeting academic standards and to design the implementation of instructional programs and strategies that will result in improved academic achievement and in closing achievement gaps

Assessment	2014-15	2015-16	2016-17
	<u>Language Arts</u>	<u>Language Arts</u>	<u>Language Arts</u>
	<ul style="list-style-type: none"> Implement K-1 Foundational Reading Skills Assessments Write and implement Common Core unit assessments aligned to SBAC rigor Write and implement Common Core unit assessments for Grades 4-8 SDC classes 	<ul style="list-style-type: none"> Maintain and refine assessments used in 2014-15 Administer one unit assessment online in grades 3-5 Modify ELA Assessments in Grades K-3 SDC classes 	<ul style="list-style-type: none"> Write ELA assessments to align with new texts Expand on line unit assessments
	<u>Math</u>	<u>Math</u>	<u>Math</u>
	<ul style="list-style-type: none"> Write Common Core unit assessments aligned to SBAC rigor Revise math fluency assessments to align with Common Core Standards Grades 1-5 Basic Math Facts Pilot K math facts Modify unit assessments in grades K-8 SDC classes 	<ul style="list-style-type: none"> Refine math assessments Implement revised grades 1-5 fluency assessments Implement K fluency pre- and post- tests Administer one unit assessment online in grades 3-5 Refine modified assessments in grades K-8 SDC classes 	<ul style="list-style-type: none"> Expand on line unit assessments
	<u>Special Education</u>	<u>Special Education</u>	<u>Special Education</u>
	<ul style="list-style-type: none"> Create and implement assessments for Attainment curriculum for SH classes. 	<ul style="list-style-type: none"> Modify unit assessments to align to Common Core (Attainment Moderate/Severe). 	<ul style="list-style-type: none"> Create differentiated unit assessments for SH classes.

Goals and Objectives

The LEA Plan goals and strategies address the continual improvement of academic achievement for all students and the closing of the achievement gaps of specific subgroups and individual students, in an effort to ensure that:

1. The academic targets are met annually
2. The district, the schools, and all numerically significant subgroups meet their annual growth targets
3. Students are making progress toward proficiency or beyond on state and local assessments.

Data Analysis

Data analysis is conducted utilizing state and local measures in a continual cycle of program monitoring and improvement. The following pages contain data summaries and findings on these state measures:

1. Title III Accountability Reports of Annual Measurable Achievement Objectives (AMAOs) for English learners (CELDT)
2. English learner reclassification rates
3. California Healthy Kids Survey results



Preliminary 2014-15 Title III Accountability Reports

Local Educational Agency (LEA) Level Data

Release Date: July 14, 2015
LEA: Paramount Unified
County: Los Angeles
CDS Code: 19-64873-0000000

[School-Level Data](#)

[DataQuest Help](#)

This is preliminary English Learners (ELs) report data on the annual measureable achievement objectives (AMAOs) 1 and 2 for 2014-15. The 2014-15 Title III Accountability Report will be released in Fall 2015.

AMAO 1 - Percentage of ELs Making Annual Progress in Learning English

Number of 2014-15 Annual CELDT Takers	4,891
Number with Required Prior CELDT Scores	4,774
Percentage with Required Prior CELDT Scores	97.6%
Number in Cohort Meeting Annual Growth Target	2,954
Percentage Meeting AMAO 1 in LEA	61.9%
2014-15 Target	60.5%
Met Target for AMAO 1	Yes

AMAO 2 - Percentage of ELs Attaining the English Proficient Level on the CELDT

Less than 5 Years Cohort

Number of 2014-15 English Learners in Cohort	3,331
Number in Cohort Attaining the English Proficient Level	1,006
Percentage in Cohort Attaining the English Proficient Level	30.2%
2014-15 Target	24.2%
Cohort Met Target	Yes

5 Years or More Cohort

Number of 2014-15 English Learners in Cohort	2,247
Number in Cohort Attaining the English Proficient Level	1,242
Percentage in Cohort Attaining the English Proficient Level	55.3%
2014-15 Target	50.9%
Cohort Met Target	Yes

Met Targets for AMAO 2	Yes
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Paramount Unified School District
Reclassification Rate Estimates, 2013 through 2015
Based on State Criteria

PUSD Grade	Data Year Represented									
	SY 2012-2013		Reclass		SY 2013-2014		Reclass		SY 2014-2015	
	EL	New RFs	Rate		EL	New RFs	Rate		EL	New RFs
0	767	0	0.0%		640	0	0.0%		665	0
1	683	1	0.1%		761	0	0.0%		639	0
2	661	0	0.0%		687	0	0.0%		744	0
3	500	209	41.8%		452	227	50.2%		679	222
4	468	49	10.5%		457	68	14.9%		468	41
5	363	112	30.9%		346	110	31.8%		470	31
K-5	3442	371	10.8%		3343	405	12.1%		3665	294
6	358	43	12.0%		326	56	17.2%		360	45
7	305	49	16.1%		312	57	18.3%		334	42
8	275	23	8.4%		285	37	13.0%		325	23
6-8	938	115	12.3%		923	150	16.3%		1019	110
9	288	32	11.1%		245	26	10.6%		291	35
10	269	21	7.8%		274	25	9.1%		240	9
11	349	9	2.6%		285	11	3.9%		263	31
12	339	8	2.4%		380	7	1.8%		287	64
9-12	1245	70	5.6%		1184	69	5.8%		1081	139
Total	5625	556	9.9%		5450	624	11.4%		5765	543
CDE	5765	550	9.4%		5620	614	10.7%		Available July 2016	

Reclassification rate is based on the number of Reclassified students divided by the prior years English Learner Count. Reclassified students are counted through October 1.

Performance Goal 1: *All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics.*

Planned Improvement in Student Performance in Reading

(Summarize information from district-operated programs and approved school-level plans)

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <p>A review of effective schools literature indicates there are identified best practices associated with high performing schools. These practices include prioritizing student achievement with well-defined plans for standards-based curriculum and instructional programs and ensuring availability of instructional resources. These have been incorporated into the implementation of the District's English/Language Arts program in order to increase student achievement.</p> <p>Teachers utilize research-based practices including but not limited to (EPC #1):</p> <ul style="list-style-type: none"> ▪ SIOP ▪ Academic Language ▪ Culturally and Linguistically Responsive techniques ▪ Thinking Maps Write from the Beginning (K-8) 				
<ul style="list-style-type: none"> ▪ Instruction aligned to California State Standards through frequent teacher collaboration and analysis of student achievement data. (EPC #8) 	Asst. Supt – Ed Services Site Admin. Teachers Coaches	Substitutes Teacher extra hours	\$39 per hour for teachers \$150 for substitutes	Title I
<ul style="list-style-type: none"> ▪ Implement the Cycle of Inquiry, a 6-8 week cycle of instruction based on data, to establish a structure for continuous improvement for targeted instructional focus areas. (EPC #1) 	Teachers	No related expenditures		
<ul style="list-style-type: none"> ▪ Review, revise and implement common K-12 curriculum guides and/or units including assessments that reflect full implementation of the SBE approved, School Board adopted instructional materials and curriculum. (EPC #3) 	Director-Ed Services Curriculum Specialists Coaches Teachers Asst. Supt – Ed	Extra hours for review and revision	\$39 per hour for teachers	Title I

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> Staff monitors the achievement of students including English Learners, Socioeconomically Disadvantaged and Foster Youth through formative and summative assessments to determine progress toward achieving grade-level standards. (EPC #7) Monitoring includes: teacher observation, student work samples, student achievement data from formative and unit assessments and learning walks. The data is disaggregated for numerically significant subgroups in order to make timely adjustments in student programming and instructional delivery. (EPC #7) Revise and implement district-wide common K-12 unit assessments and curriculum guides to align with all adopted textbooks. (EPC #7) 	<p>Services Director- Ed Services Site Admin.</p> <p>Director-Ed Services Curriculum Specialists Coaches Teachers</p> <p>Curriculum Specialists</p>	<p>No related expenditures</p> <p>No related expenditures</p> <p>Extra Hours Compensation</p>	<p></p> <p></p> <p>\$39 per hour for teachers</p>	<p></p> <p>LCFF</p> <p></p>
<p>2. Use of standards-aligned instructional materials and strategies:</p> <p>District and site administrators will ensure that all students including English Learners, Socioeconomically Disadvantaged and Foster Youth, in all classrooms utilize the most recent SBE materials purchased, including Universal Access and strategic intervention in reading/language arts.</p> <p>Current core adopted materials are (EPC #1):</p> <ul style="list-style-type: none"> Pre-K-5: SRA, <i>Open Court Reading</i> (2002) 6-8: Prentice Hall, <i>Timeless Voices Timeless Themes</i> (2002) 9-12: Holt, <i>Elements of Literature</i> (2000) Grades K-8 ELA materials will be purchased in 2015-2016 with implementation in 2016-2017. Grades 9-12 ELA core materials will be purchased in 2016-2017 with implementation in 2017-2018. Following each purchase, provide professional development on the use of instructional materials for struggling readers including English Learners, socioeconomically disadvantaged and foster youth. (EPC #5) 	<p>Board of Education Asst. Supt.– Ed Services Director-Ed Services Curriculum Specialists</p> <p>Director- Special Ed. Curriculum Specialists</p>	<p>Instructional Materials</p> <p>Extra hours Substitutes</p>	<p></p> <p>K-5 – \$1 million 6-8-\$225,000</p> <p>9-12- \$300,000</p> <p>\$39 per hour for teachers \$150 for substitutes</p>	<p>LCFF</p> <p>LCFF</p> <p>Title I, II</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Special Education:</p> <p>District Special Education staff and site administrators will ensure that all students with disabilities in all classrooms will receive instruction based on state content standards, supported by the most recent SBE curriculum materials and delivered by trained instructional staff in the least restrictive and cost effective environment. (EPC #1 and #5)</p> <ul style="list-style-type: none"> ▪ Special Education District staff will provide guiding principles for special education service delivery including samples of models to site administrators. (EPC # 1 and #2) ▪ Professional development provided for K-12 SH classes on Attainment curriculum. ▪ State content standards are cited in student goals in students' Individualized Educational Program (IEP). (EPC #1) ▪ Provide technology to special education teachers in order to support core curriculum instruction. (EPC #6) 	<p>Curriculum Specialists Teachers Director-Special Ed. Curriculum Specialists</p> <p>Director-Special Ed. Program Specialist</p>	<p>No related expenditures</p> <p>No related expenditures</p> <p>Technology materials Software</p>		

