

# Dr. Ernest Garcia Elementary School

## ENGLISH LEARNER PLAN - 2ND DRAFT



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.

EL Action Team: Mrs. Rodriguez, Ms. Bennett, Ms. Miner, Grade Level Leads and the members of the ELAC Parent Committee 21-22

## **EL Demographics:**

- Number of English Learners: 162 Total EL's
- Number of English Learners by grade: K = 22  
1 = 28  
2 = 30  
3 = 42  
4 = 27  
5 = 13
- Number of dually identified students: K= 2 SPED  
1 = 2 SPED  
2 = 1 SPED  
3 = 2 SPED  
4 = 5 SPED  
5 = 1 SPED
- Number of LTELs or at risk of becoming LTEL: At Risk of Becoming:  
(English Learner for 6 or more years) 4 = 17 (Level 1=7, 2=11)  
5 = 10 (Level 1=4, 2=4 or 3=2)
- Number of English Learners by language: Just do the top 3 to 4 languages  
Spanish = 159  
Punjabi = 2  
Indonesian = 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.

On the iReady for Fall of 21-22 the following is the disaggregated Data of ELs in comparison to their peers:

<u>Reading</u>	<u>Peers</u>	<u>ELs</u>	<u>Level 4</u>
2 or More Grade Levels Below	37	50	7
1 Grade Level Below	46	42	64
On Level/Above	17	9	29

<u>Math</u>	<u>Peers</u>	<u>ELs</u>	<u>Level 4</u>
2 or More Grade Levels Below	46	62	21
1 Grade Level Below	49	37	79
On Level/Above	5	0	0

# 2020-2021 i-Ready EL Reading Data

	EL D-2	Not EL D-2
2 or More Below Level	42	24 <b>XX%</b>
1 Level Below	38	38
On Level	21	38

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## 2021-2022 i-Ready School Wide Reading Data *Datos de lectura de toda la escuela*

	D-1	D-2	D-3
2 or More Below Level <i>2 o más por debajo del nivel</i>	37	--	--
1 Level Below <i>2 o más por debajo del nivel</i>	46	--	--
On Level <i>A nivel</i>	17	--	--

## 2021-2022

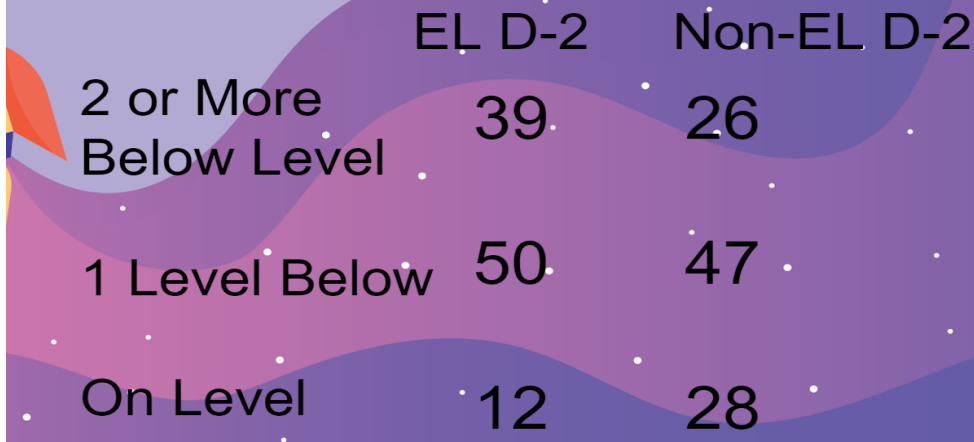
### i-Ready English Learner Reading Data *Datos de lectura de estudiantes de ingles*



	D-1	D-2	D-3
2 or More Below Level <i>2 o más por debajo del nivel</i>	50	--	--
1 Level Below <i>2 o más por debajo del nivel</i>	42	--	--
On Level or Above <i>Al nivel o por encima</i>	9	--	--

## 2020-2021

### i-Ready EL Math Data



	EL D-2	Non-EL D-2
2 or More Below Level	39	26
1 Level Below	50	47
On Level	12	28

# 2021-2022

## i-Ready School Wide Math Data

### Datos de Matemáticas de toda la escuela



2 or More Below Level  
*2 o más por debajo del nivel*

D-1	D-2	D-3
46	--	--

1 Level Below  
*2 o más por debajo del nivel*

49	--	--
----	----	----

On Level  
*A nivel*

5	--	--
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# 2021-2022

## i-Ready English Learner Math Data

### Datos de Matemáticas de estudiantes de ingles



2 or More Below Level  
*2 o más por debajo del nivel*

D-1	D-2	D-3
62	--	--

1 Level Below  
*2 o más por debajo del nivel*

37	--	--
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On Level  
*A nivel*

0	--	--
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Analysis of the Data - What is the data telling you? Identify trends, areas of need, areas of strength

The data shows that our EL student numbers increase from Kinder to 3rd Grade and then begin to decline in 4th and continue to decline in 5th Grade.

