



Welcome to

DCJESD's English Learner Master Plan

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Goals & Objectives

The primary purpose of the Dry Creek Joint Elementary School District's English Learner Master Plan is to provide a clear statement of policies related to the development, implementation, and evaluation of English learner programs and services. The Master Plan also provides specific procedural guidelines for the identification, assessment, and placement of students; reclassification of students; notification and involvement of parents; the formation and functioning of the District English Learner Advisory Committee (DELAC) and site English Learner Advisory Committees (ELAC); the annual evaluation of English learner programs; and the use of state and federal funds for EL programs and services. We do:

- Ensure that English learners will achieve English language proficiency as quickly as possible.
- Promote the academic success of English learners.
- Develop cross-cultural awareness, appreciation of one's own culture and language, encouragement of bilingualism, and enhance positive self-esteem of English learners.
- Train instructional personnel to implement effective instructional programs and teaching strategies for English learners.
- Increase the level of parent and community awareness, involvement, and support in meeting the educational needs of English learners.



I. Initial Identification

Demographics

**English Learner Enrollment
by School Site and District**

	2018/19	2019/20	2020/21	2021/22	2022/23
Antelope Crossing	17%	15%	15%	13%	18%
Antelope Meadows	27%	24%	24%	18%	17%
Barrett Ranch	41%	36%	36%	37%	34%
Coyote Ridge	14%	15%	15%	21%	21%
Creekview Ranch	21%	20%	20%	16%	14%
Heritage Oak	5%	4%	4%	8%	7%
Olive Grove	28%	26%	26%	30%	7%
Quail Glen	6%	5%	5%	5%	4%
Silverado	4%	4%	4%	7%	7%
District Total	17%	16%	16%	16%	16%

**Languages Spoken in the District
School Year 2022-2023**

Language	# of Students	% of District	Language	# of Students	% of District
English	5022	75.17%	Bulgarian	3	.05%
Russian	361	5.58%	Telugu	2	.03%
Spanish	306	4.73%	Turkish	5	.08%
Ukrainian	206	3.18%	Indonesian	2	.03%
Punjabi	170	2.63%	Lao	3	.05%
Vietnamese	71	1.10%	Polish	2	.03%
Other Non-English languages	94	1.45%	Tamil	4	.06%
Rumanian	36	.56%	Amharic	4	.06%
Filipino (Tagalog)	41	.63%	Japanese	3	.05%
Arabic	54	.83%	Khmer (Cambodian)	1	.02%
Hindi	41	.63%	Korean	1	.02%
Farsi (Persian)	122	1.88%	Portuguese	10	.15%
Mandarin (Putonghua)	14	.22%	Thai	5	.08%
Cantonese	7	.11%	Greek	1	.02%
Urdu	11	.17%	Hungarian	1	.02%
Uzbek	9	.14%	Italian	3	.05%
Armenian	9	.14%	Kannada	1	.02%
Pashto	27	.42%	Kikuyu (Gikuyu)	1	.02%
Serbo-Croatian (Bosnian, Croatian, Serbian)	5	.08%	Mien (Yao)	1	.02%
German	3	.05%	French	2	.03%
Tigrinya	4	.06%	Nepali	1	.02%
Hmong	7	.11%	Ilocano	2	.03%
Burmese	1	0.2%	Kurdish	2	.03%

*Total number of students in district: 6845

**Ethnic Makeup of the District
School Year 2022-2023**

Ethnicity	Percentage of Students
American Indian or Alaska Native	4.13%
Asian Indian	3.02%
Black or African American	8.23%
Cambodian	0.12%
Chinese	0.62%
Filipino	2.93%
Guamanian	0.30%
Hawaiian	0.41%
Hmong	0.32%
Japanese	0.39%
Korean	0.44%
Laotian	0.18%
Other Asian	8.92%
Other Pacific Islander	1.61%
Samoan	0.06%
Vietnamese	1.02%
White	67.1%
Unknown or Decline to State	0.23%

*Total number of students in district: 6845

Home Language Survey

The Home Language Survey (HLS) is completed upon initial enrollment into California schools.

1. Which language did your child learn when he/she first began to talk?
2. Which language does your child most frequently use at home?
3. Which language do you (the parents or guardians) use most frequently to speak with your child?
4. Name the language most often spoken by the adults at home.

Students for whom there is at least one response other than English to questions 1, 2 or 3 are designated as having a primary language other than, or in addition to, English, and must be assessed with the Initial ELPAC within thirty calendar days of enrollment. The completed HLS is retained in the school's student information system (SIS).

Initial Assessment

English Language Proficiency Assessments of California (ELPAC)

New students from other states are tested within 30 days of their enrollment into California schools.