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. Extended learning time: Paramount Unified School District is committed to providing extended learning time within and beyond the instructional day for all students in need of intervention (based on available funding). (EPC #2)</p> <p>Grades K-5:</p> <ul style="list-style-type: none"> Extended learning time for Kindergarten students is provided through the modified day Kindergarten program. (EPC #2) K-5 students who are below grade level in foundational literacy receive prescriptive, small group interventions. (EPC #1 and #2) Identified students that are nearly met and not met will receive individual and/or small group support. (EPC #1 and #2) Professional development will be offered to teachers on differentiation strategies and instructional approaches to adequately provide extended learning opportunities. (EPC #4) <p>Grades 6-8:</p> <ul style="list-style-type: none"> A double period (110 minutes) of instruction in ELD and Language Arts is provided to students in grades 6-8. (EPC #2) Students who are at risk for failure in grades 6-8 are provided after school tutoring and summer school. <p>Grades 9-12:</p> <ul style="list-style-type: none"> Two periods of ELD literacy instruction provided for students at lowest CELDT levels in grades 9-12. (EPC #2) Students who are at risk for failure in grades 10-12 are provided with a 30-minute tutorial three days each week. (EPC #2) Students who are at risk for failure in grades 9-12 are provided after school tutoring and summer school. <p>Grades 2-12:</p> <ul style="list-style-type: none"> Supplemental Education Services are offered at Program Improvement Year 2-5 schools by external providers. (EPC #2) 	<p>Site Admin. Teachers</p> <p>Coaches Teachers</p> <p>Coaches Teachers</p> <p>Site Admin. Teachers</p> <p>Teachers Coaches</p> <p>Site Admin. Teachers</p> <p>SES Providers</p>	<p>No related expenditures</p> <p>Extra hours</p> <p>No related expenditures</p> <p>No related expenditures</p> <p>No related expenditures</p> <p>No related expenditures</p> <p>SES Providers fees</p>	<p>\$39 per hour for teachers</p> <p>\$800,000</p>	<p>Title I</p> <p>Title I</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Increased access to technology:</p> <p>The district will establish and communicate the expectations for identifying, implementing and monitoring the use of supplemental technology materials in support of the core program (by content and student need).</p> <ul style="list-style-type: none"> ▪ New computer labs installed at all K-12 schools to provide support for reading, writing and research. ▪ All K-12 students will utilize district technology in classrooms, libraries and computer labs to support instruction. (EPC #1) ▪ Professional development on the technology that accompanies each new textbook adoption is provided. Classroom standard for technology for middle and high school ELA/ELD classes to support the implementation of ELA/ELD textbooks and materials is provided. (EPC #5) ▪ A variety of on-line programs are provided by schools and district to support academic progress, including School Loop, Turnitin.com, Accelerated Reader. ▪ YouTube access for teachers is available at all K- 12 sites. (EPC #1) <p>Assessment results are stored in the Online Assessment and Reporting System (OARS), widely used by teachers and administrators. Data can be disaggregated to create intervention groups and provide targeted interventions. (EPC #7)</p>	<p>Director- Ed. Services Curriculum Specialists Site Admin. Coaches Teachers Director- Technology</p> <p>Director-Ed. Services Curriculum Specialists</p> <p>Director- Technology</p> <p>Teachers</p>	<p>Installation/ Hardware</p> <p>Instructional materials</p> <p>Extra hours Sub-release for teachers</p> <p>License Fee</p>	<p></p> <p></p> <p>\$39 per hour for teachers \$150 for substitutes</p> <p>\$70,000</p>	<p>LCFF</p> <p>LCFF</p> <p>Title II</p> <p>Title I</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>K-12 Teachers:</p> <ul style="list-style-type: none"> Teacher professional development on literacy initiatives includes: (EPC #4 and #6) <ul style="list-style-type: none"> Thinking Maps Write from the Beginning and Beyond K-12 academic coaches will be provided to support the implementation of professional development and district initiatives on literacy. (EPC #4 and 6) Outside provider will provide PD on the role of the coach to support effective instruction for 9-12 academic coaches. Support provided to new teachers for the credentialing process through the Beginning Teacher Support and Assessment (BTSA) program. (EPC #6) Training and quarterly consultation is provided to support general and special education teachers in the Co-Teaching model for delivering specialized instruction to Students with Disabilities and students at risk. (EPC #6 and #8) <p>Site-based professional development:</p> <p>Site-based professional development is included in the SPSA which aligns to the LEA and LCAP Plans.</p> <ul style="list-style-type: none"> Site administrators ensure that each school's Single Plan for Student Achievement describes and funds specific activities that are aligned with LEA Plan for professional development activities. (EPC #6 and #9) K-12 data analysis of district and state assessment results are conducted during grade-level collaboration to monitor student achievement and share effective instructional strategies. (EPC #7 and #8) 	Director-Ed Services Curriculum Specialists	Extra hours for teachers	\$39 per hour for teachers	Title I
	Asst. Supt.- Ed Services Director-Ed Services Site Admin. Consultant	Academic Coaches' Salaries Principal Coach Salary Consultant Fee	\$400,000 \$80,000 \$50,000	LCFF LCFF
	Asst. Supt. – Human Resources TOSA	TOSA salary Printing costs		
	Director-Special Ed. Curriculum Specialists Consultant	Consultant Fee Substitutes	\$11,200	
	Site Admin.	No related expenditures		
	Asst. Supt.- Ed Services Director-Ed Services Curriculum Specialist	No related expenditures		

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> Site-collaboration and professional development meetings that focus on grade-level data analysis, Cycle of Inquiry, effective implementation of curriculum, and differentiation of instruction take place one to two times per month. (EPC #7 and #8) 	Site Admin. Coaches Teachers	No related expenditures		
District-based professional development: <ul style="list-style-type: none"> Teacher Leader meetings are conducted with a focus on Common Core Implementation, Learning Walks, interventions and grading policy. The district will support the Leadership Teams at all sites with structured grade-level/course level collaboration meetings for all certificated staff (General Ed., Sp. Ed., coaches, administrators, etc.) to analyze their professional practice for the purpose of improving student achievement. (EPC #8) 	Asst. Supt.-Ed Services Director-Ed Services Site Admin.	Substitutes	\$14,850	Title I
<ul style="list-style-type: none"> Monthly principal meetings include professional development on effective topics such as(EPC #4): <ul style="list-style-type: none"> Thinking Maps Write From the Beginning and Beyond Professional reading Differentiated Instruction Data analysis Effective leadership practices, strategies to support professional development, cycle of inquiry Program evaluation procedures Effective strategies for English learners 	Asst. Supt.– Ed Services Director- Ed Services Site Admin.	No related expenditures		

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>All stakeholders take an active role in the Districts' decision-making through participation in meetings, surveys, conferences and committees. District ensures that all written and oral communications is provided in English and Spanish.</p> <p>Annually, the District provides training in the composition and purpose of state and federal advisory committees and monitors state and federal guidelines for school site and district-level advisory committees dealing with categorical program funding and expenditures.</p> <p>The District will communicate student progress effectively and consistently (parent conferences, progress reports, report cards, Student Success Team meetings, IEP team meetings).</p> <p>District and site administration annually updates all handbooks, SARC, and websites to reflect current student achievement data.</p> <p>The district ensures that the LEA Plan content is communicated to sites and that School Site Council members understand their responsibilities and options to address LEA goals and budget priorities.</p> <p>School Site Councils are trained in developing Single Plans for Student Achievement that are aligned to the District LEA Plan goals and budget priorities.</p> <p>District administrators monitor and report CELDT results and re-designation percentages to the Board of Education, DELAC.</p> <p>Middle school counselors hold annual parent conferences to explain state and local assessment results and promotion requirements each fall.</p>	<p>Director- Ed Services Site Admin.</p> <p>Director- Ed Services Site Admin.</p> <p>Director-Ed Services Site Admin.</p> <p>Asst. Supt. -Ed Services Director-Ed Services</p> <p>Director-Ed Services Asst. Principals Site Admin. Director-Ed Services Site Admin.</p> <p>Site Admin. Counselors</p>	<p>No related expenditures</p> <p>No related expenditures</p> <p>No related expenditures</p> <p>No related expenditures</p> <p>No related expenditures</p> <p>No related expenditures</p>		

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Student Information Systems parent portal is used to communicate with parents electronically.</p> <p>Student academic progress, attendance and school news to high school parents are communicated using a web-based parent portal.</p> <p>Oral Translations at all parent meetings including: IEP meetings, parent conferences and committees are provided for all parents who require this service.</p> <p>Written translations of all parent communications including: IEP documents, report cards and progress reports, Title I, CELDT, Program Improvement identification are provided.</p> <p>District Special Education parent meetings communication information regarding IDEA laws, the IEP process and strategies for success take place quarterly.</p> <p>Quarterly parent education meetings focusing on strategies and behavior modification to support with students with autism take place.</p> <p>Written communications for parents are available in English and Spanish:</p> <ul style="list-style-type: none"> ▪ PUSD Website ▪ School newsletters ▪ District-wide electronic communication system ▪ SARC 	<p>Director- Ed. Services Site Admin. SIS Department Site Admin.</p> <p>Director- Special Ed. District Translators</p> <p>Asst. Supt – Ed. Services Director- Special Ed. Director-Ed. Services District Translators</p> <p>Director- Special Ed. Program Specialists</p> <p>Director- Special Ed. Program Specialists</p> <p>Superintendent Director-Ed. Services Site Admin.</p>	<p>Extra hours for translators</p> <p>Printing costs</p>		<p>Title III</p> <p>Site funds</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>Auxiliary services are provided to students and parents for support and to ensure a smooth transition from preschool, elementary, middle and high school with activities including:</p>	<p>Director- Student Services Counselors Site Admin.</p>			

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> Annual Preschool transition visit to Kindergarten classes. Orientation meetings, school visitations, and middle school parent handbook for 5th grade students entering middle school. Summer Bridge to orient all incoming 9th grade students. Parent information meetings for incoming K, 6th, 9th and 10th-grade students. <p>Students eligible for Foster Youth services in grades pre-K to adult transition receive one-on-one and/or small group tutoring. A variety of referrals are provided for social, emotional and academic support. Parent classes and college readiness programs with collaborative partners are provided.</p> <p>The District ensures that students and parents are referred for additional services through SSTs, 504s, and IEPs as appropriate.</p>	<p>Middle School Administrators Counselors</p> <p>High School Administrators Counselors</p> <p>K-12 Administrators Coaches Counselors</p> <p>Director-Student Services Foster Youth TOSA</p> <p>Director-Special Ed. Director-Student Services Site Admin.</p>	<p>Transportation costs</p> <p>Extra hours</p> <p>Extra hours</p> <p>No related expenditures</p>		<p>Title I</p> <p>Title I</p> <p>Title I</p>
<p>8. Monitoring program effectiveness:</p> <p>Site Level:</p> <ul style="list-style-type: none"> School data is used to determine principal/school goals, student achievement results and program evaluation. Cycle of Inquiry for continuous improvement during teacher collaboration to identify students' academic needs, implement interventions and analyze results. (EPC #7 and #8) Continue to monitor and implement a reclassification progress monitoring system through the Language Appraisal Team (EPC #7): <ul style="list-style-type: none"> -to ensure students are demonstrating proficiency at or above grade-level content standards. -to identify reclassified students who require intervention. 	<p>Site Admin.</p> <p>Site Admin. Coaches Teachers</p>	<p>No related expenditures</p>		

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Program Effectiveness: EL student progress is monitored with the following processes:</p> <p><u>Language Proficiency</u></p> <ul style="list-style-type: none"> CELDT results are reported to schools annually and reviewed by principals, teachers and LAT teams. Academic progress of reclassified students is monitored, with adjustments in courses and interventions as needed. AMAO 1 and 2 results are reported to principals and analyzed as part of principal goal setting and accountability. <p><u>Academic Progress</u> Academic data, that include the following, are disaggregated by subgroup and used by principals and teachers to analyze strengths and needs:</p> <ul style="list-style-type: none"> ELA and math unit assessment results (K-12) Foundational Reading Skills (K-1) A through C and D/F grades in core classes (6-12) SBAC results in ELA and math (3-8,11) <p>Teacher teams analyze district level unit assessment results and constructed response samples during collaboration time, identifying strengths and areas of need. Teams use a cycle of inquiry process to identify interventions or instructional changes in response to needs.</p> <p><u>Student Engagement and School Climate</u></p> <ul style="list-style-type: none"> Principals are provided monthly reports on attendance and suspension, including suspension of EL students and subgroups. Principals use this data to establish annual goals to reduce suspension and increase attendance goals. Principals analyze suspension and referral data with their Safe and Civil Schools Team to identify trends and proactive alternatives to supporting behavior. 	Site Admin. Teachers	No related expenditures		

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Special Education: <ul style="list-style-type: none"> District level tri-annual RTI meetings to discuss program implementation, progress monitoring and support as needed. (EPC #7) Ensure that Students with Disabilities who are also English Learners receive appropriate educational services. (EPC #1) Delineate linguistically appropriate goals/objectives in the Individualized Educational (IEP) Programs for English Learners with disabilities. (EPC #1) Determine Special Education eligibility using assessment materials provided and administered in the language and form most likely to yield accurate information on what the pupil knows and can do academically, developmentally, and functionally. (EPC #7) 	<p>Director-Special Ed.</p> <p>Program Specialist</p> <p>Teachers</p> <p>Teachers</p>	<p>No related expenditures</p> <p>No related expenditures</p> <p>No related expenditures</p> <p>No related expenditures</p>		Title I
District Level: <ul style="list-style-type: none"> Annual review and update of Single Plan for Student Achievement (SPSA) to ensure that there is alignment to the LEA plan. Utilizing data management and assessment technology to generate reports and monitor student learning. Educational Services directors meet to monitor progress of implementation of the LEA plan, review student achievement and site visitation data, and make needed adjustments for next steps. (EPC #7) 	<p>Director-Research and Evaluation</p>	<p>No related expenditures</p>		

