

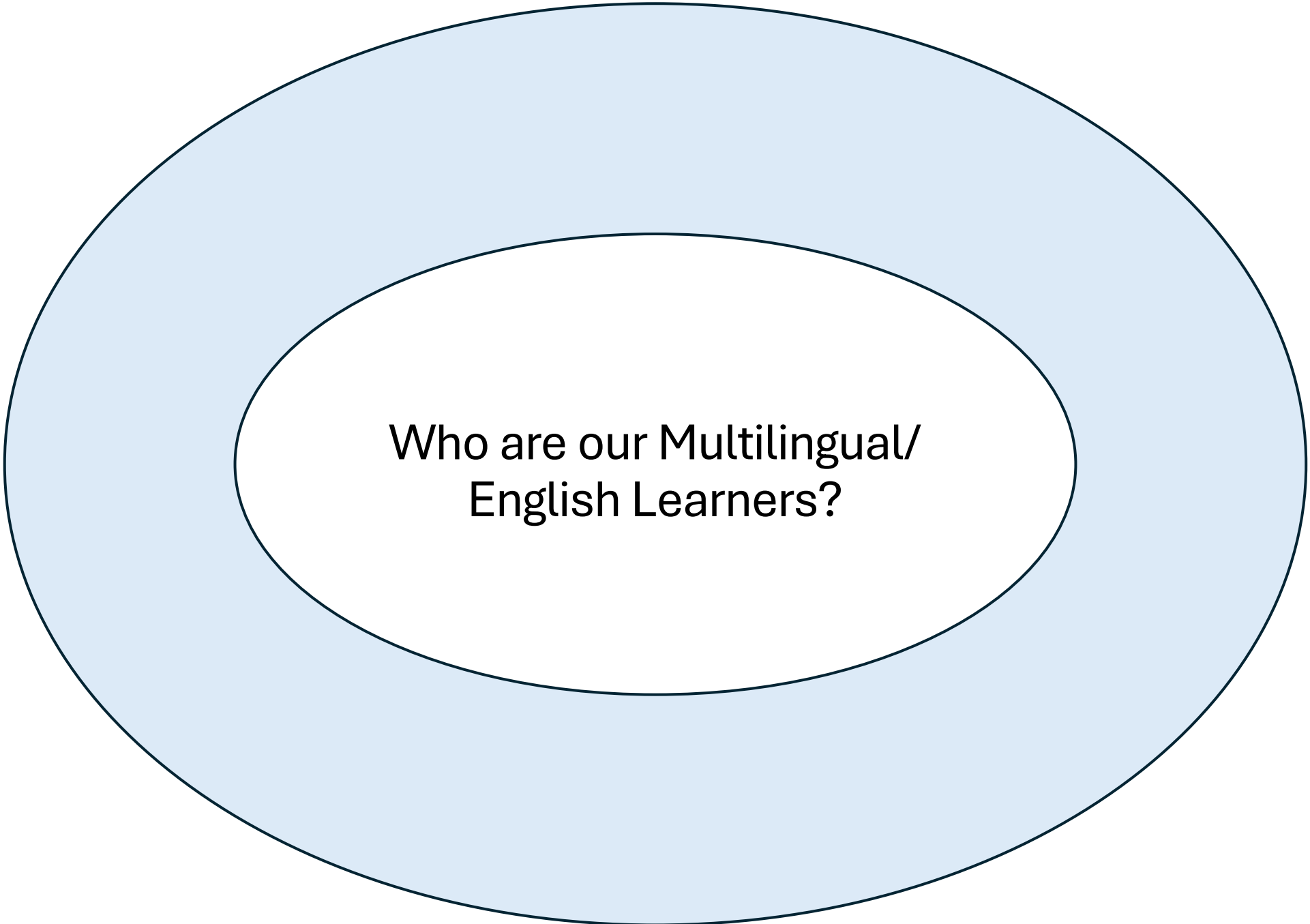


FUSD

**FONTANA UNIFIED
SCHOOL DISTRICT**

DELAC

