

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: 3667702000000 LEA Name: Etiwanda School District Fiscal Year: 2017-18

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. Provide ongoing and sustained professional development for teachers and administrators in ELA/ELD standards, literacy, designated instruction utilizing district adopted texts, and integrated instruction.</p> <p>Provide training in engagement strategies (Kagan) that promote language development.</p> <p>Provide professional development and classroom support in English Language Development to new teachers through the induction program.</p> <p>Provide training in the use of district adopted supplemental programs.</p>	<p>Professional development providers.</p> <p>Induction support providers.</p> <p>Consultant</p>
	<p>Implement effective programs and activities. The district’s Consolidated Program Coordinator and Professional Development Coordinator will work together to support teachers in providing quality integrated and designated instruction to augment the core program.</p> <p>Teachers will be provided with collaborative planning time to develop literacy and designated instruction for Universal Access that is aligned to academic standards for English Learners.</p> <p>Purchase supplemental programs and materials that enhance and intensify English Language acquisition for newcomers and students at risk of becoming long term ELs.</p>	<p>Consolidated Program & Professional Development Coordinators</p> <p>Administrative Leadership Team</p> <p>Consolidated Program Coordinator & Media Specialist</p>

	<p>Ensure English proficiency and academic achievement.</p> <p>Sites are held responsible for growth in English language proficiency and academic achievement of ELs. The California English Language Development Test/English Language Proficiency Assessment for California, California Assessment of Student Performance and Progress, and district formative assessments provide multiple measures to monitor student growth.</p> <p>Teachers will use multiple measures to identify EL focus students and develop action plans for additional language development and literacy support. Student progress will be monitored closely, and services adjusted as needed. School administrators will monitor the progress of focus students through regular diagnostic assessments and at goal meetings with the Superintendent.</p> <p>Students who are at risk of becoming long term ELs will be placed on an Individualized Learning Plan. Site Student Study Teams (SST) will assist in developing interventions and learning plans for Long Term English Learners (LTEL) and those who are at risk of becoming a LTEL.</p>	<p>Teachers, Site Administration & Superintendent</p> <p>Consolidated Program Coordinator & Site SSTs</p>
	<p>Promote parent, family, and community engagement in the education of English Learners.</p> <p>The Director of Pupil Services will provide school administrators and Academic Advisors/Assistants (intermediate school) with strategies and support for engaging English Learner families in the school and community activities.</p> <p>School administrators and Academic Advisors/Assistants (intermediate school) will provide outreach to families of English Learners to involve them in stakeholder input activities, family events, parent education opportunities, and other school programs and activities.</p> <p>Parents of English Learners are encouraged to participate through the English Learner Advisory Committee and District-level English Learner Advisory Committee.</p> <p>The district will communicate in primary languages in schools that have over 15% of the English Learner population speaking a common language. The district will utilize California Department of Education and supplemental program resources that have been translated into other languages.</p> <p>The Program Coordinator will develop a summer program utilizing district and community resources to assist and encourage parents in supporting their child’s English language development and academic achievement.</p>	<p>Director of Pupil Services, Site Administrators, Academic Advisors/Assistants</p> <p>Assistant Superintendent of Instruction</p> <p>EL Support Staff</p> <p>Consolidated Program Coordinator</p>

LEAs receiving or planning to receive Title III EL funding may include authorized activities.		Persons Involved/Timeline (Optional)
Other Authorized Activities	<p>Describe all authorized activities chosen by the LEA relating to: Supplementary services as part of the language instruction program for English Learner students.</p> <p>*Please see http://www.cde.ca.gov/sp/el/t3/authorizedcosts.asp for a list of authorized EL activities.</p>	

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 (Optional)
Authorized Activities	<p>Describe all authorized activities chosen by the LEA relating to: Enhanced instructional opportunities for immigrant children and youth.</p> <p>*Please see http://www.cde.ca.gov/sp/el/t3/authorizedcosts.asp for a list of authorized Immigrant activities.</p> <p>Provide students with supplemental programs, electronic tablets, and staff support to increase ELD proficiency and involvement in academics for newcomers.</p> <p>To provide greater access to the curriculum, provide additional assistance to staff and immigrant students by distributing and instructing in the use of tablets and newcomer support materials.</p>	<p>Consolidated Program Coordinator</p> <p>EL Support Staff</p>