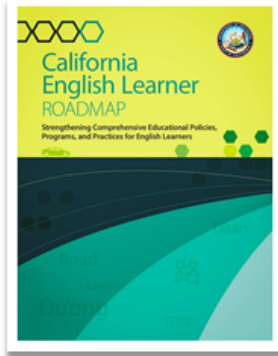


## School Site English Learner Plan Template

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.



Please watch this short video on the California English Learner Roadmap before beginning to write your site English Learner Plan.

Access the EL Roadmap CDE page for more guidance:

[English Learner Roadmap - English Learners \(CA Dept of Education\)](#)

Access our District EL Plan page at:

[English Learner Programs / English Learner Plan](#)

Kudos to CHS! Check out their EL Plan at the very bottom of this webpage:

[Parent Involvement and Engagement / ELAC \(English Learners Advisory Committee\)](#)

Be on the lookout - More resources on the way! In the meantime research, read, dream!

Your Site EL Plan should consist at a minimum of the following:

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

Teachers: Erika Ayala, Carmen Ford, Alexandra Madrid, Alma Ramirez, Ashley Reynoso

Administrator: Tami Butler

Site English Learner Facilitator: Angelica Perez

EL Demographics:

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

- Number of English Learners:
  - 182
- Number of English Learners by grade:
  - Kindergarten 41
  - 1st Grade 14
  - 2nd Grade 31
  - 3rd Grade 36
  - 4th Grade 34
  - 5th Grade 32
- Number of dually identified students:
  - 23 Students
- Number of LTELs or at risk of becoming LTEL:
  - 62 Students
- Number of English Learners by language: Just do the top 3 to 4 languages
  - Spanish 179
  - Cambodian Khmer 1
  - Arabic 1
  - French 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.

At the end of the year, we had 65% of our EL students who scored at the 1-20% of the iReady Diagnostic. This is in comparison with 58.6% of our EO students. Due to

testing being virtual at that time, data is not completely accurate. We have a rigorous plan in place and have started to assess and monitor students since we returned. We are monitoring our iReady data through individual RTI meetings with teachers and have our reading strategists give a SIPPS assessment and reading screener to our tier 3 students and immediately place them in an intervention group. In addition, we have a block schedule in place to ensure that students receive their ELD designated instruction each day.

Analysis of the Data - What is the data telling you? Identify trends, areas of need, areas of strength

The data is showing us that students need intense intervention and small group instruction in both reading and math. This is across all grade levels. We will continue to monitor this information throughout the year.

Upon Entry (Newcomers/Recently enrolled):

How does the school welcome new English Learners? What strategies are in place for parents to know what their role is in being the parent of an English Learner? How are teachers notified and what supports are put in place for students to start out their academic career in Rialto schools successfully?

- Curtis Elementary is developing a brochure and video to welcome new EL students. This will explain to parents what it means for a student to be considered an English Learner and provide information regarding Reclassification.
- Teachers are notified of EL Status when students are enrolled in a classroom and are provided with additional information from Administration.
- Student supports that are in place for students to start out their academic career include both a designated ELD block in each grade level, as well as integrated ELD instruction throughout the day.

What Academic Programs are available to English Learners at your school site?  
EL Students have access to all core curriculum. In addition, they utilize the Wonders ELD component during their daily, designated ELD Block. Additional programs we would like to purchase include: Kate Kinsella Academic Vocabulary Toolkits, Rosetta Stone, and Estrellitas.

How are you ensuring equitable access for English Learners to advanced instructional programs?

EL Students are enrolled in GATE courses.

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

Curtis Elementary looks at data such as but not limited to: Grades, iReady scores, ELPAC scores, and classwork.

How are English Learners Progress Monitored at your school site?

Students are monitored using data from Ellevation each trimester and by monitoring assessment data / grades.

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

Steps include: Parent contact, small-group instruction, academic conference with students.

What social and emotional supports are you putting in place to support English Learners at your school site?

We are utilizing daily blocks of SEL instruction with Second Step Curriculum, Academic Conferencing, PBIS Rewards, and access to site Wellness Center.

Staffing and Professional Development:

How are teachers placed within your site EL Program? What site professional development is given to teachers and Bilingual Instructional Assistants to improve their instructional practices with English Learners?

- Teachers are placed by administrators based on qualifications and interest.
- Professional Development on ELPAC, Reclassification, and SDAIE strategies is provided by administrators and site specialists / strategist. Teachers are also given the opportunity to attend conferences by CABE and MCAP,

Parent Engagement:

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 website. We would also like to have students create posters.
- Trainings offered include: Reclassification information, ELPAC, CAASPP, Access to Core Programs (Wonders / Go Math!), and access to Synergy (Parent / Student Vue), Raising a Reader, Becoming a Super Reader.

Funding:

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

Title 1 funds are used and designated funding is reflected within our SPSA. Additional Title 3 funds are also used to support English Learners.

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

- Parent Outreach
- FLI
- Small Group Instruction
- EL Site Committee and Collaboration
- Designated and Integrated ELD Instruction
- Staff Development
- AVID Strategies
- Data analysis through Ellevation
- EL Bootcamp
- CFA (PLC) data that is disaggregated based on subgroups