March 3, 2025

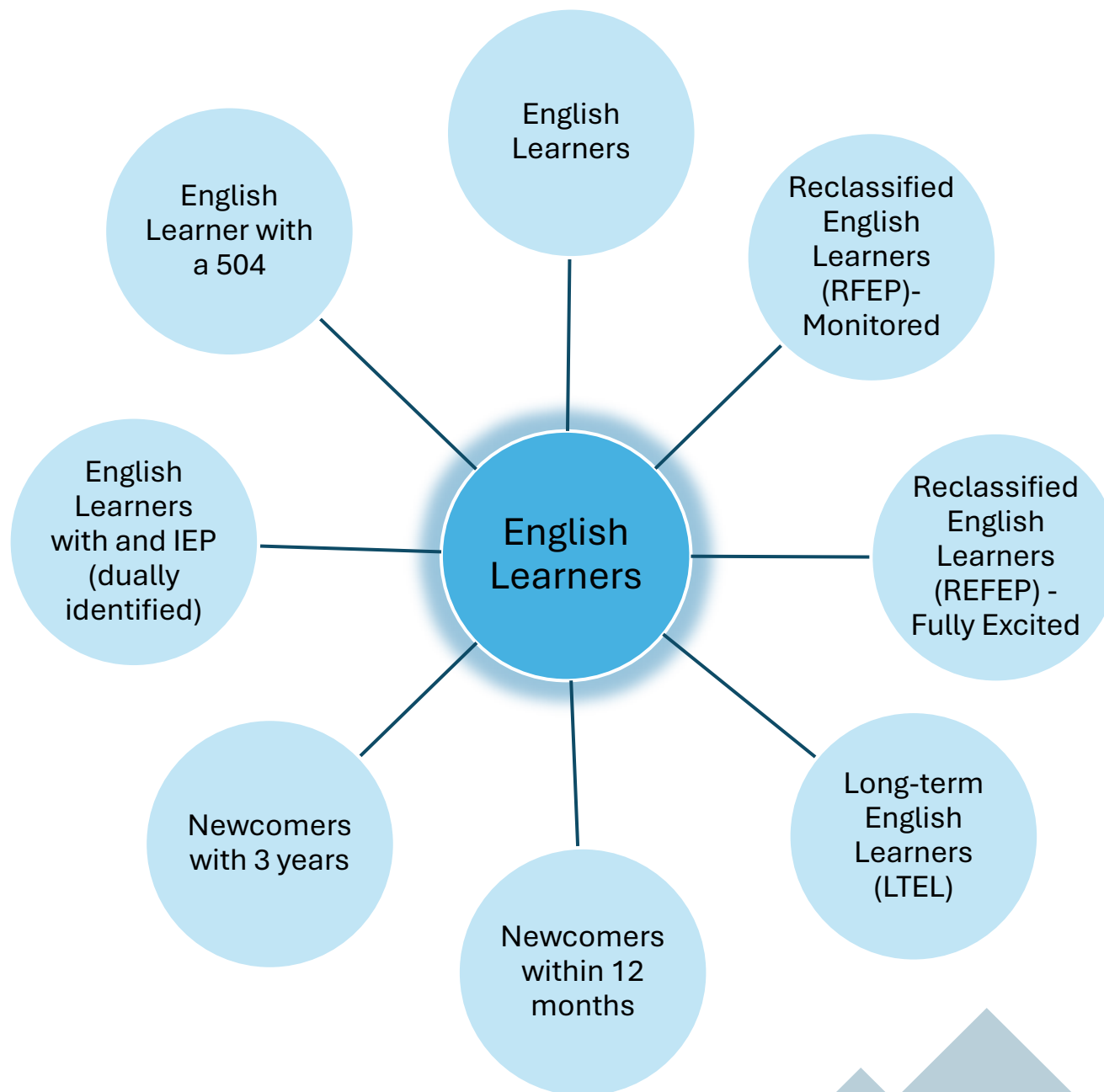


Who are our Multilingual/
English Learners?

