

Title III Federal Addendum Consortium Summary Template

All English learners will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

LEA Name: City Heights Preparatory Charter School **CDS Code:** 37-68338-012437 **Fiscal Year:** 2020-2021

Plan to Provide Services for English Learner (EL) Students

The consortium lead will summarize information from district-operated programs and provide descriptions of how LEAs in the consortium are meeting or plan to meet each requirement, as stated in the Memorandum of Understanding.

How will the LEA:	Persons Involved/Timeline (Optional)
<p>Provide effective professional development</p> <p>Discovery Charter Preparatory #2</p> <ul style="list-style-type: none"> 100% percent of teachers, administrators, and paraprofessionals participating in professional development will have training to better address the needs of EL students. Discovery Charter Preparatory School #2 (DCPS) will support the professional growth of staff working with EL students through quality training and collaboration opportunities. Researched-based strategies will focus on how to best deliver instructional content to EL students using ELD strategies. EL students learn content best when it is embedded as part of the core instruction. Professional development will include a component that intentionally addresses EL student needs and best practices as it applies to the training (i.e. direct instruction training would include sample lessons for EL students, new teacher orientation will include differentiating instruction for EL students, etc.) as measured by training agendas, records of attendance and classroom walk-throughs. Due to Covid-19, professional development will be provided to continue supporting teachers in using distance learning programs (i.e. Zoom, Near Pod, Google Classroom, etc.) <p>Summit Leadership Academy-High Desert</p> <ul style="list-style-type: none"> <i>EL Coordinator and Principal will train staff on ELA Teaching Strategies during weekly Leadership Planning Committees</i> 	<p>EL Coordinator, Principal, Teachers, Tutors, Special Education Aides/Throughout school year</p>

How will the LEA:	Persons Involved/Timeline (Optional)
<p>Implement effective programs and activities</p> <p>Discovery Charter Preparatory #2</p> <ul style="list-style-type: none"> • Students assigned to ELD classes are clustered by language proficiency to enable targeted ELD instruction and added instructional support. Criteria for selection are from grades and ELPAC results. • English Language instruction is customized to meet limited-English proficient (LEP)/English Learners (EL), including immigrant students, to attain English proficiency and meet the same challenging academic content and achievement standards that other students are expected to meet. • RFEP students are enrolled in advanced placement courses ensuring students are on track toward graduation. • Opportunities are available for students for tutoring for homework and credit recovery after school. RFEP students are provided support in ELA and Math to improve percentage of EL's, LTEL's and RFEP's performing well on CAASPP, SAT, PSAT and in-house assessments. • An ELD teacher and Administrators will provide extra support, making sure the students are getting the instructional strategies needed, to provide the most successful learning environment. Lessons will be videotaped, so a student needing extra instruction can review the lesson taught. Teachers will speak slowly and clearly, scaffolding, and modeling the correct responses. Power Point presentations, You Tube, photos and illustrations will be used as much as possible. Time will be allotted for teachers to chunk lessons knowing that pacing might take longer. • Consideration of students' levels of English proficiency will be noted by embedding linguistic supports within assignments. Examples include: glossary, word banks, sample or model responses, sentence starters, with clear and concise directions. • EL's and LTEL's will be closely monitored on a weekly basis, using grades as one of the indicators that the student might need added support. Then, a wraparound approach would be implemented. <p>Summit Leadership Academy-High Desert</p> <ul style="list-style-type: none"> • EL Coordinator will identify students who need additional support. Under the direction of the Principal/EL Coordinator, tutors will provide one-on-one academic support via virtual platforms and/or in-person sessions by appointment only. 	<p>EL Coordinator, Tutors/Throughout school year</p>

How will the LEA:	Persons Involved/Timeline (Optional)
<p>Ensure English proficiency and academic achievement</p> <p>Discovery Charter Preparatory #2</p> <p>Accountability and Academic Achievement</p> <ul style="list-style-type: none"> DCPS will assess the progress of LEP students in acquiring the skills of listening, speaking, reading and writing in English by evaluating and analyzing multiple assessment measures to monitor student performance in reaching proficiency on the California Standards, such as: weekly grades, report cards, and in-house assessments. EL students' grades will be monitored weekly to ensure success in all content areas. Individual support is given depending on needs of the student. Results from ELPAC, CAASPP, Teacher assessment, in-house testing, and report cards will be used as a criteria to individualize learning plans for each student. The performance of English Learners on the various strands of the CAASPP in ELA and Math will be reviewed at regular intervals through the results of pre-built ILLUMINATE interim tests. Board Meetings will continue to be held monthly. Meetings include: Board Members, Administration, and Teacher representatives. Data, curriculum, and instruction implementation will be discussed at board meetings with focus on EL's, LTEL's, and RFEP's The policy decisions that govern the academic and curricular programs at DCPS are based on the analysis of school-wide data and teacher input. The Leadership team assesses the student data identified in the school profile to refine the action plan. Their findings are shared with the departments during weekly professional development meetings. At department meetings during the year, teachers analyze and discuss student work, test scores, and performance on assessments to better align instructional strategies and curriculum choices with student needs. DCPS provides time during the workday, through cross-department and grade-level meetings, for collaborative teams to meet and concentrate on specific achievement goals. <p>Classroom Instruction and Curriculum – ALSO, REFER TO SUPPLEMENTAL RESOURCES BELOW</p> <ul style="list-style-type: none"> All instruction provides differentiation, SDAIE techniques, and alternative assessments to ascertain subject competency, EL students. Research/standards-based supplementary instructional materials are available for all classrooms. Additional teacher-made supports, such as graphic organizers, sentence frames, study guides, and instruction using scaffolding, help to adjust instruction to all EL levels. ELD classes are designed to supplement and support high school language arts. They enable students to read and write academic prose effectively and strategically increase their mastery of academic language. Pivotal to the curriculum, is the deepening of students' critical reading, writing, and thinking skills about both expository and literary prose. Multiple measures are used as criteria in the reclassification of English Learners, including assessment data and teacher observation. A rigorous re-designation criterion ensures that students are prepared to exit the EL program. DCP will utilize standards-based instructional materials aligned to California English Language Development (ELD) Standards and will ensure EL students are making annual growth towards English proficiency as reported on the English Language Proficiency Assessments for California (ELPAC). DCP supports EL's by employing SDAIE strategies in all classes across the curriculum and provides an English Enhancement course as additional support to raise student reading levels and writing competencies. For students who are struggling, DCP also provides EL support in English classes, including a specialized English Language Development (ELD) course. <p>Summit Leadership Academy-High Desert</p> <ul style="list-style-type: none"> EL Coordinator will identify English Learners' specific needs and communicate with staff members; schedule support staff to tutor students; connect students to teachers for tutoring; administer and submit ELPAC assessments; in partnership with Principal, determine which students qualify for reclassification. 	<p><i>EL Coordinator, Principal, Tutors, Special Education Aides/Throughout school year</i></p>

