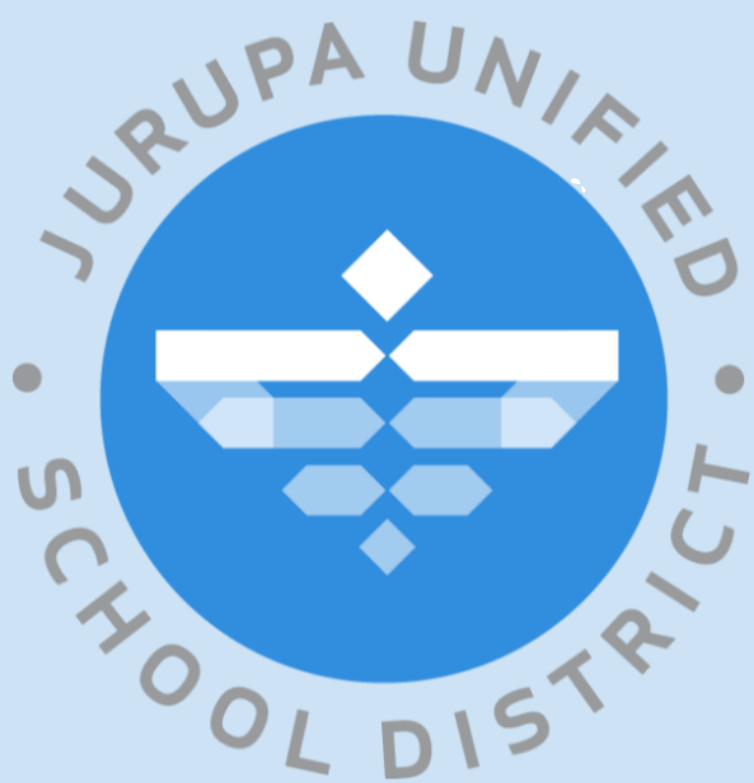


# MASTER PLAN

DEPARTMENT OF  
MULTILINGUAL EDUCATION

FOR ENGLISH  
LEARNERS





LEARNING WITHOUT LIMITS

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# MESSAGE FROM THE SUPERINTENDENT

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By fostering a growth mindset in every child, Jurupa Unified School District empowers each child to unlock their potential and succeed in career, in school, and in life. We call this Learning Without Limits—the promise we make and pledge to uphold—to our students, their families and our community. This is our promise.

More than a third of our students come to us as English Language Learners. We view that as an asset and an opportunity for each of them to graduate speaking and reading at least two languages. Our promise statement above could not be more appropriate in as much as when we talk about Learning Without Limits we focus on advantages and teach persistence and rigor. I have yet to meet any English Learner who graduates from our district who is not fluent in both English and Spanish.

By emphasizing the importance of native language and the central role of each child's cultural heritage and providing a rigorous curriculum we assure that our English Language Learners are prepared for an ever-changing world.

The Guiding Principles for Educating Our English Learners form the foundation of our plan. We are proud of all of the staff who in any way help our English Learners. They are the best and what they do works.

*Dr. Trent Hansen*



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# JURUPA UNIFIED SCHOOL DISTRICT

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## SUPERINTENDENT

DR. TRENT HANSEN, PH.D.

## BOARD MEMBERS

ROBERT GARCIA

JOSEPH NAVARRO

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LEARNING WITHOUT LIMITS



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REVISED AUGUST 2023

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# Who Are Our English Learners (ELs)?



We are a country of multiple languages and our ELs do not fit into one simple category. They comprise a very diverse group. An English Learner is a student who is learning English and who may benefit from various types of language support programs. It is also important to keep in mind that research shows that it takes 4-7 years to learn a language. Below are some of the typologies of English Learners.

**Native U.S. Born ELs** – ELs who are born in the U.S. and who speak a language other than English at home.

**Newcomers** – ELs who have been in the country for 3 years or less.



**Highly-schooled Newcomer ELs** – ELs who have been in the U.S. for 1 to 2 years, and who have attained a high-quality education in their primary language.

**English Learners on Track** – ELs who are making consistent advances in both, the English language and academic achievement.

**Gifted English Learners** – ELs who give evidence of high achievement capability in such areas as intellectual, creative, artistic, or leadership capacity, or in specific academic fields and are officially identified in the Gifted and Talented program.

**Long-term English Learners** – 2013 California Education Code 313.1 a and b defines a long-term English learner as “an English learner who is enrolled in any of grades 6 to 12, inclusive, has been enrolled in schools in the United States for more than six years, has remained at the same English language proficiency level for two or more consecutive years” as determined by the state’s annual English language development test.

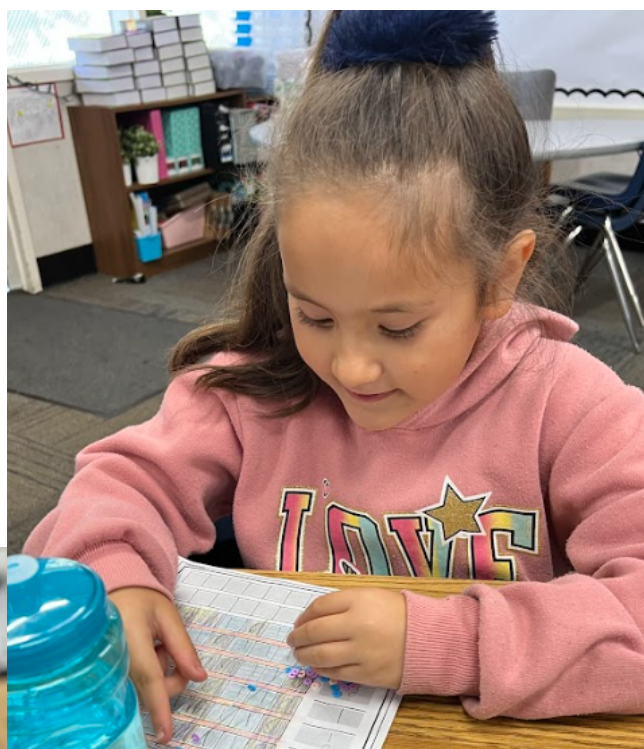


**Students At-Risk of Becoming Long-term English Learners** – 2013 California Education Code 313.1 a and b identifies English learners at risk of becoming long-term English learners as those EL students enrolled in any of grades 5 to 11, in schools in the United States for four years, and who score at the intermediate level or below on the state’s annual English language development test the fourth year at the below basic or far below basic level on the English language arts standards-based achievement test.

**ELs with interrupted formal education** – ELs who had limited to no access to school in their home country or whose education was interrupted.

# Executive Summary

Jurupa Unified School District's English Learners' Master Plan lays out the district's vision for the education of our culturally and linguistically diverse students. Jurupa's goal is to be responsive to the needs of our English learners and to ensure an equitable education for all learners. Our plan embraces our pledge to our families of Learning Without Limits as well as the new state policies and initiatives; including Global California 2030, the EL Roadmap, the passage of Proposition 58, and the California Education for a Global Economy (Ed.G.E.) Initiative.



Jurupa's focus is:

- Assets-based education
- The opportunity of bilingualism and biliteracy for all
- Instructional access to all
- Rigorous academics for all
- Sociocultural competence

The closing of the achievement gap continues to identify, recognize and increase the number of students who qualify for the State Seal of Biliteracy

Continued support for teachers through professional development in order for them to serve ELs to the best of their capabilities.

Examples of professional development offered to teachers are:

- English Language Development (ELD)
- ELD Standards
- Guided Language Acquisition Design (GLAD)
- BELIEF
- Culturally Responsive Teaching
- Equity



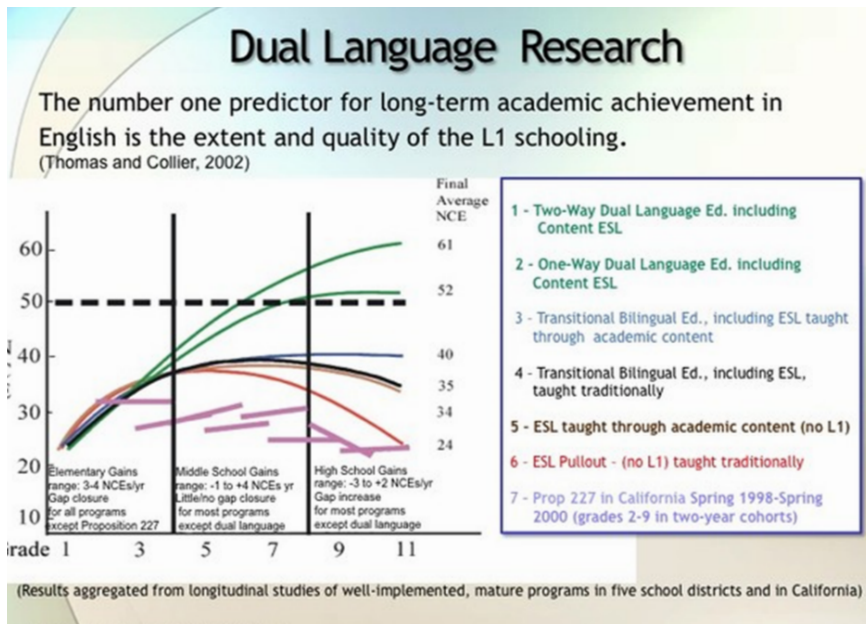
# Guiding Principles for Educating Our English Learners

The guiding principles are based on California and district policies and initiatives. They highlight important concepts which are integrated throughout the Master Plan and help realize the vision of our students Learning Without Limits.

## Assets-Oriented and Needs-Responsive Education

The cultures and languages students bring with them are assets for their own learning and are important contributions to learning communities. These assets should be valued and built upon in culturally responsive curriculum and instruction. Jurupa's schools are responsive to different EL strengths, needs, and identities, and support the socio-emotional health and development of the students. Our schools are affirming, inclusive, and safe. We recognize that there is not a universal EL profile and therefore, there is no one-size-fits-all approach, our programs, curriculum and instruction must be responsive to the various needs of our students. We understand that EL students entering school at the beginning levels of English proficiency have different needs than those entering at the intermediate or advanced levels. In Summary, students' languages and cultures should be valued, supported, encouraged and enhanced. Our schools honor, and reaffirm students' home languages through the acceptance and value of students' home languages and the development of programs that support students' learning and by providing access to all academics and programs offered at the sites. The following are examples of an asset-based approach that educators and school staff can do (this is a not an all-inclusive list):

- a. Use culturally responsive teaching and ensure that:
  - i. There is equity in the classroom
  - ii. All students and families are treated with respect, justice, and fairness
  - iii. Integration of multicultural themes into instruction
  - iv. All languages and cultures are welcome and valued
  - v. World languages are encouraged to be used and schools demonstrate the value of these languages and cultures
  - vi. There is a belief that all students can learn
- b. Acknowledge that Translanguaging practices demonstrate highly operational cognitive abilities extending beyond those areas of the brain engaged by monolingual speakers
- c. Include cultural, historic, and linguistic information about the students during instruction
- d. Show awareness and sensitivity to students' names and identities
- e. Show an interest in students' home languages (may even want to learn a few words or phrases to demonstrate interest)
- f. Utilize strategies in the classroom that allow students to be actively involved in the learning
- g. Seek professional development opportunities to learn research-based practices specific to ELs
- h. Reach out to the Department of Multilingual Education if there are questions or need assistance



- Higher academic achievement on standardized tests (Robinson, 1992; Cooper, 1987; etc.)

- Increased general intelligence and IQ scores (Samuels & Friffore, 1979; Peal & Lambert, 1962)

# Bilingualism and Biliteracy

In order to better prepare our students for the 21st century economy and beyond and to assist them in better understanding the world, as well as to provide them with a better opportunity to be able to compete in a global economy, Jurupa has committed to offer our students the opportunity to become bilingual and biliterate. Our students have the opportunity to study in two languages, English and Spanish, in grades K-12 through our Dual Immersion Program. Research demonstrates that English learners who learn to read and write in their primary language have a greater rate of success. This research has been duplicated various times and the results are the same. The following is a graph representing the achievement levels of English learners depending on the type of program they are participating in.

Being bilingual is a long-term success for all. One-half to two-thirds of adults around the world speak at least two languages. In today's global society they have many advantages. Research has shown that being bilingual and bicultural will lead students to higher levels of achievement and readiness for 21st century skills. There are educational, cognitive and economic benefits for individuals, community, and society as a whole that result from intensive study of two or more languages. Students who are in bilingual programs have proven the following:

- Higher SAT and ACT scores (Robinson, 1992; Cooper, 1987; Eddy, 1981; Olsen & Brown, 1992; etc.)

- Improved cognitive abilities (Curtain, 1990; Genesee & Cloud, 1998; Bamford & Mizokawa, 1991; etc.)
- Increased problem-solving ability (Stephens & Esquivel, 1997)

- Improved verbal and spatial abilities (Diaz, 1982)

Due to research showing that dual immersion programs give students the opportunity to have the highest academic achievement, Jurupa has focused on this program in order to provide our students with the best educational programs. Currently, Jurupa offers the program at four different elementary schools, two middle school, and one high school. Our dual language immersion program was recognized as a Model of Excellence in 2014 for the county of Riverside and was awarded the Golden Bell Award in 2019, due to the continuous achievement of students in the program. There are various program models that support bilingualism and these bilingual programs are available to our families if requested, and if we have sufficient numbers. However, as mentioned before, Jurupa is focused on providing the dual immersion program to our families and students. Parents are informed of the various language programs in various ways which include the following:

1. Registration packets
2. At registration
3. Parent Guide
4. TIII Notification letter
5. Annual informational flyer sent to all households in the district
6. Flyers placed at the public libraries
7. DELAC/ELAC meetings



Parents can apply for a language program by following this link:

<https://jurupausd.org/our-district/edserv/language/di/Pages/default.aspx> or by calling the Department of Multilingual Education at 951-360-4179. All applications are received and kept at the Department of Multilingual Education. Applications are reviewed in a weekly manner to ensure that programs are offered as needed and as is possible for the district.

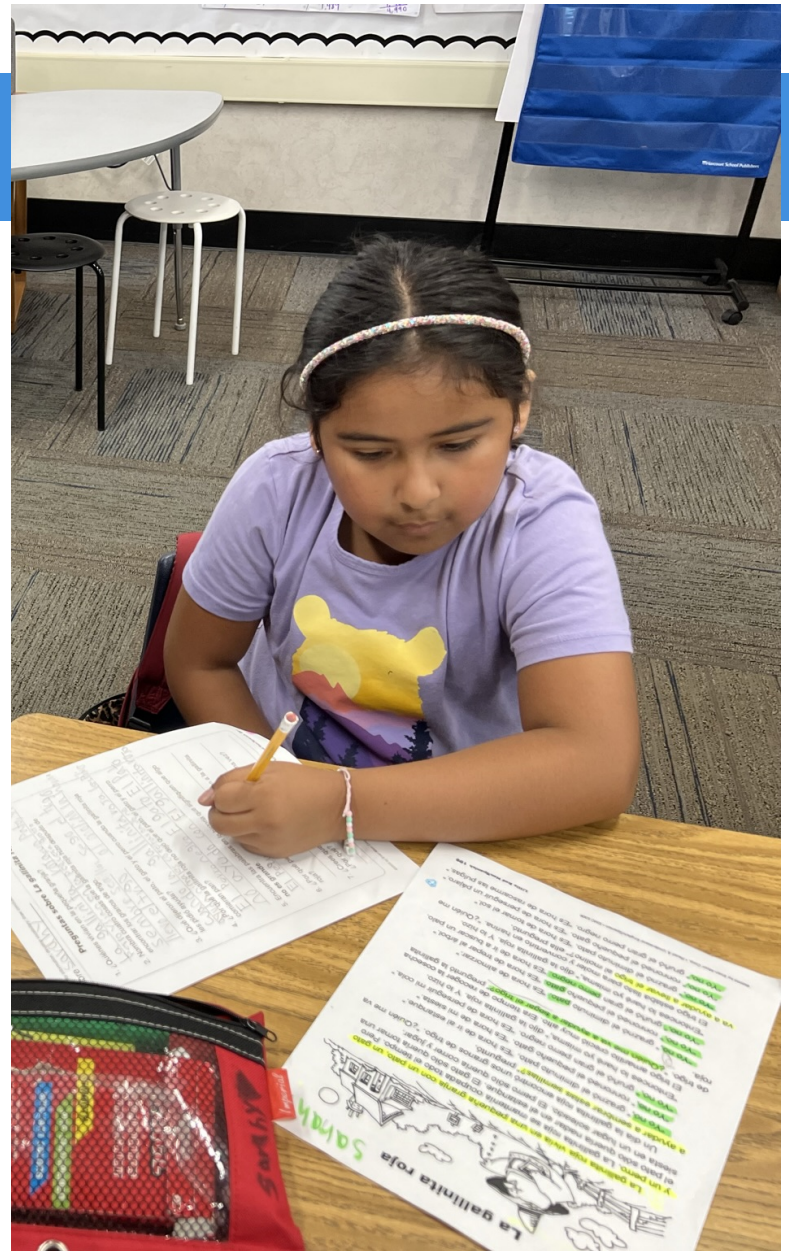
Jurupa Unified School District understands that multilingualism enhances cognitive development, divergent and critical thinking, problem solving, as well as promotes communication and understanding in an increasingly global society. Therefore, the district is committed to providing language learning opportunities as well as multicultural understanding and not only accepting but valuing diversity. All of this is done through rigorous instruction in an effort to prepare our students to lead our country in this 21st century.

The district has also created a pathway for students to be recognized for their successful academic achievement in English and another world language. Students who participate in the Dual Immersion program have the opportunity to be awarded the State Seal of Biliteracy. The Seal of Biliteracy is a special state recognition that promotes and validates bilingualism and biliteracy in English and a second language. The pathway includes recognition of participation at the end of sixth and eighth grade. Graduating seniors have the opportunity to obtain the official state seal recorded on their high school diploma and transcripts. This Seal of Biliteracy is of much value to our students as they apply for colleges and enter the work force.



# Rigorous Academics for All

English learners in Jurupa engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency and core curriculum. These experiences integrate language, literacy, and content learning. English learners have meaningful access to standards-based curriculum instruction is designed to allow students to grow to their full potential through high levels of intellectual engagement. High expectations are the same for all students through their collaboration, inquiry, and critical thinking. Jurupa is continuously looking for ways to improve the education of our students and to better support students and teachers. Anchor and supporting California Standards have been selected and ELD standards have been aligned to the California standards to ensure that integrated and designated ELD are part of daily instruction.



Additionally, professional development is offered through the year for a variety of topics. Because we understand the importance of rigorous instruction, Jurupa now has OCDE Project GLAD® Model trainers. This allows for training and support to occur on an ongoing basis. This instructional model incorporates a set of strategies to support high levels of academic language and academic achievement for students at all levels of English proficiency and English only students. The Department of Multilingual Education also offers trainings for new teachers. This training focuses on the services for English learners as well as district and state policies. The district also employs approximately 80 Bilingual Language Tutors (BLTs) to support the academic and language achievement of our English learners. Every school has bilingual tutors.

# Instructional Technology for English Learners

Additionally, Jurupa Unified is providing academic and social access via instructional technology for all. Jurupa Unified in Fall 2015 launched its Digital Gateway initiative, providing each student in grades TK-12 with a Chromebook. JUSD's 1:1 program is unique in several ways: It ensures inclusive student access to current technology, offers intensive, comprehensive professional development, and connects underserved students to new opportunities through technology. Students in grades 2-12 take the Chromebooks to and from school, keep them over the summer and continue to use them as they move on to the next grade level and/or school. This uncommon approach not only extends and expands learning opportunities beyond the school day and year – anytime, anywhere learning 365 days a year, 24/7 – but also gives students and families a sense of ownership and responsibility for the devices.