Initial Levels	Initial Descriptions
Initial Fluent English Proficient (IFEP)	Students at this level have well developed oral and written English skills. They can use English to learn and communicate in meaningful ways. They may occasionally need help using English.
Intermediate English Learner	Students at this level have somewhat to moderately developed oral and written English skills. They may sometimes be able to use English to learn and communicate in meaningful ways. They may need some help to communicate about familiar topics in English and more help on less familiar topics.
Novice English Learner	Students at this level have minimally developed oral and written English skills. They may be able to use known words and phrases to communicate meaning at a basic level. They may need substantial help using English.

Annual (Summative) Assessment

Students who have been previously identified as English learners are tested annually with the ELPAC Summative Assessment between February 1 and May 31.

What is the ELPAC?





The Summative English Language Proficiency Assessments for California (ELPAC) measures student progress toward meeting the California English Language Development Standards (ELD Standards), which describe the English language skills that students need to succeed in school.

The Summative ELPAC:

- Is given each spring to students who have been identified as English learners
- Includes questions about Listening, Speaking, Reading, and Writing

Your child's ELPAC results:

- Are one measure of English proficiency that should be viewed with other available information, such as classroom tests, assignments, and grades
- Can be used to help talk to your child's teacher about your child's progress in English language development
- Can be used to determine if a student is ready to be reclassified as fluent English proficient (RFEP)

ELPAC Levels		What Students Can Typically Do at Each Level
LEVEL 4		Students at this level have well developed English skills. <ul style="list-style-type: none"> • They can usually use English to learn new things in school and to interact in social situations. • They may occasionally need help using English.
LEVEL 3		Students at this level have moderately developed English skills. <ul style="list-style-type: none"> • They can sometimes use English to learn new things in school and to interact in social situations. • They may need help using English to communicate on less-familiar school topics and in less-familiar social situations.
LEVEL 2		Students at this level have somewhat developed English skills. <ul style="list-style-type: none"> • They usually need help using English to learn new things at school and to interact in social situations. • They can often use English for simple communication.
LEVEL 1		Students at this level are at a beginning stage of developing English skills. <ul style="list-style-type: none"> • They usually need substantial help using English to learn new things at school and to interact in social situations. • They may know some English words and phrases.

The four ELPAC levels shown above describe what students at each level on the ELPAC can typically do in English. The table below shows how these four ELPAC levels relate to the three proficiency levels described in the ELD Standards.

ELPAC Levels	Level 1	Level 2	Level 3	Level 4
ELD Standards Proficiency Levels	Emerging — requires substantial linguistic support	Expanding — requires moderate linguistic support	Bridging — requires light linguistic support	

How can I help my child?

- Read to your child, or have your child read to you, on a regular basis.
- Use pictures and ask your child to tell you what he or she sees in the picture or what is happening in the picture.
- Provide your child with opportunities to use language outside of school.
- Talk to your child's teacher about your child's Listening, Speaking, Reading, and Writing skills to help support your child's progress.

Initial Identification continued...

Parent Notification of Assessment Results & Program Placement

Parents are notified of test results within 30 calendar days. Parents of English learners also receive information about their right to request a waiver for alternative programs (bilingual education) and other information required by state and federal regulations. Parents are involved in their student's reclassification review process. Once the review process is complete the school will file the signed reclassification review form in the student's cumulative folder.

[ELPAC Annual Parent Notification Letter](#)

Alternative Language Assessments for Students with Disabilities

Each English learner with disabilities is to be assessed for English language development using accommodations, modifications, or alternative assessments for the ELPAC as specified in the student's IEP or 504 plans. [Matrix Four](#) (California Department of Education)

II. Correction of Classification

The home language survey (HLS) is completed once by the parent or guardian at the time the student is initially enrolled in a California public school. If the HLS is completed incorrectly, the parent or guardian may make a request to change it prior to the local educational agency (LEA) administering the English Language Proficiency Assessments for California (ELPAC), specifically the Initial ELPAC or the Initial Alternate ELPAC. However, once a student is identified as an English learner (EL) on the basis of the results of the Initial ELPAC or Initial Alternate ELPAC, and the student has been administered the Summative ELPAC or Summative Alternate ELPAC, revising or correcting the HLS is no longer allowable unless there was an administrative error. Note: The LEA coordinator and California Longitudinal Pupil Achievement Data System (CALPADS) coordinator must collaborate to make any necessary changes to a student's language classification.

Per ELPAC regulations (California Code of Regulations, Title 5, Section 11518.20, available on the California Office of Administrative Law California Code of Regulations Subchapter 7.6 web page at <https://bit.ly/2BaCcTI>), there are three correction of classification processes below that can be used to correct a student's current English Language Acquisition Status (ELAS).

CORRECTION PROCESS A

Correction Process A is used when a student is classified as English only (EO) on the basis of the results of the HLS. The correction to a status from “EO” to “to be determined” (TBD) is made if:

- The LEA has an indication that the student has a language other than English.
- The student is unable to perform classwork in English.