Who are our Multilingual/English Learners?

- Students who speak more than one language
- Students who are bilingual and biliterate in more than one language
- Students who are formally learning English and a second or more world languages
- Students who are learning English
 - May or may not be an immigrant students
 - Were born in the United States
- ❖ Upon enrollment FUSD determines if the student qualifies to receive English Learner services
 - ❖ At minimum English Learners will receive the Standard Instructional Program and will also be provided Comprehensive English Language Development instruction
 - ❖ Parents of English Learners have the right to choose the language acquisition program they want for their child
- ❖ ALL parents have the right to request a language program for their child





English Learner Demographics

March 1, 2025

ELs

7455

RFEP Monitored

2873

RFEP (Fully Exited)

3146

IFEP

Tested, Did Not Qualify for EL

1147

LTEL

EL students who have been in
EL program for 7 or more years.

2055

Newcomers

Enrolled in US within 12 months

371

Newcomers

Enrolled in US within the last 3
years

994

EL + 504

55

EL + IEP

Dually identified ELs

1593

TBD/Pending

Pending Data Update from DO

78

English Learner Demographic Data by School Site

Fontana Unified School District

EL Demographic Data

01-30-2025

School	Total Enrollment	English Only (EO)	English Learner (EL)	Reclassified (RFEP)	Initially Fluent (IFEP)	To Be Determined (TBD)
Almond	388	222	121	28	13	4
Beech Ave	609	291	207	63	48	0
Canyon Crest	397	274	87	15	21	0
Chaparral	202	122	68	7	5	0
Citrus ES	592	330	200	42	19	1
Cypress	557	280	217	33	25	2
Date	521	263	212	28	16	4
Dolores Huerta	633	281	231	63	58	0
Grant	685	555	83	23	21	3
Hemlock	402	315	58	15	14	0
Juniper	417	270	116	15	15	1
Kathy Binks	558	413	96	26	20	3
Live Oak	411	217	119	58	15	2
Locust	321	226	64	18	13	0
Mango	465	317	113	18	16	1
Maple	474	327	106	17	19	5
North Tamarind	371	197	143	22	8	1
Oak Park	316	239	36	24	16	1
Oleander	499	248	192	43	14	2
Palmetto	575	342	166	34	30	3
Poplar	437	234	142	35	26	0
Randall-Pepper	436	224	175	17	17	3
Redwood	634	299	243	51	38	4
Shadow Hills	361	244	81	26	10	0
Sierra Lakes	924	741	118	37	27	1
South Tamarind	517	301	164	29	22	1
Ted Porter	569	341	165	30	31	2
Tokay	332	208	84	25	15	0
Virginia Primrose	345	232	91	14	7	1
West Randall	290	141	113	25	11	0
Alder	966	537	212	184	32	1
Almeria	755	453	158	113	30	1
Fontana MS	1018	456	280	253	27	4
Truman	910	405	240	233	27	5
Sequoia	805	337	198	246	23	1
Southridge	909	509	141	226	33	0
Ruble	1399	992	142	214	50	1
AB Miller	1920	836	416	602	57	8
Fontana HS	2498	762	809	1061	59	7
Kaiser	1648	792	250	560	44	3
Jurupa Hills	1725	772	296	603	48	2
Summit	2679	1607	277	690	92	13
Citrus HS	354	137	134	75	8	0
Birch	263	120	88	53	2	0
Non Public	31	22	8	1	0	0
FUSD-other	80	50	2	0	0	28
Fontana USD	32198	17481	7462	5993	1142	119
FUSD Percentages		54%	23%	18.61%	3.55%	0.37%

FUSD English Learner Reclassification Criteria

To be implemented throughout the school year as students reach the criteria.

