

Annual Title III Local Plan Update 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: Keiller Leadership Academy **CDS Code:** 37 68338 6039821 **Fiscal Year:** 2018-2019

Plan to Provide Services for English Learner (EL) Students

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

How will the LEA:	Persons Involved/Timeline (Optional)
Provide effective professional development <ul style="list-style-type: none"> • PD on ELPAC for teachers who teach English Learners • Whole-staff PD on the ELD standards • Summer PD for primary teachers for designated ELD training and planning time • 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 • Send ELD Specialist and ELD Task Force to outside trainings throughout the years as available (Jeff Zwiers, ELPAC Institute, etc.) • 	
Implement effective programs and activities <ul style="list-style-type: none"> • Provide SIPPS and guided reading intervention to LTEL students who score low in the reading domain • Use Amplify ELD for EL students in secondary which ties to their ELA curriculum • Designated ELD lessons tied to Amplify Science and Benchmark ELA in primary • All teachers use ELD in creating their lessons, including accountable talk strategies • All teachers evaluate ELs using the ELD report card using the ELD standards 	
Ensure English proficiency and academic achievement <ul style="list-style-type: none"> • Newcomer EL pull out groups and monitor reading progress • Monitor English learners for years it takes to reach RFEP • All English learners are in a grade level humanities class in addition to their designated ELD • Teachers reflect on data from ELD report card • Maintaining EL data in Illuminate including report card data, ELPAC scores, grades and other test scores and monitoring EL progress through the LCAP 	

How will the LEA:	Persons Involved/Timeline (Optional)
Promote parent, family, and community engagement in the education of English learners <ul style="list-style-type: none"> • ELAC meets 4 times per year • ELAC creates questions for the annual LCAP Needs Assessment survey • ELAC helps create the LCAP • Parent workshops on reading and mathematics (6 week sessions) • Encourage EL parents to attend school-wide, monthly Parent Series workshops 	

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)
N/A	

Plan to Provide Services for Immigrant Students

Please complete the table below if the LEA is receiving or planning to receive Title III immigrant funding.*

*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 immigrant activities.

Describe all authorized activities chosen by LEA relating to: Enhanced instructional opportunities for immigrant children and youth.	Persons Involved/Timeline (Optional)

Describe all authorized activities chosen by LEA relating to: Enhanced instructional opportunities for immigrant children and youth.	Persons Involved/Timeline (Optional)
N/A	

California Department of Education, May 21, 2018