



RUSD

**RIVERSIDE UNIFIED
SCHOOL DISTRICT**

Guide for Educating English Learners

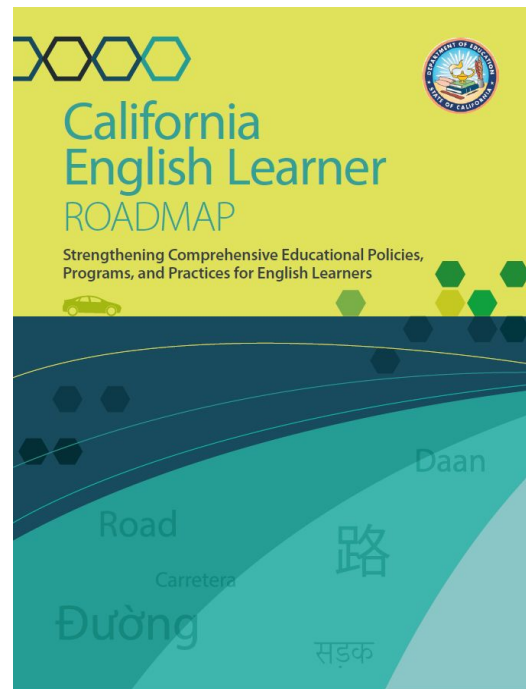


California State Board Approved

Designed to strengthen policies,
programs and practices for
English Learners.

The EL Master plan was revised to:

- Meet the CA EL Roadmap policy
- Meet Federal Program Monitoring compliance
- Align to RUSD's *Guide for Instructional Direction*



The Purpose of the RUSD Guide for Educating English Learners

**Progress
Compliance**

**Needs
Responsive**

**Instructional
Support/
Resources**

**Build coherence and
alignment with
RUSD's programs
and practices**

Mission

Riverside Unified School District values and affirms the linguistic and cultural assets of ALL English learners to ensure their academic proficiency and social contribution in a global society.



Activity

What words stand out to you? Please enter your response into the chat box.

Riverside Unified School District values and affirms the linguistic and cultural assets of ALL English learners to ensure their academic proficiency and social contribution in a global society.

RUSD's Values

Community

Excellence

Engagement

Innovation

Equity

Well-being

Equity

RUSD is committed to providing an equitable education to all students. As stated in the *Guide for Instructional Direction*, **"every student is provided with what they individually require to learn and succeed to fulfill their academic and social advancement."** RUSD's commitment to building on the assets of our students is in direct alignment with Principle 1 of the EL Roadmap: Assets-Oriented and Needs-Responsive Schools.



EQUITY DEFINITION

Equity is accomplished when **access** is based on need, and **every student** is provided with what they individually require to **learn and succeed** to fulfill their academic and social advancement.



