

DJUSD EL PRIORITIES

2018 - 2020



Need for Additional Staff:

| |
|-----------------------------------------|
| English Learner Program |
| Migrant Learning Program |

+

| | |
|-------------------------------------------|---------------------------------------------------------------------------|
| World Language | Immersion Programs |
| 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 | |

Role 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

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FEDERAL FUNDING SOURCES

Title 1 Academic Achievement

Closing the Achievement Gap

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

Title 2 Professional Learning

Professional Learning

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

Title 3 English Learner & Immigrant

Close Achievement Gap

- \$99 / student
- Student Interventions
- Comprehensive PL plan

Title 4 21st Century Innovation

Student Support & Academic Enrichment

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

LCAP CHANGES

.2 EL Specialist for every 30 kids

Para-educator EL support at secondary (1 FTE)

Intervention Specialist to support Homeless students

Increase funds to resource basic needs for students in poverty

Funding to research ethnic studies

2018 – 2019 BUDGET

| Total LCAP supporting EL students | \$1,596,285 |
|------------------------------------------|--------------------|
| LCFF | \$44,500 |
| Supplemental | \$1,486,085 |
| Other | \$65,700 |
| Title 3 EL | \$107,461 |
| Title 3 Immigrant | \$43,864 |
| Title 1 | \$505,739 |

| Budgeted Expenditures | Estimated Actual Expenditures |
|------------------------------|--------------------------------------|
| \$1,576,285 | \$1,177,514 |

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