

Title III LEA Plan Performance Goal 2

All limited 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.

CDS Code: 43104390123257 **LEA Name:** Downtown College Prep – Alum Rock (Lead) **Title III Improvement Status:** Year 0

Fiscal Year: 2016-2017 **EL Amount Eligibility:** \$34,360 **Immigrant Amount Eligibility:** \$2019

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.

How the LEA will:

A. Required Content	<p>Implement programs and activities in accordance with Title III</p> <p>DCP will follow all applicable laws in serving EL students. DCP’s mission is to prepare underachieving students to be the first in their family to graduate from a 4-year college.</p> <p>English Learners are identified by the home language survey parents fill out when students enroll. The CELDT test is administered annually to assess the progress towards English language acquisition for those students identified as English Language Learners. As described above, the results from the CELDT are analyzed by administrators, teachers, parents, in order to monitor progress towards goals. Furthermore, teachers will use the CELDT data to determine which students need differentiation and intervention.</p> <p>ELD instruction and intervention is based on California’s newly adopted English Language Development Standards and the CA ELA/ELD Framework. These standards are aligned with the Common Core State Standards for ELA and include proficiency level descriptors that will be used to inform targeted ELD instruction as well as differentiated instruction across academic content areas in Designated and Integrated ELD courses.</p> <p>While ELs enter with various degrees of proficiency, the Charter School believes ELs are capable of high- level thinking and cognitively demanding social and academic activities requiring language as long as they are provided appropriate linguistic and academic support. As such, DCP will emphasize curricular design to support ELs to use academic English to develop specific knowledge, skills and abilities and to use language to create understanding and meaning, and to convey mastery of content. These skills are not only critical to language development, but are also essential for college success.</p>
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The following three principals guide EL instruction at DCP:

1. EL students learn best when they have significant contact with native speakers.
2. EL students learn best when teachers use specific strategies to make input comprehensible.
3. All students (not just ELs) learn best when academic English is explicitly supported in the classroom .

All EL students will participate in all content area courses, and all courses will be taught in English. These courses are aligned to the CA ELD standards and the CA ELA/ELD Framework and will embed strategies for language acquisition and literacy. Some strategies are: explicit vocabulary instruction, (including high frequency academic words and teaching vocabulary through multiple modalities), teaching cognates, and practicing academic discourse

Use the subgrant funds to meet all accountability measures

Subgrant funds will contribute to the school's overall goal of preparing all students, including the schools large LEP population, to thrive at 4-year colleges. In particular, the funds will be used to support work towards:

- Increasing the number of students making progress on the CELDT test
- Increasing the number of students attaining English proficiency
- Increasing the number of students meeting or exceeding standards on the CAASPP assessments

In order to meet our goals for ELs, we provide targeted support in addition to the inclusion model and our school wide focus on literacy and numeracy. Student receive differentiated support via blended learning and small group instruction. EL students will also have the opportunity to work one-on-one with teachers and tutors to receive individualized support and instruction during office hours, after school tutoring and Saturday school. They will also receive peer tutoring.

Finally, we will explicitly teach test taking skills such as decoding tests, managing time, and increasing accuracy

Hold the school sites accountable

Achievement of our ELs will be measured via internal benchmark assessments, the CELDT test and the Smarter Balanced Assessments. Faculty will meet regularly to analyze data and implement improvement plans, specifically for subgroups such as ELs. Students identified as ELs will have goals and plans written into their Learner Profile and teachers and families will check in regularly on progress.

The School Site Council, which contains members from all community members, will receive reports regarding student achievement measures listed above, as well as specific data regarding the performance of LEP students. The charter school's Board of Directors also receive regular reporting regarding EL progress.

Promote parental and community participation in programs for ELs

Parents of EL students will participate in creating the Learner Profile, and will be updated 2-4 times yearly. We also conduct home visits to support parents in helping their students succeed. Parents are informed of progress via Learner Profile updates and gradebook updates, as well as a regular newsletter and regular parent meetings with the principal. Finally, we have a wide array of parental involvement activities, from volunteering to our Parent Leadership team.

