



J. P. Kelley Elementary School

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English Learner Plan 2025-26 School Year



Dr. Aldo Velasco, Principal



J.P. Kelley Elementary School

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English Learner Plan 2025-26

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 is developed with the input of teachers, parents and students. This plan is also developed with the input provided by the English Learner Advisory Committee and the actions are included in the School Plan for Student Achievement (SPSA).

Access to Rialto Unified School District EL Plan at:

[English Learner Programs / English Learner Plan](#)

EL Action Team

Kelley Elementary's EL Action Team include:

- Aldo Velasco, Principal
- Anabel Baba, Assistant Principal
- Graciela Ballardo, DLI Teacher/Site English Learner Facilitator (SELF)
- Reading Specialist
- Education Specialist
- Leadership Team
- English Learner Advisory Committee (ELAC)

EL Demographics Data

Data from the 2023–24 school year shows that Kelley Elementary had approximately 666 students enrolled, of which 196 were English learners. The following is an enrollment summary of English Learners (ELs) and Reclassified Fluent English Proficient (RFEP) students by grade level:

| Enrolled | Kinder | 1st | 2nd | 3rd | 4th | 5th |
|-----------|--------|-----|-----|-----|-----|-----|
| # of EL | 28 | 41 | 30 | 41 | 31 | 25 |
| # of RFEP | 0 | 0 | 5 | 7 | 15 | 12 |

Number of dually identified students:

- There was 1 dually identified student.

Number of LTELs or at risk of becoming LTEL:

- There were 19 ELs in 4th grade and 13 ELs in 5th grade At-Risk of becoming LTELs. There were 0 ELs identified as LTEL.

Number of English Learners by language:

- 98.47% of EL students identified Spanish/Castilian as the primary language.

EL Achievement Data (ELPAC & CAASPP)

Throughout the 2023-2024 school-year, there were approximately 185 students identified as English Language Learners. The following is a summary of the Summative ELPAC, CAASPP and iReady Assessments data analysis:

2023-24 Summative ELPAC:

- In kindergarten, 46.15% of EL students scored at a Level 3 performance level, followed by 26.92% scoring at a Level 2.
- In first grade, 48.39% of EL students scored at a Level 2 performance level, followed by 25.81% scoring at a Level 1.
- In second grade, 51.61% of EL students scored at a Level 2 performance level, followed by 35.48% scoring at a Level 2.

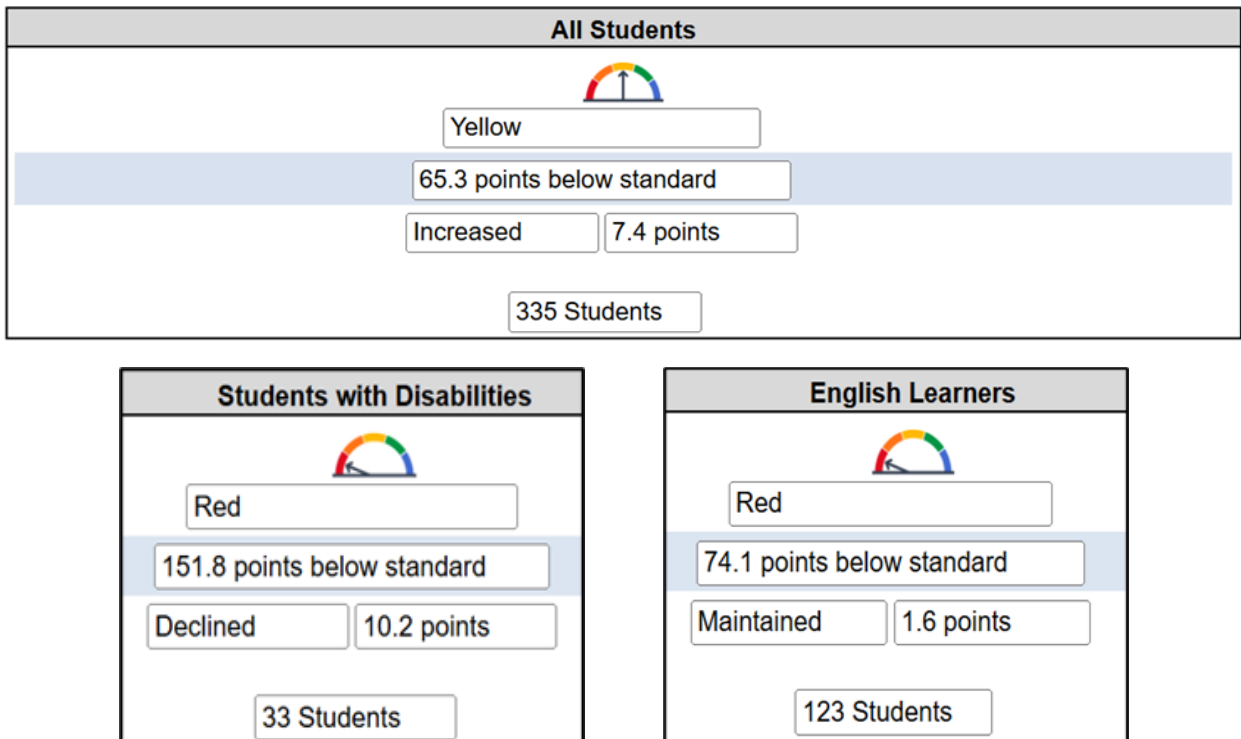
- In third grade, 39.02% of EL students scored at a Level 3 performance level, followed by 36.59% scoring at a Level 2 performance level.
- In fourth grade, 50% of EL students scored at a Level 3 performance level, followed by 21.88% scoring at a Level 2 performance level.
- In fifth grade, 37.50% of EL students scored at a Level 3 performance level, followed by 25% scoring at a Level 4 performance level.