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>Develop, implement and refine the 3-tiered Response to Intervention (RTI) system in ELA that is supported by district placement criteria and includes effective first teaching as well as strategic and SBE-adopted intensive interventions which are monitored by the district and site leadership (EPC #1, 2, and 3):</p> <ul style="list-style-type: none"> Professional development is provided to administrators and certificated staff in the use of strategic intervention instructional materials and strategies. (EPC #4 and 5) Develop criteria for placing students into and exiting from strategic and intensive intervention. <p>Provide an ELD instructional period for differentiated grouping based on CELDT proficiency levels in K-5. (EPC #1 and #2)</p> <p>Assist middle and high school ELD classes to assure English Learners are taught at the appropriate proficiency and literacy level. Align ELD materials/texts with placement criteria. (EPC #1)</p> <p>Middle and high school master schedules provide support classes for students enrolled in a grade-level ELA course who are also enrolled in ELD and perform more than 2 years below grade level. (EPC #1)</p> <p>Supplemental Education Services are offered at Program Improvement Year 2 Schools by external providers. (EPC #1 and #9)</p> <p>Monitor, support and provide adequate staffing to maintain the collaborative Co-Teaching model in general education with Resource Specialists to support students with special needs and students at risk in general education. (EPC #9)</p> <p>Attainment curriculum and materials provided for SH classes.</p>	<p>Director-Ed. Services Director - Special Ed. Site Admin. Curriculum Spec. Coaches Teacher Leaders</p> <p>Consultants Site RTI Teams</p> <p>Site Admin. Teachers</p> <p>Asst. Supt. Ed. Services Director-Ed. Services Coaches Teachers</p> <p>Site Admin.</p> <p>SES Providers</p> <p>Director-Special Ed. Program Specialist Site Admin. Consultant</p>	<p>Substitutes</p> <p>No related expenditures</p> <p>No related expenditures</p> <p>No related expenditures</p> <p>No related expenditures</p> <p>Provider Faire Printing costs Translations</p> <p>Consultant Fee</p>	<p>\$14,850</p> <p>\$250,000</p> <p>\$80,000</p>	<p>Title I</p> <p>Title I-SES</p> <p>Special Ed.</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>10. Any additional services tied to student academic needs:</p> <p>Additional services tied to student academic needs include: (EPC #1, 2, 4, 5, 6, 7 and 9):</p> <ul style="list-style-type: none"> ▪ Professional development and instruction to staff and students in the Visual and Performing Arts (VAPA). Visual and performing arts lessons provide students with an opportunity to listen to and produce language structures specific to their proficiency levels. Comprehension will be assessed through in-class performances. Monitor achievement through pre- and post- assessments. Ongoing programs include: <ul style="list-style-type: none"> ▪ Jazz Angels ▪ Dancing Dynamos ▪ Art Masters ▪ Literacy Through the Visual Arts ▪ Community partnership with the City of Paramount that provides after-school recreation and tutoring (STAR). ▪ Review and revise Board policies and administrative regulations to facilitate increased student achievement and closing the achievement gap. ▪ Focus on instructional strategies that have the highest impact on student achievement. 	<p>Asst. Supt.-Ed. Services Director-Ed. Services Curriculum Specialist Site Admin. Consultant Teachers</p> <p>Director-Alternative Ed.</p> <p>Superintendent Asst. Supt.-Ed. Services</p> <p>Asst. Supt.-Business Services</p>	<p>Consultants Extra hours</p> <p>No related expenditures</p> <p>No related expenditures</p> <p>No related expenditures</p>		<p>Title III Arts Music BG</p>

Performance Goal 1: *All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics.*

Planned Improvement in Student Performance in Mathematics

(Summarize information from district-operated programs and approved school-level plans)

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <ul style="list-style-type: none"> Instruction is aligned to content standards through frequent teacher collaboration and analysis of student achievement data in order for all students to meet end-of-the-year content standards. (EPC #8) The Cycle of Inquiry, a 6-8 week cycle of instruction based on data, is used to establish a structure for continuous improvement using collaborative learning and problem solving to improve instruction. (EPC #1) K-12 curriculum guides, units and assessments are revised annually and reflect full implementation of the SBE-approved, Board adopted Core and Intensive Intervention instructional materials and curriculum. (EPC #3) The achievement of students including English Learners, Socioeconomically Disadvantaged and Foster Youth is monitored through formative and summative assessments to determine progress toward achieving grade-level standards. (EPC #7) Monitoring includes multiple forms of data including: teacher observation, student work, data from formative and benchmark assessments and learning walks. The data is disaggregated for numerically significant subgroups in order to make timely adjustments in student programming and instructional delivery. (EPC #7) 	<p>Asst. Supt.– Ed. Services</p> <p>Site Admin. Teachers Coaches</p> <p>Director-Ed. Services Curriculum Specialist Coaches Teachers</p> <p>Asst. Supt. -Ed Services Director-Ed Services Site Admin.</p> <p>Director Ed Services Curriculum Specialists Coaches Teachers</p>	<p>No related expenditures</p> <p>No related expenditures</p> <p>Extra hours for teachers</p> <p>No related expenditures</p> <p>No related expenditures</p>	<p></p> <p></p> <p>\$39 per hour for teachers</p> <p></p> <p></p>	<p></p> <p></p> <p>Title I LCFF</p> <p></p> <p></p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>2. Use of standards-aligned instructional materials and strategies:</p> <p>District and site administrators will ensure that all students including English Learners, Socioeconomically Disadvantaged and Foster Youth, in all classrooms utilize the most recently purchased SBE materials, including Universal Access and strategic intervention in mathematics.</p> <p>Adopted new K-12 Math textbooks aligned to the Common Core Standards. Current core adopted materials are (EPC #1):</p> <ul style="list-style-type: none"> ▪ K-5 My Math, McGraw Hill ▪ 6-8 California Math Courses 1-3, McGraw Hill ▪ 9-12 California Common Core, Pearson <p>Adopted materials for stand-alone interventions currently in use are (EPC #1):</p> <ul style="list-style-type: none"> ▪ 9-12 SDC: Globe Fearon, Algebra, 2002 ▪ 9-12 CAHSEE Math: People's Press, Measuring Up, 2005 ▪ Scholastic, Numeracy Project, 2009 <p>K-12 curriculum guides and assessments to support the adoption of new materials following each purchase are provided.</p> <p>Mandated math instructional minutes to be protected from interruption and dedicated to implementing district adopted, SBE-core curriculum are communicated. (EPC #2)</p> <ul style="list-style-type: none"> ▪ Special Education district staff provides guiding principles for special education service delivery to site administrators. (EPC # 1 and #2) ▪ Daily schedules in special day classes are monitored by site principals and district staff to ensure appropriate minutes of math instruction are provided for all classes. (EPC #2) 	<p>Board of Education Asst. Supt.-Ed Services Director-Ed. Services Curriculum Specialists</p> <p>Curriculum Specialists Coaches Teachers</p> <p>Director-Ed Services Director-Special Ed Program Specialists</p> <p>Site Admin. Director-Ed. Services Program Spec.</p>	<p>Extra hours Substitute</p> <p>No related expenditures</p>	<p>\$39 per hour for teacher \$150 per day for substitutes</p>	<p>LCFF Title I, Title II, III</p> <p>Title I Title III</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>District Special Education staff and site administrators ensure that all Students with Disabilities receive instruction based on State content standards, supported by the most recent SBE curriculum and delivered by trained instructional staff. (EPC #1 and 5)</p> <ul style="list-style-type: none"> State content standards are cited in student goals in students' Individualized Educational Program (IEP). (EPC #1) Technology is provided to special education teachers to support core curriculum instruction. (EPC #6) 	<p>Director-Special Ed. Program Spec. Site Admin. Teachers</p> <p>Program Spec. Teachers</p> <p>Director-Special Ed.</p>	No related expenditures		
<p>3. Extended learning time:</p> <ul style="list-style-type: none"> Tier 2 RTI interventions will be expanded to extend learning time for students in danger of failing math at all middle schools. (EPC #2) 30-minute tutorial provided at high school for students who are at risk of failing math. (EPC #2) Identified students receive an additional period of Algebra to support their progress in Algebra class (grades 9, 10). (EPC #2) 	<p>Intervention Teachers RSP Teachers Coaches</p> <p>Site Administrator Teachers</p> <p>Site Administrator Teachers</p>	<p>No related expenditures</p> <p>No related expenditures</p> <p>No related expenditures</p>		LCFF
<p>4. Increased access to technology:</p> <ul style="list-style-type: none"> K-5 students use ST Math, a web-based program that uses visual learning to introduce grade level concepts and skills. Targeted grade 8 and high school students use Agile Mind, a web-based program that addresses grade level standards combined with growth mindset theory. 				

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>District-wide staff development for K-12 teachers and administrators is aligned to the district educational priority for raising student achievement in Mathematics includes:</p> <ul style="list-style-type: none"> ▪ Support provided to teachers in the Credentialing process through the Beginning Teacher Support and Assessment (BTSA) program. (EPC #6) ▪ Site-based professional development is written into the SPSA which aligns to the LEA plan. For example, site collaboration meetings are conducted on a weekly/bi-monthly basis with a focus on grade level data analysis, Cycle of Inquiry, effective implementation of strategies and differentiation of instruction. (EPC #7 and #8) ▪ Grade 5-8 math institutes will provide content specific strategies and focus on inquiry based instruction for all teachers. ▪ Grade 1 institutes in a new math fluency program will be provided for all teachers. ▪ K-12 instructional leadership teams at each school will meet throughout the year to deepen understanding of questioning and inquiry in math. 	<p>Director – Ed. Services Curriculum Specialists Consultants</p> <p>Site Administrators Coaches Teachers</p> <p>Curriculum Specialists</p> <p>Curriculum Specialists</p> <p>Site Admin. Teachers</p>	<p>Consultant Fees Extra hours for teachers</p>	<p>\$44,800</p>	<p>Title I Title II</p> <p>Title I Title II</p>
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>All stakeholders take an active role in the Districts’ decision-making through participation in meetings, surveys, conferences and committees. District ensures that all written and oral communications is provided in English and Spanish.</p>				

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Annually, the District provides training in the composition and purpose of state and federal advisory committees and monitors state and federal guidelines for school site and district-level advisory committees dealing with categorical program funding and expenditures.	Director- Ed. Services Site Admin.	No related expenditures		
The District will communicate student progress effectively and consistently (parent conferences, progress reports, report cards, Student Success Team meetings, IEP team meetings).	Director- Ed. Services Site Admin.	No related expenditures		
District and site administration annually updates all handbooks, SARC, and websites to reflect current student achievement data.	Director-Ed. Services Site Admin.	No related expenditures		
The district ensures that the LEA Plan content is communicated to sites and that School Site Council members understand their responsibilities and options to address LEA goals and budget priorities.	Asst. Supt. – Ed. Services Director-Ed. Services	No related expenditures		
School Site Councils are trained in developing Single Plans for Student Achievement that are aligned to the District LEA Plan goals and budget priorities.	Director-Ed. Services Asst. Principals Site Admin.	No related expenditures		
District administrators monitor and report CELDT results and re-designation percentages to the Board of Education, DELAC.	Director-Ed. Services Site Admin.	No related expenditures		
Middle school counselors hold annual parent conferences to explain state and local assessment results and promotion requirements each fall.	Site Admin. Counselors			
Student Information Systems parent portal is used to communicate with parents electronically.	Director- Ed. Services Site Admin. SIS			
Student academic progress, attendance, and school news to high school parents is communicated using a web-based parent portal.	Department Site Admin.			
Oral Translations at all parent meetings including: IEP meetings, parent conferences and committees are provided for all parents who require this service.	Director- Special Ed. District Translators	Extra hours for translators		Title III