Our Special Education student numbers increase in the 4th Grade (from 2 students to 5 students) and then decline again in the 5th grade (from 5 students to 1 student).

The majority of our English Learning students are Spanish speakers (159).

**Reading - ELs compared to our general population**

Fewer Percentage of ELs On Level

Fewer Percentage of ELs 1 level below

More ELs 2 or more Levels Below

**Math - ELs compared to our general population**

Fewer Percentage of ELs On Level

Fewer Percentage of ELs 1 level below

Higher Percentage of ELs 2 or more Levels below

Garcia Elementary School needs to increase the number and percentage of students On Level and Above in the areas of Reading and Mathematics.

Upon Entry (Newcomers/Recently enrolled):

Garcia Elementary School is a DLI, Dual Immersion School. Garcia posts signs welcoming students in both English and Spanish. All school information is written in English and Spanish to honor both languages. Administration places English Learner students into classes. Teachers are notified by the school secretary. Students are given the necessary books needed for the ELM and DLI classes, including ELD. Parents are informed about ELAC and the purpose and invited to attend the meetings to meet other parents of English Learners and learn about the program and reclassification requirements.

What Academic Programs are available to English Learners at your school site?

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

At the beginning of each year, staff analyzes student performance on district and state testing to determine areas of strength and areas of deficiency for all students, with intentional focus for our subgroups including English Learners. All students (K - 5) are screened at the beginning of the year using ESGI for Kindergarten students and i-Ready Diagnostic Assessments for all students in first through fifth grades. Dual Immersion students, who are also English Learners, are assessed with running records and in 3rd-4th grade, the iReady diagnostic is implemented. All students in first through fifth grades are also screened in the beginning of the year using SIPPS, which measures the decoding and reading comprehension skills of each student. Student interventions are based on performance on the i-Ready Diagnostic Assessments,

SIPPS testing, state testing, and district and site-level formative assessments. Site assessments are directly tied to the California Common Core State Standards. At the end of each unit and/or the end of each trimester, students are given specific grade level performance tasks for ELA and Math based on the California Common Core State Standards. These performance tasks determine areas of proficiency, as well as areas of deficiency. District and site personnel coordinate services to students through these periodic assessments, and modify or adjust the school program to ensure coherent daily educational experiences, through ongoing dialogue and continual review of student progress as determined by district criteria. Staff meetings and instructional conferences are held frequently to analyze data and adjust instructional programs. Grade level teams meet regularly in Professional Learning Communities to use the results of assessments to guide instruction, as well as to design and develop intervention for students on an ongoing basis

What data is used to determine if English Learners are making progress toward English language proficiency and reclassification? Data used is iReady, grades, writing scores, CAASPP

How are English Learners Progress Monitored at your school site?

In the month of August, Teachers receive a copy of their class list with English language proficiency levels and latest ELPAC scores.

ELs are monitored by their teachers during PLCs, and also by the admin and teachers each trimester. Grades, iready scores, CAASPP, and writing scores are used and gathered by an online program called ELlevation, which is used district wide. Teachers work with students to identify evidence based strategies they can use to help the student make progress.

What steps are taken when English Learners are not making progress? If students are not making progress , according to the above referenced data, strategies are implemented and monitoring continues and addressed in Ellevation on the EL Monitoring forms. If other interventions such as tutoring, parent conferences, SSTs, etc, are needed, they are noted on the monitoring form and put into place. Monitoring of students progress and grades continues throughout the trimesters.

