

2022–23 Annual Title III Local Plan Update

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: 31-66803 LEA Name: Dry Creek Joint Elementary School District Fiscal Year: 2022-2023

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) |
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| <div style="display: flex;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg); background-color: #e0e0e0; padding: 5px; font-weight: bold; margin-right: 5px;">Required Content</div> <div style="flex-grow: 1; padding: 5px;"> <p>Provide effective professional development (EL Specific Professional Learning)</p> <p>The English Learner (Student Services) Department provides a variety of professional development opportunities to teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel. These opportunities emphasize the importance of addressing the needs of our English Learners.</p> <ul style="list-style-type: none"> Provide professional learning to build general education and EL teacher capacity to teach ELD strategies and to develop and design programs that meet the needs of English learners to include: ELD standards training, utilizing ELD OPTEL (DRAFT), and ELD instructional strategies and lesson development. Dry Creek Connections Academy will have a teacher continuing to provide support to English learners in the independent study, mainly virtual, program. Silverado will continue to have a dedicated EL teacher to assist in the program and increasing the English language acquisition of a growing student population of English learners. Heritage Oak and Quail Glen will have an EL Teacher dedicated to the sites. Support will be provided through ongoing site PD in the areas of integrated and designated ELD instruction and strategies for all staff during site staff meetings. Site administrators, site EL Coordinators and classroom teachers will be offered the opportunity to attend six sessions of EL RISE. (Centralizing the Needs of English Learners: </div> </div> | <p>Director of Student Services and Community Engagement, Classroom teachers, English learner teachers, Instructional coaches, Site and district administrators</p> <p style="text-align: center; margin-top: 20px;">GLAD trainers</p> |

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| | <p>English Language Development for Elementary Teachers and Administrators Institute) Each site EL teacher will monitor EL student progress, regularly communicate with EL students and parents, support ELPAC administration, and ensure correct EL student placement.</p> <ul style="list-style-type: none"> • Continue to provide GLAD training for grades K-8 teachers across the district for any teacher not previously trained. • English Language Proficiency Assessments for California (ELPAC) Administration and Scoring Training: The District’s EL teachers will attend administration and scoring training for the ELPAC Initial Assessment, the ELPAC Initial Alternate and the ELPAC Summative Assessment on an annual basis. Professional development for the ELPAC Initial and Summative Assessments will be provided to all EL site contacts, bilingual paraprofessionals and site instructional assistants. EL site contacts will then train their teachers and staff to support the assessment process. In December 2022, training for ELPAC summative assessment will be provided to staff. Administrators and teachers will also be instructed on how to analyze and use this data to modify instruction in the classrooms based on the assessment results. Additionally, teachers will be trained on understanding task types and the integration of EL standards in their lessons. • Training during the 2022-2023 school year. Topics will include ELPAC assessments, Reclassification, RFEP monitoring, student data analysis and reporting, secondary student placement, Special Education and Alternative Assessments. | |
| | <p>Implement effective programs and activities. (EL Program Above the Base)</p> <p>To meet the needs of English Learners (EL) students, Dry Creek Joint Elementary School District has developed and is implementing effective programs at school sites to align with ELA/ELD standards and improve student academic achievement.</p> <ul style="list-style-type: none"> • To meet the immediate needs of immigrant students (in the country 12 months or less), DCJESD has created support, including newcomer kits as well as each student receives a Chromebook with software to support language needs through coordinated funding utilizing the Supplement Grant, Title I and Title III funding. The program has scheduled support classes at Silverado Middle School and Antelope Crossing Middle School. EL Coordinators and Bilingual Instructional Assistants provide newcomer student and family orientations, connect students and families to vital community agencies and resources and assess the needs of students and families and work closely with the EL Department and school sites to provide services. | <p>Classroom teachers, Director of Student Services and Community Engagement, Director of Instruction and Professional Development, Instructional coaches, Site admin, EL coordinators and after school tutors</p> |

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| | <ul style="list-style-type: none"> • Maintain an English learner tutoring program to support identified students with additional time to learn before and after school as well as over the summer break. A newcomer refugee summer program was offered to K-5th grade Ukrainian refugees in order to support the transition to our community, the public education system in our district, English language development, and basic literacy skills. • Support classroom teachers with an English learner Instructional coach to develop best instructional practices and strategies in order to maximize student learning and performance. Continue to provide GLAD training for grades K-8 teachers across the district for any teacher not previously trained. Site EL Coordinators will work with site administrators to provide integrated and designated ELD instructional supports and coaching during staff meetings. | |
| | <p>Ensure English proficiency and academic achievement. (Assessment, Goal Attainment) Dry Creek Joint Elementary School District utilizes evidence-based strategies to provide effective language instruction to ensure English proficiency and academic achievement.</p> <ul style="list-style-type: none"> • Teachers will implement effective ELD instructional strategies rich in oral development as noted through classroom observations. Teacher lesson plans will state language development goals and strategies for students to practice productive and receptive skills as outlined in the Common Core State Standards (CCSS) for ELA and supported through the California ELD standards and ELA/ELD Framework. • Integrated and Designated ELD instruction will be implemented at the sites by multiple subject teachers and content specific teachers. The English language coordinators and instructional coaches will provide training for teachers to support the implementation of Integrated and Designated ELD instruction. • Teachers will work with their Professional Learning Community (PLC) at their school site. These PLC's will be comprised of teachers, counselors, administrators, support staff to utilize data reports to plan and deliver targeted interventions that provide opportunities for accelerated language development for Long Term English Learners (LTELs) in their various core subject matter areas. • English learner student data will be monitored by site principals and teachers with support | <p>EL coordinator, Site admin and GLAD trainers</p> |