The LEA must collect and review evidence* to determine whether the student should be administered the Initial ELPAC or Initial Alternate ELPAC. The CALPADS coordinator should enter correction code 1 (Evidence of Non-English Primary Language) in the ELAS correction field and correct the student’s ELAS to TBD. The student will then be eligible to take the Initial ELPAC or Initial Alternate ELPAC in order to identify the student as an EL or initial fluent English proficient (IFEP).

Correction	CALPADS Code	Notes
EO to TBD	1 (Evidence of Non-English Primary Language)	This correction should only be used prior to taking the initial ELPAC of Initial Alternate ELPAC

CORRECTION PROCESS B

Correction Process B is used if an LEA administers the Initial ELPAC, Initial Alternate ELPAC, Summative ELPAC, or Summative Alternate ELPAC to a student who is not eligible to be assessed. For example, the LEA makes an administrative error, assigning TBD to a student who is EO. The student is incorrectly administered the ELPAC. The evidence of administrative error is based on a review of the original HLS upon first enrollment. The CALPADS coordinator should enter correction code 4 (Ineligible Student Tested) in the ELAS correction field.

Correction	CALPADS Code	Notes
EL to EO or IFEP to EO	4 (Ineligible Student Tested)	This correction should only be used for administrative errors.

CORRECTION PROCESS C

Correction Process C is used if a parent/guardian or certificated employee of the LEA requests a review of the student’s classification on the basis of the results of the Initial ELPAC or Initial Alternate ELPAC. LEAs must collect evidence* to support or deny a request to correct the classification of a student. This process must occur before the first administration of the Summative ELPAC or Summative Alternate ELPAC. Correction Process C can be used if the student was timid during the Initial ELPAC or Initial Alternate ELPAC administration and is classified as an EL, but further evidence is collected that demonstrates the student’s ability to listen, speak, read, and write in English in the classroom. The LEA CALPADS coordinator should enter code 5 (Evidence for EL or IFEP) in the ELAS correction field.

Correction	CALPADS Code	Notes
EO to TBD	1 (Evidence of Non-English Primary Language)	This correction should only be used prior to taking the Summative ELPAC or Summative Alternate ELPAC. Evidence* must be collected to support the correction.

***EVIDENCE:**

When making any decision to correct an ELAS, LEAs must collect and review locally-determined evidence to support their decisions. Evidence shall include:

- Results of the HLS
- Results of the assessment of the student’s proficiency in English, using an objective assessment instrument, including, but not limited to, the Initial ELPAC or Initial Alternate ELPAC
- Parent or guardian opinion and consultation results
- Evidence of the student’s performance in the LEA’s adopted course of study and the student’s English Language Development, as applicable, obtained from the student’s classroom teacher and certificated staff with direct responsibility for teacher or placement decision

III. Reclassification

Reclassification is the process that determines whether an English learner should be reclassified as Fluent English Proficient (RFEP). Reclassification relies on evidence demonstrating that the student has achieved a level of English proficiency comparable to that of average native speakers of English. Reclassification policies and procedures are aligned with California Department of Education guidelines. Multiple criteria are utilized to establish that the student is ready to be reclassified. This criteria includes comparison of the performance in basic skills against the performance of English proficient students of the same age,

which demonstrates whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for a student of the same age whose native language is English.

The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. The district’s exit (reclassification) criteria are listed on the following page.

Exit (Reclassification) Criteria

Required Criteria (California Education Code [EC] Section 313 [f])	LEA Criteria – K-3	LEA Criteria – 4-8
English Language Proficiency Assessment	ELPAC - Overall 4 Alternative Language Assessment – Overall Performance Level 3, Fluent English Proficient	ELPAC - Overall 4 Alternative Language Assessment – Overall Performance Level 3, Fluent English Proficient
Teacher Evaluation	ELA Majority of Assessments/Essential Standards: 6-8 Overall 75% K-5 Near Target or Target	ELA Majority of Assessments/Essential Standards: 6-8 Overall 75% K-5 Near Target or Target
Parental Opinion and Consultation	Consultation through Reclassification Process	Consultation through Reclassification Process
Demonstration of Basic Skills	District Literacy Assessments – Benchmark/Proficiency or Above on District Literacy-Comprehension Assessment	CAASPP ELA - 3 or 4 or Above 2500 4th-8th Grade CAA ELA 4th-8th Grade CAASPP scores within the Average grade level of District OR benchmark proficiency or above 4th = 2434 5th = 2474 6th = 2513 7th = 2543 8th = 2576

Reclassification Follow-up Requirements

Reclassified students' progress will be monitored by school-wide assessment data for a minimum of two years to ensure his/her academic success. Student progress will be monitored through analysis of schoolwide Language Arts performance. DCJESD ensures that each RFEF student who is not sustaining adequate academic progress will receive targeted support and intervention services.