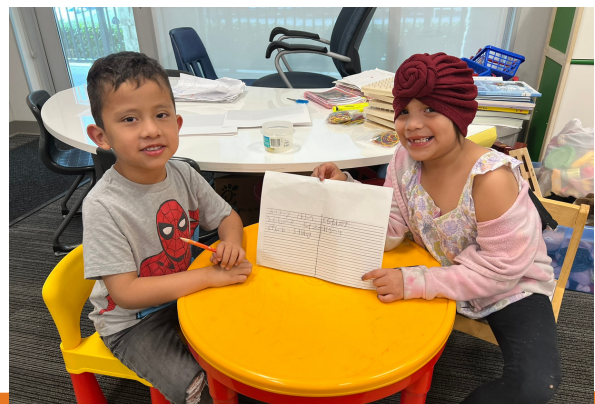
Our initiative includes an exceptional emphasis on Professional Development (PD). We are one of the few districts to offer PD for classified staff, certificated staff and principals. Training for each group is targeted, ongoing, differentiated, job-embedded and uses the power of technology to transform learning and maximize student success.

JUSD's Digital Gateway program also is unique in the students we serve. Our student demographic is 78% SES and 36% English Learner. The goal of providing all students with current technology helps close the “opportunity gap” many of our students face. Digital tools such as Chromebooks help at-risk students develop proficiency and confidence in literacy, cultivate strong work habits, decrease disciplinary issues in class, and build skills and self-efficacy related to technology.

Jurupa's 1:1 initiative facilitates integration proficiency, sparks innovation in areas such as computer coding and robotics, and provides equitable access to technology for all students. This initiative served our students very well during the unexpected closure of schools due to the pandemic. In addition to ensuring each student had a device, we have been able to offer hot spots for families who either did not have internet or their internet did not support more than one device.

JUSD understands the value of identifying each child's individual learning needs. The same holds true for JUSD's adult learners. The Chromebook rollout required both broad and personalized teacher PD – not a one-size-for-all approach. JUSD has built an ecosystem of digital learning, with teachers and staff in the vanguard. We also recognized the need to train classified staff and principals. Project RED, Future Ready, and other research on 1:1 suggests a fundamental need for change leadership training for principals involved in large-scale technology implementations. Our training for principals includes cultivating teachers' feedback, assessing best practices and instilling technology-transformed learning. The result has been a successful rollout of integrated digital lessons for students in grades TK-12.

Prior to implementation, a pilot 1:1 program provided JUSD's teachers with the opportunity to identify faculty and student needs and anticipate potential rollout issues. Feedback from the pilot clarified students' device preference and teachers' support for a variety of PD constructs: just in time how-to videos, online trainings via Haiku, Skype videoconferences, Twitter chats, campus visits by technology coaches and more. JUSD's Digital Gateway PD offers these options throughout the school year.



PD is ongoing, evolving, and based on the needs of teachers and staff. It is voluntary and acknowledges that adults are self-directed learners, need to know why they are learning, and are internally motivated. The framework for JUSD's Digital Gateway PD grew from JUSD's Annual Summer Jam Conference, held in June. More than 300 teachers and staff attend the half-day series of breakout sessions, where 40-plus PD opportunities are led by JUSD teachers and staff on a wide range of topics, e.g., digital classroom fundamentals; Chromebooks and science curriculum; honoring student achievement with Digital Badges; and new methods to engage students via digital Q&A. Teachers and staff select topics of personal interest that meet their professional needs. Throughout the conference, teachers and staff share tech-related tips, ideas and illustrations via the Twitter hashtag #JUSDshares. Digital Gateway is focused on cultivating innovation through building a community culture of support and collaboration.

To teach student safety and respect for others online, JUSD partners with Common Sense Education, the leading U.S. provider of research-based curriculum for healthy student use of the Web. This provides every student with a comprehensive digital literacy and citizenship program. The instruction covers eight areas: Internet safety; privacy/security; relationships and communication; cyberbullying and drama; digital footprint and reputation; self-image and identity; information literacy; and creative credit and copyright rules. The curriculum varies by grade to remain age-relevant and lessons evolve to incorporate digital trends. Every JUSD student has completed digital citizenship training.



## ENGLISH LEARNERS WITH DISABILITIES

It is important for us to understand that there are stages in the language acquisition process and that it takes time to acquire a language.

Therefore, it is important to differentiate between special needs or language acquisition. Researchers have identified four potential factors that may contribute to the misidentification of special education needs and learning disabilities among students who are ELs:

When teachers make a referral for a student the following must be in place:

- Teacher has used instructional strategies known to be effective for ELs.
- Interventions have not resolved learning difficulties.
- All general education alternatives have proven unsuccessful.
- Documentation of parental involvement is present from the beginning.
- Native language support and/or instruction has been provided, (if feasible) with little or no success.
- Interventions have been well documented with sufficient details and of sufficient duration and intensity.
- SST validates EL difficulties across content areas.
- Interventions have been conducted in both languages by qualified trained individuals.
- Documentation of instruction clearly indicates learning problems in both languages.

- 1.The evaluating professional's lack of knowledge of second language development and disabilities
- 2.Poor instructional practices
- 3.Weak intervention strategies
- 4.Inappropriate assessment tools

# GATE SERVICES

## ELEMENTARY SCHOOLS

K-1st: Students in grades K-1 are not formally assessed for identification.

2nd: Global testing is administered in second grade.

3rd-6th: Students are clustered accordingly to enable school sites to better meet their needs.

## MIDDLE SCHOOLS

Students in grades 7th-8th have advanced classes available in ELA, math, science, and social studies. They may also be clustered in other classes according to individual student needs. In addition, some schools provide enrichment with extracurricular activities.

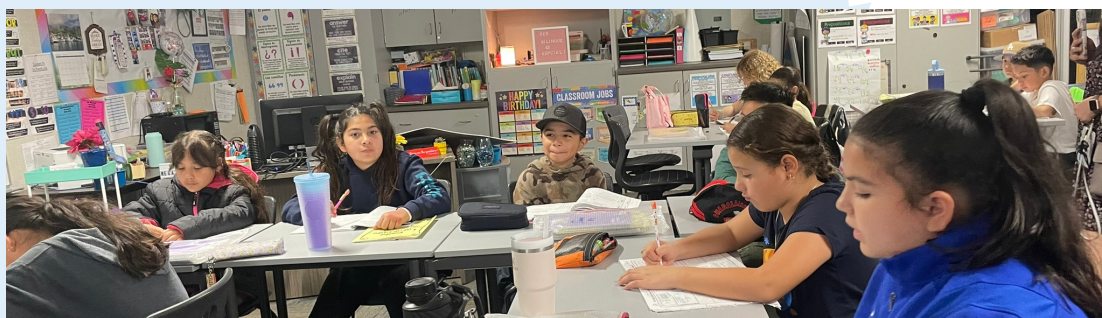
## HIGH SCHOOLS

Students in grades 9th-12th are recruited into Honors or Advanced Placement classes. Extracurricular activities such as clubs and competitions provide additional opportunities for students in their area of giftedness.

## GIFTED ENGLISH LEARNERS

Jurupa strives to identify all gifted learners, including our culturally and linguistically diverse students. Jurupa has selected the Naglieri Nonverbal Ability Test 3 Edition (NNAT3) to be administered to all second graders with the goal that every child has the opportunity to be identified. Additionally, we have an alternate pathway for identification. This alternate pathway allows teachers, parents, and students to review the whole child and look at other evidence that teachers, parents, or students may have, and assessment results do not need to be a part of this review. This gives parents and students the opportunity to advocate for the child and share information that the site/district may not have. Teachers use both, formative and summative assessments of the core curriculum and State Standards to determine areas for differentiation.

Teachers may accelerate or compact the curriculum, and emphasize depth and complexity of key concepts. Opportunities for enrichment of the curriculum include special projects, technology, and activities emphasizing a student's strengths, learning styles, and multiple intelligences. Any student who enters the district after second grade may be recommended for assessment by teachers, parents, or by the student themselves. To serve gifted learners, teachers differentiate instruction in core content areas during the regular school day for all grade levels and may provide supplemental services during, before and/or after school activities.



Jurupa has a district level director and a part time resource teacher to support gifted education. Additionally, each site has a GATE coordinator to support staff and parents. Gate Coordinators receive training at the district level and provide training to school staff specific to the education of gifted learners. A District GATE Advisory Committee meets a minimum of two times a year to provide information on various topics. Each site provides a minimum of two parent meetings each year to discuss services pertaining to their site's program and services for their students. Input from parents of gifted students is also solicited by each school site council.



# Systemic Support

Principals, teachers and district personnel establish goals and commit to the education of ELs by providing access to language development and academic achievement. The schools provide adequate resources to support the needs of ELs.

Every elementary site has at least one resource teacher to support classroom instruction and student achievement. Additionally, there are approximately 80 Bilingual Language Tutors (BLTs) in our district whose job is to support English learners. Every school has at least one BLT. Tutors also participate in continuous professional development to ensure they are well prepared to support students.

The Department of Multilingual Education and Student Programs is specifically designed to support the education of English learners. This department ensures students are assessed initially and annually to make certain correct placement and services are provided as well as evaluation of annual progress. Students are assessed with the English Language Assessments for California (ELPAC) and newcomers are also assessed with the Individual Proficiency Test (IPT) in Spanish to evaluate students' needs and strengths when they first enter our schools. Besides a director, the department also has three Bilingual Resource Teachers who provide administrative and teacher support, professional development, and parent outreach.

At Jurupa, we pride ourselves in supporting and welcoming our students. An example of this is the effort we put forth to support our high school newcomers by analyzing their transcripts in order to give them credit for their education as much as possible. Newcomers are provided with backpacks and school supplies to ensure they are prepared for school as well as a pamphlet which provides information for support.



# Alignment and Articulation

English learners experience an aligned educational system across grade levels, beginning with a strong foundation in primary grades and appropriate identification of strengths and needs. This aligned system is designed past their high school experience to support students to have a plan past their high school graduation. Effective early literacy instruction integrates explicit systematic and direct teaching of literacy skills and strategies with frequent opportunities for students to apply these skills. The foundational skills in the early identifies years, play a critical role in reading success.

Primary intervention is an identified need and research reading competence as being strongly associated with TK-12 academic success and with success in college and careers. As students advance through school, enter college or the workforce, the reading tasks they encounter become more rigorous and more complex. To ensure students have easy access to the printed word and move through our school systems smoothly, primary aged students must be reading proficiently by the end of third grade.

Jurupa utilizes a variety of tools to evaluate students' learning. The results of these evaluations are utilized by teachers to modify instruction, identify students for intervention, and provide small group targeted instruction. Primary intervention teachers support teachers and provide Tier II intervention to individual and small groups of students, and constantly monitor students' progress. Principals meet with literacy teacher on special assignment on a regular basis to review data and program needs. Our students access California State Standards (CSS) across the district at every grade level through assessments.



High school counselors at Jurupa Unified School District support our English Learners in a variety of ways. Each counselor holds a meeting with individual students at least once a year to review and update their Four-Year College and Career Plan. The counselors conduct College and Career Guidance Initiative (CCGI), lessons at least twice a year providing students with information about planning for college and career choices, requirements, and timelines. The CCGI lessons can also be translated through google translate. During the CCGI lessons, the counselors assist students with creating an account for California Colleges where they receive guidance as they prepare for college and career options.

Counselors conduct Cash for College workshops informing students and families about financial aid for colleges/universities, and translators are used to communicate information at the workshops. Our College and Career Counselors meet with newcomers to provide information and support regarding current and future education/career options. Counselors use the Remind App to send students and parents information regarding meetings, and timelines for college/career opportunities. They also present information at ELAC meetings regarding the services the College and Career Center provides for students and families which includes information about financial aid for colleges, PSAT, ACT, SAT applications and waivers.

Jurupa's CCGI team prepares two presentations for parents each year, these presentations are translated and ready to be shared with parents at each school site. Counselors meet with advisory classes throughout the year providing students with information, updates, and surveys regarding college and career information. A goal is that our College and Career Counselors visit ELD classrooms providing information specifically for our English Learners. Additionally, counselors meet regularly in their Impact Teams to look at subgroup, especially in terms of CCI criteria (a-g completion, CTE pathway completion, AP course enrollment, etc.), and then develop and execute action plans.

# Sociocultural Competence

Through the learning of other languages as well as respecting others, we aim to provide the necessary opportunities for our students to function in a globalized world successfully. We strive to have our students be knowledgeable and able to distinguish cultural differences and value them as a difference and not as a fault. Students need to know that different cultures have different sociocultural rules and norms of behavior. This competence is a must in today's increasingly interdependent global society. To support this principle, the Department of Multilingual Education provides professional development on the subject throughout the year. Additionally, Jurupa hosts a celebration of languages at the annual Dual Language Immersion Showcase at which students in the 6th, 8th and 12th grades are recognized for their bilingual/multilingual skills. Students in the 6th and 8th grades receive a certificate of recognition for being in the pathway to bilingualism/biliteracy and the State Seal of Biliteracy (SSB). Twelfth graders are recognized for earning the SSB and receive a certificate as well as a medal. Recipients of the SSB are also recognized at the Senior Awards Night at their respective schools adding recognition and value to being biliterate.

# Respect for All

The district acknowledges that we all learn from each other and owe respect to each other regardless of our differences. When we communicate with our students, parents, and community we communicate in a respectful manner and therefore have a relationship of respect for all. From the Board of Trustees to all district employees, a high value is placed on treating others with respect. When we communicate with our students, parents and community we model respect for all stakeholders. In all of our schools, respect is directly taught through our Behavior and Social Emotional Learning curriculum and character education. In our secondary schools, that happens during advisory period. In elementary school it happens at various times during the instructional day. For students at risk, supports and services are provided throughout the district through a combination of school psychologists, mental health therapists, clinicians and interns who work with students to support their social emotional health and assist them in relating to others in a respectful manner.





# Working with our Families

We encourage the participation of our parents and community with our schools. Research shows that parent-school partnerships improve student achievement. Our district has many opportunities for parent participation and input. In order to facilitate this mission, we translate as much as possible for our parents and community.

Ed code 48985 requires that when 15 percent or more of students enrolled in a public school speak a single primary language other than English, as determined by the language census data from the preceding year, all notices, reports, statements, and records sent to parents of such students are written in English and the primary language. Following this ed code Jurupa schools translate all parent communication to Spanish. It is important to note that we don't do it only because it's a requirement in ed code but most importantly because we understand this is the only way to ensure our school to home communication is successful and it's also important to note that we don't only translate into Spanish. We translate into a variety of languages as needed even if the percentage of students is well below the 15 percent required.

The mission of Jurupa's Parent Involvement & Community Outreach (PICO) is to strengthen the individual, family, and community by encouraging parents to become advocates for their child's education, providing resources and services that will foster the growth of a child's development and school readiness, and connecting community organization to collaborate towards building a healthier connected community. We are committed to providing families with resources that will build resiliency, support positive parent-child relationships, and promote academic success for students by linking families to services. This is done by building a network of resources and partnerships with local agencies and members within the community.

## OUR GOALS INCLUDE:

1. Provide training, service, and support to build parent leaders in the community.
2. Implement the Strengthening Families Framework.
3. Implement the Whole School, Whole Community, Whole Child Framework.

PICO engages in providing parent education by offering evidence-based programs such as Triple P parenting, Abriendo Puertas (Opening Doors), Incredible Years / Dinosaur School, and Strengthening Families parenting. These are offered throughout the district at various sites each year.

Other programs support learning at home such as family literacy programs and three levels of technology training for parents. All programs offer a certificate at the end of the series. Further, a speaker is offered through “Protecting Our Youth” program. Various presenters provide their expertise in the areas of mental health, adolescent development, social media, and much more. This series is designed to address current needs and to be responsive to the community.

Jurupa further engages parents to participate as leaders by building their skills in our certificate programs and becoming instructors in their community. Currently all Abriendo Puertas, computer literacy, and family literacy programs are parent led thus building a sustainable system of parent education and workforce development for our parents in the community. PICO works with partners to address community needs and support families through times of need. This is done by creating structures that will regularly address those needs and mitigate the impact of stress on families. Such structures include a resource support guide that will help connect families to those supports and needs.

The department also collaborated to build those structures most needed in the community such as a large-scale food distribution, clothing closet, behavioral health supports, and medical access by working with a Federally Qualified Health Clinic (FQHC) which provides a school-based dental program and a health clinic located on one of our school sites. A coordinated care specialist from this FQHC also connects families with insurance and builds a community culture of preventative health care.

Lastly, JUSD recognizes the importance of early childhood and parent / child interaction in building a resilient community and thus, implements various home based and center- based programs and serves over 375 unduplicated children in programs that support parents/child secure attachment and parents as their child’s first and most important teacher. These programs not only support a secure attachment but also serve as prevention and early intervention for our most vulnerable population (children under age 5). Services and supports are tied into professional development that is provided to all office staff and provided to school sites throughout the district. This helps sites connect and understand the larger community as well as how to link and support students and families.



# The Stages of Immigrant Involvement

Understanding an immigrant family's background and motivations for coming to the U.S. can help schools and educators be better positioned to help them transition into a new school and community culture. Han and Love (2015) developed a model of four stages of parent/guardian involvement that they believe immigrant families move through: cultural survivor, cultural learner, cultural connection, and cultural leader. Figure 23 depicts the four stages.

**FIGURE 23: HAN'S FOUR STAGES OF IMMIGRANT INVOLVEMENT**



The four stages can involve the following:

- **Cultural survivors** may be recently arrived immigrants. Many will be concerned about securing food and shelter and may not have much time to learn about and navigate the U.S. School System.
- **Cultural learners** may feel somewhat at ease with the school and want to learn more about what is taught, the school culture, and other aspects of the school. Han and Love contend that cultural learners are more comfortable than cultural survivors with the new school culture and the U.S. education system. "With the help of qualified and trained interpreters and translated documents, parents communicate with schools and learn to navigate the U.S. school system. They feel more comfortable attending workshops in their native language and are likely to participate in parent-teacher conferences with language support" (Han & Love, 2015).
- **Cultural connectors** become familiar with educational terminology, policies, and procedures. They may wish to work with cultural survivors and cultural learners, to encourage them, and to help them understand and engage in school programs and activities that support children and parents.
- **Cultural leaders** often become the "voice" of their ethnic and language community and advocate for parents in the other stages. They may become leaders and participate in trainings.<sup>3</sup>

# Strategies for Supporting Families of Secondary Newcomers

Secondary newcomer students and their families bring unique experiences and may require additional support for first time enrollment in school. The U.S. Department of Education recommends a set of processes and strategies to help schools facilitate engagement for parents/guardians of secondary newcomer students. The following table depicts these recommendations.

## COLLABORATION

- Examine assumptions and cultural biases, recognize and employ newcomer families' assets, bring parent/guardian voices into planning for their child and the school's success, craft multimodal informational resources on everything families need to know and do.
- Bring newcomer families and staff together to co-construct meaningful communications and resources for families and to collaborate in the delivery of learning and support activities for families (Patrikakou et al., 2005).
- Encourage and help parents/guardians develop leadership skills to participate in decision making throughout the school and the community.
- Enlist newcomer parents/guardians to design and conduct parent/guardian learning opportunities on parenting across cultures, promoting child development, supporting learning, and planning for college and careers.

## CAPACITY DEVELOPMENT

- Build newcomers' and staff members' capacity to effectively carry out multiple roles (advocate, supporter, encourager, decision maker, etc.)
- Build staff capacity to challenge deficit mindsets related to the traditional expectations for newcomers and encourage an asset orientation (Arias & Morillo-Campbell, 2008).
- Create parent/guardian and family welcome kits with information about the school. Include parent/guardian rights and responsibilities, school schedules, phone numbers, procedures, and any other information that will help parents/guardians feel welcome, informed, and integrated into the school.
- Sponsor and encourage parents/guardians to attend family literacy events where parents/guardians or students can read books together.

## ASSETS ORIENTATION

- Establish opportunities for listening to parents/guardians, and strive to meet high expectations, aspirations, and hopes by drawing on newcomers' cultures, language, knowledge, and skills.
- Incorporate the cultural strengths of families and the community into the school curriculum and activities.
- Ensure that newcomer families are represented in the school's decision-making bodies (Arias & Morillo-Campbell, 2008).

## MULTIMODAL COMMUNICATIONS & LANGUAGE SUPPORTS

- Use multiple methods (newsletters translated in the languages represented in the school, telephone trees, school website, parent/guardian outreach workers) and structures to communicate.
- Conduct newcomer focus groups and/or newcomer advisory committees to get input on decision-making structures, concerns, questions, and recommendations.
- Ensure that language supports are available for all educational communications and activities.