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| | <p>from EL coordinators and Title I teachers. The data will include their English language fluency progress, SBAC and District Benchmark Performance data, At-Risk, Long Term English Learner (LTEL), and Reclassified Fluent English Proficient (RFEP) student progress. With the data, teachers will be able to make better instructional decisions and are expected to plan effective lessons for their English Learners. The data will also assist in monitoring EL student progress. Consistent monitoring of our programs will provide insight to the support needed for our EL, Long Term English Learner (LTEL) students to be more academically and linguistically successful.</p> | |
| | <p>Promote parent, family, and community engagement in the education of English Learners (Addressed in LCAP, in addition what else are TIII funds supporting)</p> <p>Dry Creek Elementary School District provides a variety of platforms to engage EL parents in a meaningful manner. Parents are provided engagement opportunities at the school site and district level to give feedback, input, and review program development. Translation and interpretation services are offered during these engagement opportunities to support family participation.</p> <ul style="list-style-type: none"> • Through the District English Learner Advisory Committee (DELAC) parents receive information about district EL programs, services and training to participate fully in their child’s education. Participating DELAC parent participants also provide input for the development of the EL Master Plan and the District Needs Assessment, and participate extensively in the development and monitoring of Local Control Accountability Plan (LCAP) activities. Site English Learner Advisory Committees (ELAC) send representatives to the DELAC and help bring sites important information about district programs and services benefiting EL students. At the sites, the ELAC members advise site administrators and the school site councils about the needs of their children and develop site level EL needs assessments. By participating in the DELAC and ELAC, parents collaborate closely with district and school staff and become parent leaders through their committee work. The district will continue offering support and information on the California Common Core State Standards (CCSS), California ELA/ELD Standards, Next Generation Science Standards, and English Language Proficiency Assessments for California (ELPAC), and the importance of school attendance. • Our district continues to offer Part 1 and Part 2 of Latino Family Literacy Project and middle school LFLP, Family Stories (similar to LFLP but offered to all cultures and use multicultural books), Parent English as a Second Language classes and Citizenship classes to help parents | <p>Classroom teachers, Director of Instruction, Director of Student Services, ELA coach, Site admin, EL coordinator</p> |

learn English as well as strategies to help their students in school. Many schools have an annual Cultural Fair that brings together the different cultures from the school site as well as exposure to other cultures. A pilot program increasing parent literacy and school connectedness was implemented in the 21-22 school year and program successes were shared with site leaders for future implementation.

- Our district and several sites also promote parent, family, and community engagement through communication delivered through multiple channels. Written communications are sent to homes about important district and site programs and events in a language that parents understand. DCJESD translates communication in many primary languages to support families. Communication goes out through newsletters, Twitter, Facebook, and School Messenger. Parents can also check through the parent portal to review their child's grades, attendance, and assignments. The Student Services and Community Engagement Department continues to provide translation services, additional support for English learners with 504s, IEPs, and for Student Success Team (SST) meetings. Our district will also continue to communicate with families regarding the state and local assessment administration and outcomes.
- Our district, schools, and teachers sponsor annual Back-to-School Night, Open House, School Site Council and Title I Meetings, Special Program Information Meetings or Parent Academy courses in order to share information and encourage parents to increase their participation.
- School sites will utilize available data on student demographics to learn more about the students they are serving at the site and in their classrooms. Sites work with families and community resources to learn more about the languages spoken in the home and culture of the families they serve in order to be more inclusive to our diverse student population. The information will be presented to classroom teachers and other site staff in order to deliver an understanding of current student population and the needs of families so that they feel supported and included in the educational process of their children.

| LEAs receiving or planning to receive Title III EL funding may include authorized activities. | | Persons Involved/Timeline (Optional) |
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| 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>Additional activities and services are embedded and documented on pages 4-5.</p> <ol style="list-style-type: none"> 1. Increase the English language proficiency of English learners by providing effective language instruction educational programs through the use of instructional software accelerators to include Lexia, Read Live, Google Text Help and PearDeck. 2. Instructional coaches will provide effective professional development through the use of district wide Professional Learning Institutes. 3. Provide activities and strategies that enhance educational programs for English learners which include parent, family and community engagement. <p>*Please see http://www.cde.ca.gov/sp/el/t3/authorizedcosts.asp for a list of authorized EL activities.</p> | <p>Interpreters, Site administration, Director of Student Services and Community Engagement</p> <p>Teachers, parents, Director of Student Services and Community Engagement, Assistant Superintendent of Ed Services, EL coordinator</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) |
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Authorized Activities

Describe all authorized activities chosen by the LEA relating to: Enhanced instructional opportunities for immigrant children and youth.

1. Increase supports for immigrant and refugee students with newcomer programs, including before and after school supports and summer program. Continue to provide supplemental programs and supports so that student may access a general education curriculum taught primarily in English while getting primary language access for content mastery and support.

(ONLY if you qualify and are taking immigrant funds—funds must specify supplemental supports for immigrant students)

*Please see <http://www.cde.ca.gov/sp/el/t3/authorizedcosts.asp> for a list of authorized Immigrant activities.