Observation Protocol for Teachers of English Learners (OPTEL)

Student Name:

Grade Level:

Teacher Name:

IEP: Yes No

504 Plan: Yes No

ELPAC Level:

This document fulfills requirements in EC 313(f)(2) for the teacher evaluation component of the statewide reclassification criteria. This form may also be used as a tool for formative assessment and ongoing consultation with parents/guardians.

Description of Receptive Skills: Listening and Reading Comprehension (Select one descriptor from the choices below)

Aligned ELD Standards: PI.A.1–4, PI.B.5–8, PII.A.1–2, PII.B.3–5, PII.C.6–7

- Level 1 (Emerging: Grade appropriate with substantial linguistic support needed)** The student **rarely** exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers. Only with substantial teacher support can the student construct meaning when reading abstract grade-appropriate texts. The student seldom comprehends conversations and discussions unless linguistic supports are provided.
- Level 2 (Early–Mid Expanding: Grade appropriate with moderate linguistic support needed)** The student **sometimes** exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers. With moderate teacher support, the student can construct meaning when reading abstract grade-appropriate texts, but not yet at a level of parity with English proficient grade-level peers. The student occasionally comprehends conversations and discussions, and relies on linguistic supports.
- Level 3 (Late Expanding–Early Bridging: Grade appropriate with light linguistic support needed)** The student **often** exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers. With light teacher support, the student can construct meaning when reading abstract grade-appropriate texts at a level of parity with English proficient grade-level peers. The student often comprehends conversations and discussions with increasing grade-appropriate vocabulary and sometimes relies on linguistic supports.
- Level 4 (Mid–Late Bridging: Grade appropriate with minimal linguistic support needed)** The student **consistently** exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers. The student independently constructs meaning when reading abstract grade-appropriate texts at a level of parity with English proficient grade-level peers, with occasional teacher support. The student consistently comprehends conversations and discussions with increasing grade-appropriate vocabulary and rarely relies on linguistic supports.

Instructional Setting(s) in which the student was observed:

ELA/Literacy ELD Mathematics Science History/Social Science Other:

Interaction Type (Choose all that apply):

Whole Group (one-to-many) Small Group (one-to-group) Pairs (one-to-one) Other:

What did you consider in selecting this level? You may attach supporting documentation.

DRAFT

Description of Expressive Skills: Speaking and Writing (Select one descriptor from the choices below)

Aligned ELD Standards: PI.A.1–4, PI.C.9–12, PII.A.1–2, PII.B.3–5, PII.C.6–7

- Level 1 (Emerging: Grade appropriate with substantial linguistic support needed)** The student **rarely** expresses thoughts and ideas in speaking and writing at a level of parity with English proficient grade-level peers without significant support. Only with substantial teacher support can the student use grade-appropriate content-based terms. The student demonstrates frequent errors in grammar usage. The student seldom expresses grade-appropriate ideas in writing and frequently relies on linguistic supports in order to express ideas effectively in oral and written English.
- Level 2 (Early–Mid Expanding: Grade appropriate with moderate linguistic support needed)** The student **sometimes** expresses thoughts and ideas in speaking and writing at a level of parity with English proficient grade-level peers. With moderate teacher support, the student uses grade-appropriate content-based terms and proper grammar nearing, but not yet at a level of parity with English proficient grade-level peers. The student occasionally expresses grade-appropriate ideas in writing with emerging grade-appropriate vocabulary, and relies on linguistic supports to express ideas effectively in oral and written English.
- Level 3 (Late Expanding–Early Bridging: Grade appropriate with light linguistic support needed)** The student **often** expresses thoughts and ideas in speaking and writing at a level of parity with English proficient grade-level peers. With light teacher support, the student uses grade-appropriate content-based terms and proper grammar at a level of parity with English proficient grade-level peers. Student often expresses grade-appropriate ideas in writing with increasing grade-appropriate vocabulary and sometimes relies on linguistic supports to express ideas effectively in oral and written English.
- Level 4 (Mid–Late Bridging: Grade appropriate with minimal linguistic support needed)** The student **consistently** expresses thoughts and ideas in speaking and writing at a level of parity with English proficient grade-level peers. The student independently uses grade-appropriate content-based terms and proper grammar at a level of parity with English proficient grade-level peers. The student consistently expresses grade-appropriate ideas in writing with original grade-appropriate vocabulary and rarely relies on linguistic supports to express ideas effectively in oral and written English.

Instructional Setting(s) in which the student was observed:

ELA/Literacy ELD Mathematics Science History/Social Science Other:

Interaction Type (*Choose all that apply*):

Whole Group (one-to-many) Small Group (one-to-group) Pairs (one-to-one) Other:

What did you consider that led you to mark this level? You may attach supporting documentation.

