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	Persons	Related	Estimated	Funding
to meet this requirement.	Involved/Timeline	Expenditures	Cost	Source
1. (Per Sec. 3116(b) of NCLB, this Plan must				
include the following:				
a. Describe the programs and activities to be				
developed, implemented, and				
administered under the subgrant;				
All students that are identified as English	Language			LCFF
Learners (EL) take the California English	Assessment			Lett
Language Tests (CELDT) annually until they are	Assistants (LAA)			
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):				
-Accelerated English Acquisition Program	K-12 teachers			General
(AEAP) – Students receive core content				Fund
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).				
-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).				
-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).				
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Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
The Master Plan for English Learners outlines how EL students learn English and meet Annual Measurable Achievement Objectives (AMAO).	involved Timeline	Expenditures	Cost	boulee
subgrant funds to meet all annual measurable achievement objectives described in Section 3122;				
Title III funds, in addition to other categorical funds, will be used to supplement the base program to provide (EPC #9):				
• Professional development for teachers, administrators and classified staff to learn effective instructional strategies for ELs. (EPC #5)	Curriculum Specialists		\$249,628	Title III
 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)	Director-Projects		\$2,650	Title III
 Counseling support for EL students. c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for: -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); 	Counseling Assistant		\$6,600	Title I

Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
 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. (EPC #1/#2) District and site administrators observe K-12 classrooms during core and ELD instruction to monitor the following: Systematic, explicit, and direct instruction (EPC #1) Academic language and literacy development (EPC #1) Analysis of assessment results to monitor academic progress (EPC #7) Flexible grouping Specifically Designed Academic Instruction in English/Sheltered Instruction Observation 	K-12 Principals			General Fund
 Protocol strategies (EPC #1) d. Describe how the LEA will promote parental and community 				
participation in LEP programs.				
• Parents are informed of all school activities through School Loop, Connect Ed, phone calls, newsletters, flyers, and personal contacts.	K-12 Principals			General Fund
 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.All parents receive yearly notification about the progress the District is making in meeting	Research Analyst		\$91,000	Title I
 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.				
 Parents are provided with information and training to support college and career readiness through Parent Academy workshops. 	Director-Projects		\$2,650	Title III

Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
2. Describe how the LEA will provide high quality language instruction based on scientifically based research:		Expenditures	Cost	Source
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.	Director of Research		\$140,897	LCAP
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)				
Grades are analyzed and disaggregated by EL subgroup for students in grades 6-12 to identify those at risk of failure. (EPC #7)	Counselors			General Fund
Utilize District ELD benchmark assessments to determine EL progress. (EPC #7)				
 Instruction There is full implementation of standards-based ELD instruction for English learners at all grade levels including: EL placement is made based on language proficiency determined by CELDT and local 	K-12 Staff			General Fund
 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) 				
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)	Academic Coaches		\$215,694	Title III
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)				
Embed Sheltered instruction (SIOP/SDAIE) features, techniques and strategies into daily lessons using district adopted ELA curriculum and materials. (EPC #1)				
Extended learning opportunities for ELs are provided during extended day, tutorials, and summer school.				

Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
Materials District adopted materials for ELD instruction. (EPC #1)				
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.	K-12 Staff			General Fund
Administrators monitor instruction through Learning Walks, collaboration agendas and the results of interim assessments. (EPC #7 and #8)	K-12 Principals			General Fund
Monitor the implementation of effective language instruction through classroom walk-throughs in ELD classes. (EPC #1, 2 and 7)				
Use the Language Appraisal Team to monitor and provide intervention for RFEP (reclassified) students who are not making adequate progress. (EPC #7)				
Placement Flexible grouping and movement in ELD take place as appropriate. (EPC #1 and #7)				
Outline placement guidelines for EL students, based on language and literacy proficiency, in grades 6-12.				
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)	6-12 Principals			General Fund

Description of how the LEA is meeting or plans	Persons	Related	Estimated	Funding
to meet this requirement. 3. Provide high quality professional development for classroom teachers,	Involved/Timeline Curriculum	Expenditures	Cost \$286,000	Source Title I
 principals, administrators, and other school or community-based personnel: 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 	Specialists			
classroom. 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)	K-12 Staff			General Fund