Eliminate
disparities and
inequitable
practices



Implement
inclusive practices
and policies



Honor
individuality with
a focus on high
outcomes for all



Guarantee
respectful treatment
where all individuals
feel valued

Chapter 1: Assets Oriented and Needs Responsive

Affirming and
Welcoming
Environments for ALL
Students



English Learners in RUSD

English Learners in RUSD



RFEP-Exited

29.9%

3483

RFEP

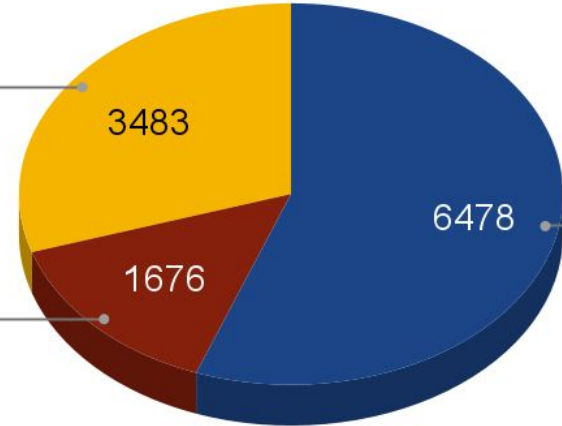
14.4%

1676

6478

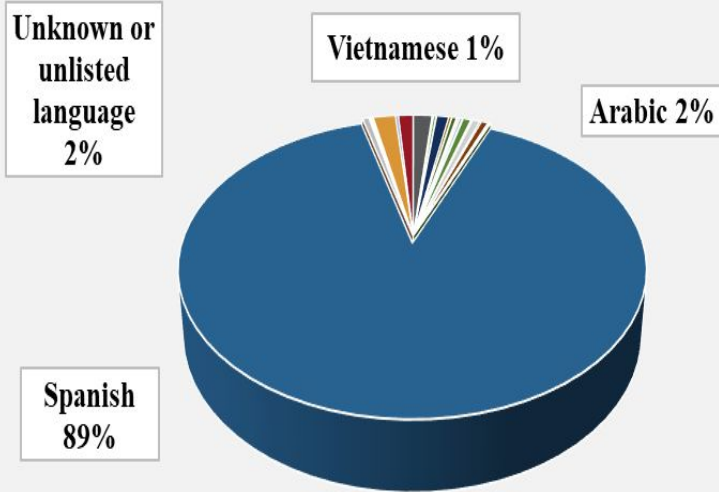
EL

55.7%

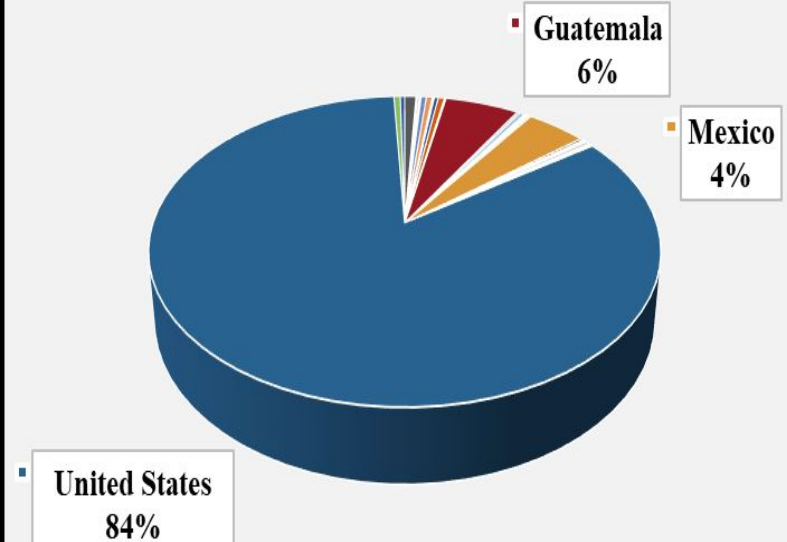


English Learners in RUSD

Home Languages of ELs and RFEPs



Birth Countries of ELs and RFEPs



Identification of English Learners

RUSD implements federal and state laws and regulations to identify students whose language is other than English.



Riverside Unified School District
Department of Research, Assessment, and Evaluation
Home Language Survey

| | |
|--|---------------|
| Assessment Center Use Only: | STU-ID: _____ |
| School Year _____ | School: _____ |
| Appointment Date: _____ | Time: _____ |
| Distribution: Original - Cum Copy - Assessment Center (Fax 80881) | |
| Calif. Ed. Code §52164.1 a Required per NCLB & Title III Regulations | |

Instructions for parents/guardians: The California *Education Code* contains legal requirements which direct schools to assess the English language proficiency of the student. The process begins with determining the language(s) spoken in the home of each student. The responses to the home language survey will assist in determining if a student's proficiency in English should be tested. This information is essential in order for the school to provide adequate instructional programs and services.

As parents or guardians, your cooperation is requested in complying with these requirements. Please respond to each of the four questions listed below as accurately as possible. For each question, write the name(s) of the language(s) that apply in the space provided. Please do not leave any question unanswered. If an error is made completing this home language survey, you may request correction before your student's English proficiency is assessed.

| | | | | | | | | | |
|--|--|--------------|--|------------|--|--|--|-----------|--|
| Student : _____ | | _____ | | _____ | | _____ | | _____ | |
| Last Name | | First Name | | Middle | | Grade | | Birthdate | |
| Student's Address _____ | | Apt. # _____ | | City _____ | | State _____ | | Zip _____ | |
| 1. _____ | | 2. _____ | | _____ | | _____ | | _____ | |
| Name of Previous School, District Attended | | City | | State | | Name of Previous School, District Attended | | City | |
| _____ | | _____ | | _____ | | _____ | | _____ | |

Please read and answer each question carefully to assist the school in planning the most appropriate educational program for your child:

1. Which language did your child learn when they first began to speak? _____
2. Which language does your child use most frequently at home? _____
3. Which language do you use most frequently to speak to your child? _____
4. Which language is most often spoken by the adults at home? _____