*The section below is **required** when documenting parent consultation occurred regarding this student's reclassification from English learner to Fluent English Proficient status, per EC 313(f)(3).*

I, (*enter name*), agree/ disagree(*check one*) the student routinely demonstrates fluent English proficiency in order to access grade-level content instruction delivered in English with minimal linguistic support.

Signature: Title: Date:

I was consulted, discussed, and gave my opinion regarding the information provided to me about my child's English language proficiency status. I was provided the opportunity to participate in the decision to reclassify my child from English learner to Fluent English Proficient.

Parent/Guardian Signature: Date:

DRAFT

IV. Instructional Program Placement & Description

English Learner Services

Dry Creek Joint Elementary School District establishes and implements instructional programs that enable English learners to develop full proficiency in their use of the English language, which in turn provides them with access to the core curriculum and rigorous academic language.

For the purpose of ensuring receipt of appropriate instructional services in any instructional setting, students will be placed in one of the following three programs:

- **Structured English Immersion (SEI)**, is designed to promote the rapid and effective acquisition of English for students who have not yet developed “reasonable fluency” and lack the foundational skills to succeed in an English Language Mainstream Classroom. Teachers utilize curriculum and instructional practices appropriate to each student’s level of English language proficiency to promote access to the core curriculum.
- **Alternative Bilingual Education Program** is instruction in the student’s primary language. An alternative program is offered when there are 20 students in a given grade level with approved waivers. In cases where the waiver is denied, the parents/guardians must be informed in writing of the reason(s) for denial, and advised of the procedures to appeal the decision.

- **Integrated and Designated English Language Development**

English learners at all English proficiency levels and at all ages require **both** Integrated ELD **and** specialized attention to their particular language learning needs, or Designated ELD

Designated ELD is defined as instruction provided during a time during the regular school day for focused instruction on the state-adopted ELD standards to assist English learners to develop critical English language skills necessary for academic content learning in English.

Integrated ELD is defined as instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. Integrated ELD includes specifically designed academic instruction in English.

English Language Development (ELD) and Specially Designed Academic Instruction (SDAIE) may take place in any setting. DCJESD is committed to providing English learners with high-quality instruction that adheres to four basic design principles;

- * Instructional programs will establish high expectations for all students;
- * Program models will reflect the use of research-based practices;
- * All programs will provide students with a rigorous instructional program designated to accelerate learning and develop academic English;
- * All programs meet grade-level content standards.





PARENTAL INVOLVEMENT

PARENT ADVISORY COMMITTEES

ENGLISH LEARNER ADVISORY COMMITTEE (ELAC)

ELAC is a committee comprised of parents, staff, and community members specifically designated to advise school officials on English learner program services. The purpose of the ELAC is to inform parents of English learners of the educational programs and reclassifications criteria, gather recommendations for the schools' English learner programs, and advise the School Site Council on the SPSA (Single Plan for Student Achievement). ELAC meetings are open to the public, all parents are encouraged to attend.

LEGAL REQUIREMENTS

Each California public school, grades TK through 12, with 21 or more English learners, must form an English Learner Advisory Committee (ELAC). The minutes of the ELAC meeting must reflect the following.

1. Composition:

Parents of English learners comprise at least the same percentage of the ELAC membership as English learners constitute of the school's total student population. Other members of the ELAC can be parents/guardians, school staff, and/or community members as long as the minimum percentage requirement for EL parents is maintained.

2. Elections:

Parents or guardians of English learners must have an opportunity to elect the parent members to serve on the ELAC or subcommittee. Each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC). Parents, members may elect ELAC officers, but these are not mandatory by law.

3. Training of English Learner Advisory Committee:

Appropriate training and materials are provided to assist each member in carrying out his/her legally required advisory responsibilities. Training is planned in full consultation with ELAC members.

4. Responsibilities:

The ELAC shall be responsible for advising the principal and staff on programs and services for English learners and the School Site Council on the development of the Single Plan for Student Achievement (SPSA). The ELAC shall assist the school in the development of the school's needs assessment and ways to make parents aware of the importance of regular school attendance.

DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE (DELAC)

DELAC is a district level committee comprised of parents, staff, and community members designated to advise district officials on English learner programs and services. The purpose of the DELAC is to inform parents of English learners of the educational programs and reclassification criteria, gather recommendations for the District’s EL programs and advise the District and School Board regarding the Local Control Accountability Plan and the District English Learner Master Plan. Each school’s ELAC shall have the opportunity to elect at least one of its members to be a site representative DELAC member at the first ELAC meeting. Schools inform the District English Learner Program Coordinator of the site’s DELAC representative(s). The representative(s) attend a series of three to four DELAC meetings throughout the year, and share pertinent information with the site ELAC committee. DELAC representatives are also asked to share information from their site ELAC committees with DELAC, to facilitate two-way communication. Parents or guardians of English learners shall constitute the majority membership (51 percent or more) of the committee. The District English Learner Program Coordinator serves as the District liaison to the DELAC, assisting with agenda preparation, distribution of meeting notices, preparation of meeting minutes notices, preparation of meeting minutes, and all communications pertaining to the DELAC.