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

Garcia Elementary will continue to utilize Project Wisdom for positive morning announcements. In addition, the ELAC Committee at Garcia made a recommendation this year to purchase an SEL curriculum or program to help students recover from the social emotional issues brought about through life and also the pandemic. The PBIS team worked to find a program and it is being purchased. The name of the program is Character Strong. All students will receive SEL lessons from this program in every classroom. Lessons in Character strong are in English and Spanish. All classified and certificated staff has been trained. We also have a referral system for tier 2, which is monitored by admin and PBIS. This referral system is also for our TBS so that she can work with our students in whatever language is needed, either English or Spanish. For those that need additional supports, Garcia Elementary School can also can get referrals to outside providers.

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?

Garcia Elementary is a Dual Language Immersion School. Bilingual teachers are placed to teach those classes. We also place CLAD credentialed teachers in SEI and ELM classes that are supportive to EL students and their language needs. Numerous after-school and during school district trainings are offered to teachers to support Math and ELA, with a focus on the district-wide strategies; Accountable Talk, Close and Critical Reading. Other areas of focus include strategies for English Learners, program for English Learners, and information on other programs provided throughout the district. Trainings and classes are available through the Professional Development Center for all staff who utilize My Learning Plan to register, get information, and receive notifications about the trainings/workshops they have signed up for. Trainings are also provided throughout the school year on staff development and staff meetings at the school site. Additional staff development has been provided to deepen the teachers' content knowledge, to develop strategies, and get resources and tools to teach reading and writing to all learners. Additional staff development has been provided to deepen teachers' content knowledge, to develop strategies and tools to teach the reading and writing or "various text structures" and to plan units and lessons based on the new common core standards. Staff meetings, Professional Learning Community meetings, and school-wide staff development days include teachers, paraprofessionals, and other school staff, to focus on school and program improvement in relation to California Common Core State Standards, 21st Learning instructional shifts, and the use of common formative assessments to guide instructional decisions. Staff development is provided by the district's Professional Development Center in the use of standards based textbooks and the supplemental resources. Teachers are able to register and attend additional staff development to deepen their content knowledge, to develop strategies and tools to teach reading and writing and to plan units and lessons based on the new California Common Core State Standards. Teachers also participate in



professional development provided by Instructional Support strategists on Language Objectives, the ELA/ELD standards, and Differentiation, to name a few. Teachers attend training in SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words). Regular teacher observations and post conferences are held to provide instructional feedback in the district core focus areas: Planning, Reading, Writing, Speaking and Listening, Math, and Instructional Environment. These observation conferences are utilized as an arena for individualized professional development.

**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?

As a DLI school, many DLI students are ELs. DLI has many opportunities for parent participation and workshops. All Parents are encouraged to attend ELAC meetings through flyers, phone calls, text messages via Remind, etc. Garcia Elementary School also advertises the meetings on the school website and in other parent meetings. Parent workshops are offered to parents in the areas of CABE and DLI, iReady, homework help how tos for parents, opportunities to interact with your student, STEM nights, mother and father nights for students etc. Garcia Elementary also works with parents to help them understand their student's ELPAC scores, their iReady data and their CAASPP scores, reclassification requirements and their own student's data.

**Funding:**

How are school site funds coordinated to provide support for English Learners? We identify needs via our Comprehensive School Wides Need Assessment. Then we collaborate with all stakeholders including ELAC and Site Leadership and Grade Level Teams to identify actions to take to support our English Learners. We make recommendations and submit them to SSC for their approval before the School Plan is presented to the RUSD Board of Education.

Continuous monitoring of student achievement data including attendance, suspension, iReady and grades are monitoring. Monitoring of English Learners continues to occur each Trimester implementing the various forms of intervention identified for the individual students. Priority is given to the students in most need. EL Supplemental funds are used specifically for English Learner students in the way of translation services for parent conferences, meetings, workshops, etc. Translation of the SPSA is another way the funds are used. Students in need are identified to receive academic tutoring, reading and/or math intervention, counseling, ELPAC test review, etc.

Additional actions being implemented to assist English Learners in making academic progress:

- GES is going to continue to implement systematic ELD instruction for at least 30min. Daily.
- Differentiation for English Learners will continue to occur.
- Scaffolding of the content will continue for English Learners.
- Student engagement will continue to be a focus at Garcia Elementary School.
- Academic Response Frames are used throughout the day by teachers and students.
- Academic Language is a continued focus throughout the school day.
- Teachers will participate in the EL Shadowing professional development offered by Multilingual Programs.
- For Students in Tier 2 and 3:  
Small group instruction time and/or after school intervention occurs to focus on content area reading comprehension and academic language acquisition.