ELPAC Data Analysis:

Overall in the 2023-24 school year, 9.73% of EL students scored at a Level 4 performance level, 38.38% scored at a Level 3 performance level, 34.59% scored at a Level 2, and 17.30% of EL students scored at a Level 1 performance level.

When analyzing the Summative ELPAC data by domain, Kelley Elementary's English Language Learners performed best in the Writing and Listening domains. The data analysis also shows that most EL students need to improve in the areas of reading and speaking.

2024 CAASPP English Language Arts Performance

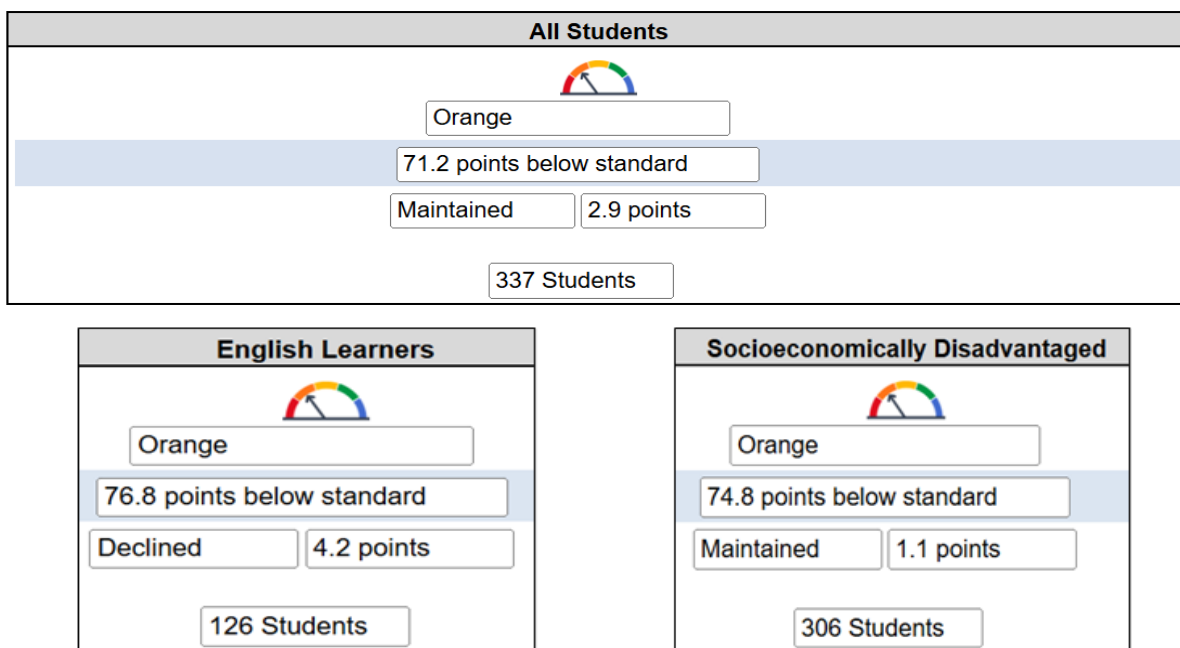


Kelley Elementary’s English Language Arts (ELA) performance for All Students reflects continued academic challenges. The school's overall performance level was in the Yellow band, with students scoring an average of 65.3 points below the standard.

