



Dollahan School Site English Learner Plan 2021-2022

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 included as actions in your School Site Plan.

Identify your EL Action Team:

Daniel Husbands, Principal
 Adrienne Ortega, Assistant Principal
 Rachelle Buck & Melissa Pazos, SELF
 Maria Camarena, BIA

EL Demographics:

- Number of English Learners: Fall 2021-124 students
- Number of English Learners by grade:
 - TK-7
 - K-16
 - 1st-21
 - 2nd-14
 - 3rd-17
 - 4th-22
 - 5th-27
- Number of dually identified students:
 - IEPs-9
 - 504s-2
 - GATE-2
- Number of LTELs or at risk of becoming LTEL: 17
 - 4th graders: 7 (been in US schools 4 or more years and scoring Level 1 or 2)
 - 5th graders: 10 (been in US schools 4 or more years and scoring Level 1 or 2)
- Number of English Learners by language:
 - Spanish
 - Arabic (1), Tongan (1), Indonesian (1)

Reading: Based on i-Ready Fall Reading scores, our EL students are not performing at the same level as our EO students by a significant amount.

English Learner	Overall Grade-Level Placement	Green	Yellow	Red	Red with diagonal lines
Yes - English Learner		2%	7%	48%	26%
No - English Learner		6%	12%	47%	11%

Math: Based on i-Ready Fall Math scores, our EL students are underperforming as compared to our EO students.

English Learner		Overall Grade-Level Placement				
Yes - English Learner		0%	2%	42%	29%	27%
No - English Learner		1%	3%	54%	28%	13%

Analysis of the Data:

Approximately 12.4% of students identified as English Learners were chronically absent during the 2019-2020 school year, which was an increase of 8.2% over the year before. At this time we do not have attendance data by student groups for the 2020-2021 school year. During Bridge Academy, teachers reported that some of our most struggling EL students did not attend ELD time during the 2020-2021 school year. These factors may be some of the reasons as to why students are scoring at these levels.

Upon Entry (Newcomers/Recently enrolled):

Teachers are notified of EL Status when students are enrolled in a classroom and are provided with additional information from Administration. Newcomers will be assessed by the ML Department to determine initial language status on ELPAC. When possible, Spanish speaking Newcomers are placed with a teacher who can communicate in Spanish. Supports that are in place include both a designated ELD block in each grade level, as well as integrated ELD instruction throughout the day.

Academic Programs available to English Learners:

- Core curriculum (Wonders, Go Math, Mystery Science, and Studies Weekly)
- Leader in Me
- i-Ready Instruction in Reading & Math
- Footsteps 2 Brilliance
- Small group Reading intervention with Intervention teachers daily
- SIPPS intervention for Reading

We ensure equitable access for our EL students by providing interventions based on current diagnostics. All App-type programs (i-Ready, F2B) are available for all students and promoted by classroom teachers with students and family as a part of the regular instruction.

Monitoring English Learner progress:

Dollahan uses Ellevation as a tool to assist in monitoring student progress. Reports are run at least triannually to monitor students for reclassification and progress towards proficiency. When students are not making progress, teachers meet with the students to set goals and if necessary meet with the parent to review the goals and interventions provided. If goals continue to not be met a formal Student Study Team (SST) process is begun to provide additional interventions, such as Tier 3 reading support.

Students who have been reclassified are publicly recognized at an awards ceremony for their achievements.

Social-Emotional (SEL) Supports:

The mission of Dollahan Elementary School, the lighthouse that illuminates a path to success, is to ensure

each student is a confident and proactive leader, through a vital system distinguished by:

- High expectations for student achievement
- Rigorous and diverse learning experiences
- A safe environment that fosters risk-taking and creative problem solving
- Family and community partnerships
- Uniqueness and diversity embraced by all

Dollahan focuses on The 7 Habits of Happy Kids where the development of the whole child is a focus. Students actively participate in goal setting and monitoring their progress towards meeting those goals. They also participate in extracurricular activities and clubs. Students who are in need of Tier 2 support are referred to small-group counseling provided by our Therapeutic Behavioral Strategist.

Staffing and Professional Development:

At each grade level, we have at least 1 teacher who can speak Spanish to assist their grade level team in communication with parents and students if needed. Teachers with EL students have attended EL Shadowing over the past 3 years in addition to other training provided by the multilingual department. Last school year, we had 1 teacher and 1 Bilingual Instructional Assistant (BIA) attend the virtual CAFE conference. Our BIAs are provided training from the multilingual department as well as SIPPS and the CAFE conference.

Parent Engagement:

ELAC meetings are held about every 6 weeks. For the 20-21 school year they were held virtually and will continue to be virtual during the 2021-2022 school year. Parents were also offered free registration to the CAFE conference for the 20-21 school year, however no one was able to attend. Parents have suggested they would like to have the option to attend hybrid-type meetings that occur both in person and virtually when in-person meetings are able to resume.

The English Learner Programs Parent Needs Survey is completed in the spring each school year. We had 31 responses on this survey, Spring 2021.

Areas to improve include:

- Helping parents understand the purpose and responsibility of ELAC and DELAC
- Understanding the ELPAC and how to help their child improve

Parents would like workshops in the areas of:

- How to monitor the academic progress of their child
- Instructional strategies to help their child
- CAASPP and ELPAC
- How to help their child gain English language proficiency
- How to help their child with technology and schoolwork

We will be offering parent workshops through PEBSAF in Spanish.

Funding:

Title 1 fund allocation and spending is reflected within our SPSA (pp. 47-50, 54-55, and 63-64).