Would you like to have school correspondence sent home to you in English or translated into another language? _____ English _____ Other Language

Write in the language _____

X _____ / _____
Signature of Parent/Guardian Date

Printed name of Parent/Guardian _____

Initial



CA Education for a Global Economy Initiative (Prop 58): Federal Compliance

The purpose of the California Education for a Global Economy (CA Ed.G.E.) Initiative is to:

- ensure that all children in California public schools receive the highest quality education
- master the English language
- access high-quality, innovative, and evidence-based **language programs** that prepare them to participate in a global economy

(California Education Code (EC) Section 300(n))



Parent Request for a New Program

Program Examples

- Structured English Immersion
- Dual Language immersion

Process for identifying and analyzing if it is possible to implement a new program



Reclassification

In accordance with state law, the district has established criteria by which a student can be changed from the English learner (EL) classification to the Reclassified as fluent English proficient (R-FEP) classification.

Criteria for students in Special Education is included in this chapter.



Support Programs

Expanded Learning Programs

- HEARTS - Elementary
- LAB! - Elementary
- PRIMETime - Middle School
- Exploration Days and Summer Camp
- ELD Summer Program for Newcomers



Graduation

Through RUSD's *Mastery of Guaranteed Learning*, the expectation is for all students to be college and career ready.

RUSD created a Portrait of a Graduate to clearly define mastery of guaranteed learning and expectations for all students.



DEFINE MASTERY

ACTION ONE:
MASTERY OF GUARANTEED LEARNING
Define mastery of guaranteed learning clearly.

PORTRAIT OF A GRADUATE
Portrait of a Graduate embodies the RUSD community's expectation for all students to be college, career, and world ready. Mastery of essential learning supports systems of instruction, assessment, and academic reporting that are based on students demonstrating mastery of knowledge and skills over time. The "Portrait" lists the knowledge, concepts, skills, and habits each student needs to exhibit world readiness. All stakeholders are clear about what students are to learn and be able to do academically and socially. In each of the four domains, indicators for essential learning are assessed and used to determine mastery. Through the Shared Leadership System, we strive to develop common performance levels and grading practices.

The four domains of the student portrait are:
RUSD GRADUATES WILL...

1. Master academic knowledge and skills to be successful, independent, and prepared for college and career.
2. Lead their own learning by setting and meeting reasonable goals and persevering to positively affect self, family, community, nation, and world.
3. Think critically, communicate effectively, and solve problems creatively.
4. Tend to their physical and social-emotional well-being over time.

KNOW
RUSD graduates demonstrate deep knowledge of the core academic disciplines.
• Academic standards in each content area

ACT
RUSD graduates lead their own learning by setting and meeting reasonable goals and persevering to positively affect self, family, community, nation and world.
• Leadership
• Character Development
• Civic Engagement

THINK
RUSD graduates think critically, communicate effectively and solve problems creatively.
• Inquiry and Design
• Communication (verbal, written, media, collaborative, cross cultural)
• Analytical Skills

BE
RUSD graduates tend to their physical and social-emotional well-being.
• Resilience
• Engagement and Hope
• Self-Assurance