## CONTINUOUS IMPROVEMENT

- Identify strategies so that newcomer families can enrich the school community's culture by sharing their personal and cultural assets (Arias & Morillo-Campbell, 2008; Mapp & Kuttner, 2013).
- Continuously improve family engagement by examining multiple data sources to assess the impact of policies and practices on the newcomers.
- Include newcomer families' values and perspectives to promote cross-cultural understanding and strengthen their 21st century skills through volunteer experiences.



# Parent Involvement

The Local Education Agency provides parents of English Learners with opportunities to be active participants in assisting their children to achieve academically.

**District**  
**School Site: ELAC**  
**District: DELAC**



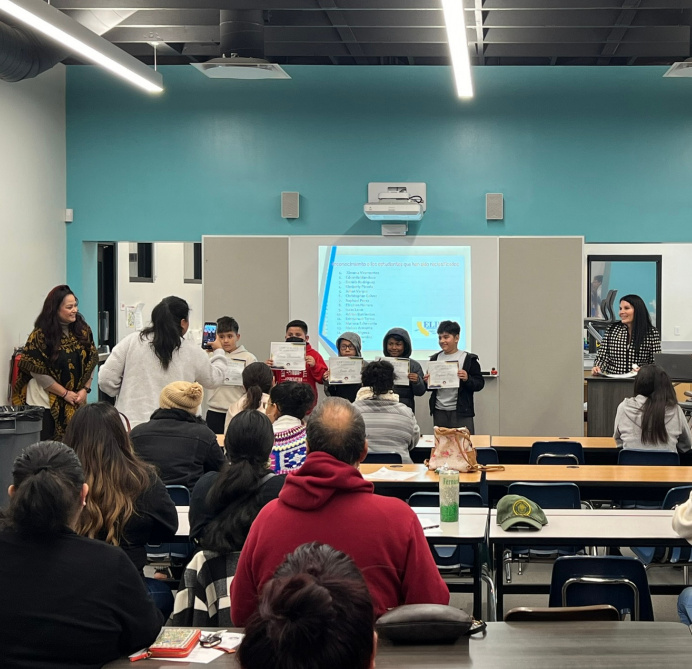
**The district outreach to parents/guardians of English learners (ELs) includes the following actions:**

- a)** The district sends notice of and holds regular meetings for the purpose of formulating and responding to the parent/guardian recommendations,
- b)** The district informs parents/guardians how they can be involved in the education of their children and be active participants in assisting their children in the following:
  - Attain English proficiency,
  - Achieve at high levels in core academic subjects, and
  - Meet challenging state academic standards expected of all students.

**A school site with 21 or more English learners must have a functioning English Learner Advisory Committee (ELAC) that meets the following requirements:**

- a)** Parent/guardian members are elected by parents/guardians of English learners,
- b)** Parents/guardians of English learners constitute at least the same percentage of the committee membership as their children represent of the student body.
- c)** The ELAC shall be responsible for assisting in the development of the schoolwide needs assessment and ways to make parents aware of the importance of regular school attendance.
- d)** The ELAC advises the principal and staff on the school's program for English learners and submits the plan to the school site council for consideration for inclusion in the School Plan for Student Achievement (SPSA) The ELAC advises the principal and staff on the school's program for English learners,
- e)** The ELAC receives training and materials, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities,
- f)** The ELAC elects at least one member to the District English Language Advisory Committee (DELAC). Each site submits the names of their elected DELAC representative and alternate to the Department of Multilingual Education no later than September 15th of each year, and
- g)** A minimum of four meetings should take place annually.

The committee shall elect a chairperson, a vice-chairperson (to act in the absence of the chairperson), a secretary, a DELAC representative, and an alternate. The chairperson shall help to plan the agenda for each meeting and conduct the meetings.



**The establishment and proper functioning of ELAC is the responsibility of the site principal or his/her designee. The requirements of ELAC may be delegated to School Site Council (SSC) only if:**

1. The ELAC has been formally established,
2. Members have received training regarding their role and responsibilities,
3. The committee votes to delegate responsibility to SSC,
4. Parents/guardians of English learners constitute at least the same percentage of the committee membership as their children represent of the student body, and
5. The SSC understands and accepts their responsibility. This action must be documented in the agenda and minutes of the ELAC meeting. When SSC takes over, all requirements for ELAC need to be met and documented in the agenda and minutes of the SSC meetings.



**Such delegation of responsibility is not allowed when the EL population of the site exceeds 49% of the total school population.**

**A district with 51 or more English learners must have a functioning District English Learner Advisory Committee or a subcommittee of an existing district committee in which at least 51 percent of the members are parents/guardians (not employed by the district) of English learners.**



1. The DELAC advises the school district governing board on all the following tasks:
  - a. Development of a district master plan, including policies, per State Board of Education (SBE) EL Roadmap Policy, guiding consistent implementation of EL educational programs and services, that takes into consideration the SPSAs.
  - b. Conducting of a district wide needs assessment on a school by school basis,
  - c. Establishment of programs in the district with goals and objectives for programs and services for English learners,
  - d. Establishment of district program, goals, and objectives for programs and services for ELs per the SBE adopted EL Roadmap Policy,
  - e. Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements,
  - f. Review and comment on the school district's reclassification procedures, and
  - g. Review and comment on the written notifications required to be sent to parents and guardians.
  - h. Under the local control funding formula, LEAs with at least 50 ELs and whose total enrollment includes at least 15 percent ELs must establish a DELAC, and that DELAC must carry out specific responsibilities related to the Local Control and Accountability Plan (LCAP), including providing input regarding the district's existing language acquisition programs and language programs, and, where possible, the establishment of other such programs. If the DELAC acts as the ELAC under EC section 52063(b)(1) and 52062(a)(2), the DELAC shall also review and comment on the development or annual update of the LCAP. (5CCR Section 11301)
2. The district provides training and materials, planned in full consultation with the committee members, appropriate to assist members in carrying out their legal advisory responsibilities. (5CCR Section 11301)
3. The consolidated application must also include certifications by appropriate district advisory committees, including the DELAC, that the application was developed with review and advice of those committees (EC Section 64000[d])

Each site submits the names of their elected DELAC representative and alternate to the Department of Multilingual Education no later than September 15th of each year. A chairperson and vice-chairperson are elected during the first meeting of the school year. The chairperson assists the director of the Department of Multilingual Education, or his/her designee, in planning each meeting and conducts each DELAC meeting.



A variety of parent/community trainings are provided at school sites and district level. These include Parent Institute for Quality Education, teacher and/or grade-level standards meetings, School Site Council and English Learner Advisory Committee (ELAC) training. The district provides District Advisory Council (DAC) and District English Learner Advisory Committee (DELAC) parent training as well as opportunities for committee members to attend educational conferences.



## Strategies to ensure parent involvement and positive communication



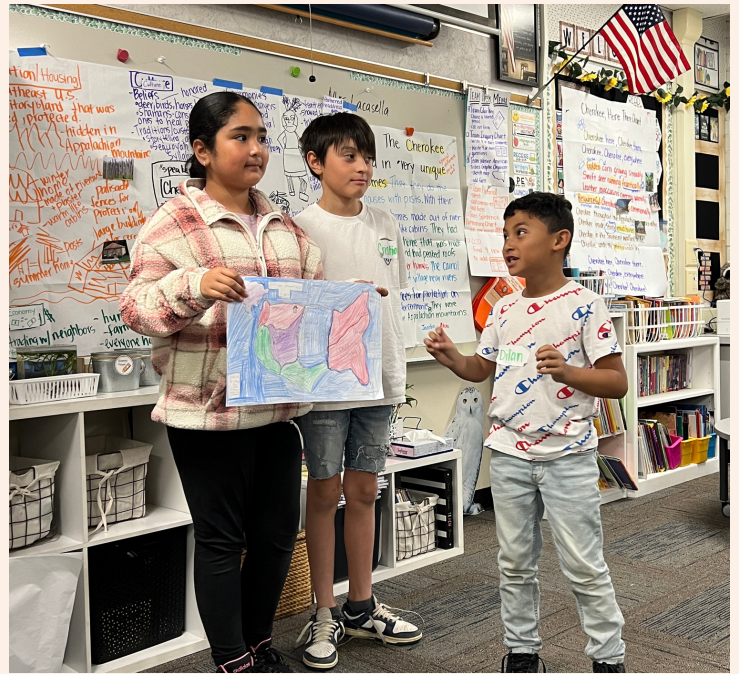
Parent involvement is more than just a check list of activities the school/district wants parents to participate in. It means a more comprehensive family engagement programs that create open communication and strong collaboration among schools, families, teachers, and district in order to increase student achievement.

Some suggested strategies are the following:

- Welcome families to your school
  - Arrange tours of the school
  - Host events in languages other than English, especially if there is a large population of families who speak the same language
  - Create a welcome video in multiple languages to share with families
- Represent the languages spoken at your school throughout your school
  - Displays at the office, cafeteria, hallways, classrooms, marquee, etc.
  - School announcements in various languages
  - Bilingual assemblies
- Elicit ideas from parents/guardians as to what they would like to see at the school and what they would like to contribute.
- Provide opportunities for families and parents/guardians to help shape the activities and programs that help their students and school as a whole
- Welcome and value parents/guardians' input, allow them to have a voice
- Put families in touch with bilingual staff



When interacting with parents/guardians and families with diverse linguistic and cultural backgrounds, educators should assume good will, treat them as equals, be open to learn from one another, and respect families' cultures. Communication styles (verbal and nonverbal) may sometimes vary among cultures and it is important for schools to understand, recognize, and value these differences. For example, the meanings of gestures and eye contact may be different than what is commonly expected in the American culture. Communication with all families of ELs in their primary language (as much as possible) is essential to foster parent/guardian support, involvement, and engagement.



**State of California EDUCATION CODE Section 48985** (a) If 15 percent or more of the pupils enrolled in a public school that provides instruction in kindergarten or any of grades 1 to 12, inclusive, speak a single primary language other than English, as determined from the census data submitted to the department pursuant to Section 52164 in the preceding year, all notices, reports, statements, or records sent to the parent or guardian of any such pupil by the school or school district shall, in addition to being written in English, be written in the primary language, and may be responded to either in English or the primary language. (b) Pursuant to subdivision (b) of Section 64001, the department shall monitor adherence to the requirements of subdivision (a) as part of its regular monitoring and review of public schools and school districts, commonly known as the Categorical Program Monitoring process, and shall determine the types of documents and languages a school district translates to a primary language other than English, the availability of these documents to parents or guardians who speak a primary language other than English, and the gaps in translations of these documents. (c) Based on census data submitted to the department pursuant to Section 52164 in the preceding fiscal year, the department shall notify a school district, by August 1 of each year, of the schools within the school district, and the primary language other than English, for which the translation of documents is required pursuant to subdivision (a). The department shall make that notification using electronic methods. (d) The department shall use existing resources to comply with subdivisions (b) and (c). (Amended by Stats. 2006, Ch. 706, Sec. 1. Effective January 1, 2007.)

# GOVERNANCE AND ADMINISTRATION

**The Local Education Agency identifies, assesses, and notifies parents of their child's language assessment results and program placement.**

**Initial Identification**  
**Annual Identification**  
**Parent Notification**

The district properly identifies, assesses, and reports all students who have a primary language other than English.

When 15 percent or more of students enrolled in a public school speak a single primary language other than English, as determined by language census data from the preceding year, all notices, reports, statements, and records sent to parents of such students are written in English and the primary language.

## **Home Language Survey**

A Home Language Survey (HLS) (Appendix 1) is completed as part of the registration packet for every student in accordance with district policy and procedures (Appendix 2). If any of the responses to questions 1, 2, or 3 indicate a home language other than English, parents will receive the language assessment appointment as soon as they finalize registration. If the responses indicate English only, no appointment (testing) is required and the HLS is placed in the student's cumulative file.

Spanish-speakers comprise 97.7% of the English learners (ELs) in Jurupa. The next highest percentage languages spoken are Punjabi (.45%) and Mandarin (.31%). The HLS is currently available in English and Spanish.

## **English Language Proficiency Assessment**

The English language proficiency assessment must be completed within 30 days of initial enrollment with the English Language Proficiency Assessments for California (ELPAC) for any student whose home language is other than English as determined by the HLS.

## **Spanish Language Proficiency Assessment**

Each Spanish speaking newcomer is assessed for primary language proficiency. Currently in Jurupa, Spanish language proficiency is assessed using the Individual Proficiency Test (IPT). Languages other than Spanish are not represented in the district in significant numbers and therefore students of other language backgrounds are not formally assessed in their primary language (Appendix 3: please see current R-30LC on the district's web site at [www.jurupausd.org](http://www.jurupausd.org).) Instead, parents and/or students complete a survey about the student's prior educational history (Appendix 4). This information is especially helpful for students whose home language is other than English.

## **Parents/Guardians are notified of their child's Initial Assessment Results**

Parents/guardians are asked to remain at the Parent Center during the testing session. At the completion of testing, parents/guardians are notified of the various program options for their child. Results are mailed to parents within the week of scores being available (Appendix 5 and 6). In addition, an English Learner Master Folder is initiated for each student who is classified as an English learner. This master folder includes all initial assessment results and all EL related items are filed in this folder annually (Appendix 7). This information is used at the school site to determine appropriate instructional placement. In addition, testing results are entered into the district student database, Q, for immediate access by the schools and district personnel.

## **Amending the Home Language Survey**

Parents/guardians have the right to amend the HLS. However, any changes to the HLS will need to be made by the parents/guardians prior to the ELPAC Summative Assessment window. If parents amend the HLS before the ELPAC Summative Administration the district must honor the changes made and appropriate language classification must be made. If the school/district has any reasonable doubts, a conversation with parents prior to making the change is recommended but the district must honor the final decision parents make prior to the first summative window after the child is enrolled.

## Parents/Guardians are notified of Program Placement

Parents or guardians, are notified in writing, of the results of the initial assessment within 30 calendar days after the student's initial date of California enrollment. (EC Section 313; 5 CCR Section 11518.5[d]). The Jurupa Unified School District reports the graduation rate from Jurupa secondary schools to parents/guardians during the initial English language proficiency assessment score reporting conference at the Parent Center. Information is also included in the notification letter, with the current year's graduation rate and expected rate for the next year. Also included in the letter is information directing parents/guardians to inquire on future graduation rates with the Department of Assessment and Accountability, or with the California Department of Education on their website: <http://www.cde.ca.gov>

## Parents/Guardians are informed annually

Parents/guardians of English learners are informed annually, not later than 30 days after the beginning of the school year, of their child's language designation, English proficiency level, how such levels were assessed, program placement, description of program options, and program exit criteria, as well as information regarding LTELs or At-Risk if applicable to their child. The Jurupa Unified School District reports the graduation rate from Jurupa secondary schools to parents/guardians in the same annual notification letter. Included in the notification letter is the current year's graduation rate and expected rate for the next year. (Appendix 8) Also included, is information directing parents/guardians to inquire on future graduation rates with the Department of Assessment and Accountability, or with the California Department of Education on their website: <http://www.cde.ca.gov>

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# Keeping Parents Informed

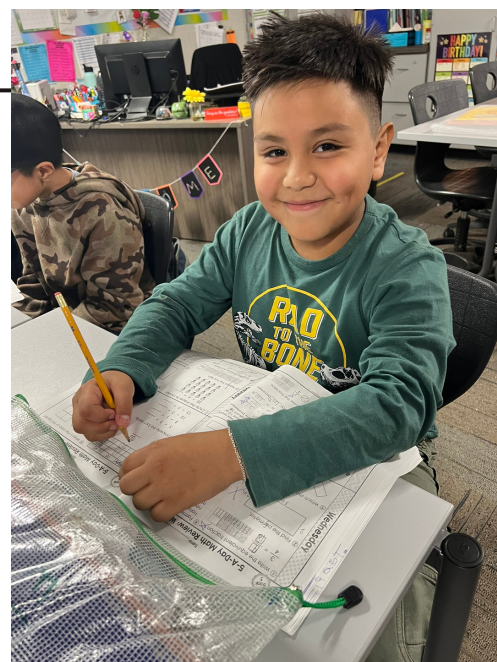


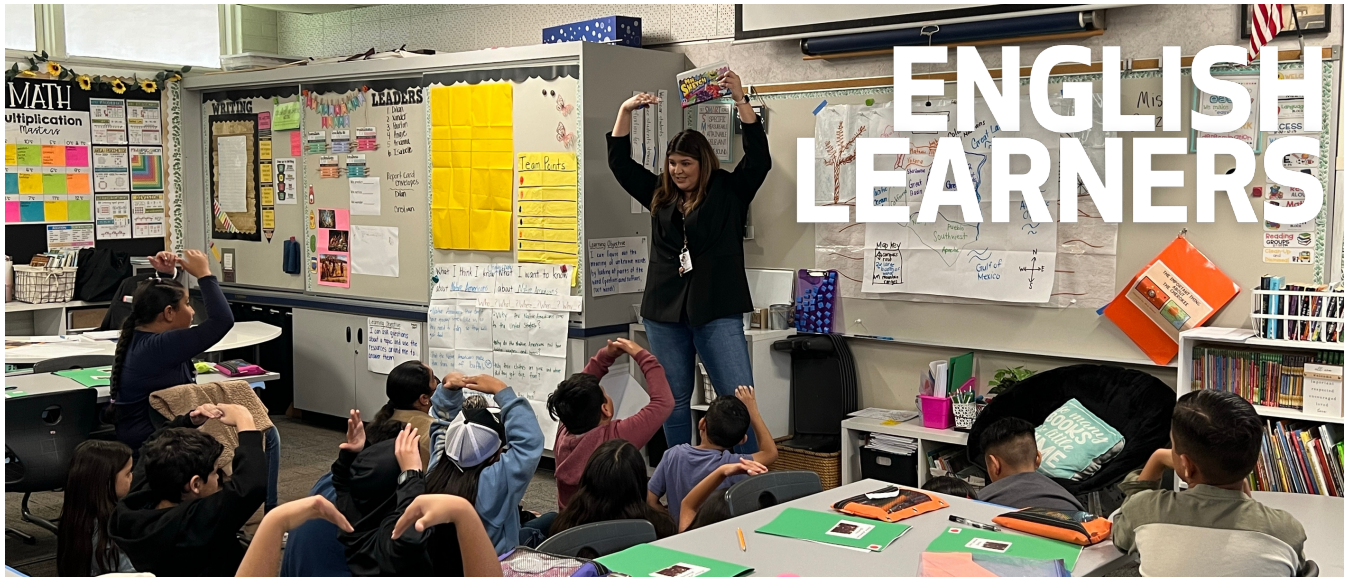
## **Program withdrawal by parent/guardian request:**

Parents of a child who is receiving or is eligible to receive EL programs or services have the right to decline or opt their child out of the EL programs offered. The district is committed to providing guidance in a language parents/guardians can understand to ensure they understand their rights as well as the benefits of services for their children. If parents/guardians decide to decline approved EL program/s, the student still retains his or her status as an English learner and will continue to receive daily integrated ELD and will continue to be assessed annually with the ELPAC until he/she is reclassified.

## **Graduation Rate**

Graduation rate information is provided to parents at their child's initial assessment as well as on the annual placement notification letter. Our graduation rates have been positive on the average in the 90% or above. For current rates please visit the dashboard at the California Department of Education by following this link:  
<http://dq.cde.ca.gov/dataquest/>





### English Learners with Disabilities

English learners with disabilities are assessed for English language development using accommodations, modifications, or alternate assessments for the English Language Proficiency Assessments for California (ELPAC) if specified in the pupil's IEP or 504 Plan. Parents/guardians are informed of program placement options and how such program will meet the objectives of the IEP.

### English Learners are Annually Assessed

English learners are assessed annually with the California Assessment of Student Performance and Progress (CAASPP) for academic progress.

### Parents/Guardians of English Learners are notified of their child's English Language Proficiency

Parents/guardians of English learners are notified annually of their child's English language proficiency assessment results within 30 calendar days following receipt of results of testing from the test contractor.

## Identification and Classification of Students as English Learners

### English Learners (EL):

Students with an overall level of Novice or Intermediate on the initial ELPAC are classified as English Learners. Students are assessed in four domains: listening, speaking, reading, and writing.

