

J.P. KELLEY

ELEMENTARY SCHOOL

ENGLISH LEARNER PLAN

— 2026-27 SCHOOL YEAR —



Dr. Aldo Velasco
Principal

📍 380 S. Meridian Avenue,
Rialto, CA 92376

☎ (909) 820-7924



J.P. Kelley Elementary School

380 S. Meridian Avenue, Rialto, CA 92376

(909) 820-7924 • Fax (909) 820-6880

Dr. Aldo Velasco, Principal • Dr. Anabel Baba, Assistant Principal



English Learner Plan 2026-27

The purpose of the school site English Learner Plan (EL Plan) is to identify key strategies that are in place to support the academic progress of English Learners. This plan was developed with the input of teachers, parents and students. This plan was 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's English Learner 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 Specialists
- Education Specialist
- Leadership Team
- English Learner Advisory Committee (ELAC)

EL Demographics Data

Data from the 2024–25 school year shows that Kelley Elementary had approximately 661 students enrolled, of which 195 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	36	31	31	29	38	30
# of RFEP	0	0	10	5	8	19

Number of dually identified students:

- English Learner data for the 2025–26 school year from Synergy (SIS) indicates that J.P. Kelley Elementary School had 19 students who were dually identified as English Learners (ELs) and students with active Individualized Education Programs (IEPs).

Number of LTELs or at risk of becoming LTEL:

- English Learner data for the 2025–26 school year from the California Department of Education (CDE) DataQuest indicates that J.P. Kelley Elementary School had 6 third-grade students, 20 fourth-grade students, and 16 fifth-grade students who were identified as at risk of becoming Long-Term English Learners (LTELs).

Number of English Learners by language:

- Data from the 2025–26 school year indicates that Spanish (Castilian) is the primary language spoken by the majority of English Learner (EL) students.

EL Achievement Data (ELPAC & CAASPP)

Throughout the 2025-2026 school-year, there were approximately 661 students enrolled at Kelley Elementary School, 195 students were identified as English Language Learners. The following is an analysis of the Summative ELPAC, CAASPP and iReady Assessments data for EL students:

2024-25 Summative ELPAC Performance Trends:

School-wide ELPAC Trends:

- The percentage of students scoring at Level 4 (Well Developed) increased from 9.73% in 2023–24 to 13.68% in 2024–25, indicating improvement in overall English language proficiency.
- Students scoring at Level 3 (Moderately Developed) slightly decreased from 38.38% to 37.37%, while Level 2 remained relatively stable, decreasing slightly from 34.59% to 34.21%.
- The percentage of students scoring at Level 1 (Beginning Stage) improved from 17.30% to 14.74%, demonstrating a reduction in the number of students performing at the lowest proficiency level.

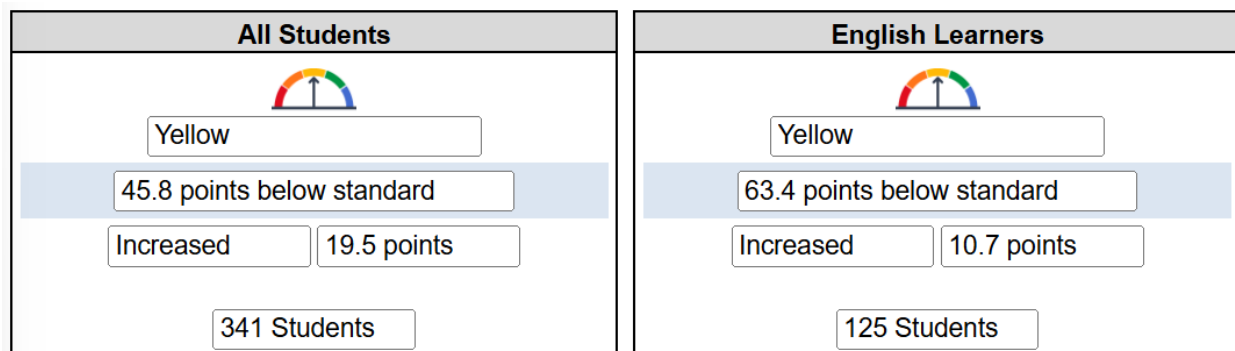
Grade-Level ELPAC Trends:

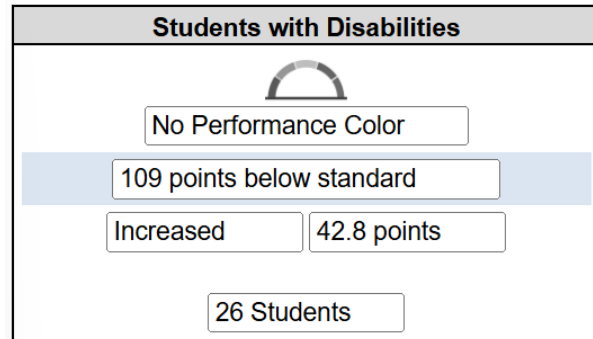
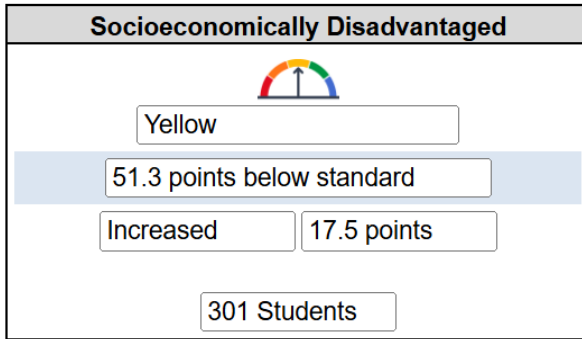
- Kindergarten: Level 4 performance increased from 7.69% to 11.11%; however, Level 1 also increased from 19.23% to 22.22%, indicating that many students continue to require foundational language development support.
- 1st Grade: Level 4 performance increased from 3.23% to 6.90%, and Level 2 students significantly decreased from 48.39% to 31.03%. However, Level 1 students increased from 25.81% to 37.93%, suggesting a greater number of students requiring intensive language support.
- 2nd Grade: Positive growth was observed, with Level 4 increasing from 3.23% to 6.45% and Level 1 decreasing significantly from 9.68% to 3.23%. Level 3 students also increased from 35.48% to 41.94%, indicating movement toward proficiency.
- 3rd Grade: Performance declined, with Level 4 decreasing from 9.76% to 3.70% and Level 3 decreasing from 39.02% to 29.63%. At the same time, Level 2 increased significantly from 36.59% to 55.56%, indicating many students are approaching proficiency but continue to need targeted support.
- 4th Grade: Improvement was noted, with Level 4 increasing from 12.50% to 16.22% and Level 1 decreasing from 15.63% to 8.11%. Level 3 performance also remained stable at over 50%.
- 5th Grade: Significant growth was demonstrated, with Level 4 increasing from 25.00% to 36.67% and Level 1 decreasing substantially from 20.83% to 6.67%. This indicates strong progress in English language development and increased readiness for reclassification.

ELPAC Performance Trends by Language Domain:

Kelley Elementary's 2024–25 ELPAC domain data demonstrates areas of strength in oral language development, particularly in the Speaking domain, while Reading and Written Language continue to be areas of greatest need across multiple grade levels. The data also shows stronger performance in upper grades compared to primary grades.