1) Assessment of English language proficiency, using an objective assessment instrument, including but not limited to, the state test of English language proficiency;

Current English Language Proficiency Assessments for California (ELPAC)
• Overall - Well Developed Performance Level (Level 4)

2) Teacher Evaluation, including, but not limited to, a review of the student's curriculum mastery.

3) Parent Opinion and Consultation

4) Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.

• Students may meet the performance in basic skills by meeting one of the following criteria.

Grade	Current SBAC Mid-range of Standard Nearly Met	I-Ready Fall Reading Overall Scale Score	I-Ready Winter Reading Overall Scale Score	I-Ready Spring Reading Overall Scale Score
K		330	353	378
1		372	396	421
2		426	445	465
3	2399	470	483	497
4	2444	504	514	524
5	2471	531	539	548
6	2493	547	554	561
7	2515	563	568	574
8	2526	573	579	585
9		578	584	591
10		593	599	605
11	2537	603	610	617
12		603	610	617

Note:

- To ensure that students are successfully reclassified, multiple measures will be considered and examined throughout the reclassification process.
- Annually, the reclassification criteria will be evaluated and revised as necessary to include the most current state and district measures of linguistic and academic performance.

BOARD APPROVED
11-06-2024

Exiting English Learner Services

(Reclassification to Fluent English Proficiency)

FUSD English Learner Alternate Reclassification Criteria
for Students taking the Alternate ELPAC

To be implemented throughout the school year as students reach the criteria.

1) Assessment of English language proficiency, using an objective assessment instrument, including but not limited to, the state test of English language proficiency;

Current (2023-2024), Alternate English Language Proficiency Assessments for California (ELPAC)
• Overall - Fluent English Proficient (Level 3)

2) Teacher Evaluation, including, but not limited to, a review of the student's curriculum mastery.

3) Parent Opinion and Consultation

4) Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.

• Students may meet the performance in basic skills by meeting the CAA criterion.

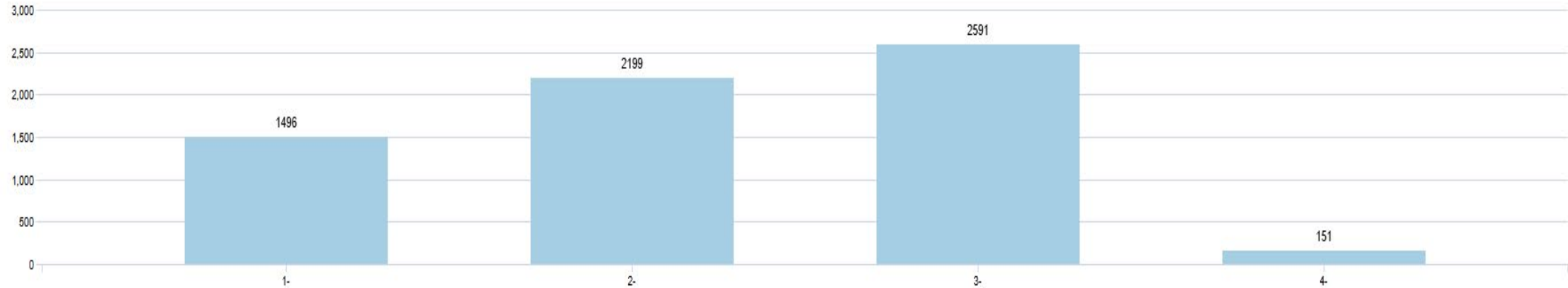
Grade	Current CAA (2023-2024) Average Scale Score of English Only
K	
1	
2	
3	326
4	427
5	527
6	647
7	738
8	846
9	
10	
11	
12	948

Note:

- To ensure that students are successfully reclassified, multiple measures will be considered and examined throughout the reclassification process.
- Annually, the reclassification criteria will be evaluated and revised as necessary to include the most current state and district measures of linguistic and academic performance.

