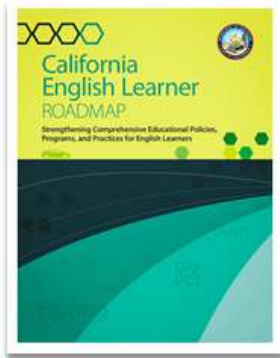


## Jehue School Site English Learner Plan

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! Ck 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!

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: **6th** - 116, **7th** - 139, **8th** - 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

reclassification criteria.

Long Term English Language Learners (LTELs) will be monitored by progression in meeting reclassification criteria as measured by the ELPAC, SBAC, IABs, and their academic grades in CCP, ELD 1 and ELD Support, and reading classes.

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

The data indicates our ELs across all grade levels are in need of intense intervention which includes small group instruction in both reading and math. Also, before and after school tutoring. Monitoring and data chats will continue in all grade levels PLCs 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?

All new English Learners at Jehue are assigned to our EL counselor (Iliana Mendoza) who gives students and parents a detailed account of our EL program, introduces them to staff members in the front and back offices and takes students on a campus tour.

Student supports in place include both designated ELD block in each grade level as well as integrated ELD instruction throughout the day.

Teachers are notified of EL status via Synergy and are provided with additional information from counselors and administration.

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

Academic Programs available to ELs at Jehue are all core curriculum, utilization of Collections - Inside the Text is as an intervention component of the program. Also, iLit, Achieve 3000, and Language Live are utilized as well. Additional programs purchased include: Espanol BrainPop, SKIES, and NearPod.

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

Equitable access for ELs to advanced instructional programs include enrollment in Honors, Math 1, AVID, STEAM courses, and other electives.

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 Learners at your school site?

Jehue utilizes our Student Success Strategist (Mr. Ochoa) and Behavior Therapist (Ms. Jackie) which includes access to the site's wellness center, PBIS courses and Rewards, and SEL component in teachers' instructional plan.

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 within EL Program by administrators based on qualifying credentials (BCLAD, CLAD) and interest.

Professional Development on ELPAC, Reclassification, SIOP strategies is provided by administrators and district and site specialists/strategists and coaches. Teachers are given the opportunity to attend conferences by CAFE and MCAP as well as EL Shadowing, and CRLT (Culturally Responsive and Linguistic Teaching).

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 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