## Identification and Classification of Students as Initial-Fluent English Proficient (I-FEP)

### Initial-Fluent English Proficient (I-FEP)

Students who score at the Initial Fluent English Proficient level on the ELPAC are classified as I-FEP.

# Funding

The Local Education Agency uses general funds for core instruction of English learners and Title III funds for services that supplement the core.

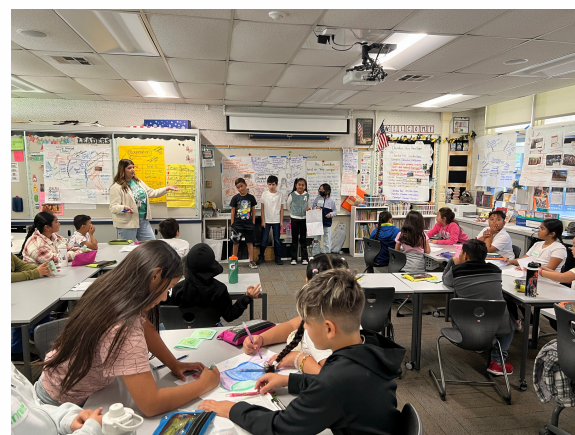
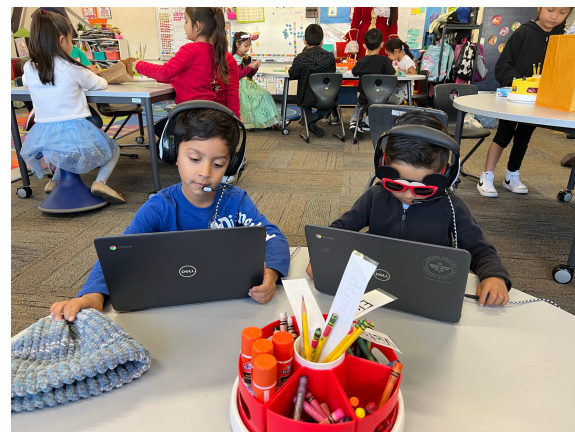


**General fund resources must be used to provide services and programs for ELs, including ELD and access to the core curriculum. the provision of such services and programs must not be contingent on the receipt of state or federal supplementary funds.**

General funds are used to provide the base program for all students. This includes teachers' salaries, core curricular materials, instructional supplies, and other district services (i.e. transportation, library, special education, food, health, and counseling). District adopted core English Language Development (ELD) program materials are provided in all grades, K-12.

**Key features reflected in the LCAP include:**

1. Guided Language Acquisition Design (GLAD) annual professional development
2. Multi-Tiered System of Supports (MTSS), Social and Emotional Learning (SEL)
3. Digital Gateway Chromebook technical and professional support for technology skills and integration
4. K-3 Early Literacy focus for inclusion, prevention, and intervention with grades 4-6 intervention support moving from pull-out replacement model to a push-in differentiated model
5. College and Career Initiatives through expanded Career pathways, Counselor and Guidance Coordinator support, a-g readiness, and AP courses
6. Student and family support including behavioral and medical services



Additional literacy instructional staff provide intervention support services through in-classroom scaffolding which has been proven to be most effective for all students especially students with special needs and language acquisition needs (Hayes 2016; Kramsch 2003). [Extended day is provided through before-, after, during- school opportunities aligned to site-based student needs.]

English Learner services are provided through classroom instructional support and coaching on the ELD framework, Early Literacy, and support for Integrated and Designated ELD. This framework uses the term integrated ELD to refer to ELD taught throughout the day and across the disciplines. When providing instruction for ELs, teachers should utilize the CA ELD Standards in addition to their focal CA CCSS for ELA/literacy and other content standards to support their ELs' linguistic and academic progress. Bilingual Language Tutors (BLTs) provide primary language support and other assistance for students in levels 1 and 2. Additionally, the Dual Immersion program continues to expand in order to provide students the support to become bilingual and biliterate.



We also have district bilingual resource teachers to support the education of English learners by providing professional development for classroom teachers, para-professionals, administrators, and parents.

Every school has an English Language Facilitator who helps facilitate and maintain continuous support of responsiveness to the needs of English learners. They also assist principals with the school's improvement progress toward compliance with the English Language Master Plan and English Learner Advisory Committee (ELAC).

Jurupa has developed an ongoing framework for Multi-Tiered System of Supports (MTSS) with incorporation of Social and Emotional Learning (SEL) objectives (Ainsworth 2010, Sugai and Homer 2009). As part of our MTSS framework, early literacy planning and professional development will provide support for foundational skills through data review, best first instruction, literacy interventions and universal assessment.



Supplemental materials at the sites include supplemental supplies, library student resources, books/eBooks, and makerspace materials. In addition, software licenses are provided to support secondary credit recovery and elementary literacy initiatives along with leveled readers.

Parent outreach and mental health support have been expanded along with communication enhancement through additional supplemental clerical support and notification systems.

All site-level use of funding is determined through a comprehensive needs assessment through school-wide planning initiatives. Schools Plans for Student Achievement (SPSAs) are aligned to LCAP goals and actions and monitored through evaluation protocols and annual program/budget review

Funds provided by Title III for Limited English Proficient (LEP) students supplement, but do not supplant, general funds or other categorical resources at the school and /or district. The funds are used to supplement the base program for English learners in grades K-12.

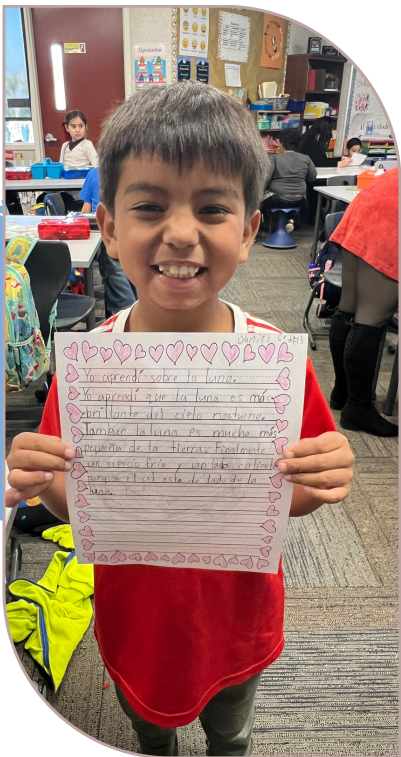
The district primarily utilizes federal funds to supplement and enhance student literacy and social emotional needs through instructional support and comprehensive professional development of teachers. Funding also provides supplemental materials and supplies to support aligned instructional strategies within and beyond the school day.

# Standards, Assessment, and Accountability

The Local Educational Agency determines the effectiveness of its program for English learners, modifies the program as needed, and also reclassifies them by following appropriate legal policies and procedures.



# The district implements a process and criteria to determine the effectiveness of programs for English learners (ELs), including:



(a) Necessary improvements to programs and activities for which Title III funds have been used for EL and immigrant students

(b) The effectiveness of programs and activities in assisting ELs to attain proficiency and to meet academic achievement and content standards

(c) Whether to eliminate specific EL activities proven to be ineffective

(d) Methods that demonstrate that the programs for ELs produce, within a reasonable period of time:

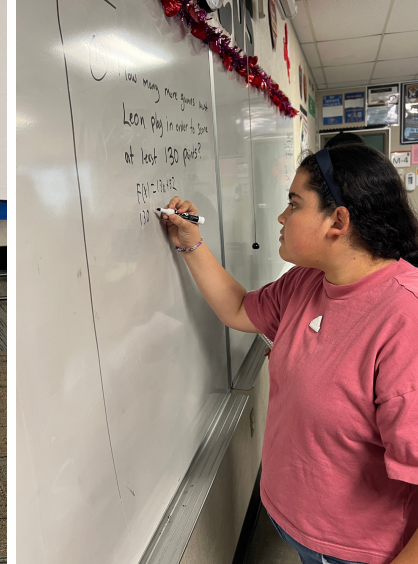
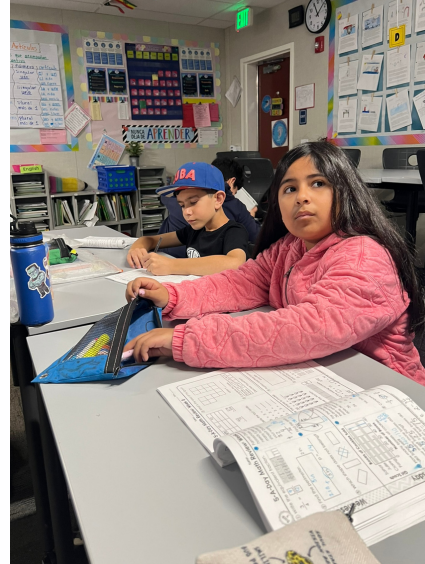
- English language proficiency comparable to that of average native speakers of English in the district
- Academic results indicating that ELs are achieving and sustaining parity of academic achievement with students who entered the district's school system already proficient in English

(e) The district also implements a criteria and process to determine the effectiveness of programs for English learners that include an ongoing mechanism for using the procedures described previously to improve program implementation and to modify the program, as needed, to ensure that each EL achieves full proficiency in English and academic achievement at grade level.

## District On-Line Teacher Evaluation of English Language Proficiency

Jurupa Unified School District has established a plan for evaluating the effectiveness of the district's English Language Development (ELD) program, to measure an English Learners' English language proficiency in comparison to that of average native speakers of English in the district. State ELD standards and district assessments guide daily ELD instruction. The individual student Teacher Evaluation of English Language Proficiency (TELP) is used to monitor ELD progress in listening, speaking, reading, and writing in English in each of the proficiency levels. ELD standards are assessed and inputted into the district student database no less than twice yearly. The district TELP is a record of ELD standards mastered at each of the proficiency levels and is completed by the student's certificated ELD/ELA teacher. The TELP is completed on-line and is part of the district's student database and is used as a component of our district's multiple measures to determine reclassification of an EL as proficient in English.

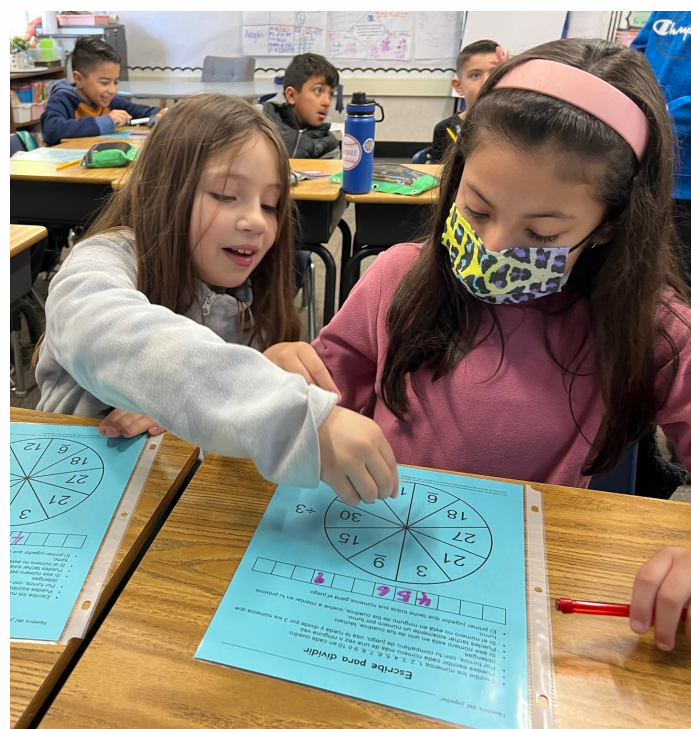




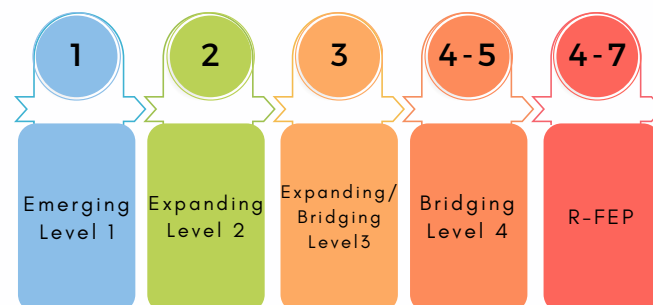
# District Catch-Up Plan:

If it is determined that a student is not making adequate progress toward English proficiency, teachers follow the steps outlined in the district Catch-Up Plan (Appendix 9). Students are identified as needing a Catch-Up Plan through multiple measures outlined in Step One of the plan. Interventions are planned in Step Two. Documentation of planned interventions is recorded in the section labeled: Interventions, Modifications and Adaptations for English Language Learners. (Appendix 10) Action, on the Plan, including parent communication, is taken in Step Three. In Step Four, the school site Language Intervention Team (LIT) meets to determine progress towards closing the proficiency gap. At this time, district personnel may be invited to observe the student and give input as to possible further intervention. Finally, in Step Five, if adequate progress has not been made as determined by the LIT, the Student Study Team (SST) will meet to discuss other appropriate support for the student.

The rate of second language acquisition will vary from one student to the next, depending on such factors as age, primary language literacy, level of English proficiency, educational background, and ELD instruction. English learners are expected to progress at least one proficiency level per year of ELD instruction. Students can take up to seven years to become Fluent English Proficient, which includes attaining mastery in the cognitive academic domain (reading and writing) as well as aural/oral proficiency in both ELD and the content areas as indicated by research on second language acquisition. Below is an example of what the progress should look like for most EL students who receive appropriate ELD instruction daily.



## Years in Program



## ELD Proficiency Levels

# Marking Practices and Guidelines for the Elementary Progress Report, Grades K-6

JUSD utilizes a standards-based report card, therefore, EL students are graded using the same criteria as is used for their native or proficient English-speaking peers (Appendix 11). In addition, EL students receive an ELD grade. This grade is based on the student's performance of the ELD grade level standards being taught at his/her proficiency level.

## JUSD's Pupil Promotion and Retention Guidelines, AB 1626 provides the following guidelines for services for EL students.

Jurupa Unified School District Board of Education Policies and Procedures

Procedure #211

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*11. It is generally inappropriate to retain English learners (EL) who have failed to meet academic standards in areas in which access to grade-level content is limited by their development in English. When EL students are considered for retention, development of language acquisition shall be given primary consideration. Other information shall include the student's educational history, exposure to instruction in English and/or primary language, language resources at home, and exposure to mainstream curriculum. Retention of special education or EL students shall be based on a strong rationale. If available, English Learners shall be offered site/district after school or summer school programs similar to that received by other students performing below grade-level standards. Parents of English Learners should be notified in their native language, to the extent possible. When EL students are considered for retention, at least one other qualified (CLAD, BCLAD, SDAIE) teacher should serve on the committee/SST.*

A program evaluation shall be provided by the LEA and shall be used to determine:

- a) Necessary improvements to programs and activities for which Title III funds have been used for EL and immigrant students
- b) The effectiveness of programs and activities in assisting EL students to attain proficiency and to meet academic achievement and content standards
- c) Whether or not to continue specific EL activities proven to be ineffective
- d) The degree to which, within a reasonable amount of time:
  - i. English learners are achieving English language proficiency comparable to that of average native speakers of English in the district
  - ii. Academic results indicating that English learners are achieving and sustaining parity of academic achievement with students who entered the district's school system already proficient in English

The data is analyzed at each site to determine the success of English learners in language development and academics as compared to native English speakers at the same grade level. The school plan is revised annually and changed as needed based on the results of these analyses.

# The district reclassifies a pupil from English learner to English proficient by using a process and criteria as described below:

## **(a) Objective Assessment of English-Language Proficiency**

Students must score at a level 4 on the English Language Proficiency Assessments for California (ELPAC) to be considered for reclassification.

## **(b) Objective assessment of English language arts and academic performance**

Part of the reclassification criteria for Jurupa is that students score at a level 3 or higher on the English Language Arts California Assessment of Student Performance and Progress (CAASPP) In addition, based on running records reading level; student must be reading at grade level equivalency or higher.

## **(c) Teacher evaluation of the student's English language proficiency. "Teacher" refers to the classroom teacher and/or other certificated staff with direct responsibility for teaching or placement decisions of the pupil.**

As part of the criteria for reclassification, our teachers assist in completing the reclassification form by filling out the portion where they evaluate the classroom academic performance of the students. In addition, teachers complete the "Teacher Evaluation of English Language Proficiency" form and evaluate the areas of Collaborative, Interpretative and Productive. They also have the opportunity of recommending the student for reclassification or to retain the student's EL status.

## **(d) Opportunities for parent opinion and consultation during the reclassification process**

Parents/guardians of the student are consulted through a letter (Appendix 12) when the student is initially considered for reclassification. Parents are also given the opportunity to request a meeting regarding such reclassification.



# Reclassification Criteria

Grades	Elpac Level	English Language Arts and Academic Performance		Teacher Evaluation corresponding with Report Card
		CAASPP Level	Reading Level Running Records	

TK-3	Level 4	Students in grades K-3 are not assessed with the CAASPP	Grade level equivalency or higher	Skills comparable to those of native English speakers of the same age and grade level
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4-6	Level 4	Level 3 or higher	Grade level equivalency or higher	Skills comparable to those of native English speakers of the same age and grade level
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Grades	Elpac Level	English Language Arts and Academic Performance		Teacher Evaluation corresponding with Report Card
		CAASPP Level	Report Card	

7-8	Level 4	Level 3 or higher	A grade of "C" or higher in all core subjects	Skills comparable to those of native English speakers of the same age and grade level
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Grades	Elpac Level	Teacher / District Evaluation of Student Academic Achievement Must Meet <b>TWO</b> of the following:		
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9-12	Level 4	<ul style="list-style-type: none"> <li>• Attainment of level 3 or higher on English Language Arts CAASPP</li> <li>• 2.0 current overall GPA with most recent core English grade a C or higher</li> </ul>		
		<ul style="list-style-type: none"> <li>• District grade level average or higher on Reading Inventory</li> <li>• District average or higher in Reading &amp; Writing &amp; Language on the Spring Preliminary Scholastic Aptitude Test (PSAT) 10</li> <li>• District average or higher in Reading &amp; Writing &amp; Language on the Fall PSAT/National Merit Scholarship Qualifying Test (NMSQT)</li> <li>• Semester grade of C or higher in any AP course</li> <li>• College and career ready</li> <li>• Teacher Evaluation of English Language Proficiency (TELP) with no more than one standard missed per domain.</li> </ul>		

Reclassification is done electronically. It begins by creating a list of all English learners with an ELPAC level of a 4 for K-12 and a level 2 or above on CAASPP. The criteria asks for a level 3 on CAASPP but understanding that one assessment sometimes is not enough, teachers have the opportunity to give input and let us know if students are performing at grade level in class.

Once the list is generated, a letter is sent home to notify parents of the possibility for reclassification and the opportunity for them to give input in the matter. After letters are mailed, teachers begin receiving emails with the list of their students who are up for reclassification and asking them for their input.

Once the teacher has completed their part of the reclassification, the principal and/or a designee is then able to review and give their input. Once the principal has reviewed and signed their recommendation, the director of the Department of Multilingual Education will then review each recommendation and approve or deny each reclassification for the district.