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>DCP has one college track for all students and has built and continues to refine a strand of courses which hold high academic standards for all students while providing LEP students the language supports they require. In and out of the classroom, DCP also works to build grit and perseverance, based on the community's values of Ganas (desire), Orgullo (Pride), and Comunidad (Community).</p> <p>In accordance with the California Framework for ELA/ELD, DCP will be supporting its English learners through a combination of integrated and explicit English language development approaches and strategies.. Integrated support of ELs weaves throughout the day using a variety of techniques (e.g. GLAD strategies), particularly during small group instruction and opportunities for academic discourse.</p> <p>Research indicates that the most powerful learning environments for ELs are those that foster high levels of interaction and meaningful engagement in the context of intellectually challenging content. The ideal learning environment for EL students is one where teachers: facilitate a learning environment that is interactive, engaging, meaningful, relevant, and intellectually challenging with high-levels of meta-cognition, ensure appropriate scaffolding in order to moves the student to independence, value and build on home language and culture and other forms of prior knowledge in order to make connections, and build both academic English and content knowledge.</p> <p>Teachers and staff at the charter school work in Professional Learning Communities where they are supported to learn and implement instructional strategies that support the highest levels of engagement and rigor. Teachers work in teams to identify language challenges in core content, develop strategies to address the challenges, regularly discuss student work, and reflect on the effectiveness of their instruction. They regularly receive coaching from school leaders as well as the Director of Instructional Development and frequently engage in reflective self-evaluation using data to support effective instruction of ELs. A sampling of the instructional strategies that are implemented across all classrooms: collaborative, small group instruction , collaborative oral discussion with peers about text or content, classroom routines for</p>	<p>Director of Instructional Development</p> <p>July-September, 2016</p>	<p>Supplementary Classroom Materials for English, Science, and Social Studies Classrooms (leveled books targeted towards ELs)</p>	<p>\$19,273</p> <p>Instructional Materials</p>	<p>EL</p>

	<p>equitable and accountable conversation, questioning and discussion that promotes inference and explanation, acquiring the language of academic discourse, linguistic supports such as sentence frames and starters, use of language models, such as academic vocabulary walls, language frame charts, exemplary writing samples, or teacher language modeling (e.g., using academic vocabulary or phrasing), skill building related to mastery of academic English include summarizing, analyzing, extracting and interpreting meaning, evaluating evidence, composing, and editing.</p> <p>DCP believes that providing students with choice and creating significant time for teachers to engage in 1-on-1 and/or small group instruction are foundational approaches to skillful differentiation. This requires each classroom, particularly in English, Science, and Social Studies, to be highly print-rich environments with a wide selection of reading materials for students at all levels. ELs will have specific needs for literature and informational texts to be at instructional levels that support English Language Development. Teacher, admin, and the Director of Instructional Development will work together to supplement each classroom with texts that are more accessible to ELs, and that still align with grade level course content.</p> <p>There are various levels of progress monitoring for ELLs. On an annual basis, administrators, teachers and parents will analyze SBAC outcomes for ELLs and CELDT outcomes, including matched cohort growth and meeting of goals. Throughout the year teachers and administrators analyze benchmark scores in both ELA and Math, disaggregating data by language proficiency to monitor student growth and to develop targeted action plans. Teachers continuously assess students using the ELD standards as a guide to proficiency.</p>				
	<p>Provide high quality professional development DCP teachers will be trained explicitly in methods to differentiate instruction for ELs and in the ELD standards in order to teach ELs within the discipline and support language development.</p> <p>DCP has extended the work year for teachers that are new to the profession. Summer professional development will focus on how to design instruction that meets the needs of ELs, embed significant small group work into the instructional block, conduct and use formative assessments, and incorporate choice into the curriculum. Teachers who are new to the profession will receive four days of professional development prior to when returning staff begin. All other new hires will receive two days prior to when returning staff begin.</p> <p>While collaboratively planning curriculum, teachers within departments and grade levels will create explicit scaffolds for EL students and look for ways to differentiate</p>	<p>Director of Instructional Development</p> <p>Summer Practicum for New Teachers-July 28-29 New Hire Training: August 1-2 Ongoing PD:</p>	<p>Summer Professional Development for New Staff</p>	<p>\$14,400</p> <p>Stipends for new hires to extend work year into summer.</p>	<p>EL</p>