2024 CAASPP English Language Arts Performance



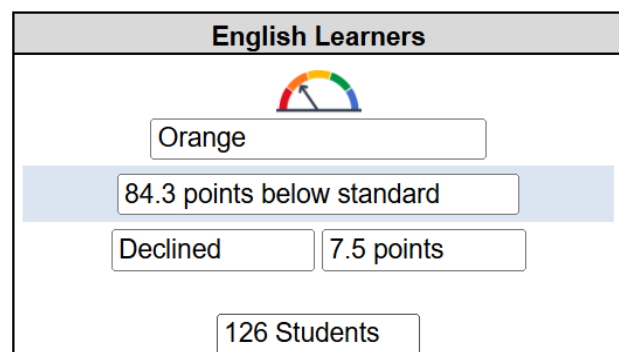
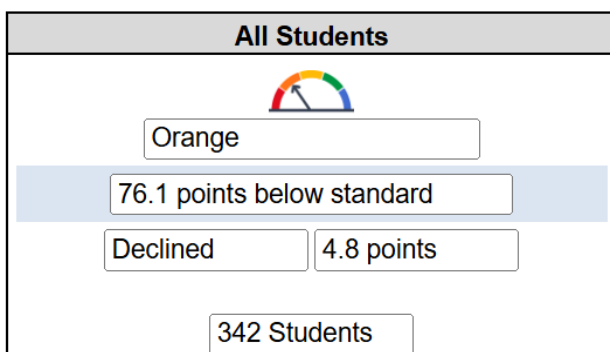


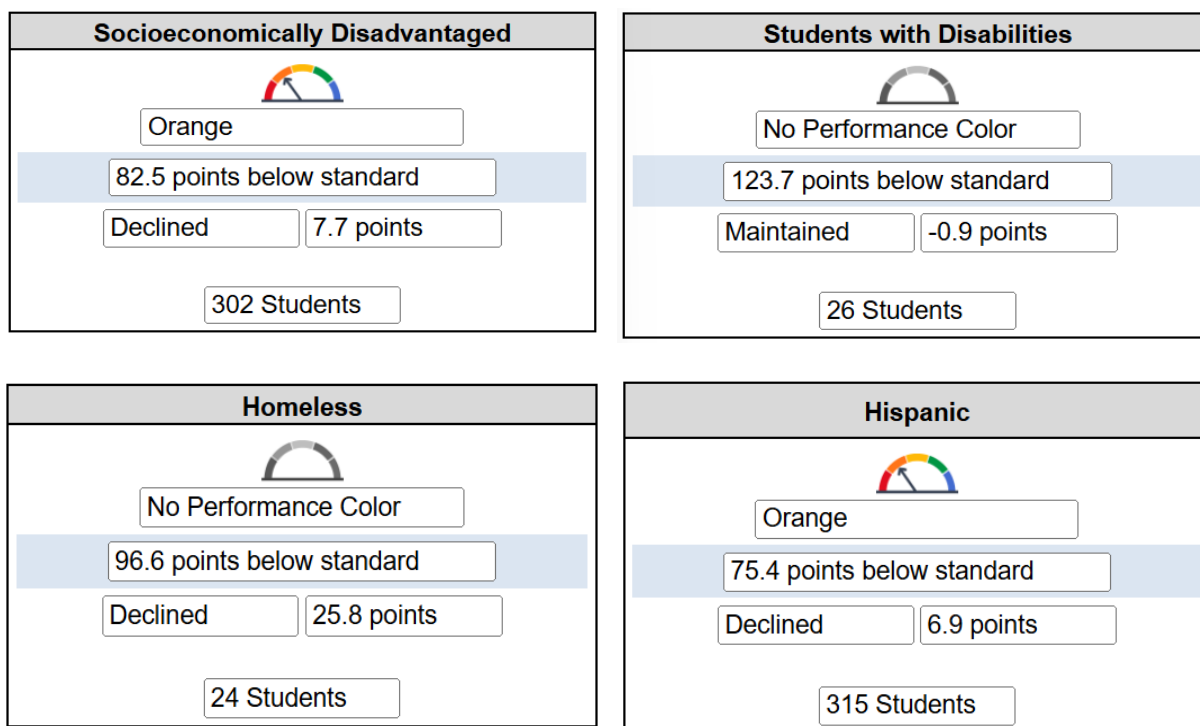
The 2024-25 California School Dashboard English Language Arts Equity Report indicates that Kelley Elementary's overall performance in English Language Arts was in the Yellow performance level, with students performing 45.8 points below standard. However, the school demonstrated growth by increasing 19.5 points from the previous year.

