

DJUSD EL PRIORITIES

2018 - 2020



Need for Additional Staff:

Migrant Learning Program

+

Titles I, II, III, IV, VI,	EL Master Plan & Spanish Immersion Master Plan

Need for Additional Staff:

EL Master Plan		& Spanish Immersion Master Plan		
English Learners	Migrant Learners	Immersion Programs	World Languages	Titles
Secondary Support	Individual Learning Plan	Articulation for Heritage Speakers	Task Force & Seal of Bi-literacy	Support for Native American Students

Roll of Teacher on Special Assignment

Classification &
Reclassification
Process

Forms &
Parent
Communication

State Survey
Data on
Changes

Professional
Learning Plan
for teachers



Testing/
Assessment

State SEAL of
bi-literacy

Individual
Learning plan for
Migrant Students

Articulation of
programs

Coordinate
Collaborations

MASTER PLAN TIMELINE: PROGRAM UPDATES

September – December 2018

District Updates & Needs Assessments

- CAASPP analysis
- State EL Classification & Reclassification Processes

October 2018 – March 2019

Program Planning

- Spanish Heritage Articulation K □ 12 and beyond
- Assets-based course articulation for EL students
- Individual Learning Plan for Migrant Students
- Plan for Classroom teachers to support ELS in access to core curricula
- Develop plan for systemic professional learning for teachers
- Build staff capacity for Designated & Integrated ELD

MASTER PLAN TIMELINE: COLLABORATIONS

September 2018 – June 2019

Collaboration & Planning with Colleagues to inform development of programs

- Specialists & Coordinators at each site
- Counselors
- Migrant Edu
- Special Edu

January – June 2019

Stakeholders Discuss Vision, Mission & Goals

- DELAC shared priorities (Jan 15 meeting)
- (April/May) ELAC shares site need assessment data with district office
- Review of DELAC & ELAC contributions, state initiatives, district goals.
- (June) EL specialists & coordinators discuss and draft Vision, Mission & Goals.

MASTER PLAN: RESEARCH, WRITING & REVIEW

September 2018 – June 2019

Research

- District needs
- State initiatives
- Community input

April 2019 – November 2019

Draft EL Master Plan

- EL specialists & secondary working group
- Reiterative process: each section shared for feedback and review.
- ELAC & DELAC feedback.

November 2019 – January 2020

Review & Approval

- ELAC & DELAC review & feedback
- January Board review & approval

PRIORITIES: 2018 - 2020

**Strengths Based Learning
Pride in Heritage
Languages And Cultures**

**Spanish Language
Program K-12
articulation**

**Academic Language
in Spanish**

**Close
Achievement/
Opportunity Gaps**

**EL students' access to
core curricula**

**Professional Learning
For Classroom Teachers**

DELAC NEEDS & GOALS

Needs: Current EL Priorities

Professional Learning

- Collaboration across sites
- Onsite? Mandatory?

Support student access & pathways.

Improve English level of EL students.

Student safety.

Close achievement gap with interventions.

Build capacity in current programs.

Goals: Future EL Conversations

- Ethnic Studies
- Math labs for EL students
- After school programs
- Computer programming
- Early morning reader group
- Parent engagement
- Teacher communication with parents
- CAFE PICE
- Looking at community partners
- SEAL at Chavez?

Develop new programs.

PRIORITIES: 2018 - 2020

**Strengths Based Learning
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**Professional Learning
For Classroom Teachers**

2018 – 2019 BUDGET

Total LCAP supporting EL students	\$1,596,285
LCFF	\$44,500
Supplemental	\$1,486,085
Other	\$65,700

Federal Funding	
Title III: EL	\$107,461
Title III: Immigrant	\$43,864
Title I	\$505,739

EL Specialists & Coordinators

EL Para-educators

Reading Specialists & Academic Intervention

Support Classes: STEEL & BRIDGE

DSH Academic Center Coordinator

DSH UCD tutors

Summer School

DELAC & ELAC

EL Admin

Professional Learning

- PLCS
- SEAL Program
- TOSA

FEDERAL FUNDING SOURCES

Title I: Academic Achievement

Closing the Achievement Gap

- English Learners
 - Migrant Students
 - Homeless Students
 - Low Socio-economic Status
 - At Risk Students
- (Unduplicated Students)