How will the LEA:	Persons Involved/Timeline (Optional)
<p>Promote parent, family, and community engagement in the education of English learners Discovery Charter Preparatory #2 School Site Council and the Parent Advisory/Title I, III, ELAC Committees</p> <ul style="list-style-type: none"> The Parent Advisory/Title I Committee meets two times each semester and the School-Site Council meets monthly. In addition, the ELAC Committee meet regularly throughout the year. DCPS will actively recruit EL parents to participate on DCP’s English Learner Committee (ELAC) as well as other advisory committees. EL parents who serve on the English Learner Committee (ELAC) will be provided an orientation to support their involvement and sustain their participation. EL parents will learn how to support their students at home with reading, literacy skills, and homework, utilize Rosetta Stone to support their English language acquisition, and be provided with orientations to support their involvement and sustain their participation over time. Rosetta Stone is used for students and parents, who are new English Learners and have little or no previous exposure to the English language. Rosetta Stone enables students to develop everyday conversational skills. It is a guided, self-paced environment that focuses on fundamentals. It allows students to refine and expand their existing language skills. Realistic conversation and activities help develop multi-linguistic awareness. Rosetta Stone provides content and instructional options for online language learning customized to student needs. During “Distance Learning”, weekly parent meetings will be conducted in English at 5:00 pm and Spanish at 6:00 pm. Extra support for parents and students will be provided to support mental health and provide added one-on-one tutoring for EL students. <p>Summit Leadership Academy-High Desert</p> <ul style="list-style-type: none"> Contact parents to connect them to the tools available to track student progress, attendance, and engagement (i.e. student information system parent portal, virtual classrooms, online curriculum). Dean of Students along with designated staff will make home visits to determine student and family needs as well as connect them to available resources. Designated staff who can translate will be made available for all activities in this program. 	<p><i>EL Coordinator, Principal, Dean of Students, Tutors, other staff as assigned/Throughout school year</i></p>

Other Authorized Activities

LEAs receiving or planning to receive Title III EL funding may include authorized activities.*

*Please see the California Department of Education Title III Authorized Cost web page (<https://www.cde.ca.gov/sp/el/t3/authorizedcosts.asp>) for a list of authorized EL activities.

Describe all authorized activities chosen by LEA relating to: Supplementary services as part of the language instruction program for English learners.	Persons Involved/Timeline (Optional)
<p>Discovery Charter Preparatory #2</p> <ul style="list-style-type: none"> • One-to-one HP Chromebook 11" G4 Notebooks were purchased to provide supplementary programs and services for the underlying purpose of assuring that these students meet the same challenging grade level and graduation standards as mainstream students. • i-READY is an intervention program, used primarily with English Learners and Students with Disabilities. I-Ready is an online, adaptive, individualized, diagnostic assessment that determines competency on Common Core math and reading skills. Results drive instruction as teachers work towards satisfying each student's individual needs. I-Ready delivers engaging online lessons at each student's level based on results from the online adaptive Diagnostic, pinpoints students' abilities down to the sub-skill level, and provides educators with a detailed action plan and resources for differentiated instruction. Teachers have immediate access to data that identifies individual student's strengths and weaknesses, so that they can plan appropriate instruction for each child. An added benefit of the I-Ready assessment is that it resembles CAASPP's testing format. The program delivers best-practice, teacher-led, Common Core lessons that relate directly to skills assessed in the Diagnostic. • Rosetta Stone is used for students and parents, who are new English Learners and have little or no previous exposure to the English language. Rosetta Stone enables students to develop everyday conversational skills. It is a guided, self-paced environment that focuses on fundamentals. It allows students to refine and expand their existing language skills. Realistic conversation and activities help develop multi-linguistic awareness. Rosetta Stone provides content and instructional options for online language learning customized to student needs. • Zoom • Google Classroom • Near pod • Padlet • Flip grid • Tutoring will be provided Monday through Friday to all students. EL students will be monitored closely, making sure that they understand the curriculum. Students will be assigned to a tutor if they are identified by a Teacher, Staff Member, or Administrator, as needing additional support. 	<p><i>Administrators, Teaching Staff, Special Education Aides throughout school year.</i></p>