Seal of Biliteracy Achievement and Recognition

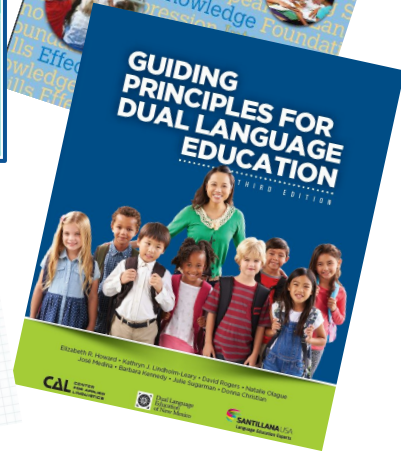
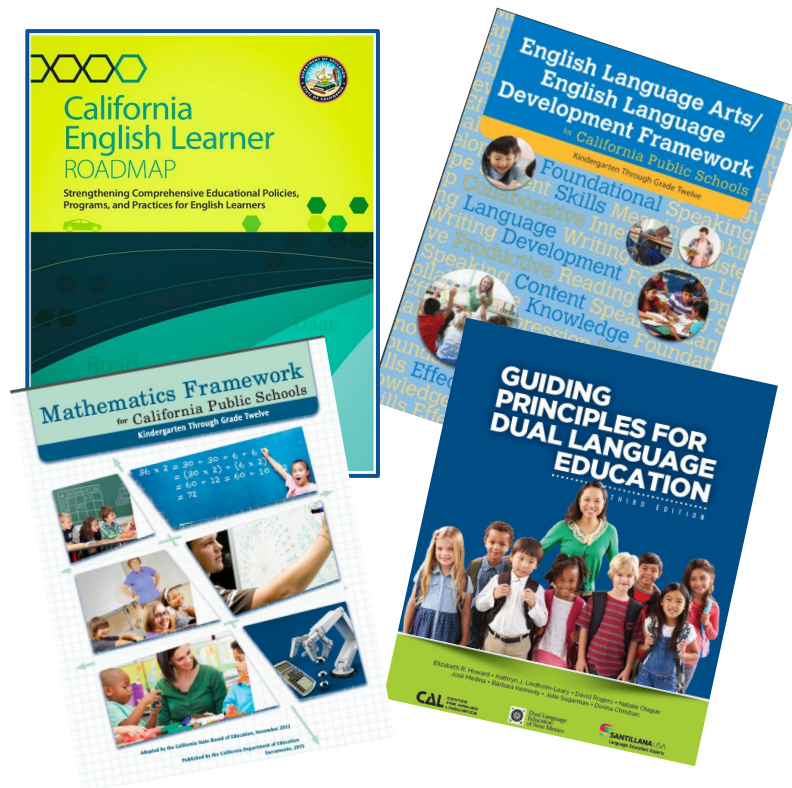
The State Seal of Biliteracy (SSB) was established to recognize high school graduates who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English.



What would you like to add to this chapter in regard to creating an affirming and welcoming environment?



Chapter 2: Access to Standards-Based Instruction: Effective Instruction for English Learners



MTSS & UDL

Multi-Tiered System of Support (MTSS)

Tier 1: Core Instruction, Universal Support

Tier 2: Targeted, Supplemental Supports

Tier 3: Intensive, Individualized Supports



Universal Design for Learning (UDL)

- Provide Multiple Means of Engagement
- Provide Multiple Means of Representation
- Provide Multiple Means of Action & Expression



English Language Development

Integrated and Designated English language development are crucial in the educational process of this group of students.

Designated ELD is provided by skilled teachers during a protected time during the regular school day. Teachers use the CA ELD Standards as the focal standards.

ELD Standards in Tandem with Content Standards for Designated ELD



Integrated ELD is provided to ELs throughout the school day and across all subjects by all teachers of ELs.