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LEGAL REQUIREMENTS

Since Dry Creek Joint Elementary School District (DCJESD) has 51 or more English learners enrolled, DCJESD is required to establish a functioning District English Learner Advisory Committee (DELAC) or subcommittee of an existing district committee, and the minutes of the DELAC meetings must reflect the following.

1. The committee has had the opportunity to advise the district governing board on the following tasks:
 - Development of a district master plan including policies guiding consistent implementation of an EL educational program that takes into consideration each school’s Single Plan for Student Achievement (SPSA);
 - Conducting a district-wide needs assessment on a school-by-school basis;
 - Establishment of a district EL program, goals, and objectives for services provided to English learners;
 - Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements;
 - Be informed about and provide feedback on the Consolidated Application (Con App) and the LCAP;
 - Review and comment on the written notifications required to be sent to parents and guardians;
 - Review and comment on the District’s reclassification procedures.
2. Committee members have received training materials and training, which will assist them in carrying out their required advisory responsibilities, and is planned in full consultation with the committee members.

PARENT ADVISORY COMMITTEES

The District and school sites will promote parental and community participation in programs for English learners, and support parents assisting their children with their academic success and advocating for their children within the schools and community. Dry Creek Joint Elementary School District encourages parents to participate in a variety of activities offered, such as:

- Back to School Nights
- Open House Nights
- Middle School/High School Parent Information Nights
- Parent Academies (education and training workshops) on topics such as vaping, screen time, social emotional issues, parent involvement in school, etc.
- Daddy-Daughter Dinner Dance
- Muffins with Moms
- Donuts with Dads
- DELAC/ELAC
- End of the Year Barbecues
- LCAP Community Forum
- School Site Council
- Adult ESL Classes
- Family Math, Literacy, and Coding Programs
- Site Parent Volunteer Programs
- Elementary/Middle School Math Nights
- Parent Volunteer Celebrations
- Starstruck
- College Parades
- Class Parties
- Family Picnics
- Docent Programs
- School Plays
- World Fair
- Coffee with Counselors and Principals
- Other School/District Activities
- Parent Teacher Association (PTA) / Parent Teacher Student Association (PTSA)

MULTICULTURAL COMMUNITY RESOURCES

- [Latino Leadership Council](#)
2945 Bell Road #274
Auburn, CA 95603
503.333.3283

PLACER COUNTY FAMILY LITERACY PROGRAM:

- [Literacy Support Council of Placer County](#)
P.O. Box 5291
Auburn, CA 95604-5291
530.886.4530

ROCKLIN LIBRARY:

- **Super Reader Training Camp** (for ages 3-6): Teen-led literacy skills practice using stories and games. Tuesdays, 4:00 - 5:00 p.m. No reservations necessary. 916.624.3133
- **ESL Conversation Club**: Practice English-speaking skills, learn about American culture, get to know the community, and meet people from other cultures and countries. 11:00 a.m. – 12:30 p.m., every Tuesday. Angela Perrin, 530.886.4530

[Rocklin Library](#)
4890 Granite Drive
Rocklin, CA 95677
library@placer.ca.gov

ROSEVILLE DOWNTOWN LIBRARY:

- **Conversation Club**: Ages 18+. Practice English as a second language. Drop-in. Free. Two moderators present who give topics and use targeted conversation to facilitate using English. Tuesdays and Thursdays, 11:15 a.m. – 12:30 p.m.

[Roseville Library, Downtown](#)
311 Vernon Street
Roseville, CA 95678
916.774.5221

ROSEVILLE JOINT UNION HIGH SCHOOL DISTRICT:

- English Learner Services - Juanita Saldana, Coordinator of English Learner Support and Intervention. 916.786.5181 x 1364, jsaldana@rjuhsd.us
- **WOODCREEK HS**:
Veronica Ruiz
Counselor
EL Coordinator, Woodcreek High School
916.771.6565 x 4024
vrui@rjuhsd.us

- **Project GET:** Mentor program. Seniors and juniors mentor younger EL students. Ms. Lisa Edmisten, Project GET Coordinator. 916.771.6565 x 4122. ledmisten@rjuhsd.us
- **Conversation Cafes:** One time per month. Celebrate particular culture, share authentic food.
- **Spanish Storytime:** Once a month the high schoolers read to kids at the Woodbridge Elementary School Adventure Club. They also sing songs and play games in Spanish.