While this represents an increase of 7.4 points from the previous year, it remains below the state standard.

There is a notable achievement gap between student subgroups, particularly among English Learners and Students with Disabilities. The performance level for English Learners was in the Red band, with students scoring an average of 74.1 points below the standard. This was a change of only 1.6 points from the previous year for EL students. The performance level for Students with Disabilities was in the Red band, with students scoring an average of 151.8 points below the standard. This was a decline of only 10.2 points from the previous year for Students with Disabilities.

2024 CAASPP Mathematics Performance



In the area of math, Students with Disabilities (SWD) was the only student subgroup to score in the Red performance band in 2024, with an average of 122.8 points below the standard. This represents a slight decline of 3.1 points from the previous year. Notably, no student subgroup scored in the Red band for math in 2023.

The performance level for both English Learners (EL) and Socioeconomically Disadvantaged (SED) student subgroups dropped from Yellow to the Orange in 2024. EL students scored an average of 76.8 points below the standard in 2024 compared to 72.6 points in 2023. SED students scored an average of 74.8 points below the standard in 2024 compared to 75.9 in 2023.

Upon Entry Procedures (Newcomers & Recently Enrolled)

Teachers are notified when new students identified as English Learners (ELs) or newcomers are enrolled in their classroom. The students are placed in an SEI class with a credentialed teacher. Teachers are provided with the appropriate EL instructional materials and consumables to support the student's learning. Both teachers and support staff work together to provide support during integrated and designated ELD instruction.

On the first day of school, students and their parents are given a tour of the campus and provided with key information about their teacher, school procedures, and how to access the school's weekly newsletter through ParentVue. The newsletter keeps families informed of upcoming events and important updates. To ensure accessibility, the weekly newsletter and all school signage are translated into Spanish. In addition, our bilingual office staff and administrators contribute to creating a welcoming and inclusive environment. Parents are encouraged to stay engaged by participating in ELAC, SSC, PTA, and various parent workshops held throughout the school year.

Newcomers, including students transferring from out of state, are assessed by the Multilingual Programs/Language Assessment Center to determine their English proficiency level using the English Language Proficiency Assessments for California (ELPAC). Spanish-speaking newcomers are also placed in an SEI class. Most of our SEI teachers can communicate with students in Spanish, this helps to ease the transition and provide additional support.

Kelley Elementary is proud to be one of ten elementary schools in the district implementing a Dual Language Immersion (DLI) program. Families are informed about the DLI option and the opportunity to enroll their child in a DLI classroom, which reinforces our belief in promoting language as an asset and helps students feel welcomed and supported.

Academic Programs Available to English Learners

Kelley Elementary is committed to ensuring that English learners receive both Designated and Integrated English Language Development (ELD) instruction to support their language acquisition and academic success. The school provides a minimum of 30 minutes of daily Designated ELD instruction for English learner students. During this protected time, teachers deliver targeted instruction aligned to students' English language proficiency levels and focused on developing listening, speaking, reading, and writing skills.

In addition to Designated ELD, Kelley Elementary provides Integrated ELD throughout the school day across the curriculum. Teachers intentionally incorporate language development strategies into core instruction in subjects such as English language arts,

mathematics, science, and social studies. Through Integrated ELD, English learners are supported in using academic language, engaging in meaningful discussions, reading complex texts, and expressing their understanding both orally and in writing. Together, Designated and Integrated ELD ensure that English learners at Kelley Elementary receive the language support necessary to access grade-level content, build English proficiency, and make progress toward meeting academic standards.

English Learners also receive small group instruction with primary language support provided by the teacher and/or a bilingual instructional assistant. Teachers also use SDAIE strategies, GLAD strategies and some components of the SIOP model. The ELA core curriculum also includes lessons and supports that can be utilized by teachers in order to ensure equitable access. The following core instructional programs and supplemental instructional materials are available to English Learners:

- Core Curriculum (Wonders, Go Math, Mystery Science, and Studies Weekly)
- SIPPS reading intervention program
- i-Ready instruction/lessons in Reading & Math
- Leader in Me
- Footsteps 2 Brilliance
- Small group Reading intervention with Intervention teachers daily
- Small group and One-on-One instruction/support provided by the Bilingual Instructional Assistant.

