

The purpose of the School Site English Learner Plan (SSELP) is to identify key strategies that are in place to support the academic progress of English Learners. This plan should be developed with the input of teachers, parents and students. This plan should also be developed with your English Learner Advisory Committee and be provided as actions in your Story

Identify your EL Action Team - Include teachers beyond your coach/strategist/SEI teachers -

Administrator: Angel Arratia

EL Counselor: Iliana Mendoza

Program Specialist - EL Programs: Sandra Arnold

Site English Learner Facilitator: Oliver Williams

Teachers: Mariana Gayton, Patricia Mendoza, Tamara Carlson, Marla Lane, Tiffany Gonzalez, Sarah Bryan, Maria Cipres, Karen Macias-Loera

EL Demographics:

This is a sample of the data that you can collect.

Number of English Learners: 393

Number of English Learners by grade: - 116, - 139, - 138

Number of dually identified students: 84

Number of LTELs or at risk of becoming LTEL: 356

Number of English Learners by language: Just do the top 3 to 4 languages

Spanish - 388

Asians - 3

White - 1

American Indian or Alaskan Native - 1

Disaggregated Data - How are your English Learners doing in comparison to your general population? Make sure to look at your ELs within their own student group i.e. Newcomers, students who are making progress but have not reclassified, LTELs or at risk of becoming LTEL.

94% of our ELs performed 2 or more grade levels below in comparison to 53% of the general population performing at 2 or more grade levels below. We have a rigorous plan in place to address the academic needs of our ELs (Newcomers and LTELs) which includes ELD 1 in conjunction with ELD Support, ELD 2, and College and Career Prep (CCP) classes. ELD 1 and ELD Support are designated ELD support to meet the various needs of our Emerging, Expanding and Bridging classification of students.

Students at levels 1 and 2 will be monitored by their progression in meeting English Proficiency Targets as measured by the ELPAC and by their achievement at mastering ELD and content standards in their content specific classes.

Students at levels 3 and 4 will be monitored by their progression in their academic grades, performance on SBAC, ELPAC overall score of a 4 which determines meeting



What data is used to determine if English Learners are making progress toward English language proficiency and reclassification?

Data used to determine if English Learners are making progress toward English language proficiency and reclassification are but not limit to: content grades (focus on ELA and math), ELPAC scores, SBAC scores, and iReady scores,

How are English Learners Progress Monitored at your school site?

Students are monitored using data from Ellevation each quarter based on academic grades.

What steps are taken when English Learners are not making progress?

Steps taken when English Learners are not making progress are: teacher/student academic conference, data chat with literacy coach and program specialist, parent contact, and tutoring.

What social and emotional support are you putting in place to support English Learnersist,

How are parents encouraged to attend English Learner Advisory Committee meetings? What training is offered to parents through ELAC? What additional training is offered to parents of English Learners?

Parents are encouraged to attend ELAC through teacher and administration communication, Remind messages, and flyers on the school's website and social media accounts.

Training offered to parents through ELAC include: Parentvue training, ELPAC training and Reclassification process training. Additional training includes Parent Institute for Quality Education (PIQE) which provides families with the knowledge and skills to partner with schools and communities to ensure their children achieve their full potential and Family Leadership Institute (FLI) which provides parents training to be leaders in the home.

Funding:

How are school site funds coordinated to provide support for English Learners?

Title 1 funds are used and designated funding is evidenced in our SPSA.

Other: Write in other actions that you are putting in place to assist English Learners in making academic progress.

Parent Outreach, Family Leadership Institute (FLI), EL Site Leader Facilitator, Designated and Integrated instruction, AVID strategies, EL Academy, Reading Specialist