SACRAMENTO COUNTY LIBRARY

- [Sacramento Public Library](#)
828 I Street
Sacramento, CA 95814
Toll Free: 800.561.4636
Phone: 916.264.2920
 - **English Conversation Groups:** Friendly discussion groups to help you practice English led by trained volunteers, hosted at several locations.
 - **Mango Languages:** Immerse yourself in another culture and study more than 70 languages.
 - **Pronunciator:** Citizenship prep and ESL curriculum in more than 50 languages.

SACRAMENTO UNIFIED SCHOOL DISTRICT

- Multilingual Literacy - Debra Hetrick, Multilingual Coordinator, 916.643.9448, debra-hetrick@scusd.edu

UKRAINIAN HERITAGE CLUB OF NORTHERN CALIFORNIA

- Geared toward recent immigrants. They also have a Ukrainian school that teaches Ukrainian. They partner with schools and come in on International Days. They have a Kids Ukrainian dance group and promote Ukrainian culture. The club can also come in after school and do a demo of their International Day program. Additionally, they can send out a bilingual Ukrainian teacher (Olay Oliynyc, plays traditional Ukrainian instrument (bandura), 916.761.2540) to help with a site event.

[Ukrainian Heritage Club of Northern California](#)

1415 Lorimer Drive

Roseville, California, 95747

Lubow Jowa, 916.771.2402

ukrainianheritageclubofnc@yahoo.com

VIETNAMESE AMERICAN COMMUNITY OF SACRAMENTO

[VACOS/Vietnamese Community Center/Lac Hong Center](#)

6270 Elder Creek Road

Sacramento, CA 95824

916.716.5224

Vacos.infor@gmail.com

- *VACOS puts on Vietnamese cultural events at the Vietnamese Community Center, 916.914.4156 or 916.270.9064.*

YOLO COUNTY LIBRARY, WEST SACRAMENTO

[Arthur F. Turner Community Library](#)

1212 Merkley Avenue
West Sacramento, CA 95691
916.375.6465

- **Bilingual Russian Story Time** - Children and parents read stories, sing songs, do movement, rhymes, arts and crafts and finger plays in Russian and English.
- **Bilingual Spanish Story Time**
- **Buddy Reading** - Practice reading with a teen buddy in 30 minute sessions.

CALIFORNIA DEPARTMENT OF EDUCATION

- CDE – [Parent’s Toolkit to Multilingual Education](#) - This toolkit includes PowerPoint presentations and printable parent guides in English and Spanish for parents about the benefits of multilingual education, multilingual programs, and how to become involved in their children’s education.

The Dry Creek Joint Elementary School District will ensure that parents and families of English learners are actively and meaningfully involved in the education of their children. DCJESD will communicate effectively with the parents and families of English learners in ways that are ongoing, meaningful, and comprehensible and will ensure that the parents and families of English learners are full partners in the decisions that affect their children.



IV. Staffing & Professional Learning

Staffing & Professional Learning

Administration and leadership teams will provide opportunities to develop a deeper understanding of teaching English Learners by sharing research-based instructional practices at faculty, department, grade-level meetings, and continuous collaboration. On-going professional learning will provide Professional Learning Institutes (PLIs) and Staff Professional Development (PD) Days.



- * Build a broader repertoire of effective EL instructional strategies.
- * Provide teachers and administrators with professional development focused on research based instructional strategies for improving achievement of ELs
- * Provide on-going professional learning to enhance teachers' understanding and use of adopted materials and assessments for ELs.
- * Identify early, appropriate interventions to help EL students learn
- * Improve student engagement strategies
- * Involve parents of EL students in their children's education
- * Understand and use assessments to improve classroom practice and student learning

Staff will:

- Analyze assessment data and discuss the implications of EL student performance in each part of the assessment
- Discuss specific lessons and strategies
- Examine EL student work
- Examine evidence of learning demonstrated in student work
- Observe student performance in listening and speaking in the classroom
- Discuss whether a particular skill or concept needs more instruction or review and plan future lessons to build on the concepts already mastered
- Plan effective re-teaching opportunities and enrichment lessons to accelerate learning for EL students

- Plan and implement effective ways of providing language support and accelerating language acquisition for ELs

V. Authorization of Teachers & Staff

All teaching personnel whose assignment includes English Language Learner students will hold appropriate authorization to provide necessary instructional services to English learners. Teachers must hold a valid California teaching credential and one of the following authorizations:

- * Crosscultural, Language, and Academic Development (CLAD) Certificate or English Learner Authorization
- * Bilingual Authorization (previously issued documents: Bilingual Crosscultural, Language, and Academic Development (BCLAD) Certificate or Bilingual Certificate of Competence)
- * Bilingual Crosscultural Specialist Credential
- * Certificate of Completion of Staff Development (SB 1969, SB 395, AB 2913, SB 1292)
- * Single Subject – World Language: English Language Development (ELD)



Those teachers hired without the proper authorization are required to apply for an emergency CLAD. There are renewal requirements on the emergency CLAD that require coursework or taking the CTEL exam in order to continue on an Emergency until they can obtain the full authorization. The CTEL Examination includes three subtests, each of which may be taken separately. The HR Director will oversee and monitor the teacher staffing.