Kelley Elementary offers the **ELPAC Academy** to all EL students. The ELPAC Academy is a supplemental support program designed for English learner (EL) students. Offered on Saturdays, the program provides thematic instruction focused on the four language domains: **speaking, listening, reading, and writing**. Its primary goal is to strengthen students' academic language skills and better prepare them to successfully pass the **ELPAC state exam**.

Progress Monitoring

Kelley Elementary uses the ELlevation platform to assist in monitoring the progress of our EL and Reclassified students. If EL/RFEP students are not making adequate progress, Ellevation provides filtering tools to identify and flag students showing limited or minimal growth based on progress monitoring data. In response, teachers complete an EL Progress Monitoring form, which outlines targeted strategies, recommended actions, and potential interventions to support the student. The form includes implementation dates and ensures that relevant information is communicated to parents.

iReady assessment data is also used to monitor student progress. The reports are run at the end of each trimester to monitor student progress, especially the students who have been reclassified. Students are provided with intervention and support if not making adequate progress. Student progress is also monitored during data analysis

meetings, PLCs, Leadership Team meetings, and grade-level meetings. Also, teachers meet with students during Data Chat meetings to set goals and if necessary meet with the parent to review the goals and interventions provided. The Student Study Team (SST) process is also available for students not making progress after receiving Tier 1 or Tier 2 interventions and support.

Students who have been reclassified are publicly recognized at an awards ceremony for their achievements.

Social and Emotional Supports

Kelley Elementary is a PBIS School, aimed at keeping students safe and creating a positive and safe school-wide environment. Teachers and support staff explicitly teach and model behavioral expectations that focus on Kindness, Effort and Safety. PBIS is implemented for all students, including EL and RFEP students. PBIS social-emotional support and interventions are available to identified students through a referral process that is monitored by the PBIS Internal Coach, PBIS Team, and Admin.

Kelley Elementary students are also supported by a Therapeutic Behavioral Strategist and a School Counselor. Identified students are provided social-emotional support and participate in learning groups that focus on social skills, grief and loss, self regulation, anger management, and self-esteem.

Kelley Elementary is also a Leader-in-Me (LIM) program school. The LIM program is a whole-school improvement program based on The 7 Habits of Highly Effective People that empowers students with leadership and life skills. At Kelley Elementary, the program helps students build confidence, set personal and academic goals, take responsibility for their choices, and work well with others. Through daily lessons and schoolwide activities, students learn to see themselves as leaders, take initiative, and contribute positively to their school and community.

For students that need additional support outside of school, Kelley Elementary refers students to outside providers such as CareSolace.

Staffing and Professional Development

Teachers are assigned to SEI or ELM classes according to their certification, expertise in language development, and experience. All teachers at Kelley Elementary have a CLAD or BCLAD authorization.

In order to increase the academic achievement of all students, including English Language Learners and RFEP students, in the areas of ELA, Math, and ELD instruction, teachers will be provided with high quality professional development that focuses on the following areas:

- Evidence-based and standards-based first best instruction
- Standards-based backwards mapping
- Professional Learning Communities
- Increasing instructional rigor through the implementation of higher order thinking skills
- Culturally Responsive Instruction
- Claim, Evidence & Reasoning
- SDAIE/CLAD Strategies
- Vocabulary Development/Academic Vocabulary Development
- Effective ways to increase student engagement
- Integrated ELD/Designated ELD
- Language and Content Objectives
- Redesignation Process/Requirements
- EL progress monitoring

Parent Engagement

Kelley Elementary School provides parent workshops in both English and Spanish to ensure families are informed and empowered to support their student's learning. Parents are invited to participate in English Learner Advisory Committee (ELAC) meetings, with invitations shared through school weekly newsletters and flyers posted in Parent Square. ELAC meetings are designed to be interactive and engaging, offering parents opportunities to learn about the instructional program, the needs of the school and students, ELD instruction, Data Chats, ELPAC test, CAASPP test, and the reclassification requirements/process.

The Kelley Elementary website includes important resources and information for families, such as ELAC, DELAC, DAC, AAPAC, and LCAP meeting dates, reclassification criteria, and information about upcoming events at the school site or at the district.

Funding

Funds are coordinated through the development of the School Plan for Student Achievement (SPSA), which is created through a collaborative process involving the School Site Council (SSC), English Learner Advisory Committee (ELAC), Leadership Team, support staff, and admin.

Funds are allocated to support English Language Learners student achievement, Professional development for teachers to support English Learners, and to increase English Language Learner student engagement and increase EL's Family Engagement and Involvement.