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Written translations of all parent communications including: IEP documents, report cards and progress reports, Title I, CELDT, Program Improvement identification are provided.</p> <p>District Special Education parent meetings communication information regarding IDEA laws, the IEP process and strategies for success take place quarterly.</p> <p>Quarterly parent education meetings focusing on strategies and behavior modification to support with students with autism take place.</p> <p>Written communications for parents are available in English and Spanish:</p> <ul style="list-style-type: none"> ▪ PUSD Website ▪ School newsletters ▪ District-wide electronic communication system SARC 	<p>Asst. Supt – Ed. Services Director-Special Ed. Director-Ed. Services District Translators</p> <p>Director-Special Ed. Program Specialists</p> <p>Director-Special Ed. Program Specialists</p> <p>Superintendent Director-Ed. Services Site Admin.</p>	<p>Printing costs</p>		<p>Site Funds</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): Auxiliary services are provided to students and parents for support and to ensure a smooth transition from preschool, elementary, middle and high school.</p> <p>Auxiliary services are provided to students and parents for support and to ensure a smooth transition from preschool, elementary, middle and high school with activities including:</p> <ul style="list-style-type: none"> ▪ Annual Preschool transition visit to Kindergarten classes. ▪ Orientation meetings, school visitations, and middle school parent handbook for 5th grade students entering middle school. ▪ Summer Bridge to orient all incoming 9th grade students. 		<p>Transportation costs</p> <p>Extra hours</p> <p>Extra hours</p>		

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> Parent information meetings for incoming K, 6th, 9th and 10th-grade students. <p>Students eligible for Foster Youth services in grades pre-K to adult transition receive one-on-one and/or small group tutoring. A variety of referrals are provided for social, emotional and academic support. Parent classes and college readiness programs with collaborative partners are provided.</p> <p>The District ensures that students and parents are referred for additional services through SSTs, 504s, and IEPs as appropriate.</p>				
<p>8. Monitoring program effectiveness:</p> <p>District and site leadership will communicate, implement and monitor a district wide culture of continuous improvement supported by an assessment and monitoring system which includes district wide common assessments aligned to the district pacing guides. Learning walks inform classroom, site and district decision making. Additionally, a district-wide plan for accelerating achievement and closing the achievement gap is in place for English Learners, Socioeconomically Disadvantaged, and Foster Youth.</p> <p>Program effectiveness will be communicated to all stakeholders by:</p> <ul style="list-style-type: none"> Quarterly updates to the Board of Education describing the progress of LEA plan implementation and monitoring the attainment of the performance targets. (EPC #7) Using the (OARS) data management system to generate reports and monitor student learning. Meeting with Educational Services Directors weekly to monitor progress of documentation of State-wide assessment information as well as appropriate accommodations and supports in the IEPs of each English Language Learner with disabilities. (EPC #7) 	<p>Superintendent Asst. Supt. –Ed Services Director-Ed Services</p> <p>Asst. Supt.-Ed Services</p>	<p>No related expenditures</p> <p>Annual License Fee</p>		

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Program implementation will be monitored through various means including:</p> <ul style="list-style-type: none"> Use an overarching organizer to integrate all initiatives that address instruction and intervention. Review monitoring forms/templates to increase integration across related initiatives. Develop a process to gather data, generate and analyze reports to evaluate the effectiveness of District initiatives. Use of the Cycle of Inquiry process for continuous improvement during teacher collaboration to identify students' academic needs, implement interventions and analyze results. (EPC #7 and #8) Regular classroom walk-throughs are conducted in all K-12 math classes to identify implementation needs and provide follow-up support necessary. Monitor student progress and program implementation by analyzing quarterly assessment results with principals and math coaches. Instructional coaches for core subjects in K-12 schools to support effective instruction. Beginning Teacher Support and Assessment (BTSA) is implemented, reviewed and monitored through the State accreditation system. (EPC #6) <p>A district-wide system for accelerating achievement and closing the achievement gap in state standards is communicated, implemented and monitored for English Learners, Socioeconomically Disadvantaged and Foster Youth students.</p> <p>Refine, communicate and implement a district wide system for Students with Disabilities and English Learners that clearly identifies students and ensures implementation of a standards-</p>	<p>Director-Ed Services Curriculum Specialist</p> <p>Asst. Supt.-Ed. Services Director – Ed. Services Curriculum Specialists</p> <p>Site Admin. Coaches Teachers</p> <p>Site Admin. Director – Ed. Services Curriculum Specialists Teachers Director – Ed. Services Curriculum Specialists Principals Content/Instructional Coaches</p> <p>Asst. Supt. – HR TOSA</p> <p>Asst. Supt. –Ed Services Director-Ed Services Director-Special Ed</p> <p>Director-Special Ed Program</p>	<p>No related expenditures</p> <p>No related expenditures</p> <p>No related expenditures</p> <p>No related expenditures</p> <p>TOSA salary</p>		LCFF

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>based instructional program that provides access to the core materials and includes monitoring of student progress. (EPC #1)</p> <ul style="list-style-type: none"> Determine Special Education eligibility using assessment materials provided and administered in the language and form most likely to yield accurate information on what the pupil knows and can do academically, developmentally, and functionally. (EPC #7) <p>District and site leadership monitors program effectiveness by:</p> <ul style="list-style-type: none"> Annual review and update of Single Plan for Student Achievement (SPSAs) to ensure that there is alignment to the LEA plan. Utilizing data management and assessment technology (OARS) to generate reports and monitor student learning. Educational Services Directors meet weekly to monitor progress of implementation of the LEA plan, review student achievement and site visit data, and make needed adjustments for next steps. (EPC #7) Monitor teaching and learning through daily observations and learning walks to ensure that all students, including English learners, socioeconomically disadvantaged and foster youth have access to the core curriculum; verify curriculum is delivered at expected pace and that schedules reflect the required instructional time; and provide follow-up support, if necessary. (EPC #1, 2 and 3) Monitor use of formative and summative assessments on a weekly/monthly basis including appropriate accommodations and supports (e.g. benchmark, interims). 	<p>Specialists Teachers</p> <p>Asst. Supt – Ed Services Director-Ed Services Site Admin.</p> <p>Asst. Supt – Ed Services Director-Ed Services Site Admin. Director-Special Ed Site Admin. Curriculum Specialists Program Specialists</p> <p>Director-Ed. Services Director-Special Ed. Site Admin.</p>	<p>No related expenditures</p> <p>License Fee</p> <p>No related expenditures</p>		<p>Title I</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>10. Any additional services tied to student academic needs: Additional services tied to student academic needs include but is not limited to (EPC #1, 2, 4, 5, 6, 7 and 9):</p> <ul style="list-style-type: none"> ▪ Community partnership with the city of Paramount that provides after-school recreation and tutoring (STAR). ▪ Review and revise Board policies and administrative regulations to facilitate increased student achievement and closing the achievement gap. ▪ Focus on instructional strategies that have the highest impact on student achievement. 	<p>Director- Alternative Ed</p> <p>Superintendent Asst. Supt.- Ed Services</p> <p>Asst. Supt.- Bus. Services</p>	<p>No related expenditures</p> <p>No related expenditures</p> <p>No related expenditures</p>		

Performance Goal 2: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Planned Improvement in Programs for LEP Students and Immigrants (Title III)

(Summarize information from district-operated programs and approved school-level plans)

	Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
	<p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:</p> <p>a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;</p> <p>All students that are identified as English Learners (EL) take the California English Language Tests (CELDT) annually until they are redesignated as English proficient. English learner students receive instruction from teachers with appropriate credentials and authorizations. EL students receive the following basic educational services:</p> <p>-Accelerated English Acquisition Program (AEAP) – Students receive core content instruction using SDAIE/SIOP methods which provide access to the core curriculum. In addition, students receive daily English Language Development (ELD) based on state ELD standards which includes listening, speaking, reading and writing according to students’ proficiency levels (Beginning and Early Intermediate).</p> <p>-Transition Mainstream Program – Students receive core content instruction using SDAIE/SIOP methods which provide access to the core curriculum. In addition, students receive daily English Language Development (ELD) based on state ELD standards which includes listening, speaking, reading, and writing according to students’ proficiency levels (Intermediate and Early Advanced).</p> <p>-English Language Mainstream Program – Students receive core content instruction using SDAIE/SIOP methods which provide access to the core curriculum. In addition, students receive daily English Language Development (ELD) based on state ELD standards which includes listening, speaking, reading, and writing according to students’ proficiency levels (Advanced).</p>	<p>Language Assessment Assistants (LAA)</p> <p>K-12 teachers</p>		\$165,854	<p>LCFF</p> <p>General Fund</p>

	Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
	<p>The Master Plan for English Learners outlines how EL students learn English and meet Annual Measurable Achievement Objectives (AMAO).</p> <p>b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;</p> <p>Title III funds, in addition to other categorical funds, will be used to supplement the base program to provide:</p> <ul style="list-style-type: none"> • Professional development for teachers, administrators and classified staff to learn effective instructional strategies for ELs. • Supplementary materials that support the core program. • Coaching and support for teachers in differentiation and explicit ELD instruction. • Supplementary instruction for intervention in language arts, math and ELD during extended day, after school and summer school. • Administrative support to monitor programs and services for English Learners. • Counseling support for EL students. <p>c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:</p> <ul style="list-style-type: none"> -meeting the annual measurable achievement objectives described in Section 3122; -making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B); -annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1); 	<p>Curriculum Specialists</p> <p>Director-Projects</p> <p>Counseling Assistant</p>		<p>\$323,772</p> <p>\$3,995</p> <p>\$6,600</p>	<p>Title III</p> <p>Title III</p> <p>Title I</p>

	Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
	<ul style="list-style-type: none"> • Site administrators monitor instruction for English learners. District and site administrators review the schedule to verify EL Students have access to the core curriculum and English Language Development (ELD) instruction. • District and site administrators observe K-12 classrooms during core and ELD instruction to monitor the following: <ul style="list-style-type: none"> • Systematic, explicit, and direct instruction • Academic language and literacy development • Analysis of assessment results to monitor academic progress • Flexible grouping • Specifically Designed Academic Instruction in English/Sheltered Instruction Observation Protocol strategies <p>d. Describe how the LEA will promote parental and community participation in LEP programs.</p>	K-12 Principals			General Fund
	<ul style="list-style-type: none"> • Parents are informed of all school activities through School Loop, Connect Ed, phone calls, newsletters, flyers, and personal contacts. • Written and oral translations and interpretations are provided for all parents. • All parents receive notification regarding academic progress and progress towards English proficiency of their children. 	K-12 Principals			General Fund
	<ul style="list-style-type: none"> • All parents receive yearly notification about the progress the District is making in meeting federal targets for English learners. • Each school that has 21 or more English learners has an English Learner Advisory Committee (ELAC). The ELAC meets throughout the school year for training and to advise the principal on issues regarding English learners. • The District English Learner Advisory Committee (DELAC) meets six times a year to address and advise district level issues. • Representatives from the site ELAC participate in the DELAC meetings. • Topics include how parents can support their children and become involved at school, opportunities to learn English, Family Literacy events and strategies parents can use to support their children's academic progress. 	Research Analyst		\$96,000	Title I
	<ul style="list-style-type: none"> • Parents are provided with information and training to support college and career readiness through Parent Academy workshops. 	Director-Projects		\$3,995	Title III

	Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
	<p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research:</p> <p>Data The effectiveness of the program for English learner students will be determined by English proficiency as measured by academic achievement data for the core academic subjects of English Language Arts and Mathematics.</p> <p>District and school staff analyzes multiple sources of data to ensure English learners make adequate progress in content standards and English Language Development. Data includes CELDT, district unit assessments, and grades.</p> <p>Grades are analyzed and disaggregated by EL subgroup for students in grades 6-12 to identify those at risk of failure.</p> <p>Utilize District ELD benchmark assessments to determine EL progress.</p> <p>Instruction There is full implementation of standards-based ELD instruction for English learners at all grade levels including:</p> <ul style="list-style-type: none"> • EL placement is made based on language proficiency determined by CELDT and local assessment data. • English language development progress is monitored through the use of ELD Progress Profiles in grades K-5. <p>Depth of Knowledge used to differentiate questions for ELs. All students, regardless of language proficiency, will be asked to apply higher-level thinking skills.</p> <p>All English learners receive daily instruction from an SBE approved Reading/Language Arts curriculum with embedded intervention materials that provide differentiated support to meet ELs language proficiency levels.</p> <p>Embed Sheltered instruction (SIOP/SDAIE) features, techniques and strategies into daily lessons using district adopted ELA curriculum and materials.</p> <p>Extended learning opportunities for ELs are provided during extended day, tutorials, and summer school.</p>	<p>Director of Research</p> <p>Counselors</p> <p>K-12 Staff</p> <p>Academic Coaches</p>		<p>\$140,897</p> <p>\$112,676</p>	<p>LCFF</p> <p>General Fund</p> <p>General Fund</p> <p>Title II</p>

	Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
	<p>Materials District adopted materials for ELD instruction.</p> <p>Monitor Implement a plan, teach, reflect and assess model (Cycle of Inquiry) focusing on EL achievement. Teachers meet during grade level or content area meetings.</p> <p>Administrators monitor instruction through Learning Walks, collaboration agendas and the results of interim assessments.</p> <p>Monitor the implementation of effective language instruction through classroom walk-throughs in ELD classes.</p> <p>Use the Language Appraisal Team to monitor and provide intervention for RFEP (reclassified) students who are not making adequate progress.</p> <p>Placement Flexible grouping and movement in ELD take place as appropriate.</p> <p>Outline placement guidelines for EL students, based on language and literacy proficiency, in grades 6-12.</p> <p>Schedules Create master schedules at each middle and high school that provide ELD classes that are differentiated based on language and literacy level.</p>	<p>K-12 Staff</p> <p>K-12 Principals</p> <p>6-12 Principals</p>			<p>General Fund</p> <p>General Fund</p> <p>General Fund</p>

	Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
	<p>5. Provide – a. tutorials and academic or vocational education for LEP students; and b. intensified instruction. Yes or No? If yes, describe:</p> <ul style="list-style-type: none"> • K-5 English learners are provided with an additional ELD instructional block (K=25 minutes, 1-5 = 35 minutes) • 6-12 English learners at the Intermediate and Early Advanced levels are provided with an additional hour for ELD instruction • A district wide Newcomer Class for newly arrived middle school students provides intensive English literacy instruction while students are mainstreamed for math and other subjects, supporting a successful transition to grades 6-8. • A two period class of Intensive ELD/Literacy is provided for high school students who are newly arrived to the US. • Career Technical Education courses are offered at each high school to all students, including English Learners. Current CTE pathways include Health/Medical, Technology/Media Design, Engineering, and Hospitality/Culinary Arts. <p>6. Develop and implement programs that are coordinated with other relevant programs and services. Yes or No? If yes, describe: High school Diploma Lab at Paramount Adult School provides high school students the opportunity to earn additional credits needed for graduation.</p> <p>7. Improve the English proficiency and academic achievement of LEP children. Yes or No? If yes, describe: ELD proficiency levels are provided and monitored by District and site administrators.</p> <p>Universal access during core instruction provides small group support for English learners with similar proficiency levels in grades K-5.</p>	<p>K-5 Staff</p> <p>6-12 Staff</p> <p>Newcomer Class Teacher</p> <p>Director of Secondary Education</p> <p>Director-Student Services Adult School Principal</p> <p>Director-Projects</p> <p>K-5 Staff</p>		<p>\$38,683</p> <p>\$83,000</p> <p>\$3,995</p>	<p>Title III</p> <p>LCFF</p> <p>Title III</p>

	Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
	<p>9. Improve the instruction of LEP children by providing for –</p> <ul style="list-style-type: none"> ○ The acquisition or development of educational technology or instructional materials ○ Access to, and participation in, electronic networks for materials, training, and communication; and ○ Incorporation of the above resources into curricula and programs. <p>Yes or No? If yes, describe:</p> <p>K-5 English learners have access to Accelerated Reader and Math, and <i>Open Court</i> software that correlates to Core.</p> <p>ELD textbooks and materials for grades 6-12 include instructional software and web based support to enhance learning.</p> <p>K-12 teachers have instructional technology that includes laptops, projectors and document cameras.</p> <p>All schools have one or more computer labs in which students take, or participate in instruction that supports content instruction, including math and language arts.</p> <p>10. Other activities consistent with Title III.</p> <p>Yes or No? If yes, describe:</p> <p>NO</p>				

Plans to Notify and Involve Parents of Limited-English-Proficient Students

R e q u i r e d A c t i v i t y	<p>Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>
	<p>1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):</p> <ul style="list-style-type: none"> • The reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; • The child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement; • The method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; • How the program in which their child is, or will be participating will meet the educational strengths and needs of the child; • How program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; • The specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; • In the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; • Information pertaining to parental rights that includes written guidance detailing the right that parents have to have their child immediately removed from such program upon their request; the options that parents have to decline to enroll their child in such program or choose another program or method of instruction, if available; the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA. 	<p>All students new to the District register at school sites and complete the Home Language Survey. If there is a language other than English identified in the Survey, the student is assessed for language proficiency. All initially identified EL students are assessed within thirty days using the California English Language Development Test (CELDT) and in their primary language to determine proficiency levels.</p> <p>K-12 programs offered in PUSD are:</p> <ul style="list-style-type: none"> • Structured English Immersion • English Mainstream • Transitional Mainstream English • Alternative Programs <p>Each program is described in the English Learner Master Plan and District Program for English Learners Guide for Parents. Consistent with the District's goal for educating every student for success in today's global community, these programs emphasize the development of high-level English language skills and academic achievement. If a parent requests the Alternative Program they are given the opportunity to request a Parental Exception Waiver as outlined in the EL Master Plan.</p> <p>Elementary students are placed in grade-level instruction utilizing SDAIE strategies as well as a separate ELD instructional time. The primary consideration for placement in ELD is a student's English language ability as determined by the CELDT. Secondary students are placed in the appropriate ELD and ELA courses. Placement is based on a student's language proficiency, students' number of years in the U.S., English Language proficiency levels, and ELA achievement. Counselors work with the students and their parents to explain the EL program and the impact that the student's placement has on their progress towards graduation. Specific exit requirements and transition information found in the English Learner Master Plan.</p>

R e q u i r e d A c t i v i t y	Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.	Description of how the LEA is meeting or plans to meet this requirement.
	<p>i. information pertaining to parental rights that includes written guidance detailing –</p> <ul style="list-style-type: none"> ▪ the right that parents have to have their child immediately removed from such program upon their request; and ▪ the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; ▪ the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA. 	<p>Parents whose children speak a language other than English are notified within thirty days of their child’s initial English language and primary language proficiency levels, their child’s program options, in which program their child was placed, the program exit criteria if applicable, and the approval or denial of the Parent Exception Waiver for placement in the Alternative Program if requested. Parents are notified in writing in the language they understand, and, if possible, in a personal interview/meeting with a qualified school representative. This same process is followed for all English Learners each year until they are reclassified.</p> <p>The District’s educational programs for English learners are designed in accordance with both State and Federal laws requiring that English learners with an IEP or 504 Accommodation Plan receive programs and services that address the student’s special needs, including linguistically appropriate goals and objectives.</p> <p>Administrators and other appropriate staff are trained in the rights of parents of English learners in order to assist them in understanding the options for placement of their child. Alternative Program Waiver requests are granted as outlined in the English Learner Master Plan. Parents may request that their child be withdrawn from the EL program but not from mandated yearly CELDT testing.</p>
	Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.	Parents receive written notification of the failure to make progress within 30 days.

Performance Goal 3: All students will be taught by highly qualified teachers.**Summary of Needs and Strengths for Professional Development**

Based on a needs assessment of teacher data for your district, include a narrative that describes areas of needed professional development and areas where adequate professional development opportunities exist.

[Description of activities under Title II, Part A, Subpart 1, Grants to LEA]

STRENGTHS	NEEDS
<ul style="list-style-type: none">▪ Professional Development is high priority and an extensive professional development plan is developed and implemented annually.▪ Collaboration time is built into the schedule and structured time is provided for all teachers to analyze professional practices and improve individual and collective student achievement.▪ Professional development activities are scientifically research-based, data driven, demonstrate best practices, and are based on the <i>California State Standards</i> and <i>California Standards for the Teaching Profession</i>.▪ Participants in the CA Teacher Induction Program engage in data driven action research focused on student learning. The CA Teacher Induction program provides support and training for support providers and new teachers.▪ 100% of Paramount Unified School District teachers (739 out of 762 teachers) meet the NCLB highly qualified teacher definition.▪ A strong commitment to provide training opportunities for staff members. The following trainings have been offered:<ul style="list-style-type: none">○ California State Standards alignment in ELA, Math○ Thinking Maps○ Lesson Planning○ Write from the Beginning...and BeyondAdditional Professional Development topics included Thinking Maps, lesson planning, motivation, Academic Language, data analysis.▪ Instructional/Intervention Coaches provide ongoing instructional assistance and support for teachers in the core curriculum.	<ul style="list-style-type: none">▪ Continue to recruit NCLB highly qualified teachers.▪ Ensure teachers are pursuing proper credentials in a timely manner.▪ Ensure that the K-12 Instructional Priorities, LEA Plan, Single Plans for Student Achievement, and fiscal allocations address professional development needs each year.▪ Clearly communicate District's expectations for implementation of professional development content and monitor outcomes.▪ Continue to monitor the effectiveness of programs, initiatives and support systems for impact on student outcomes and fiscal resources.▪ Provide Culturally Responsive training for all staff.▪ Continue to monitor and support full implementation of Cycle of Inquiry and common assessments to inform instruction.▪ Expect and monitor continued collaboration time for teachers.▪ Educational Services will coordinate with Human Resources to ensure that all new K-12 administrators received all three modules of AB 430. Principals will receive professional development on effective leadership practices that support implementation of the District's academic initiatives.