Content Standards in tandem with ELD standards for Integrated ELD

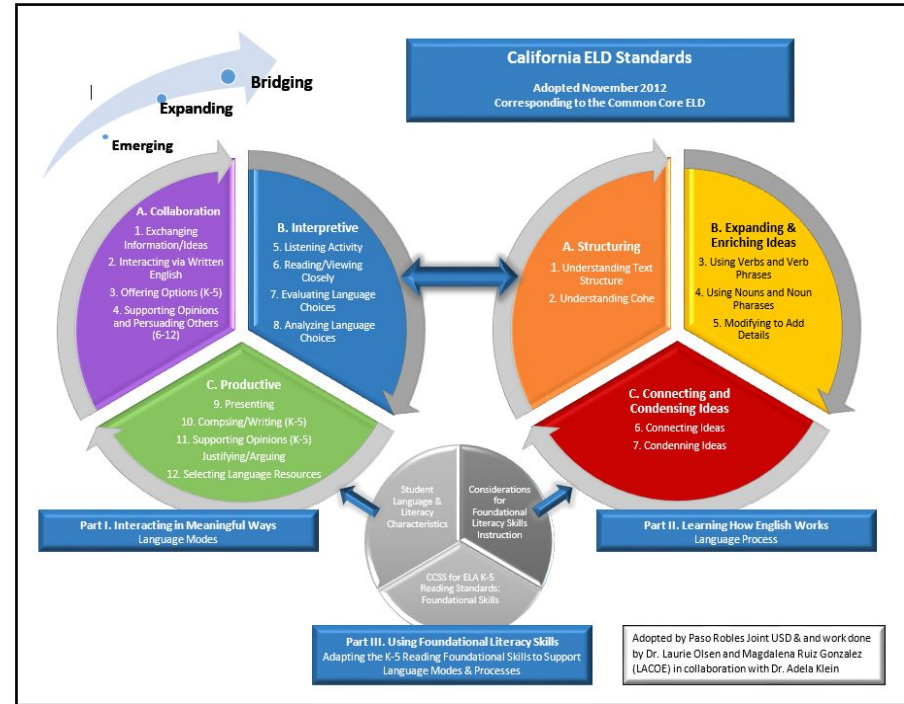


Organization of the ELD Standards

Part 1: Interacting in Meaningful Ways

Part 2: Learning About How English Works

Part 3: Using Foundational Literacy Skills



Proficiency Levels

ELD Proficiency Level Continuum

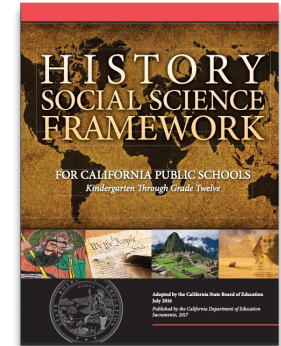
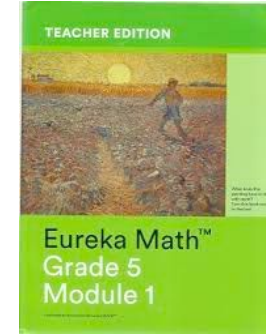
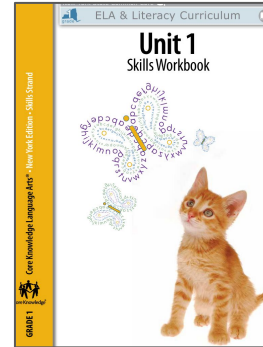


Emerging: Students at this level typically progress very quickly, learn to use English for immediate needs, and begin to understand and use academic language for the grade level, with substantial language support provided.

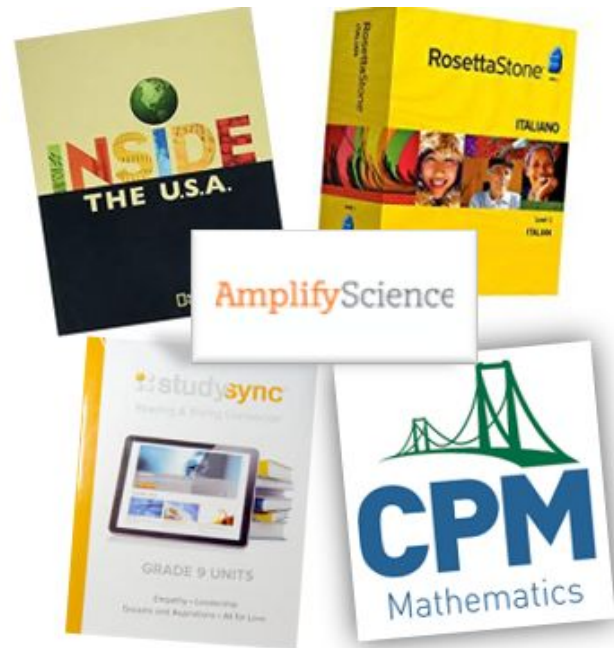
Expanding: Students at this level use their growing language skills in more advanced ways that are appropriate to their age and grade level, with moderate language support provided.

Bridging: Students at this level can independently use a variety of high-level English language skills and fully participate in grade-level academic activities in all content areas, with light language support provided.

Integrated ELD TK-6

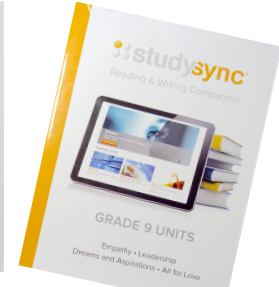
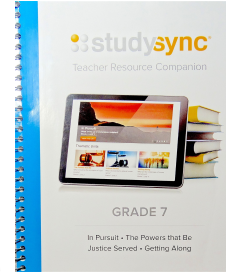


Integrated ELD 7-12



All courses offered

Designated ELD



What would you like to see added to this chapter in regards to providing an effective instructional program to our English Learners?



Chapter 3: Assessments, Data Analysis, and Accountability



Student Data provides information about student achievement and learning needs.

How can we continue to improve our data analysis practices?