If approved, the classification of the student is immediately updated from EL to R-FEP in the district's student database. The principal and/or their designee are notified if the reclassification was approved or denied. Parents are also notified in writing of the decision. Notifications to parents also include the reason why reclassification was denied. (Appendix 13 and 14)

**The number of Reclassified students is reported annually in the ELAS CALPADS report.**

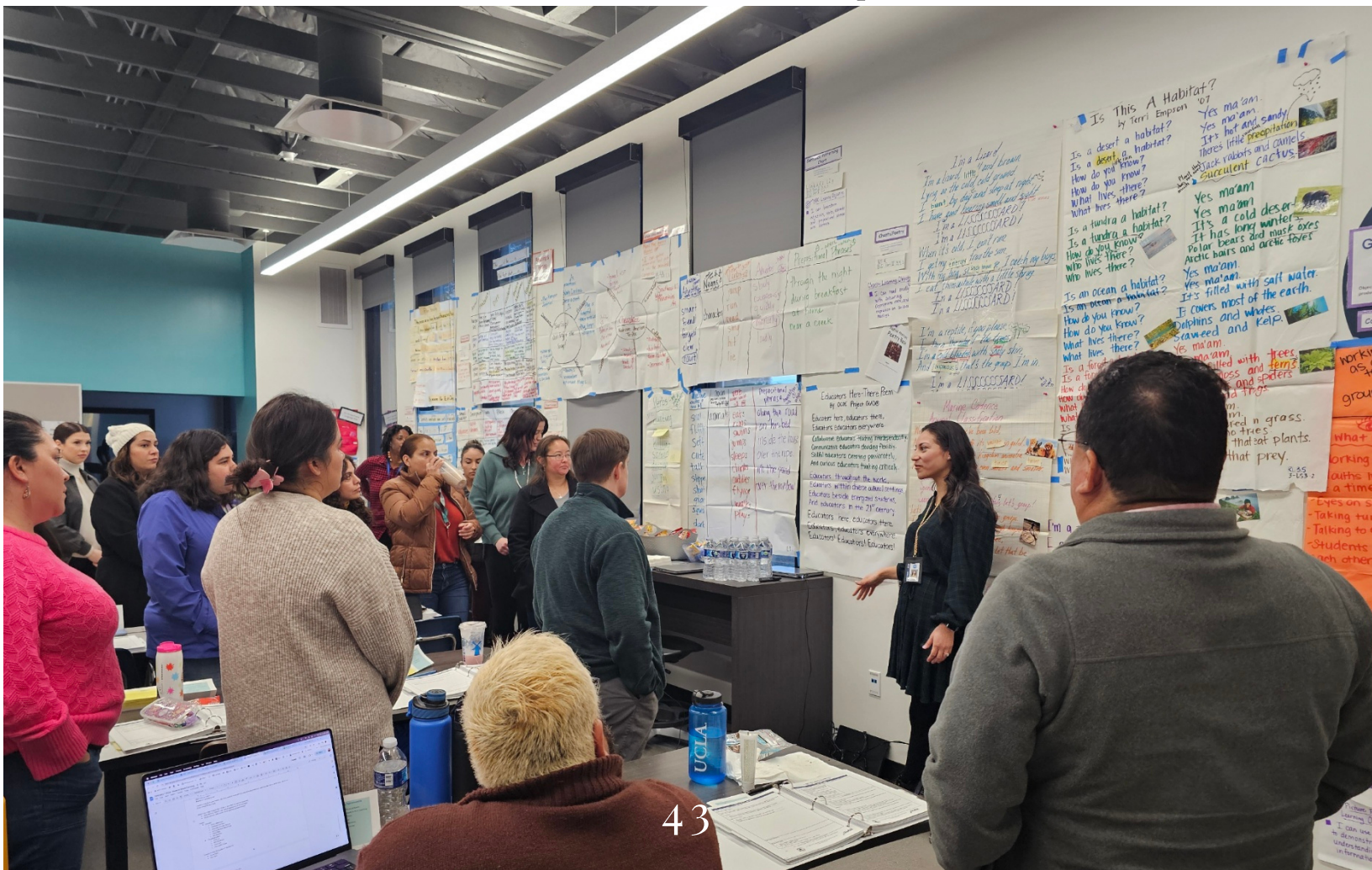
**The district monitors the progress of reclassified pupils for a minimum of four years to ensure correct classification, placement, and additional academic support, if needed.**

There is a follow up process to ensure the success of students who have been reclassified. The ELL Reclassification Follow-Up electronic form is used to verify the success of these students. These forms are completed at the six-month, one-year, two-year, three year, and four-year mark. The form is completed electronically in the district's student data system. If reclassified students are not successful on assessments and/or classroom expectations, interventions are put in place and if unsuccessful, a Language Intervention Team (LIT) at the school site meets to decide how to best help these students. Based on classroom grades and proficiency on classroom assessments, students receive either an "E" for Excellent, "S" for Satisfactory, or "N" for Needs Improvement on the JUSD electronic Follow-up Form. If an "N" is assigned, the teacher lists next steps and interventions being provided. Each time a student receives an N, a report is generated and forwarded to principal and assistant principal so that they can meet with the teacher and discuss and design further interventions.

# Staffing and Professional Development

Teachers assigned to instruct English learners are appropriately authorized and the Local Educational Agency also provides additional professional development.

## Teacher Authorizations Professional Development



Teachers assigned to provide English language development and instruction in subject matter courses for English learners must be appropriately authorized or actively in training for an appropriate EL authorization.

All teachers at Jurupa Unified School District are authorized to work with English learners. The following table shows the type of instruction and the proper authorizations teachers have in order to give such instruction.

Teacher Authorizations

Type of Instruction	Proper Authorization
English Language Development	Cross-Cultural Language Academic Development (CLAD), Bilingual Cross-Cultural Language Academic Development (BCLAD), SB1969, SB395 or equivalent
Specially Designed Academic Instruction in English (SDAIE)	CLAD, BCLAD, SB1969, SB395 or equivalent
Primary Language	BCLAD or equivalent



At the elementary level, English learners are placed with authorized teachers or teachers in training. These teachers provide SDAIE instruction in the content areas and designated and integrated ELD at the level appropriate to the students' needs. Bilingual language tutors also provide additional support.

In grades 7-12, English learners are placed in ELD classes based on their ELD proficiency levels. They are assigned to sheltered classes following Jurupa's program design for English learners. All teachers of ELs must provide ELD. All students have access to the highest levels of math and science and a bilingual tutor may be assigned to assist if needed.

Only fully authorized BCLAD or equivalent certificated teachers can be assigned to teach in a bilingual alternative program.

Bilingual language tutors are assigned to provide primary language support and other additional support to English learners. This support may be in the form of previewing and reviewing lessons in Spanish, one-on-one or small group follow-up and/or reinforcement of English instruction, or any instructional clarification needed to facilitate the understanding of concepts, directions, assignments, and content. Tutors may use primary language materials that support the English instruction with students.

It is appropriate for tutors to make telephone or personal contacts with parents/guardians or interpret during parent conferences for teachers who do not speak the students' primary language. Bilingual language tutors may not be assigned to perform routine office tasks. The bilingual tutors' job is to work directly with EL students.

Bilingual language tutors are assigned to work in the classrooms under the direct supervision of teachers. The principal or his/her designee makes assignments based on students' needs.

# Summary of Program Design for TK-12 English Learners

English Language Proficiency Assessments for California (ELPAC) Level	English Language Development	Placement	Language Arts, Math, Science, and Social Studies	Music, Art, and P.E.	Staffing Authorizations
Level 1 (Novice level of the initial assessment) or Level 2 (Intermediate level of the initial assessment) or Levels 1, 2, 3, & 4 of the summative assessment	English	Structured English Immersion	SDAIE with primary language support or instruction in the primary language if needed and if available and for grades 7-12 a minimum of two sheltered classes for levels 1 & 2.	English	CLAD, BCLAD, SB1969, SB395 or equivalent
Level 1 (Novice level of the initial assessment) or Level 2 (Intermediate level of the initial assessment) or Levels 1, 2, 3, & 4 of the summative assessment	English	Dual Immersion	Spanish and English  TK/Kinder: 90% Spanish 10% English 1st: 80% Spanish 20% English 2nd: 70% Spanish 30% English 3rd: 60% Spanish 40% English 4th-6th 50% Spanish 50% English 7th-12th A minimum of two classes per semester		BCLAD, Bilingual Cross-Cultural (BCC), or equivalent

\*All levels are based on the Initial and Summative English Language Proficiency Assessments for California (ELPAC)\*

As of January of 2006, all Jurupa's teachers are authorized to work with English learners and only teachers with EL authorizations are being hired. Therefore, Jurupa does not have a need for a "Plan to Remedy". However, if ever the need arises, the district has the capability to provide BCLAD, CLAD/CTEL (California Teacher of English Learners), and SB395/AB2913 training. Other teacher trainings related to ELD, SDAIE, Sheltered Instruction Observation Protocol (SIOP), literacy, etc., is also provided by the district, Riverside County Office of Education, and local universities.

**The district provides high quality professional development to classroom teachers, principals, administrators, and other school or community-based personnel that is:**

**a)Designed to improve the instruction and assessment of English learners,**

**b)Designed to enhance the teacher's ability to understand and use curricula, assessment measures, and instructional strategies for English learners,**

**c)Based on research demonstrating the effectiveness of the professional development in increasing the pupil's English proficiency or the teacher's subject matter knowledge, teaching knowledge, and teaching skills,**

**d)Of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teacher's performance in the classroom.**

Ongoing professional development for teachers related to ELD, SDAIE, literacy, etc. is provided by the district, Riverside County Office of Education, conferences, and local universities.

In-service training specific to the district program for English learners is provided each year at the beginning of the year to principals and EL Facilitators. Additionally, newly hired teachers and administrators receive training on services for ELs as well. Additional training is provided to administrators during regularly scheduled principals' meetings. Other trainings are scheduled with special topics as necessary and may include other site and district staff.

Professional development for bilingual language tutors is provided by district personnel on an ongoing basis. All in-service training is related to district programs and procedures, identification of English learners, second language acquisition, access to the core content, and effective communication.

A variety of parent/community trainings are provided at school sites and district level. These include trainings such as: Parent Engagement Leadership Initiative (PELI), Parent Institute for Quality Education, teacher and/or grade-level standards meetings, School Site Council and English Learner Advisory Committee (ELAC) training. The district provides District Advisory Council (DAC) and District English Learner Advisory Committee (DELAC) parent training as well as opportunities for committee members to attend educational conferences.

# Opportunity and Equal Educational Access

Effective and appropriate instructional methods for pupils; establishment of language acquisition programs; structured English immersion program for English learners; opportunities to be instructed in another language.

## Program Options



# Language Acquisition Program Options and Parent Choice

Jurupa Unified School District's goal is to prepare our students with the world languages and academic skills to succeed in a global economy. With this goal in mind Jurupa provides a variety of programs to our students in order to ensure their linguistic and academic success. Parents may request the language acquisition program that best suits their child.

Following Education Code 305, as part of the parent and community engagement process required for the development of a local control and accountability plan pursuant to Article 4.5 (commencing with Section 52060) of Chapter 6.1 of Part 28 of Division 4 of Title 2, school districts and county offices of education shall solicit input on, and shall provide to pupils, effective and appropriate instructional methods, including, but not limited to, establishing language acquisition programs, as defined in Section 306. This requirement is intended to ensure that all pupils, including English learners and native speakers of English, have access to the core academic content standards, including the English language development standards, as applicable, and become proficient in English pursuant to the state priorities identified in paragraph (2) of subdivision (d) of Section 52060 and of Section 52066.

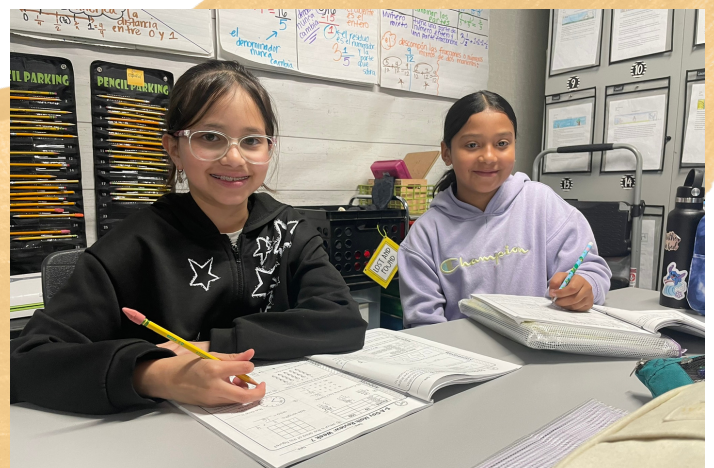
School districts and county offices of education shall, at a minimum, provide English learners with a structured English immersion program, as specified in Section 306, for purposes of ensuring that English learners have access to the core academic content standards, including the English language development standards, and become proficient in English pursuant to the state priorities identified in paragraph (2) of subdivision (d) of Section 52060 and of Section 52066.

When a school district or a county office of education establishes a language acquisition program pursuant to this section, the school district or county office of education shall consult with the proper school personnel, including, but not limited to, administrators and certificated teachers with the appropriate authorizations and experience.

School districts and county offices of education are also encouraged to provide opportunities to pupils who are native speakers of English to be instructed in another language to a degree sufficient to produce proficiency in that language. The non-English language should be at the discretion of the parents, community, and school, depending upon the linguistic and financial resources of the school community and other local considerations.

A language acquisition program established pursuant to this section shall comply with the requirements of Section 310.

Language Acquisition Programs refers to educational programs designed to ensure English acquisition as rapidly and as effectively as possible, and that provide instruction to pupils on the state-adopted academic content standards, including the English language development standards. The language acquisition programs provided to pupils shall be informed by research and shall lead to grade level proficiency and academic achievement in both, English and a second language.



# Language acquisition programs may include, but are not limited to, all of the following:



**Dual-Language Immersion Programs** that provide integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding.

**Transitional or Developmental Programs** for English learners that provide instruction to pupils that utilizes English and a pupil's native language for literacy and academic instruction and enables an English learner to achieve English proficiency and academic mastery of subject matter content and higher order skills, including critical thinking, in order to meet state-adopted academic content standards.

**Structured English Immersion Programs** for English Learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English.

## **310. Parents or guardians; choice of language acquisition program; implementation requirements**

(a) Parents or legal guardians of pupils enrolled in the school may choose a language acquisition program that best suits their child pursuant to this section. Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible, based upon the requirements of Section 305.

(b) If a school district implements a language acquisition program pursuant to this section, it shall do both of the following:

- (1) Comply with the kindergarten and grades 1 to 3, inclusive, class size requirements specified in Section 42238.02.
- (2) Provide, as part of the annual parent notice required pursuant to Section 48980 or upon enrollment, the parent or legal guardian of a minor pupil with information on the types of language programs available to pupils enrolled in the school district, including, but not limited to, a description of each program.

## **320. Right to be provided with free public education and English language public education**

As detailed in Section 5 of Article 9 of the California Constitution, and Article 2 (commencing with Section 305) and Article 3 (commencing with Section 310), respectively, all California school children have the right to be provided with a free public education and an English language public education.

Whenever parents/guardians of enrolled students, and those enrolled for attendance in the next school year, request that the district establish a specific language acquisition program in accordance with Education Code 310, such requests shall be addressed through the following process: (5 CCR 11311)

1.The school shall make a written record of each request, including any request submitted verbally, that includes the date of the request, the names of the parent/guardian and student making the request, a general description of the request, and the student's grade level on the date of the request. As needed, the school shall assist the parent/guardian in clarifying the request. All requests shall be maintained for at least three years from the date of the request.

2.The school shall monitor requests on a regular basis and notify the Superintendent or designee when the parents/guardians of at least 30 students enrolled in the school, or at least 20 students in the same grade level, request the same or a substantially similar type of language acquisition program. If the requests are for a multilingual program model, the district shall consider requests from parents/guardians of students enrolled in the school who are native English speakers in determining whether this threshold is reached.

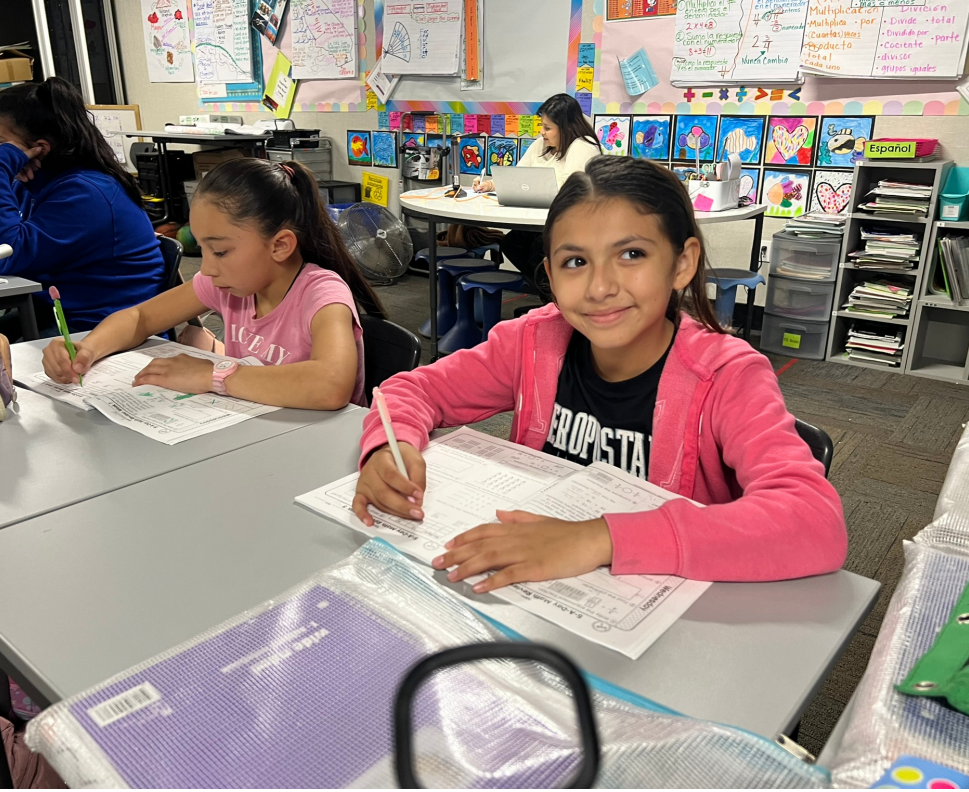
3.If the number of parents/guardians described in item #2 is attained, the Superintendent or designee shall:

a.Within 10 days of reaching the threshold, notify the parents/guardians of students attending the school, the school's teachers, administrators, and the district's English learner parent advisory committee and parent advisory committee, in writing, of the requests for a language acquisition program

b. Identify costs and resources necessary to implement any new language acquisition program, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development for the proposed program, and opportunities for parent/guardian and community engagement to support the proposed program goals

c.Within 60 calendar days of reaching the threshold number of parents/guardians described in item #2 above, determine whether it is possible to implement the requested language acquisition program and provide written notice of the determination to parents/guardians of students attending the school, the school's teachers, and administrators

d. If a determination is made to implement the language acquisition program, create and publish a reasonable timeline of actions necessary to implement the program. If a determination is made that it is not possible to implement the program, provide a written explanation of the reason(s) the program cannot be provided.



# Parents/ guardians of English learners are informed of their child's placement

Upon initial assessment of students, parents are notified of their children's results and the types of programs offered at Jurupa Unified School district are explained to them. A decision is then made as to the best placement for the students.

Parents/guardians are also informed annually of their child's placement. Each fall, a letter is sent home informing parents/guardians of their student's English language proficiency, instructional program placement, and English learner classification, whether the student is a long-term EL or at risk of becoming a long-term EL. The letter also contains the student's most recent CAASPP scores along with information about the educational opportunities available to them in the district.

Information about the various instructional program options and materials is reviewed at site level English Learner Advisory Committee (ELAC) and School Site Council (SSC) meetings each year. Additional parent/guardian information meetings may be scheduled at individual sites.

**As part of the district plan to ensure equal access for all students, the goal is to have no more than two consecutive proficiency levels per class; and as stated by federal law, all students continue to receive daily ELD until they are reclassified.**

**The Individualized Education Program (IEP) team determines placement of each special education student regardless of language proficiency. The IEP shall address the language needs of the students.**

# Teaching and Learning

Each English learner receives instruction in English language development (ELD) and the core curriculum.



## English Language Development Academic Instruction

Jurupa understands the importance of academic language development for all students and especially English learners. Thus, continuous professional development in this topic is deemed of outmost importance and offered throughout the school year.

The following definitions, examples, and instructional norms and routines focus on academic English language development and are included here in order to ensure all stake holders have the same understanding to ensure we serve our students in the best way possible.