Performance Goal 3: *All students will be taught by highly qualified teachers.*

Planned Improvements for Professional Development (Title II)

(Summarize information from district-operated programs and approved school-level plans)

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <p>The professional development plan is designed to enhance the professional knowledge and the instructional delivery of all certificated teachers and instructional support staff K-12. The plan includes newly developed processes and strategies that are expected to produce improvement to district wide instructional design and delivery, and student achievement. Activities are aligned to the California Common Core Standards to enhance academic improvement for all students.</p> <p>Teachers will review current research related to student achievement and learn specific techniques and strategies to ensure a successful implementation of the instructional program through District trainers.</p>	<p>Curriculum Specialists Teachers</p> <p>Curriculum Specialists Teachers</p>	<p>Materials Substitutes</p> <p>Materials Substitutes</p>	<p>\$28,800</p>	<p>LCFF Title I Title II</p> <p>Title I</p>
<p>2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</p> <p>All professional development activities are based on an analysis of student achievement data and designed to enhance teacher knowledge and understanding of current pedagogies and strategies shown to improve academic achievement for all students. Participation in professional development and collaboration will assist teachers in applying the pedagogies and strategies that will have the greatest impact on student achievement.</p>	<p>Asst. Supt. – HR Asst. Supt. –Ed. Services Director – Ed. Services Curriculum Specialist Coaches Site Admin. Teachers</p>	<p>Extra hours for teachers Substitutes</p>	<p>\$39 per hour for teachers \$150 daily rate for substitutes</p>	<p>Title I Title II</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p> <p>Professional development activities will:</p> <ul style="list-style-type: none"> ▪ Ensure all teachers fully implement the district adopted, state board approved curriculums with fidelity. ▪ Inform, support and enhance the quality and effectiveness of the implementation of district adopted core and intervention instructional materials in grades K-12. ▪ Assist teachers in monitoring achievement growth for students scoring below proficiency in language arts and math. ▪ Promote the implementation of the Instructional Priorities for student achievement in Language Arts, Math and ELD. ▪ Enable classroom teachers to differentiate teaching methodology to actively engage students in the learning processes and support their ability to make meaning of text and content. ▪ Integrate ELD, SIOP or SDAIE strategies into daily lessons to enhance the instructional program delivery for ELs and reclassified students. ▪ Support the implementation of the Master Plan for English Learner Instructional Programs. <p>Develop a process to gather data, generate and analyze reports to evaluate the effectiveness of District initiatives.</p>	<p>Site Administrators</p> <p>Director – Ed Services Curriculum Specialists Coaches</p> <p>Site Administrators Coaches</p> <p>Asst. Supt. –Ed. Services</p> <p>Curriculum Specialists Coaches</p> <p>Coaches Teachers</p> <p>Curriculum Specialists Coaches Teachers</p> <p>Director – Ed. Services Curriculum Specialists</p>	<p>No related expenditures</p> <p>No related expenditures</p> <p>No related expenditures</p> <p>No related expenditures</p> <p>Professional Development</p> <p>No related expenditures</p> <p>No related expenditures</p> <p>No related expenditures</p>	<p></p> <p></p> <p></p> <p></p> <p>\$39 per hour for teachers</p> <p></p> <p></p> <p></p>	<p></p> <p></p> <p></p> <p></p> <p>Title I Title II</p> <p></p> <p></p> <p></p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <ul style="list-style-type: none"> ▪ All programs and activities are cohesively aligned to comply with the PUSD Priorities. ▪ All teachers are given the opportunity to add secondary credentials/authorizations to meet the requirements of Compliance, Interventions & Sanctions Report. ▪ Any teacher who is not NCLB compliant in his/her teaching assignment may be placed in a different teaching position OR given a plan to gain the necessary credential for NCLB compliance. 	<p>Asst. Supt. – HR Asst. Supt. – Ed. Services</p> <p>Director – Ed. Services Teachers</p> <p>Asst. Supt. - HR</p>	<p>No related expenditures</p> <p>Tuition for courses</p> <p>No related expenditures</p>		Title II
<p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p> <p>Professional Development activities for all teachers and administrators in grades K-12 designed to ensure a content standards-based instructional program:</p> <ul style="list-style-type: none"> ▪ Training for the implementation of state board approved, district adopted core and intervention instructional programs in reading/English language arts, mathematics, and English language development. 	<p>Curriculum Specialists</p> <p>Asst. Supt. – Ed. Services Director – Ed. Services Curriculum Specialists</p>	<p>Extra hours Substitutes</p> <p>No related expenditures</p>	<p>\$150 daily rate for substitutes</p>	Title I

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> Professional Development meetings designed to implement the instructional aspects of the School Plan for Student Achievement (SPSA). Professional Collaboration meetings designed to analyze state and local student achievement data to inform instruction design and practice. <p>Additional professional development opportunities:</p> <ul style="list-style-type: none"> Provide continued training and support in the implementation of reading/English language arts, mathematics, and ELD instructional programs. Administrators participate in cohort visits to other schools to learn more about effective instructional programs. Provide implementation training to identified staff in the Master Plan for English Learner Instructional Program. Support implementation of collaboration time in grades K-12. Provide training in the methodology of co-Teaching for General and Special Education teachers. Provide training in the use of the Online Assessment Reporting System (OARS) for data collection and analysis, when new features are added. Provide on-going professional development to meet the needs of beginning teachers in the CA Teacher Induction Program through monthly meetings with Support Providers in the CA Teacher Induction Program. 	<p>Director – Special Ed. Consultant</p> <p>Director – Ed Services Site Admin.</p> <p>BTSA TOSA Year 1 and 2 teacher</p> <p>Asst. Supt Ed Services Drs. – Ed Services Curriculum Specialists Principals Asst. Principals</p>	<p>Consultant Fee</p> <p>No extra cost</p> <p>Printing cost TOSA salary</p> <p>No related expenditures</p> <p>No related expenditures</p> <p>No related expenditures</p>	<p></p> <p></p> <p></p> <p></p> <p>\$150 daily rate for substitutes</p> <p>\$150 daily rate for substitutes</p> <p></p>	<p></p> <p>Title I Title III</p> <p>Title III</p> <p>LCFF</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>The following are district sponsored activities for all certificated administrators K-12:</p> <ul style="list-style-type: none"> ▪ Monthly Principal meetings include topics such as but not limited to: <ul style="list-style-type: none"> ▪ Co-teaching ▪ Leading and shaping culture ▪ LEA Plan ▪ Cycle of Inquiry ▪ Professional Reading ▪ Categorical Program Monitoring ▪ State and federal legal review ▪ Sheltered Instruction ▪ ELAC/SSC meetings ▪ Data Analysis, Monitoring, and Feedback training ▪ School Plan for Student Achievement (SPSA) Plan development training ▪ Effective leadership ▪ Program evaluation procedures ▪ Effective strategies for English learners ▪ RTI ▪ School Board policies ▪ Budget & accounting ▪ Legal issues ▪ Differentiation of instruction <p>Implement Standardized Evaluation Process in accordance with district and state policies:</p> <ul style="list-style-type: none"> ▪ Procedures for certificated and classified school professional evaluations 	<p>Superintendent Asst. Supt. – HR Asst. Supt. – Ed. Services Principals</p>	<p>No related expenditures</p>		
<p>6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <p>Technology associated with board adopted curriculum including software related to assessment generators, presentation Powerpoints, digital text content are reviewed and introduced at the start of each year and revisited quarterly and at content transition.</p>	<p>Asst. Supt. – Ed. Services Director – Ed. Services Director – Technology Curriculum Specialists</p>			

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25 percent of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <p>All district educators and students have access to network based resources which includes:</p> <ul style="list-style-type: none"> ▪ Digital textbook content and support ▪ Shared lesson plans ▪ Curriculum guides ▪ Common and formative assessments ▪ New computer labs at all schools ▪ Student/parent portals <p>Library books and textbooks are inventoried with software managed at each site by library staff.</p>	<p>Director – Ed. Services Curriculum Specialists</p> <p>Curriculum Specialists Library Technician</p>	<p>Training</p> <p>No related expenditures</p>	<p>\$18,287</p>	<p>Title I</p>
<p>8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:</p> <p>Parents, teachers, administrators have been included in collaboration and articulation responsible for the development of the LEA Plan by participating in the following committees and councils:</p> <ul style="list-style-type: none"> ▪ School Site Council Representative(s) ▪ English Learner Advisory Committee Representative(s) ▪ District English Learner Advisory Committee Representative(s) ▪ Conduct needs assessments with stakeholders (including Principals and Teacher Leaders) to use to plan the Professional Development Plan. <p>At the end of every district sponsored professional development opportunity, each participant completes an evaluation form which is used to inform the continual improvement of professional development activities.</p>	<p>Asst. Supt. –Ed. Services Director – Ed. Services</p> <p>Asst. Supt. –Ed Services Director-Ed. Services Site Admin. Curriculum Specialists Coaches Teachers</p>	<p>No related expenditures</p> <p>No related expenditures</p>		

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> ▪ Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; ▪ Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; ▪ Involve parents in their child’s education; and ▪ Understand and use data and assessments to improve classroom practice and student learning. <p>Each school will be responsible for including in their School Site Plan for Student Achievement (SPSA) various parent involvement activities and meetings that provide parents and community members training and information about the instructional program, student achievement, student placement and intervention, extended learning, supplemental services, and school governance.</p> <p>The District will provide evidence-based professional development on cultural proficiency to support English language learners, socioeconomically disadvantaged and foster youth students.</p>	<p>Asst. Supt. –Ed. Services Director – Ed. Services Site Admin. Coaches Teachers</p>	<p>Printing costs</p> <p>Extra hours</p>		<p>Title I</p> <p>Title I</p>
<p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <p>Teachers: a reimbursement is offered for those who pursue proper credentialing through testing.</p> <p>Paraprofessionals: those who meet the “Highly Qualified” requirements are selected for employment.</p>	<p>Director – Ed. Services</p> <p>Asst. Supt. - HR</p>	<p>Reimbursement</p> <p>No related expenditures</p>		<p>Title II</p>

Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Environments Conducive to Learning (Strengths and Needs):

Please provide a list of the LEA's strengths and needs regarding how students are supported physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning, along with the LEA's strengths and needs regarding student barriers to learning (e.g., attendance, mobility, and behavior).

STRENGTHS	NEEDS
<ul style="list-style-type: none"> • The Board of Education adopts instructional content standards and curriculum. • High school student representatives attend each school Board meeting and report site activities. • Student representatives are members of School Site Council (SSC) at the secondary level. • The district has consistently enforced and well-communicated progressive discipline policy. • The district has implemented <i>Safe and Civil</i> at the school level to provide students with social and behavioral skills to be successful learners and school citizens. • <i>Safe and Civil</i> professional development for K-12 schools to reduce suspensions. • Administrators and staff support academic achievement by meeting the emotional, psychological, and social needs of students. • Parents are provided with information regarding standards and policies through district and site level publications. Information is available on the district webpage, and is updated yearly or as needed. • A Saturday School Program addresses student attendance issues at the secondary level. • Results from the California Healthy Kids Survey are shared with staff, parents, counselors and advisory committees. • The California Healthy Kids Survey (CHKS) is conducted every other year. The data, accompanied by CSSA, suspension and expulsion data are examined regularly. • Each school has a Comprehensive School Safety Plan that describes the policies and procedures the school has set forth to provide a safe learning environment for staff and students void of acts of crime and violence. The safety plans are reviewed and amended, as needed every year. The safety plans are then moved forward to the District Office for approval by the Board of Education. • The safety plans have a clear set of emergency procedures that includes regularly scheduled practice drills. • The entire school district, along with hundreds of other public schools and districts statewide, conduct an earthquake drill, including "Drop, Cover, and Hold On," followed by a full evacuation in the annual <i>Great California Shakeout Drill</i>. • Behavior Specialists support students with significant behavior issues, providing staff and families with strategies to proactively address behaviors. • Counselors were hired to provide every K-12 school a full time counselor to support behavior intervention and performance of targeted students. • Data reports on attendance and suspensions are provided to school monthly. Suspension and referral data are analyzed by school staffs. 	<ul style="list-style-type: none"> • Enhance parental involvement at the school site level in School Site Council (SSC) and English Learners Advisory Council. • Additional activities to improve parent involvement at each school. • Continue to support bullying prevention. • Expand the number of prevention programs that support the emotional, psychological, and social needs of students. • Train staff in dealing with the specific mental health concerns in the area of suicide prevention.

Environments Conducive to Learning (Activities):

Please list the activities or programs supported by all NCLB or state funded programs that the LEA will implement to support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning. Include programs and strategies designed to address students' barriers to learning (e.g. attendance and behavior). Include a copy of the LEA's code of conduct or policy regarding student behavior expectations.