VI. Funding

Funding and resources are allocated according to requirements specified by the Education Code, state regulations and district policies and procedures.

The state uses Local Control Funding Formula (LCFF), which includes supplemental and concentration funds to provide additional services for English learners, low income, and foster youth students. In addition, Title I and Title III funds may be used for EL support.

Allowable funds are to be utilized to promote EL acquisition and academic achievement of English Learners. Funds such as these will be used to support the involvement of English learner parents; and to strengthen compliance with state and federal mandates.

For more detailed information see respective Local Control Accountability Plans posted on the District website at www.drycreekschools.us.

VII. Accountability & Evaluation of Program

**Evaluation and Monitoring of Program Effectiveness*

DCJESD has implemented a process and criteria to determine the effectiveness of its programs for English learners, and conducts yearly evaluations to provide information about their effectiveness to school stakeholders. Decisions to continue, modify, or discontinue programs and/or program elements are based on analysis of results. Evaluations of programs examine both student outcomes and progress towards DCJESD identified Goals and Objectives(p.3).



IIX. Special Education

English learners are eligible for special education opportunities. Lack of prior schooling in and of itself is not a special education issue. Once identified and placed, appropriate action to develop English language proficiency and to remove language barriers becomes part of the Individualized Education Plan (IEP). The student's needs, including ELD and primary language support, are addressed in the IEP.

Special Education referrals of English Learners must include documentation of all attempted interventions, their duration, and outcomes that have occurred in the general education classroom. Multiple criteria must be used for assessing/identifying students for special education services in order to distinguish educational needs based on disability separate from educational needs based on lack of English proficiency.



When ELPAC Testing EL students with an IEP, the IEP team will determine which possible test variations, accommodations and/or modifications the student may need in order to participate in the ELPAC testing.

The IEP must specify exactly how and for what domain(s) of the ELPAC that test variations, accommodations, and/or modifications are to be implemented relative to the student's disability. Any alternative assessment(s) the student will use must be identified in the IEP and the domain(s) of the ELPAC the alternative assessment(s) is replacing must be noted.

Special Education EL students will receive appropriate instruction in their classroom placement as determined by their IEP.



IX. Glossary

ELPAC

California English Language Development Test. Statewide mandatory test for all language minority students upon first enrollment in California schools, and annually for all English learners

EL

English Learner. This is a student who has not met the criteria for the proficiency in listening, speaking, reading, or writing English. Education Code 306 defines an English learner as “a child who does not speak English or whose native language is not English and who is not currently able to perform classroom work in English

ELAC

English Learner Advisory Committee. This committee is required at schools with more than 20 English learners. The minimum size is 3: two parents of EL students and one staff member. The committee provides input to the school site council and to the district ELAC (DELAC).

ELD

English Language Development. This is instruction that is designed to develop proficiency in the four domains of language (Listening, Speaking, Reading and Writing). ELD is required for all English learners.

IFEP

The State Board of Education defines a student as FEP when he/she scores overall Early Advanced or Advanced on the English Language Proficiency Assessment for California (ELPAC), with all subtests at Intermediate or higher levels. This is a student who has another language in his/her background, but whose English skills in listening, speaking, reading, and writing English are similar to their English-only peers. IFEP (initially identified as fluent English proficient) refers to new enrollees who are identified by testing and classroom performance in English Language Arts as fluent the first time they are tested in California.

HLS

Home Language Survey. A component of the enrollment process for all students newly enrolling into a CA school. The four question HLS is used to identify students’ primary languages.

Primary Language Support

Connecting new English concepts to existing concepts or the development of vocabulary in the primary language. This may be through use of dictionaries and translation; primary language versions of content area texts; translations by peers, volunteers, parents, or employees.

Reclassification as Fluent English Proficient (RFEP)

Also “redesignation.” This is the process of determining when an English learner has acquired the English

skills necessary to succeed in grade level class work.

SDAIE

“Specially Designed Academic Instruction in English”. A set of strategies that focus on the key vocabulary and concepts for subject areas, with adaptation of instruction and assignments appropriate to the English proficiency levels of students. Standards for SDAIE classes are the key or focus standards that are part of the STAR blueprint; this is grade level content, not a watered-down course, for students at the Intermediate Level of Proficiency or higher.

SEI

Structured English Immersion. This term describes an instructional setting for English learners who do not yet have “reasonable fluency in English.”