## Clarifying Widely-Used Instructional Terms: Definitions and Examples

Terms	Definitions	Examples
<b>Teaching Strategy</b>	<i>A technique that a teacher uses to accomplish a specific lesson task.</i>	<ul style="list-style-type: none"> <li>• Popcorn Reading</li> <li>• Choral Reading</li> <li>• Anticipation Guide</li> <li>• Equity Sticks</li> <li>• Think-Pair-Share</li> </ul>
<b>Learning Strategy</b>	<i>A technique that a student uses to accomplish a specific task or skill.</i>	<ul style="list-style-type: none"> <li>• Marking Texts</li> <li>• Reviewing Study Cords</li> <li>• Taking Cornell Notes</li> <li>• Creating a Mnemonic</li> <li>• SQ3R</li> </ul>
<b>Instructional Routine</b>	<i>A research-informed, classroom-tested, step-by-step sequence of teacher and student actions that are regularly followed to address a specific instructional goal.</i>	<ul style="list-style-type: none"> <li>• Using a Response Frame</li> <li>• Teaching High-Utility Vocabulary</li> <li>• Conducting an Academic Discussion</li> <li>• Collaborating on a Response</li> <li>• Close Reading: Fluency &amp; Comprehension</li> <li>• Analyzing a Student Writing Model</li> </ul>
<b>Procedure</b>	<i>A fixed sequence of actions or behaviors that are followed the same way to correctly perform a classroom action.</i>	<ul style="list-style-type: none"> <li>• Call Response ("Class-Class" etc.)</li> <li>• Lining up</li> <li>• Distributing and Collecting Materials</li> <li>• Asking a Question</li> <li>• Forming Groups</li> <li>• Using Mini White Boards</li> </ul>
<b>Protocol</b>	<i>A set of rules, customs, and language used in formal spoken and written interactions.</i>	<ul style="list-style-type: none"> <li>• Establishing Lesson Objectives</li> <li>• Peer Feedback</li> <li>• Partner Interaction</li> <li>• Contributing to a Lesson Discussion</li> <li>• Exit Slip</li> </ul>
<b>Task</b>	<i>A small step or action assigned or expected for students to complete during a lesson.</i>	<ul style="list-style-type: none"> <li>• Underline</li> <li>• Point</li> <li>• Finger Signals (Thumbs Up)</li> <li>• Display Response</li> </ul>
<b>Activity</b>	<i>A participatory experience students engage in to understand or practice lesson content.</i>	<ul style="list-style-type: none"> <li>• KWL Chart</li> <li>• Debate</li> <li>• Vocabulary Bingo</li> <li>• Crossword Puzzle</li> <li>• Snowball Fight</li> </ul>
<b>Assignment</b>	<i>A piece of work that students are given to acquire knowledge, practice a skill, or demonstrate mastery of lesson content.</i>	<ul style="list-style-type: none"> <li>• Timeline</li> <li>• Diorama</li> <li>• Copy Definition &amp; Write Sentence(s)</li> <li>• Poster</li> <li>• Workbook Exercise</li> <li>• Write a Report (Video, PowerPoint)</li> </ul>

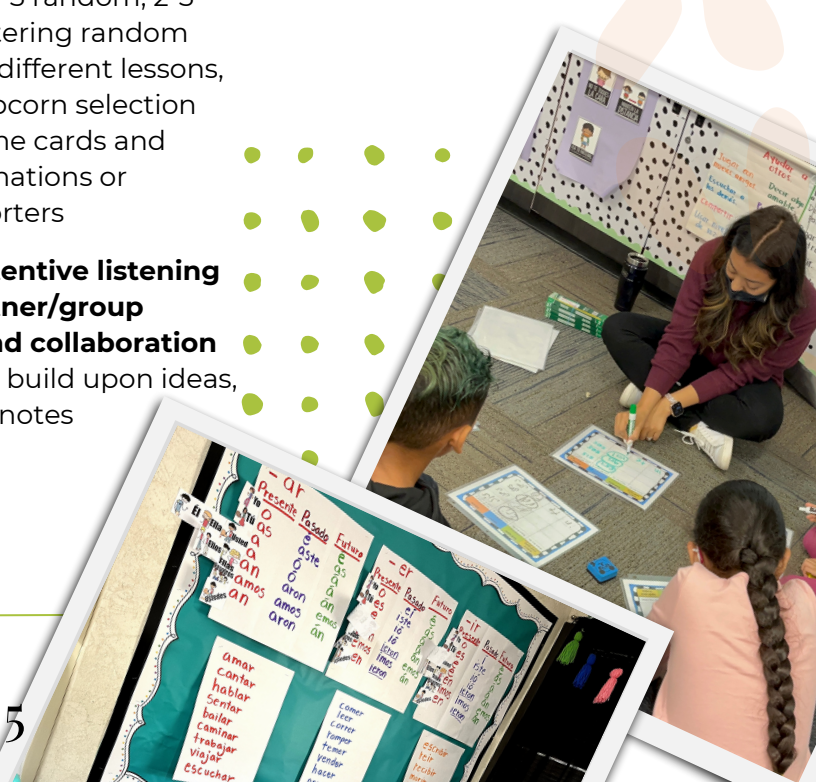
# Dr. Kate Kinsella's Instructional Norms to Accelerate Academic Language

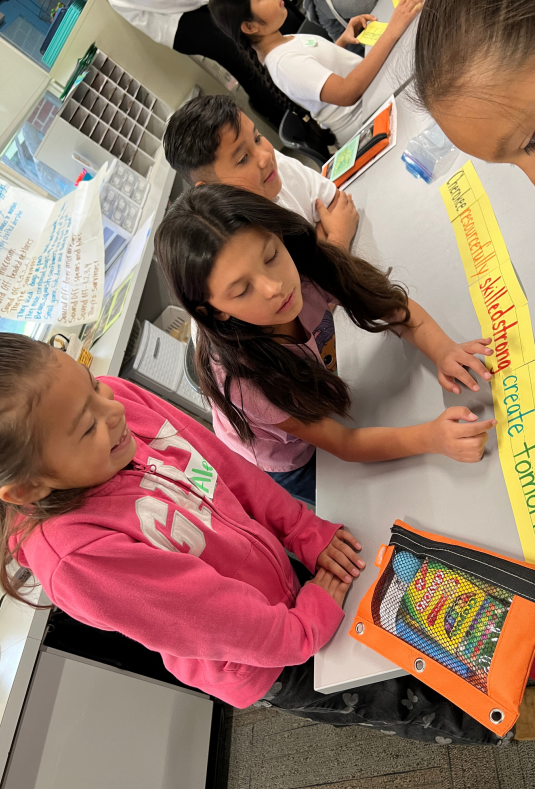
Instructional Norms	Descriptions	Evidence-Based Practices
<b>1. Structuring Accountable Interactions</b>	<i>Teachers regularly structure democratic and accountable lesson interactions, including partner, group, and whole-class discussion and collaboration.</i>	<ul style="list-style-type: none"> <li>Organizing an Interactive Classroom</li> <li>Establishing Partners &amp; Groups</li> <li>Implementing Interaction Protocols</li> <li>Promoting Use of Scholarly Voice</li> <li>Eliciting a Range of Contributions</li> </ul>
<b>2. Setting Up Lesson Tasks</b>	<i>Teachers establish expectations for interactive lesson tasks with visible displays, clear and concise explanations, effective modeling and adequate think time.</i>	<ul style="list-style-type: none"> <li>Establishing Lesson Purpose</li> <li>Delineating Lesson Tasks</li> <li>Focusing Student Attention</li> <li>Building in Adequate Think Time</li> <li>Modeling &amp; Rehearsing Appropriate Responses</li> <li>Confirming Understanding of Lesson Tasks</li> <li>Providing Fast-Finisher Task(s)</li> </ul>
<b>3. Employing Academic Register</b>	<i>Teachers consistently utilize appropriate academic register during instructional delivery.</i>	<ul style="list-style-type: none"> <li>Defining Academic vs. Conversational Register</li> <li>Presenting &amp; Responding Using Sentences</li> <li>Using Precise Words &amp; Phrases</li> <li>Being Clear and Concise with Verbal Delivery</li> <li>Assigning Academic Response Frames</li> </ul>
<b>4. Teaching Language</b>	<i>Teachers use and explicitly teach language necessary for students to productively engage in verbal and written academic interactions.</i>	<ul style="list-style-type: none"> <li>Addressing Language Demands (Vocabulary, Grammar, Syntax)</li> <li>Teaching High-Utility &amp; Topic-Specific Words</li> <li>Clarifying Grammar Targets</li> </ul>
<b>5. Assigning Listening Tasks</b>	<i>Teachers assign language-focused accountable listening tasks</i>	<ul style="list-style-type: none"> <li>Establishing Expectations for Listening, Reporting, &amp; Building Upon Responses</li> <li>Providing Language for Distinct Listening Tasks</li> <li>Verifying Attentive Listening</li> <li>Requiring "Public Speaking" Voice to Support Peer Listening during Class Discussions</li> </ul>
<b>6. Checking for Understanding</b>	<i>Teachers purposefully check for understanding while setting up and monitoring lesson tasks and interactions.</i>	<ul style="list-style-type: none"> <li>Establishing Protocols &amp; Language Tools for Students to Seek Assistance</li> <li>Employing Effective Processes to Gauge Student Readiness for Lesson Tasks</li> <li>Circulating &amp; Monitoring Interactions to Ensure Accurate Language Production</li> </ul>
<b>7. Deepening Language Understanding</b>	<i>Teachers enhance students' understandings of how language works and increase their metacognitive skills.</i>	<ul style="list-style-type: none"> <li>Identifying Linguistic Features of Spoken &amp; Written Discourse</li> <li>Modeling Metacognitive Skills to Promote Accurate Language Use</li> <li>Implementing Tools for Self &amp; Peer Editing of Formal Writing &amp; Presentations</li> </ul>
<b>8. Providing Feedback</b>	<i>Teachers provide timely and productive feedback on students' spoken and written contributions.</i>	<ul style="list-style-type: none"> <li>Providing Actionable Feedback that Promotes Accurate Language Production during Partner, Group, &amp; Whole-Class Discussions</li> <li>Employing Student-Friendly Tools that Establish Language Priorities &amp; Elicit Productive Revision</li> </ul>

# Essential Instructional Routines for ALL ALD Lessons

Priority ALD instructional routines for training and coaching:

- **Establishing lesson purpose**  
brief clarification at start of lesson, e.g., to tap into your background knowledge about the unit focus, to deepen our understanding of important academic words that will appear in our text and be useful as we discuss and write about the issue of...
- **Modeling clear verbal delivery**  
speaking in complete sentences using precise word choices; refraining from code-switching with informal usage (My bad; Awesome); pausing adequately at the end of statements and questions; providing clear verbal transitions from one lesson to the next
- **Assigning a response frame**  
clarifying grammar target and vocabulary; displaying and explaining a model response; provide a brief idea/word bank; echo-reading rehearsal of model response; building adequate thinking and writing time
- **Establishing partner expectations for verbal interactions** e.g., say it once, make eye contact and say it with expression, like a scholar; assigning a fast-finisher task
- **Establishing unified-class discussion expectations**  
public speaking voice; look at the reporter; attentive listening task – compare, etc.
- **Monitoring interactions**  
circulating, observing students' writing and listening to contributions; encouraging more thoughtful responses; providing assistance as needed; pre-selecting 1-2 contributors; keeping track of time and pacing
- **Encouraging democratic contributions during unified-class discussions:**  
employing various strategies to call on students; 1-2 preselected, 2-3 random, 2-3 volunteers; altering random strategies for different lessons, e.g., using popcorn selection first, then name cards and partner nominations or standing reporters
- **Assigning attentive listening tasks for partner/group discussion and collaboration**  
e.g., compare, build upon ideas, counter, take notes
- **Providing affirming and actionable feedback on students' learning contributions** briefly commenting on the thoughtful content, skillful language use, or attentive listening demonstrated in a response; encouraging the unified class to reflect if a student struggles with a grammar target before offering correction and repetition; limited reliance on stadium cheers, silent high fives, etc. as feedback methods)
- **Fluency Building**  
oral cloze and partner cloze with text segments; echo-reading with directions and frames





ELD standards address a required content area unique for English learners: second language acquisition. These standards identify the linguistic competencies English learners must develop to achieve the proficiency in English that native speakers possess when they enter school and continue developing throughout life. ELD standards are not a substitute for standards in other content areas. These standards are unique in that they correspond to the California Common Core State Standards (CCSS): English Language Arts and Literacy, in History/Social Studies, Science, and Technical Subjects. They define the progression of language acquisition through three stages of proficiency and recognize that the students' native language plays an important role in learning English.

State ELD standards are the core curriculum for ELD instruction. Each teacher of English learners is required to provide daily designated and integrated ELD instruction

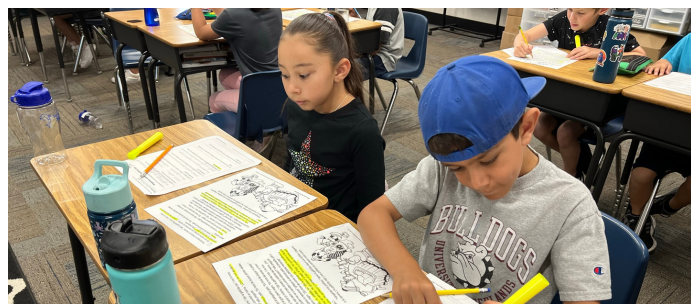
- a) Designated ELD is instruction provided during a time set aside in the regular school day for focused instruction on the state-adopted ELD standards to assist English learners to develop critical English language skills necessary for academic content learning in English. (5 CCR Section 11300 [a])
- b) Integrated ELD is instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. Integrated ELD includes specially designed academic instruction in English (5 CCR Section 11300 [c])

**Each English learner (EL) receives a program of instruction in English Language Development (ELD) in order to develop proficiency in English as rapidly and effectively as possible.**

An essential component of serving ELs is ELD that is appropriate for the students' identified levels of language proficiency. ELD is explicit instruction and practices that develop listening, speaking, reading, and writing skills in English according to state ELD standards.

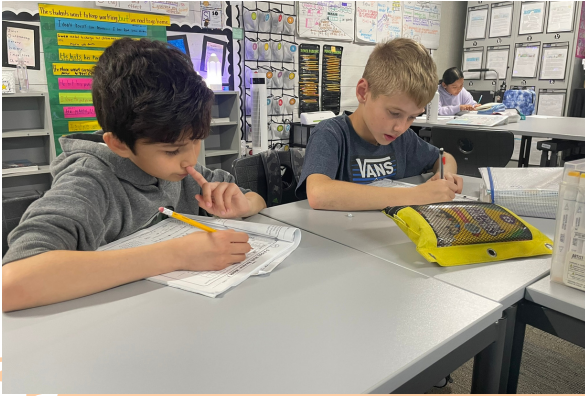
Grade	Time	Adopted Text
<b>TK-6</b>	<i>30 minutes</i>	Wonders ELD & Maravillas ELD, McGraw Hill Education Publishers
<b>7-12</b>	<i>Levels 1-2 (Novice &amp; Intermediate) 1 period</i> <i>Levels 3 &amp; 4 receive designated &amp; integrated ELD in their ELA class</i>	California-Collections ELD, Houghton Mifflin Harcourt Publishers (Grades 7-8) Edge, Cenage Publishers (Grades 9- 12)

\*In addition to designated ELD, integrated ELD is also a requirement throughout the day and across the curriculum.



Student progress in ELD is monitored using the electronic version of the **Teacher Evaluation of English Language Proficiency (TELP)**. Elementary teachers complete these evaluations three times a year and secondary teachers complete them twice a year. Each reporting period aligns to their report card timeline. The TELP is aligned to the California ELD standards.

Individual and group data are compiled annually to monitor the progress of students' English language development.



At the elementary level, it is district policy that English learners be grouped homogeneously, according to their ELD levels, in order to facilitate ELD instruction at the appropriate level of proficiency.

a. Academic instruction for ELs is designed and implemented to ensure that students meet the district's content and performance standards for their respective grade levels in a reasonable amount of time.



b. The LEA must have a means to assist English learners to achieve at high levels in the core academic subjects to ensure that they meet the same challenging state content and achievement goals all children are expected to meet.

c. The LEA must monitor student academic progress and take action to overcome any academic deficits incurred while acquiring English. Actions to overcome academic deficits must be taken before the deficits become irreparable.

An essential component in serving ELs is access to the core curriculum (i.e., language arts, math, science, and social studies) to ensure that English learners are meeting the state's content and performance standards for their respective grade levels.

In Structured English Immersion (SEI) programs, access to the core is provided through Integrated ELD, Specially Designed Academic Instruction in English (SDAIE) and primary language support. In an alternative program, access to the core is provided through instruction in Spanish in the core content areas.

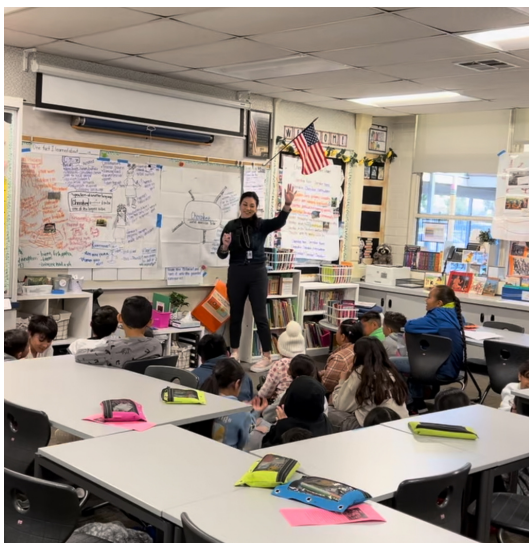
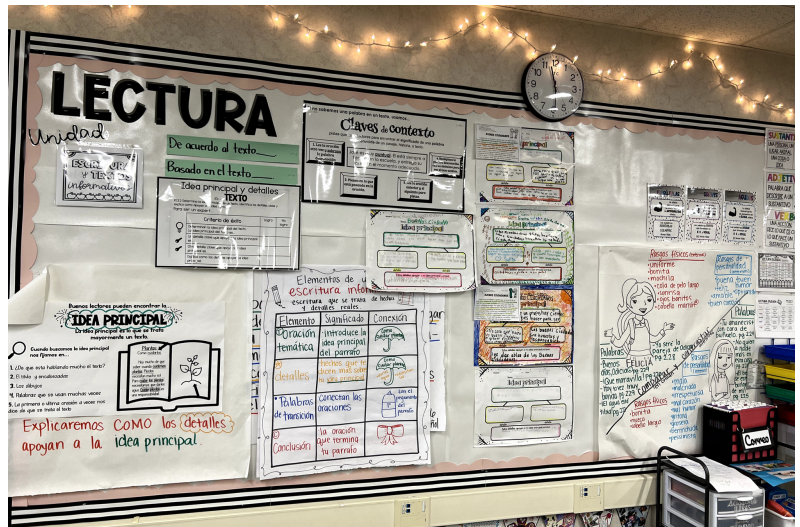
Jurupa Unified School District has selected a simultaneous approach to teaching English learners. This means that English learners develop and acquire English and learn grade level academic content simultaneously. To ensure the success of students, intervention is established at all elementary grade levels to ensure students have access to core content. Intervention is provided as soon as the need arises. Secondary schools also have classes designed to support students who may be struggling in core classes. Extended Learning Opportunities (ELO) before and after school and Saturday School, etc., are provided to help students progress toward and maintain academic achievement compared to that of English native speakers.

Our goal at JUSD is for English learners to acquire proficiency in the English language and academics. English learners in Jurupa receive grade level academic instruction across the district's core curriculum through SDAIE. All teachers at JUSD are authorized to teach ELs. Bilingual teachers and/or bilingual language tutors provide primary language support to English learners. The students' primary language may be used to provide instructional clarification, such as previewing and reviewing lessons, and reinforcement to facilitate the understanding of concepts, directions, assignments, and content presented in English. For additional support, primary language materials that reinforce the English instruction are utilized in the classroom and at home.

The curriculum, materials, and approaches used are appropriate to the various English proficiency levels of the students. Teachers modify instruction, assignments, and assessments to allow students access to the core at a level appropriate to their English proficiency, while continuing to focus instruction on grade-level content and cognitive development. Language proficiency is the ability to use language for both basic communicative tasks and academic purposes.