ACTIVITIES	
1.	Curriculum: The core prevention curriculums <i>Too Good for Drugs</i> and <i>Too Good for Violence</i> (grades K-8 and 10th grade Health), Safe and Civil Schools (grades 6-8) will be implemented district-wide.
2.	Intervention and Support: The District's School Attendance Review Board (which has been recognized by the state as a model program) will continue to convene weekly, foster youth programs will continue, counseling/treatment services will be offered, along with ongoing referrals to local health agencies, K-5 and secondary sites participate in the Student Study Team process.
3.	Gang Prevention: Programs that specifically address gang awareness, prevention, and intervention - e.g. GRIP, will be implemented at designated high priority school sites. In conjunction with the student programs, staff trainings will also be conducted, and parent workshops will be offered in the evenings.
4.	Before/After School Programs: Before and after school programs that extend learning opportunities as well as provide a safe haven during the critical after school hours will continue to be offered district-wide.
5.	Middle Safe and Civil School Program: The Safe and Civil Schools Program will continue to be implemented at all the district's middle schools.
6.	Community Collaborations: The District will continue to expand its prevention and intervention program services for students and their families through collaborations with organizations and services such as Community Family Guidance, Atlantic recovery, Pathways, and Long Beach Guidance Center.
7.	School Resource Officer (SRO) Program: The SRO program will continue to be implemented at the high school sites.
8.	Supplemental Prevention Activities: School sites will continue to augment the core prevention curriculum with a variety of supplemental activities and strategies that address substance use, safety and violence concerns – Red Ribbon Week, peer helper and mediation programs, Sophomore Orientation, and various other guidance and intentional counseling lessons.
9.	Community Day School: The Community Day School will continue to ensure behavioral rehabilitation for expelled students and facilitate their successful transition back to regular school settings.
10.	Comprehensive school counseling program: The District counseling program will use site and district behavior data to develop systematic behavioral intervention plans with pre and post assessments.
11.	Cultural Awareness Training: The District identifies culturally relevant needs of students and provides training in those areas to close the achievement gap.
12.	Attendance: The District will continue to implement a comprehensive plan to increase attendance rates.

Needs and Strengths Assessment (4115(a)(1)(A)):

Based on data regarding the incidence of violence and alcohol, tobacco, and other drug use in the schools and communities to be served, and other qualitative data or information, provide a list of the LEA's strengths and needs related to preventing risk behaviors.

STRENGTHS	NEEDS
<ul style="list-style-type: none">▪ All sites annually evaluate and address their site safety needs through participation in the state Comprehensive School Safety Plan program.▪ There is ongoing data collection and analysis on alcohol, tobacco other drugs, and violence issues utilizing the California Healthy Kids Survey (CHKS). Suspension and expulsion records, discipline referrals, attendance/truancy and crime data are also reported annually.▪ Site administrators review behavior expectations with students at the start of each school year.▪ The majority of students feel that regular use of cigarettes is harmful or extremely harmful (CHKS, 2014).▪ Partnerships and collaborations with the city and local health agencies have increased services available to students and families in the prevention/intervention arena.	<ul style="list-style-type: none">▪ Bullying and harassment needs to be a program emphasis – approximately one third of students in grades seven, nine and eleven indicated that they had been harassed in the last year. (CHKS, 2014)▪ Staff trainings in effective bullying and harassment prevention/intervention strategies need to be conducted.▪ Transitional programs from middle to high school need to be strengthened and expanded.▪ The CHKS (2014) indicates that one third of 7th, 9th, and 11th grade students have a caring relationship with a teacher or adult on campus. Staff development as well as intentional guidance lessons should be implemented to address this area of need.

Science Based Programs (4115 (a)(1)(C)):

The LEA must designate and list the science-based programs (programs proven by science to effectively prevent tobacco use, alcohol use, other drug use, and violence). List the scientifically based programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

Science-Based Program Name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
Too Good For Drugs	X	K-8	6990	6/2003	ongoing	2003
Too Good for Violence	X	K-8	5278	6/2003	ongoing	2003
Health – Holt - Rhinehart	X	10	1200	6/2006	2006	2006

Analysis of Data:

District data regarding risk behaviors associated with violence and substance use was examined. The California Healthy Kids Survey (CHKS) and other program revealed the following needs:

- Frequent use of tobacco, alcohol and marijuana increases as students' progress through the grade levels (CHKS, 2014).
- The age of onset for alcohol, cigarettes and marijuana (one full drink or cigarette) is between 11-12 years of age (CHKS, 2014).
- Perceptions of perceived harm of alcohol increase with age (CHKS, 2014).
- Alcohol is the most commonly used substance at all grade levels (CHKS, 2014).
- A small percentage of students report experiencing a violence-related incident (CHKS, 2014).
- Approximately one third of students in grades seven, nine and eleven indicated they have been harassed in the past year (CHKS, 2014).

District and site staff involved in prevention programming, have identified a variety of research-validated programs and strategies that will address the aforementioned district needs. Early intervention and counseling will continue to be an overarching program emphasis. In addition, the following programs and strategies will be utilized:

- Well-defined prevention policies and procedures are in place and strongly enforced. Parents are informed of district policy, as well as health-related community resources, via a beginning-of-the-year informational packet. This information is also posted on the district's web page.
- District counselors will continue to provide guidance and intentional lessons that focus on conflict resolution and bullying.
- The comprehensive core prevention curriculums *Too Good for Drugs* and *Too Good for Violence* for grades K-8 and grade 10 Health classes, are implemented district-wide. The consistent format and message of the curriculum articulates across grade levels.
- The core prevention curriculum is augmented with a variety of supplemental activities and strategies, before and after-school programs (STAR), Red Ribbon Week activities, peer helper, mediation and mentoring programs, service learning/community service activities, tobacco use prevention education programs and activities, student assistance programs.
- School district collaboration with local health agencies including Community Family Guidance, Long Beach Guidance Center, Pathways and other community agencies takes place.
- Programs that address gang awareness, prevention and intervention will be implemented at designated high priority school sites. Staff trainings will be conducted and parent workshops are offered.

Evaluation and Continuous Improvement (4115 (a)(2)(A)):

Provide a description for how the LEA will conduct regular evaluations of the effectiveness of the LEA's alcohol, tobacco, other drug use and violence prevention program. Describe how the results of the evaluation will be used to refine, improve and strengthen the program.

All school sites in the district will administer the California Healthy Kids Survey (CHKS) biennially to grades 7, 9 and 11. The risk and resiliency module will be included to determine student's internal and external assets. Suspension/expulsion, attendance/truancy data is collected and reported annually. Site Safe and Civil School Committees, grades 6-8, will review their site data, and CHKS data in conjunction with the annual updating of their Comprehensive Safe School Plan to determine progress toward achieving their alcohol, tobacco, other drugs and violence (ATODV) prevention program goals and objectives. Based on their data analysis, their updated plan will describe how they will improve and strengthen their ATODV prevention programs and strategies. School Counselors will continue to use the CHKS, and site developed assessments to develop intentional guidance lessons. District Health Advisory Committee (DSHAC) will also review the CHKS, and other related program data, and incorporate their findings into district level prevention programs.

Use of Results and Public Reporting (4115 (a)(2)(B)):

Describe the steps and timeline the LEA will use to publicly report progress toward attaining performance measures for the SDFSC and TUPE programs. Describe how the evaluation results will be made available to the public including how the public will be provided notice of the evaluation result's availability.

All school sites in the district will administer the California Healthy Kids Survey (CHKS) biennially to grades 7, 9 and 11. The risk and resiliency module will be included to determine student's internal and external assets. Suspension/expulsion, attendance/truancy data is collected and reported annually. The District Student Health Advisory Committee will analyze the results to determine progress toward attaining performance measures and recommend changes to improve the District's comprehensive prevention program as needed. The results will be published and presented to the School Board. Various District level committees will be provided with the results and analysis of the CHKS.

Mandatory Safe and Drug Free Schools and Communities (4114(d)(2)(E)):

Briefly describe how SDFSC funded program services will be targeted to the LEA's schools and students with the greatest need. (Section 4114 [d][3])

The school district defines the highest need students as students who receive Title I services, live in single parent households, are English Language Learners, have emotional or mental health problems, have received a discipline suspension, and are performing below standards. The following services are funded for students with the greatest needs:

- Early identification, intervention, and comprehensive support services from school and district staff.
- Individual and family counseling services, as well as student support groups on topics that include drug and tobacco use diversion, anger management, decision making, gang diversion and grief issues.
- Evening parent/student gang awareness/prevention workshops (GRIP).
- The Safe and Civil School Program.
- Intentional Guidance Lessons

Coordination of All Programs (4114 (d)(2)(A)):

Provide a detailed, but brief, explanation of how the LEA will coordinate SDFSC funded alcohol, tobacco, other drug and violence prevention programs with other federal state and local prevention programs.

District collaborations with agencies such as Community Family Guidance, CSU Counseling Interns, Long Beach Guidance Center, Paramount PEP, and STAR after-school program, will be able to effectively coordinate the programs and services that are supported with these funds into one seamless comprehensive prevention program effort. Student Support Services and Alternative Education staff belongs to various community collaboratives, and, in an effort to coordinate all prevention programs, appraises these collaboratives of district prevention activities on a regular basis.

Parent Involvement (4115 (a)(1)(e)):

Provide a brief, but detailed, description of the parent involvement and describe the parent notification procedures used to meet requirements under NCLB Title IV, Part A – SDFSC program.

Parents are involved in the prevention programming at many levels – they assist with prevention activities at the sites as volunteers and serve on committees involved with the district’s prevention efforts such as School Site Councils, ELAC and PTA.
 Parent volunteers are essential to the successful implementation of a variety of annual supplemental prevention activities such as Red Ribbon Week.
 Parents and students are notified annually of their rights, responsibilities, and protections as well as health-related community resources via a beginning-of-the year informational packet. This information is also posted on the district’s web site. Sites disseminate additional prevention information to parents via brochures, site newsletters and resource booklets.

Services for Pregnant Minors and Minor Parents (H&SC 104460):

Describe the services and referral procedures for pregnant minors and minor parents enrolled in the LEA and how they will be provided with tobacco-use prevention services. Include students participating in programs such as the California School Age Families Education (Cal-SAFE) program, the Adolescent Family Life Program (AFLP) administered through the Department of Health Services, and the Cal-Learn program administered by the Department of Social Services.

When pregnant minors or minor parents are identified, they meet with a counselor or school administrator who refers them to outside community agencies.

TUPE Funded Positions (Health & Safety Code 104420(b)(3)):

Provide full time equivalent (FTE) staffing configuration for all TUPE funded positions. (Health and Safety Code section 104420 [b](3))

Position/Title	Full time equivalent
N/A – PUSD no longer receives TUPE funding	

Performance Goal 5: *All students will graduate from high school.*

Planned Improvements: High School Graduation Rates, Dropouts, and AP

This section of the plan is intended to reflect the LEA's efforts to reduce the percentage of students dropping out of school, and therefore, increase the percentage of students who graduate from high school. Also include a description below of the LEA's efforts to ensure that all students have equal access to advanced placement (AP) opportunities.