	<p>instruction and assessments. Teachers will continuously look for new, adaptive online programs to help EL students become proficient in English.</p> <p>All of the above is designed to enhance the ability of teachers to understand and use curricula, assessment measures (CELDT, online assessments and capstone projects), and instruction strategies (GLAD).</p> <p>Teachers also have designated PD days, some of which is dedicated to analyzing student achievement data, including that of ELs, in order to implement plans to improve it. We will also designate specific PD sessions to serve ELs.</p> <p>We believe that because teachers are engaged in ongoing and rigorous professional development that is consistent, scaffolded, and relevant to their everyday classroom practice, the high quality professional development that we provide will equip teachers with the essential skills they require to serve our most needy students – therefore having long-term lasting impacts on teacher performance in the classroom. Additionally, teacher evaluation and goals includes a teacher’s ability to engage and serve our English Language Learners measured by a variety of means.</p>	August 2016- May 2017			
C. Required for Year 2	<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>				
D. Required for Year 4	<p>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>				

*Please ensure the Needs Assessment is submitted if LEA is in improvement status Year 2 or beyond.

LEAs receiving or planning to receive Title III EL funding may include allowable activities.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>E. Allowable Activities</p> <p>Describe all allowable activities chosen by LEA relating to: Supplementary services as part of the language instruction program for EL students</p> <p>*Please see http://www.cde.ca.gov/sp/el/t3/ELprogrview.asp for a list of allowable EL activities</p> <p>The Director of College Success will collaborate with school administrators to work with parents to prepare them to support their children through high school and four-year college. A wide array of programs, including bilingual monthly presentations, student and family exhibitions, regular meetings regarding the Learner Profile, and a drop-in center that is always open to families and alumni are all directed toward collaborating with families in supporting their students.</p> <p>Our targeted and differentiated instruction, after school programs, and Saturday school are aimed at students who need support. A large percentage of students who are required to attend are English Language Learners.</p> <p>In the after school program, students receive one-on-one or small group instruction from their teachers, and students also receive both online, adaptive instruction.</p> <p>Students with IEPs who are ELs can receive push-in or pull-out instruction depending on their individual needs.</p> <p>The entire program design for DCP is based on serving students who will be the first in their families to go to college. Second language learners are more likely to be first generation college students.</p> <p>DCP conducts home visits for families to build relationship with families, and to increase communication and student success. We also provide leadership training for parents via a partnership with PACT. Finally, families are informed of student progress via the online grading system and regular meetings to update the Learner Profile and to set specific goals regarding language progress.</p> <p>The school holds regular parent meetings to encourage and support parents to be pro-actively involved in their child’s education. Parents are offered workshops</p>	See above			

	geared towards supporting their efforts to nurture their child’s path towards college completion. Academic language acquisition programs via online adaptive technology and small group instruction will be used as a supplement to classroom instruction for our most needy English Language Learners to accelerate the language acquisition process. All students have access to chromebooks in their ELA and math classes.				
F. EL Overall Budget		EL 2% for Administrative/Indirect Costs:		\$687	
		EL Estimated Costs Total:		\$34,360	

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> <p>*Please see http://www.cde.ca.gov/sp/el/t3/immprogrview.asp for a list of allowable Immigrant activities</p> <p>The bilingual clerk is the initial point of contact for immigrant students and families. The bilingual clerk, along with the other operations staff (Office Manager, Operations Manager, and Registrar) complete in intake of new families and will assist families in connecting to community resources.</p> <p>In addition, our College Success Team provides parent trainings that assist immigrant families in becoming oriented to the United States School system, both K-12 and postsecondary.</p>	Bilingual Clerk / Ongoing	Parent Training and Community Outreach	\$1979 Bilingual Clerk Salary	Immigrant
	H. Immigrant Overall Budget		Immigrant Administrative/Indirect Costs:		\$40 (2%)
		Immigrant Estimated Costs Total:		\$2019	