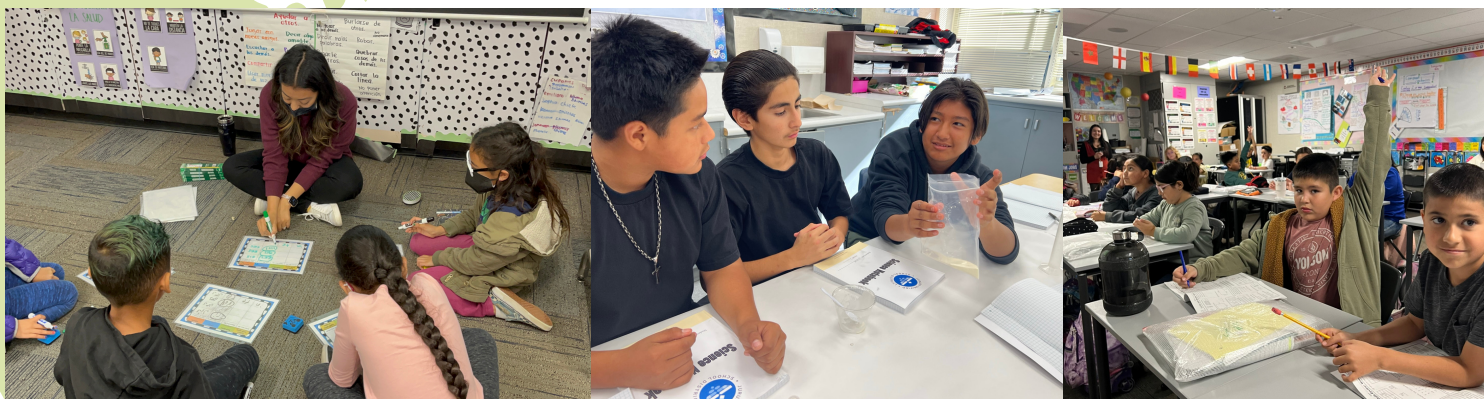
## Classroom Environment

Classrooms should be rich in visual and kinesthetic stimuli as a way of providing more comprehensible input for students. The teacher looks for ways to show students what he/she is talking about when developing new vocabulary and concepts. The teacher builds language around visual (contextual) clues and provides ways for students to demonstrate their ability to understand and apply what they have learned.



# Instructional Strategies

Instructional strategies that facilitate language and content acquisition include but are not limited to: (1) Cooperative Learning, (2) questioning strategies that are appropriate to students' levels of English fluency, (3) Total Physical Response (TPR), which allows students to demonstrate comprehension without having to produce language, such as pointing, drawing, or other whole body responses to commands given in context by the teacher, (4) allowing sufficient time for students to respond, (5) Language Experience Approach in which students dictate a story or text to the teacher or tutor in order for students to see the connection between oral and written language and thereby creating reading material that is meaningful and relevant to their own experiences, (6) consideration of students' proficiency levels when planning to ensure equitable instruction, (7) content and language objectives, and (8) sentence frames. Appropriate questioning assists in equitable access to the core and expression of knowledge. Jurupa has in-house GLAD trainers who provide teacher training on a yearly basis.



Interaction is encouraged among students, and active student participation in learning is essential so that all students have opportunities to share and learn. Some factors to consider when forming cooperative groups are background knowledge in the content area being addressed, dominance of personalities, and level of English proficiency. Whenever possible, English learners must be provided opportunities to interact with peers in their native language to increase understanding of new concepts and cognitive development. When the cooperative group activity is less cognitively challenging, students can be grouped with mixed levels of English fluency to allow more English language development to occur.

Teachers use subject matter as a tool for second language acquisition and as a means of maintaining the students' academic progress. Teachers alter their approach to presenting subject matter and assessing student progress without reducing concepts to a remedial level. Emphasis on English Language Development in the content areas will prepare students for the linguistic challenges of our grade level, standards-based curriculum.

Teachers focus instruction on ELD and essential content standards, devoting extra time and attention to the mastery of essential language arts standards in English. English materials are the same as those used in the English Language Mainstream program. However, additional teaching tools are utilized to provide students access to the core content, such as visuals, realia, graphic organizers, semantic webs, charts, and document readers. Effective teaching strategies are essential to develop vocabulary, activate prior knowledge, build background knowledge (especially cultural), and promote higher level thinking and active participation of all students.

# Assessment

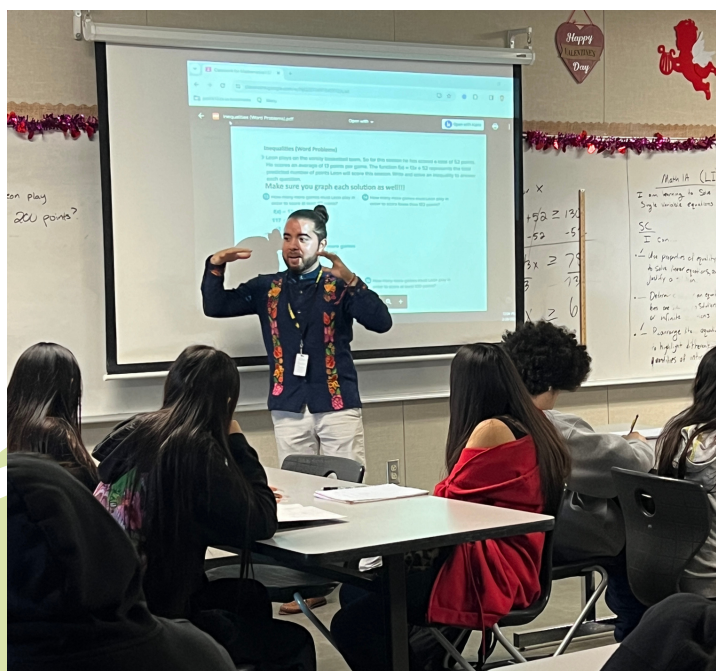
Formative evaluations and assessments must be appropriate to the language and performance abilities of the students. In addition to state and district/teacher formal assessments, portfolios and other authentic assessments are appropriate and meaningful methods of evaluating the academic progress of English learners.

## Access to the Core Curriculum

English Proficiency Level	Placement	Alternate (Bilingual)
1 and 2 (Novice level of the initial assessment) 3 and 4 (Intermediate level of the initial assessment)	Structured English Immersion	Spanish and Specially Designed Academic Instruction in English (SDAIE) strategies and primary language support



The district has developed and is implementing a plan for monitoring and overcoming any academic deficits ELs incur while acquiring English. Actions to overcome academic deficits are taken before the deficits become irreparable. The following is a summary of actions taken.



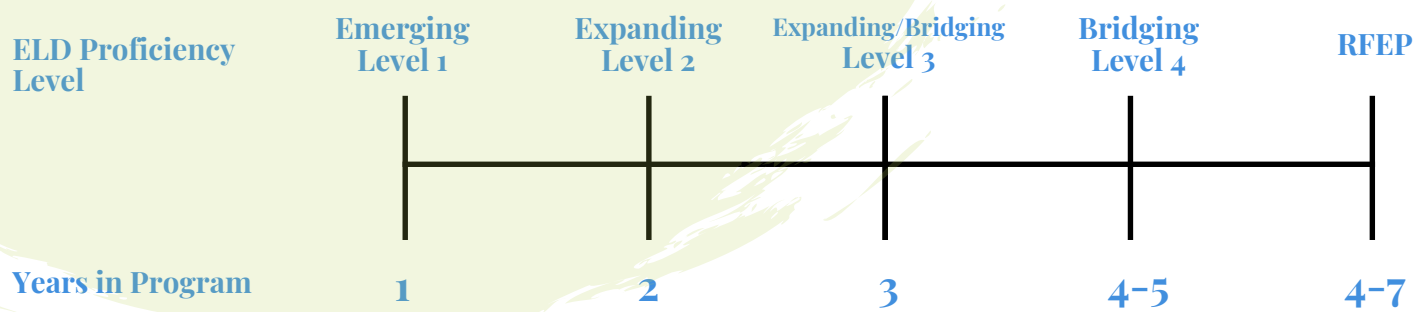
## EL Teacher Evaluation of English Proficiency (TELP)

Jurupa Unified School District has established a plan for evaluating the effectiveness of the District's ELD program to measure an English learners' English language proficiency, in comparison to that of average native speakers of English in the district. ELD standards are assessed and reported three times a year for elementary and two times a year for secondary students.

# District Catch-Up Plan

If it is determined that a student is not making adequate progress toward English proficiency, teachers follow the steps outlined in the district Catch-Up Plan. Students are identified as needing a Catch-Up Plan through multiple measures outlined in Step One of the plan. Interventions are planned in Step Two. Documentation of planned interventions is recorded in the section labeled: Interventions, Modifications and Adaptations for English Language Learners. Action, on the Plan, including parent communication, is taken in Step Three. In Step Four, the school site Language Intervention Team (LIT) meets to determine progress towards closing the proficiency gap. At this time, district personnel may be invited to observe the student and give input as to possible further intervention. Finally, in Step Five, if adequate progress has not been made as determined by the LIT, the Student Study Team (SST) will meet to discuss other appropriate support for the student.

The rate of second language acquisition will vary from one student to the next, depending on such factors as age, primary language literacy, level of English proficiency, educational background, and ELD instruction. English learners are expected to progress at least one proficiency level per year of ELD instruction. Students can take up to seven years to become Fluent English Proficient, which includes attaining mastery in the cognitive academic domain (reading and writing) as well as aural/oral proficiency in both ELD and the content areas as indicated by research on second language acquisition. Below is an example of what the progress should look like for most EL students who receive appropriate ELD instruction daily.



## Marking Practices and Guidelines for the Elementary Progress Report, Grades 1-6

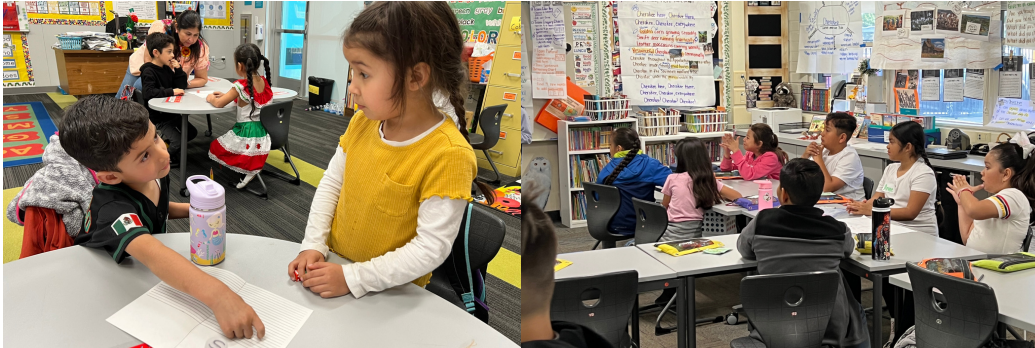
On Student Progress Reports to parents/guardians, English learner students are graded using the same criteria as is used for their native or proficient English-speaking peers, based on the **achievement level on the CCSS**.

Pursuant to the English Language Proficiency Assessments for California (ELPAC), English learners with “**less than reasonable fluency in English**” are students at the Novice English Learner level of the initial assessment or levels 1 and 2 of the summative assessment.

English learners with “**reasonable fluency in English**” are students at the Intermediate English Learner level of the initial assessment or levels 3 and 4 of the summative assessment.

## Ongoing Intervention at all Grade Levels: District Catch-Up Plan

If it is determined that a student is not making adequate progress toward English proficiency, teachers follow the steps outlined in the district Catch-Up Plan and Interventions, Modifications, and Adaptations for English Language Learners, Grades K-12 (Appendix 10). Students are identified as needing a Catch-Up Plan through multiple measures outlined in the plan.



## Pupil Promotion and Retention Guidelines

It is generally inappropriate to retain English learners who have failed to meet academic standards in areas in which access to grade-level content is limited by their development in English. When EL students are considered for retention, development of English language acquisition shall be given primary consideration. Other information shall include the student's educational history, exposure to instruction in English and/or primary language resources at home, and exposure to mainstream curriculum. Retention of special education or EL students shall be based on a strong rationale. If available, English learners shall be offered district after-school classes or summer school programs similar to those received by other students performing below minimum grade-level standards. Parents/guardians of English learners should be notified in their native language, whenever possible. When EL students are considered for retention, at least one other qualified (CLAD, BCLAD, SDAIE) teacher should serve on the committee.



# APPENDICES

- **Appendix 1** Home Language Survey
- **Appendix 2** Policies and Procedures: AR 6174
- **Appendix 3** Language Census Report (R30) Sample
- **Appendix 4** Student Information Form
- **Appendix 5** Initial ELPAC Score Report
- **Appendix 6** Initial Notification and Student Program Recommendation Letter
- **Appendix 7** English Learner Master Folder
- **Appendix 8** Annual Notification of Student Placement Letter
- **Appendix 9** District Catch-Up Plan
- **Appendix 10** Interventions, Modifications, and Adaptations
- **Appendix 11** Marking Practices and Guidelines for the Elementary Progress Report
- **Appendix 12** Parent Notification/Consultation of Reclassification
- **Appendix 13** Letter of Approval for Reclassification
- **Appendix 14** Letter of Denial for Reclassification



**Jurupa Unified School District**

## HOME LANGUAGE SURVEY

**Name of Student:**

Last	First	Middle	Grade	Birthdate
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**Student ID#** (the school will provide this number)

The California Education Code requires schools to determine the language(s) spoken at home by each student. This information is essential in order for schools to provide meaningful instruction for all students.

Your cooperation in helping us meet this important requirement is requested. Please answer the following questions. Thank you for your help.

1. Which language did your child learn when they first began to talk? \_\_\_\_\_
2. What language does your son/daughter most frequently use at home? \_\_\_\_\_
3. What language do you use most frequently to speak to your child? \_\_\_\_\_
4. Name the language most often spoken at home. \_\_\_\_\_

Name of Parent/Guardian \_\_\_\_\_

Date \_\_\_\_\_

**This form must be filled out *completely*.**

Revised August, 2023



**INSTRUCTION****SUBJECT: Education for English Learners****Definitions**

English learner means a student who is age 3-21 years, who is enrolled or is preparing to enroll in an elementary or secondary school, and whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the student the ability to meet state academic standards, the ability to successfully achieve in classrooms where the language of instruction is English, or the opportunity to participate fully in society. An English learner may include a student who was not born in the United States or whose native language is a language other than English; a student who is Native American or Alaska Native, or a native resident of the outlying areas, who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or a student who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant. (Education Code 306; 20 USC 7801)

Designated English language development means instruction provided during a time set aside in the regular school day for focused instruction on the state-adopted English language development standards to assist English learners to develop critical English language skills necessary for academic content learning in English. (5 CCR 11300)

Integrated English language development means instruction in which the state-adopted English language development standards are used in tandem with the state-adopted academic content standards. Integrated English language development includes specially designed academic instruction in English. (5 CCR 11300)

Native speaker of English means a student who has learned and used English at home from early childhood and English has been the primary means of concept formation and communication. (Education Code 306)

**Identification and Assessments**

Upon enrollment in the district, each student's primary language shall be determined through the use of a home language survey. (Education Code 52164.1; 5 CCR 11307)

Any student who is identified as having a primary language other than English as determined by the home language survey, and who has not previously been identified as an English learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be initially assessed for English proficiency using the English Language Proficiency Assessments for California (ELPAC). Prior to administering the



ELPAC, the Superintendent or designee shall notify the student's parent/guardian in writing that the student will be administered the initial ELPAC. (Education Code 313, 52164.1; 5 CCR 11511)

Administration of the ELPAC, including the use of variations and accommodations in test administration when authorized, shall be conducted in accordance with test publisher instructions and 5 CCR 11518.5-11518.35.

(cf. 6159 - Individualized Education Program)

(cf. 6162.51 - State Academic Achievement Tests)

(cf. 6164.6 - Identification and Education Under Section 504)

Based on the initial assessment, the student shall be classified either as initially fluent in English proficient or as an English learner. The Superintendent or designee shall notify the student's parent/guardian, in writing, of the results of the ELPAC initial assessment within 30 calendar days after the student's date of initial enrollment, or, if administered prior to the student's initial date of enrollment, up to 60 calendar days prior to such enrollment, but not before July 1 of the school year of the student's initial enrollment. The notice shall indicate whether the student met the ELPAC initial assessment criterion for proficiency and include the district's contact information for use if the parent/guardian has questions or concerns regarding the student's classification. (5 CCR 11518.5)

Each year after a student is identified as an English learner and until the student is redesignated as English proficient, the summative assessment of the ELPAC shall be administered to the student during a four-month period after January 1 as determined by the California Department of Education. (Education Code 313)

The Superintendent or designee shall notify parents/guardians of their child's results on the summative assessment of the ELPAC within 30 calendar days following receipt of the results from the test contractor or, if the results are received from the test contractor after the last day of instruction for the school year, within 15 working days of the start of the next school year. (Education Code 52164.1; 5 CCR 11518.5)

(cf. 5145.6 - Parental Notifications)

The parent/guardian of a student participating in, or identified for participation in, a language instruction program supported by federal Title I or Title III funds shall receive notification of the assessment of the student's English proficiency. Such notice shall be provided not later than 30 calendar days after the beginning of the school year or, if the student is identified for program participation during the school year, within two weeks of the student's placement in the program. The notice shall include all of the following: (Education Code 440; 20 USC 6312)

1. The reason for the identification of the student as an English learner and the need for placement in a language acquisition program



2. The level of English proficiency, how the level was assessed, and the status of the student's academic achievement
3. A description of the language acquisition program in which the student is, or will be, participating, including a description of all of the following:
  - a. The methods of instruction used in the program and in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction
  - b. The manner in which the program will meet the educational strengths and needs of the student
  - c. The manner in which the program will help the student develop English proficiency and meet age-appropriate academic standards for grade promotion and graduation
  - d. The specific exit requirements for the program, the expected rate of transition from the program into classes not tailored for English learners, and the expected rate of graduation from secondary school if applicable
  - e. Where the student has been identified for special education, the manner in which the program meets the requirements of the student's IEP
4. As applicable, the identification of a student as a long-term English learner or at risk of becoming a long-term English learner, as defined in Education Code 313.1, and the manner in which the program for English language development instruction will meet the educational strengths and needs of such students and help such students develop English proficiency and meet age-appropriate academic standards
5. Information about the parent/guardian's right to have the student immediately removed from a program upon the parent/guardian's request
6. Information regarding a parent/guardian's option to decline to enroll the student in the program or to choose another program or method of instruction, if available
7. Information designed to assist a parent/guardian in selecting among available programs, if more than one program or method is offered

### **Language Acquisition Programs**

Whenever parents/guardians of enrolled students, and those enrolled for attendance in the next school year, request that the district establish a specific language acquisition program in



accordance with Education Code 310, such requests shall be addressed through the following process: (5 CCR 11311)

1. The school shall make a written record of each request, including any request submitted verbally, that includes the date of the request, the names of the parent/guardian and student making the request, a general description of the request, and the student's grade level on the date of the request. As needed, the school shall assist the parent/guardian in clarifying the request. All requests shall be maintained for at least three years from the date of the request.
2. The school shall monitor requests on a regular basis and notify the Superintendent or designee when the parents/guardians of at least 30 students enrolled in the school, or at least 20 students in the same grade level, request the same or a substantially similar type of language acquisition program. If the requests are for a multilingual program model, the district shall consider requests from parents/guardians of students enrolled in the school who are native English speakers in determining whether this threshold is reached.
3. If the number of parents/guardians described in item #2 is attained, the Superintendent or designee shall:
  - a. Within 10 days of reaching the threshold, notify the parents/guardians of students attending the school, the school's teachers, administrators, and the district's English learner parent advisory committee and parent advisory committee, in writing, of the requests for a language acquisition program
  - b. Identify costs and resources necessary to implement any new language acquisition program, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development for the proposed program, and opportunities for parent/guardian and community engagement to support the proposed program goals
  - c. Within 60 calendar days of reaching the threshold number of parents/guardians described in item #2 above, determine whether it is possible to implement the requested language acquisition program and provide written notice of the determination to parents/guardians of students attending the school, the school's teachers, and administrators
  - d. If a determination is made to implement the language acquisition program, create and publish a reasonable timeline of actions necessary to implement the program. If a determination is made that it is not possible to implement the program, provide a written explanation of the reason(s) the program cannot be provided.

The district shall notify parents/guardians at the beginning of each school year or upon the student's enrollment regarding the process to request a language acquisition program, including a dual-language immersion program, for their child. The notice shall also include the following: (5



CCR 11309, 11310)

1. A description of the programs provided, including structured English immersion
2. Identification of any language to be taught in addition to English when the program includes instruction in a language other than English
3. The manner in which the program is designed using evidence-based research and includes both designated and integrated English language development
4. The manner in which the district has allocated sufficient resources to effectively implement the program, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development, and opportunities for parent/guardian and community engagement to support the program goals
5. The manner in which the program will, within a reasonable period of time, lead to language proficiency and achievement of the state-adopted content standards in English and, when the program includes instruction in another language, in that other language
6. The process to request establishment of a language acquisition program not offered at the school
7. For any dual-language immersion program offered, the specific languages to be taught. The notice also may include the program goals, methodology used, and evidence of the proposed program's effectiveness.