Chapter 4: Professional Development

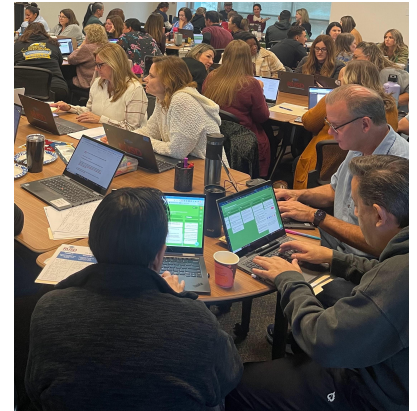


Chapter 4: Professional Development

Training on the implementation of strategies and activities based on scientific research that have been shown to be effective and engaging for English learners will be included and integrated into all professional development offerings and opportunities for teachers.

Riverside Unified has established a commitment to three key strategies to support greater language production at more rigorous levels.

With these strategies firmly in place, teachers are better equipped and trained to support the many English learners entrusted to their care and education.



Chapter 5: Family and Community Engagement



Family and Community Engagement

RUSD is committed to family and community engagement as outlined in LCAP Goal Three: *Involve the whole family and community in student learning and well-being.*

- **District English Learner Advisory Committee (DELAC)**
- **School English Learner Advisory Committee (ELAC)**
- Parent Teacher Association (PTA)
- African American Parent Advisory Committee (AAPAC)
- Local Control and Accountability Plan Advisory Committee (LCAP)
- Community Advisory Committee (CAC)

The value of family and community involvement reads far beyond compliance as stated in the Guide for Instructional Direction 2.0: ***“Relationships are the cornerstone of healthy organizations and our work in education.” pg. 20***

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DELAC

DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE

RIVERSIDE UNIFIED SCHOOL DISTRICT

Family and Community Engagement

The value of family and community involvement reads far beyond compliance as stated in the Guide for Instructional Direction 2.0: ***“Relationships are the cornerstone of healthy organizations and our work in education.” pg. 20***

- *Interpreters and Translators*
- *Family Resource Center (FRC)*
- *Adult School*
- *Engagement with Current University Partners*

Parent participation is very important to us and to the educational experience of our students.

How can we increase parent participation in RUSD?
How can we reach more parents?





2022-2025 PLAN

This three-year plan provides actions for high-quality education for all English learners in TK through 12th grade.

Based on the work outlined in this guide, RUSD has developed a three year plan to ensure the needs of English Learners are being addressed.

RUSDs English Learner 2022-2025 PLAN provides actions for high-quality education for all English learners in TK through 12th grade.



2022-2025 PLAN

This three-year plan provides actions for high-quality education for all English learners in TK through 12th grade.



Academic English Language Centered

Strategy 1. Ensure legal requirements are met for providing both Designated and Integrated ELD.

Strategy 2. Provide ELD policies to support equity, full access, and high-quality academic language instruction.

High-quality Instruction and Supports for Newcomers

Strategy 1. Secure and nurture a coherent instructional and social program for newcomers.

Strategy 2. Provide Extended Opportunities



2022-2025 PLAN

This three-year plan provides actions for high-quality education for all English learners in TK through 12th grade.



Building Momentum with Long-Term English Learners

Strategy 1. Identify the obstacles to reclassification for long-term English learners.

Strategy 2. Develop a Collaborative Plan with Content Leads to support standards-based instruction for ELs.

Data Analysis to Enhance English Learners performance

Strategy 1. Analysis at site and district level with guidance for next steps.



2022-2025 PLAN

This three-year plan provides actions for high-quality education for all English learners in TK through 12th grade.

Foster Parent Community Engagement

Strategy 1. Continue building collaborative parent partnerships

Strategy 2. Ongoing collaboration with sites and community in regards to parent engagement

Invest in Professional Development

Strategy 1. Design professional development on how to use and unpack the state standards for ELD

Strategy 2. Provide professional development for both Integrated and Designated ELD

Strategy 3. Monitor the implementation of both Designated and Integrated ELD

Our Commitment: Make EL's and the Guide a Priority

**Continue to implement
RUSD guide for educating
English learners in all
schools in the 2024-2025
school year**

**Revise the EL achievement
plan, which is more of a
narrowed focus of the work
we do annually to support
English learners and
aligned to the Guide for
Educating English Learners**

**Provide professional
development to
administrators, school
counselors, teachers, and
those in charge of English
learners in our schools so that
they can provide a positive
and successful learning
experience.**

What would you say is your priority in regards to educating our English learners? How can we build upon that priority?



Thank you!