

Milor High School
English Learner Progress Monitoring Plan
2023-2024



Rialto Unified School District's Plan of Action:

Close monitoring of English Learners will take place throughout the school year to ensure that they are making adequate progress in reaching English language proficiency and reaching higher academic opportunities.

Data will be collected from various locations but not limited to:

- Scores on annual English language proficiency tests
- Grades in content courses
- Grades on district performance task assessments
- Reclassification/exit rates
- Graduation and dropout rates
- Enrollment rates in special education and related services
- Mobility and attendance rates
- Suspension rates
- Other indicators of college and career readiness like A-G graduation but not limited to students being enrolled in those courses but English learner students passing with a C.

Milor High Schools monitoring plan will involve Rialto Unified School districts recommendation that:

1. 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 content standards from their content specific classes.
2. Students at levels 3 and 4 will be monitored by their progression in meeting reclassification criteria (scoring fully functional on the ELPAC, academic grades, performance on CAASPP or other measures identified by the reclassification criteria
3. Students who have dropped a level (from ELPI list) will receive targeted intervention.
4. Long Term English Language Learners (LTEL's) will be monitored by their progression in meeting reclassification criteria as measured by the ELPAC, CAASPP, IAB's and academic grades

Professional Development for teachers (On-Going):

Culturally Responsive Teaching Strategies-

- Build relationships
- Reconsider your classroom setup- Positive learning environment.
- Encourage students to leverage their cultural capital.
- Make learning contextual.
- Activate a student's prior knowledge.
- Reflect student cultures within lessons and classroom environment

Claim Evidence Reasoning - Claim, Evidence, and Reasoning focuses on the writing targets for the ELPAC and CAASPP, providing students an opportunity to critically think about various topics, provide reasoning skills and demonstrate literacy within the topic. (literacy is not just being able to read a topic but students should be able to write about it, speak to it/ explain it and apply it)

SELF Led PD: Mr. Ortiz will provide PD on the reclassification process and accommodations to assist with EL learners.

Professional Learning Communities - continued Professional Learning Communities focused on data, best practices and response to intervention for students not meeting standard/expectations on assessments

Innovate Ed- continued partnership to explore and collaborate on best teaching practices, building relationships, and assessing learning. Site expectation of bell work and exit tickets implemented.

Site specific interventions

Utilize site reading specialists to assess and serve students who have tested “far below grade level” on CAASPP or are three or more levels below grade reading level.

Reading specialist teaches a reading intervention class during the school day. Many ELL students (levels 1-3) are assigned throughout the school year. EL students gain additional support in reading comprehension and performance task preparation.

Site SELF has a release period during the second semester in order to conduct ELPAC preparation and goal talks. SELF will utilize the released period for ELPAC testing beginning in February.

Secondary Reclassification Criteria 23-24

Reclassification is the process that determines whether an English Learner should be redesignated as a Fluent English Proficient (R-FEP). Reclassification relies on evidence demonstrating that the student has achieved a level of English proficiency comparable to that of average native speakers of English in the district, and is achieving and sustaining a level of academic achievement comparable with students whose native language is English.

District reclassification policies and procedures are aligned with California Department of Education guidelines. Multiple criteria are utilized to establish that the student is ready to be reclassified:

Criteria	Standard	
English Language Proficiency	ELPAC results	Overall Well Developed – Level 4
Academic Achievement Comparison of Performance in Basic Skills	<p>Grade 6: 5th Grade ELA CAASPP minimum score of 2481</p> <p>Grade 7: 6th Grade ELA CAASPP minimum score of 2490</p> <p>Grade 8: 7th Grade ELA CAASPP minimum score of 2504</p> <p>*Grade 9: 8th Grade ELA CAASPP minimum score of 2518</p> <p>*Grade 12: 11th Grade ELA CAASPP minimum score of 2578</p> <p style="text-align: right;">*or</p> <p>Grades 9-12: Semester 1 or 2 Studysync Unit Assessment Performance score or English Placement Test for students in 11th or 12th grade taking a specialized English course of standard nearly met or above.</p>	ALTERNATE CRITERIA
		<p style="text-align: center;">Up through 1st Quarter</p> <p>Grade 6: 5th Grade i-Ready minimum score of <u>561</u></p> <p>Grade 7: 6th Grade i-Ready minimum score of <u>579</u></p> <p>Grade 8: 7th Grade i-Ready minimum score of <u>582</u></p> <p>Grade 9: 8th Grade i-Ready minimum score of 596</p>
Teacher Evaluation	<p>Student classroom performance and work products</p> <p>Report card grades</p>	Grades 6 - 12 English Language Arts <u>C or above</u>
Parental Opinion and Consultation	Evidence of consultation and opportunity for a face- to-face meeting between staff and parent	<ul style="list-style-type: none"> · Provide notice to parents/guardians of their rights to participate in the reclassification process. · Encourage them to participate in the reclassification process and attend a face-to-face meeting. · Obtain Parent/Guardian's signature.