

Title III LEA Plan Performance Goal 2

All English Learner (EL) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics; Immigrant liaison will provide transition support to immigrant students.

CDS Code: 37-68338-0124347 **LEA Name:** City Heights Preparatory Charter (CHP Consortium) **Title III Improvement Status: Year: 1** _____
Fiscal Year: 2017-2018 **EL Amount Eligibility:** \$19,234 **Immigrant Amount Eligibility:** \$3,000 (estimate)

Plan to Provide Services for English Learner Students

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

A. How the LEA will:

| | |
|---------------------|---|
| A. Required Content | <p>Implement programs and activities in accordance with Title III:</p> <p>With the expectation of enrolling many EL students, City Heights Prep Title III Consortium schools seek teaching staff that have English Learner Authorization (ELA). All teachers are well-versed and employ research- proven strategies designed to help specific students at differing levels of English development become proficient in English and support them while learning content area curriculum.</p> |
| | <p>Use the subgrant funds to meet all accountability measures:</p> <p>The supportive nature of the educational programs at City Heights Prep Title III Consortium schools is intentionally designed to allow EL students to receive the support necessary to advance their English proficiency. Examples of this include:</p> <ul style="list-style-type: none"> • Time allotted in the schedule for diagnostic supplemental English language instruction, including a second English Language Support class for EL students. • Extended instructional time allowing EL students extra time to master course content • Small class size allowing for increased student participation leading to language learning • A culture of cooperation that encourages students to help each other master both the English language and course content regardless of EL status • Extensive small-group mentoring designed to provide academic support and build academic skills • Ongoing and regular professional development opportunities focused on effective diagnostic instruction, especially for providing English language support in the content area classroom • A family and culture-friendly environment that provides students opportunities to build their English language abilities by sharing their expertise (culture and traditions) with other students in a shared common language (English) |
| | <p>Hold the school sites accountable:</p> <p>For EL students, as with all students, progress assessment will be regular and ongoing throughout the school year. Course performance, performance on basic skills tests and teacher observation will be used to ascertain student progress and needs. Along with this, each EL student will participate in annual CEDLT testing as well as any State mandated testing.</p> |
| | |

Promote parental and community participation in programs for Els:

The Consortium schools will provide CELDT results to all parents of English Limited Proficient students.

Consortium schools hold Family Committee Meetings and at these meetings, update parents on student performance and other program details.

City Heights Prep Title III Consortium schools will reclassify students who meet the criteria on an annual basis. When students are determined Reclassified as Fluent English Proficient (RFEP), student and parents are required to sign the redesignation form to complete the process.

| B. How the LEA will: | | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source (EL, Immigrant, or other) |
|----------------------|--|--|--|--|---|
| B. Required Content | <p>Provide high quality language instruction:</p> <p>City Heights Prep Title III Consortium schools have a low student/teacher ratio. Middle school class size is 16:1. High school class size is no greater than 25:1 . City Heights Prep Title III Consortium schools use State approved ELA curriculum. Middle School students participate in two 70 minute periods of English instruction each day. The first 70 minute period is focused on traditional ELA instruction. During the second 70 minute session receive individualized instruction in small groups which are based on proficiency level in reading, writing and spoken English. All staff utilizes strategies that are research- based for maximizing English learning. In high school, students receive between 70 – 90 minutes of English instruction daily.</p> <p>Title III funds are used to pay the salary of the English language arts teacher(s) as well as to fund Assistant Teacher(s) who provide EL support in each middle school classroom. Title III funds are also used to pay the salary for a certificated EL support teacher who will provide both classroom instruction to ELs and peer training and support.</p> | Director & Teachers & Teacher Assistants/ Ongoing | Small Class Size & Increased Salaries | Title I: \$30,000 Title III: \$8,933 LCFF: \$61,067 | Title I, Title III, LCFF Supplemental Funds |
| | <p>Provide high quality professional development:</p> <p>With the expectation of enrolling many EL students, City Heights Prep Title III Consortium schools seeks teaching staff that have English Learner Authorization (ELA). All teachers are well-versed and employ research- proven strategies designed to help specific students at differing levels of English development become proficient in English and support them while learning content area curriculum.</p> <p>Ongoing attention to student assessments data allows Consortium teachers and administrators to critique the instructional program and to quickly adjust instructional practices, including the establishment of new goals and expectations to better serve the student population. Teachers receive professional development and on-going feedback to improve quality of their informal and formal assessments and will be encouraged to consistently analyze and use data in ways that facilitate student achievement.</p> | Director & Teachers & Consultants/ Ongoing | Consultants for Professional Development | Title II: \$763 LCFF: \$2,237 | Title II, LCFF |

| | | | | | |
|----------------------------------|---|--|--|--|--|
| <p>C. Required for Year 2</p> | <p>Goal 2 Improvement Plan Addendum* (IPA) for items A-B:</p> <p>Please describe the factors contributing to failure to meet desired accountability measures.</p> | | | | |
| <p>D. Required for D. Year 4</p> | <p>D. Goal 2 IPA* for items A-B:</p> <p>Please describe the factors contributing to failure to meet desired accountability measures.</p> | | | | |
| | <p>Please describe all required modifications to curriculum, program, and method of instruction.</p> | | | | |

| LEAs receiving or planning to receive Title III EL funding may include allowable activities. | | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|--|---|---|--|----------------|-----------------|
| E. Allowable Activities | <p>Describe all allowable activities chosen by LEA relating to: Supplementary services as part of the language instruction program for EL students:</p> <ul style="list-style-type: none"> • Reduced Teacher: Student ratio by providing highly qualified Assistant Teacher in each classroom and in after-school Study Hall • Additional Online Educational Resource Support to provide individualized, self-paced instruction that identifies and addresses gaps in learning and provides additional English language learning opportunities • Certificated EL support teacher providing classroom instruction to ELs as well as provide peer training and support. | Director, Teachers, Assistant Teachers, Office Staff; | Salary for instructional staff | \$10,066 | Title III – LEP |
| | | Continuous throughout school year/ Ongoing | Additional Online Educational Resource Support | \$4,758 | Title III – LEP |
| | | | Certificated Teacher Salary | \$4,026 | Title III – LEP |
| F. EL Overall Budget | | EL 2% for Administrative/Indirect Costs: | | \$384 | |
| | | EL Estimated Costs Total: | | \$19,234 | |

Plan to Provide Services for Immigrant Students

| Please complete this table <u>IF</u> the LEA is receiving or planning to receive Title III Immigrant funding. | | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|---|---|---|-----------------------------|----------------|-----------------------|
| G. Allowable Activities | <p>Describe all allowable activities chosen by LEA relating to: Enhanced instructional opportunities to immigrant students and their families:</p> <ul style="list-style-type: none"> • Classified staff with cultural awareness of immigrant’s home countries hired to assist with transition (mentoring/counseling) | Director, Teachers, Assistant Teachers, Office Staff; | Salary for classified staff | \$2,940 | Title III – Immigrant |
| | | Continuous throughout school year/ Ongoing | | | |
| H. Immigrant Overall Budget | | Immigrant Administrative/Indirect Costs: | | \$60 | |
| | | Immigrant Estimated Costs Total: | | \$3,000 | |