

2017–18 Title III ESSA Transition Plan

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.

CDS Code: 37 68338 6039812 LEA Name: Keiller Leadership Academy Fiscal Year: 2017-2018

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:	Persons Involved/Timeline (Optional)
Required Content	<p>Provide effective professional development</p> <ul style="list-style-type: none"> • Whole staff-PD on the ELPAC, integrated ELD, the ELD standards and the KLA ELD Report Card • Department/Grade level PD and collaboration time focused on integrated and designated ELD • Coaching by ELD Specialist on integrated and designated ELD lesson planning, implementation and assessment • Primary ELD Task Force to attend Bringing Integrated and Designated ELD to Life • Send ELD Specialist and ELD Task Force to outside trainings throughout the year as available
	<p>Implement effective programs and activities</p> <ul style="list-style-type: none"> • Evaluate LTEL reading levels and provide reading support through SIPPS and guided reading • Secondary ELs have a designated ELD section, in which the curriculum ties to ELA using Amplify • Primary students have designated ELD provided by their classroom teacher connecting to science, writing and the Benchmark Advanced curriculum • All teachers use integrated ELD in creating their lessons, including accountable talk strategies • All teachers evaluate ELs using the ELD report card, which is aligned to the ELD standards
	<p>Ensure English proficiency and academic achievement</p> <ul style="list-style-type: none"> • Pull out groups with newcomer ELs • Designated ELD across grade levels • SIPPS and guided reading groups for ELs who are struggling readers • All English Learners are in a grade level humanities class in addition to their designated ELD

	<ul style="list-style-type: none"> • Teachers evaluate ELs three times per year on ELD report card • Maintaining and tracking English learner data in Illuminate, including EL report card data, CELDT and ELPAC scores, grades, and other test scores. 	
	<p>Promote parent, family, and community engagement in the education of ELs</p> <ul style="list-style-type: none"> • ELAC meets 4 times per year • ELAC creates questions for the Needs Assessment annually • Reclassification Celebration • ELAC involvement in the LCAP • Continue the Latino Family Literacy Project • Encourage attendance to school-wide, monthly Parent Series 	

LEAs receiving or planning to receive Title III EL funding may include allowable activities.		Persons Involved/Timeline
Other 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> <p>*Please see http://www.cde.ca.gov/sp/el/t3/allowablecosts.asp for a list of allowable EL activities</p> <ul style="list-style-type: none"> • Maintenance of full time EL Specialist- time and work on coaching and developing and facilitating additional professional development • Reading intervention work with LTELs 	

Plan to Provide Services for Immigrant Students

Please complete this table if the LEA is receiving or planning to receive Title III Immigrant funding.		Persons Involved/Timeline
Allowable Activities	<p>Describe all allowable activities chosen by LEA relating to: Enhanced instructional opportunities for immigrant children and youth</p> <p>*Please see http://www.cde.ca.gov/sp/el/t3/allowablecosts.asp for a list of allowable Immigrant activities</p> <p>N/A</p>	N/A