English Learners, Socioeconomically Disadvantaged students, Hispanic students, Students with Disabilities, and African American students also demonstrated growth in ELA performance. Students with Disabilities showed the greatest increase, improving 42.8 points, while African American students increased 50.8 points from the prior year. Although growth was observed across multiple student groups, several groups continue performing below standard, indicating a continued need for targeted interventions, differentiated instruction, academic language development, foundational literacy support, and evidence-based instructional practices.

Overall, the data demonstrates positive growth trends in ELA while identifying the need to continue strengthening literacy instruction and equitable support for all student groups. The data indicates a continued need to strengthen ELA/Literacy instruction through evidence-based teaching strategies, increased instructional rigor, academic discourse, intervention support, and targeted differentiation for student groups performing below standard. Kelley Elementary will continue utilizing PLC collaboration, data analysis, and targeted interventions to improve student achievement and equitable outcomes in ELA/Literacy for all student groups.

2024 CAASPP Mathematics Performance





The 2025 California School Dashboard Mathematics Equity Report indicates that Kelley Elementary's overall Mathematics performance was in the Orange performance level, with students performing 76.1 points below standard and declining 4.8 points from the previous year.

English Learners, Socioeconomically Disadvantaged students, Homeless students, and Hispanic students also performed in the Orange range or below standard and demonstrated declines in performance. Homeless students showed the greatest decline, decreasing 25.8 points. Students with Disabilities remained significantly below standard at 123.7 points below standard, while African American students demonstrated growth, increasing 9 points from the prior year.

The data indicates a continued need to strengthen mathematics instruction through evidence-based teaching strategies, increased instructional rigor, academic discourse, intervention support, and targeted differentiation for student groups performing below standard. Kelley Elementary will continue utilizing PLC collaboration, data analysis, and targeted interventions to improve student achievement and equitable outcomes in mathematics for all student groups.

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 ParentSquare. 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 get involved and stay engaged by participating in decision making committees such as the English Learner Advisory Committee (ELAC), School Site Council (SSC), Dual Language Immersion Committee (DLI), PTA, as well as encouraging participating in various parent workshops, training, and meetings 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 language proficiency level using the Initial 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 language support and instructional scaffolding.

Kelley Elementary is proud to be one of ten elementary schools in the district to implement 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
- Footsteps 2 Brilliance
- Small group Reading intervention with Reading Specialists daily
- Small group and One-on-One instruction/support provided by the Bilingual Instructional Assistant and/or Education Specialist.

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 reach a proficiency level of 4 on the Summative ELPAC language assessment.

Progress Monitoring

Kelley Elementary uses the ELlevation platform to assist in monitoring the progress of English Learner 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 collaboration 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 Support Team (SST) process is also available for students not making progress after receiving Tier 1 or Tier 2 interventions and support.

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.

For students that need additional support outside of school, Kelley Elementary refers students to outside providers such as Care Solace and BrightLife Kids. Care Solace is a mental health and substance-use care coordination service. It acts as a free, confidential concierge, helping families, and staff members quickly navigate and connect with local therapists, psychiatry, or treatment programs that match their specific needs and insurance. BriteLife Kids is a free, virtual behavioral health program in California designed specifically for children ages 0–12 and their parents or caregivers. Funded by the state, it provides on-demand resources, secure chat, and 1:1 video coaching to help navigate everyday behavioral and emotional challenges.

Staffing and Professional Development

Teachers are assigned to Structured English Immersion (SEL) or English Language Mainstream (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 are 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/Designated ELD Instruction
- Language and Content Objectives
- Reclassification Requirements & the Process
- EL/RFEP 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) and School Site Council (SSC) 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, District English Learner Advisory Committee (DELAC), SSC, District Advisory Council (DAC), African-American Advisory Committee (AAPAC), and Local Control Accountability Plan (LCAP) meeting dates, reclassification criteria, and information about upcoming events at the school site level and at the district level.

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.