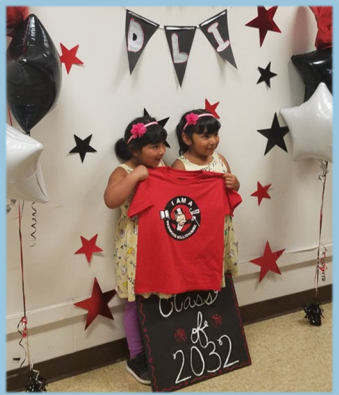
Board Approved
04/05/2023

ELPAC Overall Scores

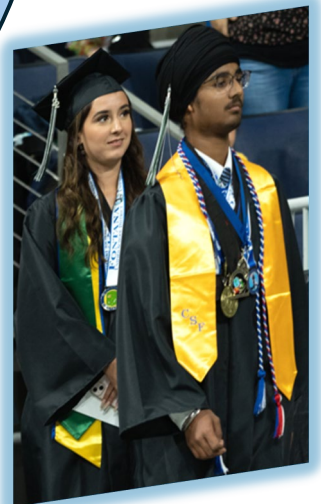


Multilingual/English Learners in our LCAP

LCAP 2024-2025		
Goal 1C POWERFUL ACADEMIC OUTCOMES: Over the next three years, all FUSD Multilingual Learners will improve academic achievement in ELA and Math, as measured by state and local assessments, and will increase progress toward English Language Proficiency and Graduation Rate as measured by the CA Dashboard.		
<i>Meta 1C: RESULTADOS ACADÉMICOS IMPACTANTES: Durante los próximos tres años, todos los estudiantes multilingües de FUSD mejorarán el rendimiento académico en ELA y Matemáticas, según lo medido por las evaluaciones estatales y locales, y aumentará el progreso hacia el dominio del idioma inglés y la tasa de graduación según lo medido por el Tablero de información escolar de CA.</i>		
Action	Acciones	Budget
1C.1 Enhance Multilingual/English Learners parent and community involvement and engagement	<i>Aumentar la participación y el compromiso de los padres y la comunidad multilingüe/inglesa</i>	SupC \$10,500
1C.2 Address the academic needs of Multilingual/English Learners through systemic, targeted supports	<i>Abordar las necesidades académicas de los estudiantes multilingües/ aprendices de inglés mediante apoyos sistemáticos y específicos.</i>	SupC \$5,833,107 + \$75,000 Title III \$1,571,469
1C.3 Expand and enhance Dual Language Immersion Program	<i>Ampliar y mejorar el programa de inmersión bilingüe</i>	SupC \$5,279,434
1C.4 Monitor progress of Multilingual/English Learners towards increased academic achievement and reclassification.	<i>Supervisar el progreso de los estudiantes multilingües/aprendices de inglés hacia un mayor rendimiento académico y la reclasificación.</i>	SupC \$65,000
1C.5 Increase progress and outcomes in literacy and math for Long-term English learners (LTELs).	<i>Aumentar el progreso y los resultados en la alfabetización y matemáticas de los estudiantes aprendices de inglés de largo plazo (LTELs)</i>	SupC \$25,000
1C.6 Provide professional development and coaching services to better serve Multilingual/English Learners.	<i>Proporcionar desarrollo profesional y formación para atender mejor a los estudiantes multilingües/aprendices de inglés</i>	SupC \$10,000 Title III \$50,000
1C.7 Ensure all students access to World Languages (WL) courses and increase the number of students demonstrating biliteracy.	<i>Garantizar el acceso de todos los estudiantes a los cursos de lenguas del mundo (WL) y aumentar el número de estudiantes que demuestren alfabetización bilingüe.</i>	SupC \$137,000
1C.8 Support family engagement by providing translation and interpretation services to families of Multilingual/English Learners	<i>Apoyar el compromiso familiar prestando servicios de traducción e interpretación a las familias de estudiantes multilingües/aprendices de inglés</i>	SupC \$1,386,983 + \$30,000



Who are our Multilingual/ English Learners?





Questions?