Title II: Professional Learning

Professional Learning

- Preparing, Training, and Recruiting High Quality Teachers and Principals

Title III: English Learner & Immigrant

Close Achievement Gap

- \$99 / student
- Student Interventions
- English Language Proficiency

Title IV: Students Supports

Student Support & Academic Enrichment

- Well-rounded education
- School conditions for learning
- Technology for digital literacy

2019 -20 Application for Funding

Application for Categorical Programs

To receive specific categorical funds for a school year the LEA must apply for the fund by selecting Yes. Only the categorical funds the LEA is eligible to receive are displayed.

* Title I, Part A (Basic Grant):
ESSA Sec. 1111 et seq.
SACS 3010

No Yes

* Title II, Part A (Supporting Effective Instruction):
ESEA Sec. 2104
SACS 4035

No Yes

* Title III English Learner:
ESEA Sec. 3102
SACS 4203

No Yes

* Title III Immigrant:
ESEA Sec. 3102
SACS 4201

No Yes

* Title IV, Part A (Student Support):
ESSA Sec. 1112(b)
SACS 4127

No Yes

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Return to List

Updates:

- ELAC Site Reports



Reclassification 2019:

2018-19: 117 Students
Reclassified



State Seal of Biliteracy (SSB):

2018-19: 170 Students Received SSB



Migrant Scholar Program:

- June 19-July 19th
- 40 Migrant Students
- Math, ELD, ELA, Music, Science, Robotics





Davis Joint Unified School District

Yesterday at 7:28 PM • 🌐

Tonight several DJUSD professionals were honored at the Yolo County School Boards Association 10th Annual Excellence in Education Awards. Congrats to the awardees!
#Love4DJUSDstaff Yolo County Office of Education

👍❤️ You, Heather Turner and 64 others

❤️ Love

💬 Comment

➦ Share



LCAP CHANGES

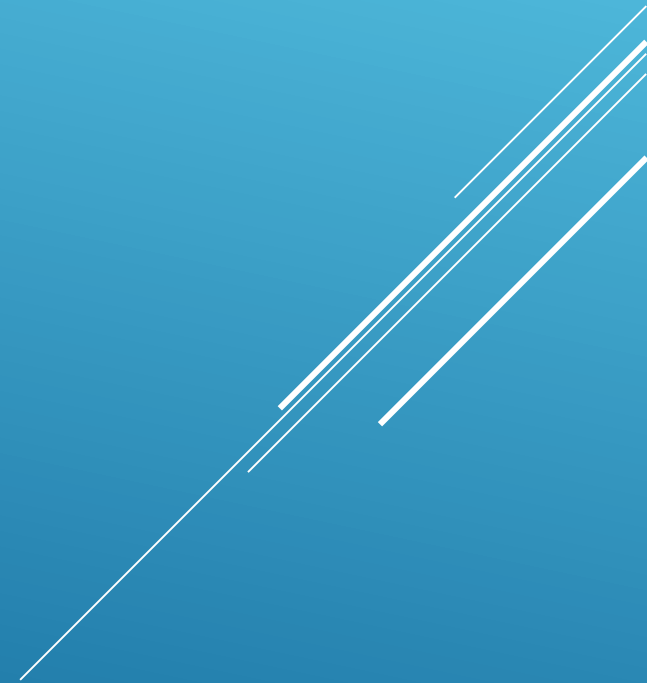
.2 EL Specialist for every 30 students

Para-educator and EL Coach support at secondary (2 FTE)


Intervention Specialist to support Homeless students

Increase funds to resource basic needs for students in poverty

Funding to research ethnic studies



EL MASTER PLAN VISION MISSION GOALS

1. Poll Everywhere
 2. Create an account
 3. Enter email: chelseale@djud.net
 4. Select Poll Chelseale466
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- A decorative graphic consisting of several parallel white lines of varying lengths, slanted upwards from left to right, located in the bottom right corner of the slide.