

Paramount Unified School District
Local Educational Agency Plan

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 (EPC 1,5 and 7):</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>			<p>LCFF</p> <p>General Fund</p>

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	<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 (EPC #9):</p> <ul style="list-style-type: none"> • Professional development for teachers, administrators and classified staff to learn effective instructional strategies for ELs. (EPC #5) • Supplementary materials that support the core program. (EPC #1) • Coaching and support for teachers in differentiation and explicit ELD instruction. (EPC #6) • Supplementary instruction for intervention in language arts, math and ELD during extended day, after school and summer school. (EPC #2) • Administrative support to monitor programs and services for English Learners. (EPC #7) • 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>\$249,628</p> <p>\$2,650</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
	<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. (EPC #7 and #8)</p> <p>Grades are analyzed and disaggregated by EL subgroup for students in grades 6-12 to identify those at risk of failure. (EPC #7)</p> <p>Utilize District ELD benchmark assessments to determine EL progress. (EPC #7)</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. (EPC #1) • English language development progress is monitored through the use of ELD Progress Profiles in grades K-5. (EPC #3 and #7) <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. (EPC #1)</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. (EPC #1)</p> <p>Embed Sheltered instruction (SIOP/SDAIE) features, techniques and strategies into daily lessons using district adopted ELA curriculum and materials. (EPC #1)</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>\$215,694</p>	<p>LCAP</p> <p>General Fund</p> <p>General Fund</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>Materials District adopted materials for ELD instruction. (EPC #1)</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. (EPC #7 and #8)</p> <p>Monitor the implementation of effective language instruction through classroom walk-throughs in ELD classes. (EPC #1, 2 and 7)</p> <p>Use the Language Appraisal Team to monitor and provide intervention for RFEP (reclassified) students who are not making adequate progress. (EPC #7)</p> <p>Placement Flexible grouping and movement in ELD take place as appropriate. (EPC #1 and #7)</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. (EPC #2)</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>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel:</p> <ul style="list-style-type: none"> • designed to improve the instruction and assessment of LEP children; • designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students; • based on scientifically based research demonstrating the effectiveness of the professional development in increasing children’s English proficiency or substantially increasing the teachers’ subject matter knowledge, teaching knowledge, and teaching skills; • long term effect will result in positive and lasting impact on teacher performance in the classroom. <p>All teachers are required to be credentialed with the appropriate EL authorization. The English Learner Master Plan and the Title III Plan outline how high quality professional development is provided. All plans are aligned to support the implementation of research- based curriculum and strategies to improve the academic achievement of English Learners. (EPC #1, 5 and 9)</p>	<p>Curriculum Specialists</p> <p>K-12 Staff</p>		<p>\$286,000</p>	<p>Title I</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. (EPC #1)</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. (EPC #2)</p> <p>Universal access during core instruction provides small group support for English learners with similar proficiency levels in grades K-5. (EPC #1)</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>\$38,511</p> <p>\$83,000</p> <p>\$2,650</p>	<p>Title III</p> <p>LCAP</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. (EPC #1)</p> <p>ELD textbooks and materials for grades 6-12 include instructional software and web based support to enhance learning. (EPC #1)</p> <p>K-12 teachers have instructional technology that includes laptops, projectors and document cameras. (EPC #6)</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. (EPC #6)</p> <p>10. Other activities consistent with Title III.</p> <p>Yes or No? If yes, describe:</p> <p>NO</p>				