Description of how the LEA is meeting or plans	Persons	Related	Estimated	Funding
to meet this requirement.	Involved/Timeline	Expenditures	Cost	Source
Professional development for teachers focuses				
on:				
• Cycle of Inquiry linking ELD standards to				
ELA standards.				
• Learning Walks to examine students				
engagement and increasing oral language				
development.				
CELDT data analysisCommon Core Modules				
ELA				
 ELA Mathematics				
 Next Generation Science Standards 				
• Thinking Maps				
 Write from the Beginning and Beyond Math Institutes 				
• Math Institutes				
Site administrators facilitate collaboration on the	K-12 Principals			General
progress of English learners and how	11 12 Thiopais			Fund
professional development strategies will be				
implemented in classrooms. (EPC #7 and 8)				
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4. Upgrade program objectives and effective				
instruction strategies.				
Yes or No? If yes, describe:				
• ELD Benchmark assessments have been	K-5 Staff			General
developed for K-5. (EPC #7)				Fund
• EL students' academic progress is monitored	K-12 Staff			
with the regular analysis of academic and				
behavior data.				

Description of how the LEA is meeting or plans	Persons	Related	Estimated	Funding
to meet this requirement.	Involved/Timeline	Expenditures	Cost	Source
 5. Provide – a. tutorials and academic or vocational education for LEP students; and b. intensified instruction. Yes or No? If yes, describe: 				
 K-5 English learners are provided with an additional ELD instructional block (K=25 minutes, 1-5 = 35 minutes) 	K-5 Staff			
• 6-12 English learners at the Intermediate and Early Advanced levels are provided with an additional hour for ELD instruction	6-12 Staff			
• 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.	Newcomer Class Teacher		\$38,511	Title III
 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 	Director of Secondary Education		\$83,000	LCAP
Hospitality/Culinary Arts. 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)	Director-Student Services Adult School Principal			
7. Improve the English proficiency and academic achievement of LEP children. Yes or No? If yes, describe:	Director-Projects		\$2,650	Title II
ELD proficiency levels are provided and monitored by District and site administrators. (EPC #2)				
Universal access during core instruction provides small group support for English learners with similar proficiency levels in grades K-5. (EPC #1)	K-5 Staff			

Description of how the LEA is meeting or plans	Persons	Related	Estimated	Funding
to meet this requirement.	Involved/Timeline	Expenditures	Cost	Source
 8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families – To improve English language skills of LEP children; and To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. Yes or No? If yes, describe: 	Director-Projects		\$2,650	Title III
 Elementary schools provide: Parent involvement nights (literacy, math, science). Opportunities for parents to visit and observe classroom instruction. Annual parent conferences. 	K-5 Administration			General Fund
 Middle schools provide: English Language Advisory Committees, led by parents of EL students, give input into school programs and services. Annual parent conferences to inform parents of EL students' achievement levels and grades. School Loop, a parent portal, communicates with parents on grades, attendance, class assignments and school events. 	6-8 Administration			General Fund
 High schools provide: English Language Advisory Committees, led by parents of EL students, give input into school programs and services. Annual parent conferences to inform parents of EL students' achievement levels and grades. School Loop, a parent portal, communicates with parents on grades, attendance, class assignments and school events. Parent meetings on college information 	9-12 Administration			General Fund
Parents of English Learners participate in a comprehensive English and Citizenship program at Paramount Adult School. In addition to all levels of ESL, courses include CTE and High School Diploma Lab.	Adult School Staff			General Fund

Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
to meet uns requirement.	involved/1imenne	Expenditures	COSt	Source
9. Improve the instruction of LEP children by providing for –				
• 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. 				
Yes or No? If yes, describe:				
K-5 English learners have access to Accelerated Reader and Math, and <i>Open Court</i> software that correlates to Core. (EPC #1)				
ELD textbooks and materials for grades 6-12 include instructional software and web based				
support to enhance learning. (EPC #1)				
K-12 teachers have instructional technology that includes laptops, projectors and document cameras. (EPC #6)				
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)				
10. Other activities consistent with Title III. Yes or No? If yes, describe:				
NO				