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
5.1 (High School Graduates)	Administrators, teachers and academic coaches monitor D and F grades by course. Weekly collaboration meetings are used to identify effective instructional strategies that address students at risk of failure/credit deficiency. Teachers and Academic Coaches analyze common formative assessments to monitor student learning.	All students, grades 9-12	High School Administrators Teachers Academic Coaches	Completion of Courses Semester Grades Data review	LCFF Title II, III
	Middle and high school students will be provided information and experiences that support high school graduation and students' entry into college.	All students, grades 6-12	High School Administrators Counselors	Graduation Rate Guidance lessons	LCFF
	Courses for middle and high school students will be expanded to align with CTE and A-G courses to provide support for high school graduation.		Director-Secondary Education		Title I
	Teachers and Academic Coaches will meet in Professional Learning Communities to analyze achievement data, monitor student progress, and inform instruction.		Academic Coaches Teachers	Cycle of Inquiry minutes	Title II, III LCFF

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
5.1 (High School Graduates) continued	High School students will have access to Extended Learning Opportunities as needed.	All students grades 9-12	Director-Projects Administrative Assistant Office Assistant Teachers	Completion of courses Master schedule	Title I
	Academic interventions and summer school are planned and implemented for students performing below grade level.		Director-Projects		Title I
	AVID implemented at all middle schools.		Director-Secondary Education	Master schedule	Title I
	CTE pathways with capstone courses and industry certification and articulation will be developed to increase engagement and graduation.			CTE Pathway	
	Additional A-G and AP course offerings with support for students who enroll in advanced level courses.			Master schedule	
	Middle schools will offer electives to prepare students for high school success.			Master schedule	
	Parents of middle and high school students will be provided information and experiences that support successful graduation from high school.			Graduation rate Orientation Parent Meetings	
	Monitor academic growth in core subjects including foundational skills in reading and math.		Director-Research Principals	Semester Grades Credit Review Cycle of Inquiry	

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
5.2 (Dropouts)	Alternative Education Center will provide options for students to graduate as fifth year seniors.	All students, grades 10-12	Director-Alternative Education	Master schedule Orientation	Title I
	Concurrent enrollment at Paramount Adult School is provided for students who are credit deficient.		Director-Student Services	Course enrollment	Title I
	Continuation high school provides viable alternatives to the comprehensive high school setting.		Director-Secondary Education	Master Schedule	Title I
	Middle schools offer AVID and other electives to prepare students for high school success.			Master schedule	
	Parents of middle and high school students will be provided information and experiences that support successful graduation from high school.			Parent meetings Orientation	
	High school will provide early identification and interventions for at risk students.	All students, grades 9-12	Director-Student Services Counselors	Articulation meeting	Title I
	School Attendance and Review Team (SART) support students at risk of dropping out of high school.		Director-Student Services High School Administrators Counselors		
	Plan and implement academic interventions and summer school for students performing below grade level.		Director-Projects		
	Monitor academic growth in core subjects through analysis of A-G and D/F grades each semester.		Director-Research Middle and high school principals	Semester grades	

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
5.3 (Advanced Placement)	High school will increase number of AP courses offered.	All students, grades 9-12.	Director-Secondary Education	Master Schedule	Title I
	Additional A-G and AP course offerings with support to students who enroll in advanced level courses.				Title I
	AVID implemented at all secondary schools	All students, grades 6-8.			
	Accelerated math courses in middle school support advanced math course enrollment in high school.				
	Parents of middle and high school students will be provided information and experiences that support students' graduation from high school.				
	CTE pathways with capstone courses and college articulation agreements and articulation will be developed to increase engagement and graduation.				
	Selected 10 th grade students attend community college through concurrent enrollment, receiving both high school and college credit.				

Additional Mandatory Title I Descriptions

Please provide a general description of the nature of the programs to be conducted by the LEA's schools under Sections 1114, "Schoolwide Programs," and/or Section 1115, "Targeted Assistance Schools." Direct-funded charters and single school districts, if conducting a schoolwide program authorized under Section 1114, may attach a copy of the Schoolwide Plan or Single Plan for Student Achievement in lieu of this description. All ten of the required components must be addressed. (For more information on Schoolwide, please go to <http://www.cde.ca.gov/sp/sw/rt>; for Targeted Assistance go to <http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp>).

Requirements:	Description of how the LEA is meeting or plans to meet this requirement:
<p>For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:</p> <ul style="list-style-type: none"> ▪ A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards. ▪ Effective methods and instructional strategies based on scientifically-based research. ▪ Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. ▪ Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards. ▪ Instruction by highly qualified teachers and strategies to attract and keep such teachers. ▪ High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff. ▪ Strategies to increase parental involvement. ▪ Assistance to preschool children in transitioning from early childhood programs to elementary school programs. ▪ Timely and effective additional assistance to students who experience difficulty mastering state standards. 	<ul style="list-style-type: none"> ▪ Allocate unrestricted fiscal resources to K-12 Core programs and allocate ongoing and carryover restricted funds towards priorities focused on Corrective Action 6. District will also examine all Tier III categorical programs and fully maximize transfers. ▪ Each site will conduct a needs assessment that takes into account, at minimum, CELDT, curriculum embedded assessments, teacher assessments, end-of course exams, GPA, graduation credits, AP participation, attendance data, professional development surveys and parent and student surveys as applies. ▪ Sites will use strategies based on scientific research that: <ul style="list-style-type: none"> • Ensures all students receive differentiated instruction based on need • Implements the district's adopted, standards-based core instructional materials • Provides extended learning time • Targets lowest achieving students • Measures effectiveness of practice • Staff will meet NCLB "Highly Qualified Teacher" requirements • Provide continuous professional development opportunities for teachers, administrators, para-professionals, parents and support staff with a focus on assisting students in mastery of state content standards and graduation requirements. ▪ Institute effective parent engagement strategies which: <ul style="list-style-type: none"> • Are meaningful to parent • Support student achievement • Provide information in the primary language of families • Use a combination of communication systems (meetings, newsletters, website) • Provide workshops and events for families (e.g family literacy nights, community events, assemblies, parent academies) ▪ Coordinate local, state, and federal funding to implement a comprehensive school-wide program at each site that address the needs of students

For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State's challenging academic standards. The description should include activities such as:

- Effective methods and instructional strategies based on scientifically-based research.
- Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.
- Strategies that minimize removing children from the regular classroom during regular school hours for instruction.
- Instruction by highly qualified teachers.
- Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff.
- Strategies to increase parental involvement.

N/A – No Targeted Assistance Schools

Additional Mandatory Title I Descriptions (continued)

<p>Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115, "Targeted Assistance Schools," will identify the eligible children most in need of services under this part. Please note that multiple, educationally related criteria must be used to identify students eligible for services. Where applicable, provide a description of appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.</p>	
Requirements:	Description of how the LEA is meeting or plans to meet this requirement:
<p>Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:</p> <ul style="list-style-type: none"> • Identify children who are failing or most at risk of failing to meet the state academic content standards. • Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. • Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds. 	<p>N/A – No Targeted Assistance Schools</p>
<p>The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.</p>	<p>Homeless students are identified and referred to the Program Liaison for Intervention and Student Support Services who provides assistance in areas including, but not limited to:</p> <ul style="list-style-type: none"> ▪ Enrollment and attendance ▪ Health/immunizations ▪ Referrals to community services ▪ Tutoring/program support ▪ Transportation
<p>The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.</p>	<p>Referral and placement in Community Day School when appropriate.</p>

Additional Mandatory Title I Descriptions (continued)

<p>Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA-level staff in accordance with Section 1118, "Parental Involvement," and Section 1119, "Qualifications for Teachers and Paraprofessionals."</p>	
Requirements:	Description of how the LEA is meeting or plans to meet this requirement:
Describe the LEA's strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.	The Human Resources department of Paramount Unified School District utilizes Ed Join to post job openings and attends job fairs to recruit highly qualified teachers. Our Beginning Teacher Support and Assessment (BTSA) program connects Support Providers directly with our Beginning Teachers to ensure they are successful teachers.
Describe the LEA's strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children's education.	The LEA and sites provide ongoing parent communication through several avenues. The PUSD website is updated with district and school information. Referrals to community resources are provided through the Health Services staff, district office staff, and school site staff. The DELAC and school site ELAC groups serve the needs of the English learners and their families, allowing them to provide their input into the school and district programs. School sites distribute monthly newsletters to disseminate information regarding school and parent programs available. PTAs, SSCs, and family events provide opportunities for parents to become directly involved in support of their individual school sites.
<p>Describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:</p> <ol style="list-style-type: none"> Even Start Head Start Reading First Early Reading First Other preschool programs Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities. <p>Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.</p>	<p>The LEA Plan serves as a guide for individual school site plans and to reflect District goals. The Educational Services Department coordinates services to support student achievement goals. Site administrators, the District Parent Advisory Committee, the District English Learner Advisory Committee, and teachers will also provide input to support the academic success of all students enrolled in our schools.</p> <p>All site plans must adhere to the District mission and vision, State standards, and utilize research based effective strategies and student data to guide the specificity of the site plan.</p> <p>All teachers will use the state approved district adopted curriculum and instruction programs and District common assessment results to monitor student achievement during the school year.</p> <p>The District works collaboratively with the City of Paramount to provide after school programs on all K-5 and 6-8 campuses.</p>

ASSURANCES

To assure the LEA's eligibility for funds included in this Plan, the Superintendent attests to compliance with all of the following statements by the signature on the cover page.

GENERAL ASSURANCES

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
2. The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements.
3. The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities. The public agency, non-profit private agency, institutions, organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.
4. The LEA will adopt and use proper methods of administering each such program, including the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
5. The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State Educational Agency (SEA), the Secretary, or other Federal officials.
6. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.
7. The LEA will submit such reports to the SEA (which shall make the reports available to the Governor) as the Secretary of the SEA and Secretary may require to enable the SEA and Secretary to perform their duties under each such program; and maintain such records, provide such information, and afford such access to the records as the SEA (after consultation with the Governor) or the Secretary may reasonably require to carry out the SEA's or the Secretary's duties.
8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.
9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.
- 9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.
10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

TITLE I, PART A

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the LEA receives more than \$500,000 in Title I funds, it will reserve at least one percent of the allocation to carry out ESEA Section 1118, Parent Involvement, including promoting family literacy and parenting skills. The LEA then will set aside an amount for parental involvement of parents of private school children, based on the proportion of private school children from low-income families residing in Title I attendance areas. The LEA will then distribute at least 95 percent of the remainder of its public schools, leaving the balance of the reserved funds for parental involvement activities at the LEA level.
13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
14. Provide technical assistance and support to schoolwide programs.
15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).
17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.
18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001*.
21. Comply with requirements regarding the qualifications of teachers, and paraprofessionals, and Professional Development (PD).
22. Inform eligible schools of the LEA's authority to obtain waivers on the school's behalf under Title IX.

23. Coordinate and collaborate, to the extent feasible and necessary as determined by the LEA, with the SEA and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the LEA in addressing major factors that have significantly affected student achievement at the school.
24. Ensure, through incentives for voluntary transfers, the provision of PD, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).
26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.
27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D) and *California Education Code Section 64001*.
28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide PD (in the area[s] of identification to teachers and principals) for each fiscal year.
29. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).
30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of an LEA to which comparability applies, the applicant has established and implemented an agency-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

TITLE I, PART D – SUBPART 2

31. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.
32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.
33. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

TITLE II, PART A

34. The LEA, hereby, assures that:

- The LEA will target funds to schools within the jurisdiction of the LEA that:
 - a. Have the lowest proportion of highly qualified teachers;
 - b. Have the largest average class size; or
 - c. Are identified for school improvement under section 1116(b).
- The LEA will comply with section 9501 (regarding participation by private school children and teachers).
- The LEA has performed the required assessment of local needs for PD and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.
- The LEA will assure compliance with the requirements of PD as defined in section 9101 (34).

TITLE III

35. The LEA assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education-related community groups, nonprofit organizations, and institutions of higher education in developing the LEA Plan.
36. The LEA will hold elementary and secondary schools accountable for increasing English language proficiency and for Limited-English Proficient (LEP) subgroups making AYP.
37. The LEA is complying with Section 3302 prior to, and throughout, each school year.
38. The LEA annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.
39. The LEA has based its proposed plan on scientifically based research on teaching limited-English proficient students.
40. The LEA ensures that the programs will enable students to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.
41. The LEA is not in violation of any State law, including State constitutional law, regarding the education of limited-English proficient students, consistent with sections 3126 and 3127.

TITLE V, PART A

42. The LEA has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic consultation with parents of children attending elementary schools and secondary schools in the area served by the LEA, with teachers and administrative personnel in such schools, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the LEA.
43. The LEA will comply with this Part, including the provisions of section 5142 concerning the participation of children enrolled in private nonprofit schools.
44. The LEA will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.
45. The LEA will annually evaluate the programs carried out under this Part, and that evaluation:
 - Will be used to make decisions about appropriate changes in programs for the subsequent year
 - Will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part
 - Will be submitted to the SEA at the time and in the manner requested by the SEA.

Additional LEA Plan Assurances

46. Unsafe School Choice Policy: the LEA assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the LEA, including a public charter school. The LEA will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting requirements on the number of schools that have been designated “persistently dangerous” in accordance with California State Board of Education policy (Section 9532, General Provisions, Title IX, PL 107-110).