The district shall provide additional and appropriate educational services to English learners for the purposes of overcoming language barriers and academic deficits in other areas of the core curriculum. (5 CCR 11302)

### **Reclassification/Redesignation**

English learners shall be reclassified as fluent English proficient when they are able to comprehend, speak, read, and write English well enough to receive instruction in an English language mainstream classroom and make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English and who are in the regular course of study. (Education Code 52164.6)

The procedures used to determine whether an English learner shall be reclassified as fluent English proficient shall include, but not be limited to: (Education Code 313, 52164.6; 5 CCR 11303)

1. Assessment of English language proficiency using an objective assessment instrument, including, but not limited to, the ELPAC



2. Participation of the student's classroom teacher and any other certificated staff with direct responsibility for teaching or placement decisions related to the student
3. Parent/guardian involvement, including:
  - a. Notice to parents/guardians of language reclassification and placement, including a description of the reclassification process and the parent/guardian's opportunity to participate
  - b. Encouragement of parent/guardian participation in the district's reclassification procedure, including seeking parent/guardian opinion and consultation during the reclassification process
4. Student performance on an objective assessment of basic skills in English that shows whether the student is performing at or near grade level

The student's language proficiency assessments, the participants in the reclassification process, and any decisions regarding reclassification shall be retained in the student's permanent record. (5 CCR 11305)

The Superintendent or designee shall monitor the progress of reclassified students to ensure their correct classification and placement. (5 CCR 11304)

The Superintendent or designee shall monitor students for at least four years following their reclassification to ensure correct classification and placement and to determine whether any additional academic support is needed.

### **Advisory Committee**

A school-level English Learner Advisory Committee (ELAC) shall be established when there are more than 20 English learners at the school. Parents/guardians of English learners, elected by parents/guardians of English learners at the school, shall constitute committee membership in at least the same percentage as English learners represent of the total number of students in the school. The school may designate for this purpose an existing school-level advisory committee provided that it meets these criteria for committee membership. (Education Code 52176; 5 CCR 11308)

The ELAC shall be responsible for assisting in the development of a schoolwide needs assessment, recommending ways to make parents/guardians aware of the importance of school attendance, and advising the principal and school staff in the development of a detailed master plan for English learners for the individual school and submitting the plan to the Governing Board for consideration for inclusion in the district master plan. (Education Code 52176)



When the district has more than 50 English learners, the Superintendent or designee shall establish a District English Learner Advisory Committee (DELAC), the majority of whose membership shall be composed of parents/guardians of English learners who are not employed by the district. Alternatively, the district may use a subcommittee of an existing districtwide advisory committee on which parents/guardians of English learners have membership in at least the same percentage as English learners represent of the total number of students in the district. (Education Code 52176)

The DELAC shall advise the Board on at least the following tasks: (5 CCR 11308)

1. Developing a district master plan for education programs and services for English learners, taking into consideration the school site plans for English learners
2. Conducting a districtwide needs assessment on a school-by-school basis
3. Establishing a district program, goals, and objectives for programs and services for English learners
4. Developing a plan to ensure compliance with applicable teacher or aide requirements
5. Administering the annual language census
6. Reviewing of and commenting on the district's reclassification procedures
7. Reviewing and commenting on the required written parental notifications

(cf. 0420 - School Plans/Site Councils)

(cf. 1220 - Citizen Advisory Committees)

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 6020 - Parent Involvement)

In order to assist the advisory committee in carrying out its responsibilities, the Superintendent or designee shall ensure that committee members receive appropriate training and materials. This training shall be planned in full consultation with the members. (5 CCR 11308)

### **LCAP Advisory Committee**

When there are at least 15 percent English learners in the district, with at least 50 students who are English learners, a district-level English learner parent advisory committee shall be established to review and comment on the district's local control and accountability plan (LCAP) in accordance with BP 0460 - Local Control and Accountability Plan. The committee shall be composed of a majority of parents/guardians of English learners. (Education Code 52063; 5 CCR 11301, 15495)



(cf. 0460 - Local Control and Accountability Plan)

The DELAC may also serve as the LCAP English learner advisory committee.





## LIMITED ENGLISH PROFICIENT (LEP) STUDENTS K-12

### R-30 Language Census Report - 2022-2023

SCHOOL	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Camino Real Elementary	24	13	13	14	12	9	11							96
Del Sol Academy	37	34	21	30	22	32	31	16	25					248
Glen Avon Elementary	31	29	33	29	39	35	34							230
Granite Hill Elementary	22	10	17	19	21	21	26							136
Ina Arbuckle Elementary	31	23	29	23	37	34	23							200
Indian Hills Elementary	20	14	13	10	11	9	11							88
Mission Bell Elementary	33	21	30	30	30	24	27							195
Pacific Avenue Academy of Music	11	13	9	9	9	8	2							61
Pedley Elementary	45	60	37	48	42	48	31							311
Peralta Elementary	36	23	26	25	25	15	25							175
Rustic Lane Elementary	38	31	25	34	27	25	25							205
Sky Country Elementary	18	11	14	12	24	10	11							100
Stone Avenue Elementary	34	23	35	27	21	27	26							193
Sunnyslope Elementary	56	59	42	44	45	50	41							337
Troth Street Elementary	49	44	40	38	48	37	37							293
Van Buren Elementary	30	30	23	29	33	31	16							192
West Riverside Elementary	66	41	38	40	46	52	38							321
Jurupa Middle School								134	121					255
Mira Loma Middle School								93	101					194
Mission Middle School								92	121					213
Jurupa Valley High School										105	129	100	76	410
Patriot High School										135	146	119	81	481
Rubidoux High School										105	100	124	84	413
Nueva Vista Continuation High												10	70	80
NPS School Group for Jurupa		1	2		1								3	7
<b>Total</b>	<b>581</b>	<b>480</b>	<b>447</b>	<b>461</b>	<b>493</b>	<b>467</b>	<b>415</b>	<b>335</b>	<b>368</b>	<b>345</b>	<b>375</b>	<b>353</b>	<b>314</b>	<b>5434</b>





# LIMITED ENGLISH PROFICIENT (LEP) STUDENTS K-12 BY LANGUAGES R-30 Language Census Report - 2022-2023

School																													
	Arabic	Chinese - Cantonese	Chinese - Mandarin (Putonghua)	Chinese - Taiwanese	Filipino - Pilipino or Tagalog	French	Gujarati	Hindi	Hmong	Indonesian	Japanese	Khmer - Cambodian	Korean	Lao	Mayan Language	Other Non-English Languages	Portuguese	Punjabi	Russian	Samoan	Spanish	Tamil	Telugu	Thai	Tongan	Unknown	Urdu	Vietnamese	Grand Total
Camino Real Elementary	4		3										1					4			81						1	1	96
Del Sol Academy	3	1	10	1	2							3					1	5			207	2	2					2	248
Glen Avon Elementary			3														6				220								230
Granite Hill Elementary																		3			133								136
Ina Arbuckle Elementary															1	4					195								200
Indian Hills Elementary	1																	1			83						1	2	88
Mission Bell Elementary																					195								195
Pacific Avenue Academy of Music										1											59							1	61
Pedley Elementary														1							309								311
Peralta Elementary	1	1	1		1													1			170								175
Rustic Lane Elementary			2																		203								205
Sky County Elementary																					99					1			100
Stone Avenue Elementary	1				1																191								193
Sunnyslope Elementary					1													4			330			1		1			337
Troth Street Elementary	1															2			1		289								293
Van Buren Elementary																					192								192
West Riverside Elementary																5					316								321
Jurupa Middle School	1		1		1	1													1	1	249								255
Mira Loma Middle School					1				1												191								194
Mission Middle School																					208								213
Jurupa Valley High School	2										1										406							1	410
Patriot High School	2	1			2	1												3			471							1	481
Rubidoux High School																	2				411								413
Nueva Vista Continuation High																	1				79								80
NPS School Group for Jurupa										1											6								7
Grand Total	16	6	20	1	9	2	3	1	4	2	1	3	1	1	1	18	2	29	2	1	5293	2	2	1	1	2	2	8	5434





## PERCENTAGE OF LEP STUDENTS R-30 Language Census Report - 2022-2023

School	Number of EL Students	Total Enrollment	Percentage
Camino Real Elementary	96	751	13%
Del Sol Academy	248	1247	20%
Glen Avon Elementary	230	537	43%
Granite Hill Elementary	136	394	35%
Ina Arbuckle Elementary	200	405	49%
Indian Hills Elementary	88	459	19%
Mission Bell Elementary	195	373	52%
Pacific Avenue Academy of Music	61	307	20%
Pedley Elementary	311	739	42%
Peralta Elementary	175	524	33%
Rustic Lane Elementary	205	541	38%
Sky Country Elementary	100	428	23%
Stone Avenue Elementary	193	617	31%
Sunnyslope Elementary	337	841	40%
Troth Street Elementary	293	641	46%
Van Buren Elementary	192	493	39%
West Riverside Elementary	321	600	54%
Jurupa Middle School	255	1144	22%
Mirra Loma Middle School	194	694	28%
Mission Middle School	213	694	31%
Jurupa Valley High School	410	1717	24%
Patriot High School	481	2535	19%
Rubidoux High School	413	1408	29%
Nueva Vista Continuation High	80	230	35%
NPS School Group for Jurupa	7	54	13%
<b>TOTALS</b>	<b>5434</b>	<b>18373</b>	<b>30%</b>





## FLUENT ENGLISH PROFICIENT (FEP) STUDENTS K-12

### R-30 Language Census Report - 2022-2023

SCHOOL	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Camino Real Elementary	2	1	5	8	8	12	17							53
Del Sol Academy	5	9	14	19	16	14	21	24	29					151
Glen Avon Elementary	4	2	6	6	12	13	19							62
Granite Hill Elementary	1	3	6	4	8	4	15							41
Ina Arbuckle Elementary			7	3	8	9	11							38
Indian Hills Elementary	2	3	6	6	3	10	13							43
Mission Bell Elementary	1	1	4	4	10	3	11							34
Pacific Avenue Academy of Music	3	2	4	3	7	2	6							27
Pedley Elementary	12	10	18	13	14	14	26							107
Peralta Elementary	4	1	2	12	10	13	15							57
Rustic Lane Elementary	6	6	6	4	7	10	22							61
Sky Country Elementary	3	4	4	2	8	7	12							40
Stone Avenue Elementary	3	8	17	9	20	15	22							94
Sunnyslope Elementary	6	10	10	19	13	10	23							91
Troth Street Elementary	3	5	10	13	21	25	30							107
Van Buren Elementary	5	2	3	6	12	12	12							52
West Riverside Elementary	6	7	10	6	12	17	21							79
Jurupa Middle School								156	187					343
Mira Loma Middle School								105	108					213
Mission Middle School								121	104					225
Jurupa Valley High School										154	161	181	188	684
Patriot High School										220	204	238	211	873
Rubidoux High School										119	143	159	166	587
Nueva Vista Continuation High												2	78	80
<b>Grand Total</b>	<b>66</b>	<b>74</b>	<b>132</b>	<b>137</b>	<b>189</b>	<b>190</b>	<b>296</b>	<b>406</b>	<b>428</b>	<b>493</b>	<b>508</b>	<b>580</b>	<b>643</b>	<b>4142</b>





R-30 LANGUAGE CENSUS  
Reclassification Totals from 2022-2023

School	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	Oct 2013	Oct 2014	Oct 2015	Oct 2016	Oct 2017	Oct 2018	Oct 2019	Oct 2020	June 2021	June 2022	June 2023
Camino Real Elementary	6	4	3	4	6	13	5	13	14	17	11	13	9	6	25	10	9	24	2	3	4	11
Del Sol Academy																		51	15	12	19	12
Glen Avon Elementary	13	12	0	1	12	32	16	17	24	35	13	26	26	29	39	48	26	26	16	5	8	12
Granite Hill Elementary	18	21	9	29	24	25	32	38	26	36	29	35	38	26	37	34	24	27	11	6	5	8
Ina Arbuckle Elementary	18	15	11	21	20	38	33	16	20	32	21	29	38	37	34	28	16	46	9	4	3	8
Indian Hills Elementary	5	10	0	5	22	16	22	11	7	11	17	23	12	11	43	12	5	37	7	7	8	8
Mission Bell Elementary	5	5	4	1	19	6	41	13	13	29	12	24	18	23	49	17	7	13	7	14	7	12
Pacific Avenue Academy of Music	5	11	0	17	15	11	9	10	19	24	0	8	10	5	22	19	9	13	3	1	2	3
Pedley Elementary	4	10	0	22	11	18	45	16	25	25	14	23	13	45	42	14	9	49	9	8	8	9
Peralta Elementary	2	6	4	5	6	8	17	18	18	17	11	14	23	11	35	14	12	33	5	9	4	11
Rustic Lane Elementary	15	1	8	2	40	7	44	30	17	42	15	25	28	28	56	44	20	56	9	2	4	10
Sky Country Elementary	1	0	8	2	0	6	28	17	19	21	9	17	15	16	53	33	20	15	11	0	5	1
Stone Avenue Elementary	6	15	10	19	13	28	41	14	25	25	18	23	15	34	51	35	19	71	12	5	18	19
Sunnyslope Elementary	20	9	3	1	20	24	43	20	22	24	17	23	24	47	51	30	23	53	11	16	6	10
Troth Street Elementary	16	27	3	50	26	17	68	25	52	37	31	28	31	32	83	50	20	63	18	9	14	14
Van Buren Elementary	12	15	0	1	18	37	8	17	25	30	18	27	19	48	40	32	9	36	10	7	6	14
West Riverside Elementary	15	24	10	26	24	52	49	33	32	37	29	41	33	35	78	45	28	80	21	6	5	10
Jurupa Middle School	38	45	4	21	29	42	21	10	20	23	12	12	15	31	57	48	44	40	15	19	22	17
Mira Loma Middle School	16	8	10	25	31	31	26	9	16	19	2	3	21	27	68	53	39	23	29	13	24	14
Mission Middle School	16	25	2	43	32	29	31	21	18	17	12	15	6	26	72	39	36	26	15	5	11	13
Jurupa Valley High School	8	32	9	3	9	30	18	31	38	35	23	22	22	48	75	20	80	29	20	12	14	9
Patriot High School						16	32	19	15	38	25	27	32	20	62	54	23	31	27	20	28	35
Rubidoux High School	29	20	12	8	29	10	20	20	13	9	34	31	36	55	112	25	27	32	10	12	20	33
Nueva Vista Continuation High	0	0	0	0	0	0	0	0	2	0	1	1	5	19	6	18	3	3	7	0	1	4
TOTALS	268	315	110	306	406	496	649	418	480	583	374	490	489	659	1190	722	508	877	299	195	246	297



**Jurupa Unified School District  
Department of Multilingual Education  
Student Information**

Date: \_\_\_\_\_

Name of student: \_\_\_\_\_ Date of birth: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_

Country of origin: \_\_\_\_\_

Date of entry (of child) into U.S: (if applicable) \_\_\_\_\_

Language spoken by child at home: \_\_\_\_\_

1. Has your child received English-as-a Second Language (ESL) in the past?

Yes                      No

2. Has your child received instruction in their primary language in the past?

Yes                      No

3. Has your child received any of these services? Please check all that apply.

Speech \_\_\_\_\_ Resource Specialist Program \_\_\_\_\_ Special Day Class \_\_\_\_\_

**Distrito Escolar Unificado de Jurupa  
Departamento de Educación Multilingüe  
Información Estudiantil**

Fecha: \_\_\_\_\_

Nombre del estudiante: \_\_\_\_\_ Fecha de nacimiento: \_\_\_\_\_

Escuela: \_\_\_\_\_ Grado: \_\_\_\_\_

País de origen: \_\_\_\_\_

Fecha de entrada (del niño) los EE. UU: (si aplica) \_\_\_\_\_

Idioma que habla el/la niño/a en el hogar: \_\_\_\_\_

1. ¿Ha recibido su hijo/a instrucción de inglés como segundo idioma en el pasado?

Sí                      No

2. ¿Ha recibido su hijo/a instrucción en su idioma principal en el pasado?

Sí                      No

3. ¿Ha recibido su hijo/a los siguientes servicios? Por favor marque todos los que apliquen.

Terapia del habla \_\_\_\_\_ Programa con Clase de  
Especialista de Recursos \_\_\_\_\_ Educación Especial \_\_\_\_\_





INITIAL ELPAC  
STUDENT SCORE REPORT 2022–23 | Kindergarten

**Andover's Initial English Language Proficiency Assessments for California (ELPAC)**

FOR THE FAMILY OF:  
**ANDOVER L. MASSACHUSETTS**  
123 MAIN ST  
YOUR CITY, CA 99999-1234

**Student #:** 9999992022  
**Date of Birth:** 03/02/2013  
**Grade:** Kindergarten  
**Test Date:** 06/14/2021  
**School:** California Elementary School  
**LEA:** California Unified  
**CDS:** 99999910000000

**Andover's Overall Score and Performance Level**

LEVEL

**2**

Overall Score:  
**400**

Overall Performance Level:  
**Intermediate English Learner**

**What does my child's score mean?**

Andover recently took the Initial ELPAC, which identifies students who need help learning English. Based on the results, Andover has **intermediate** English skills and needs some help using English in school. Andover will take the Summative ELPAC this spring, which measures the student's progress in developing English skills. If you have questions about your child's ELPAC results, please contact your child's school for more information.

**What Is and Why Do We Administer the Initial ELPAC?**

This assessment is administered to students who speak a language other than English at home. The Initial ELPAC measures how much English a student knows and determines what support, if any, the student needs to succeed in school while receiving instruction in all school subjects.

**Parent/Guardian Resources**

Visit the Starting Smarter website at <https://elpac.startingsmarter.org/> to

- understand your child's score report,
- review sample test questions,
- find free resources to support your child's learning, and
- view a parent guide to understanding the ELPAC.



More information on Andover's score is provided on page 2.





English Language Proficiency  
Assessments for California

**Andover L. Massachusetts**  
**INITIAL ELPAC STUDENT SCORE REPORT**  
2022–23 | Kindergarten

**Overall  
Performance  
Level** =

**Intermediate English  
Learner**

**Overall Score:  
400**



**Oral Language**

Your child has **somewhat to moderately developed** listening and speaking skills.



**Written Language**

Your child has **somewhat to moderately developed** reading and writing skills.



## What Students Can Do At Each Level

### Initial Fluent English Proficient Level (450–600)

Students at this level have **well developed** oral and written English skills. They can use English to learn and communicate in meaningful ways. They may occasionally need help using English.



Your child  
scored at this  
level.

### Intermediate English Learner Level (370–449)

Students at this level have **somewhat to moderately developed** oral and written English skills. They may sometimes be able to use English to learn and communicate in meaningful ways. They may need some help to communicate about familiar topics in English and more help on less familiar topics.

### Novice English Learner Level (150–369)

Students at this level are **beginning to develop** oral and written English skills. They may be able to use known words and phrases to communicate meaning at a basic level. They may need substantial help using English.

Complete results for schools, districts, and the state are available on the Test Results for California's Assessments website at <https://caaspp-elpac.cde.ca.gov/>.





## Initial Parent Notification and Student Program Recommendation Federal Title III and State Requirement

To the parent(s)/guardian(s) of: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_

Student ID: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Grade: \_\_\_\_\_ Primary Language: \_\_\_\_\_

**Dear Parent(s) or Guardian(s):** When your child enrolled in our district, a language other than English was noted on your child's Home Language Survey. The law requires us to test your child's English with the English Language Proficiency Assessments of California (ELPAC). The results of this test are used to decide the best program placement for your child. We are required to inform you of the test results, our program recommendation, and all the placement options available for your child. We have also listed the information our district uses to decide when a student is ready to exit the English learner program. (20 *United States Code*, Section 7012; California *Education Code* sections 52164.1[b]; and Title 5 of *California Code of Regulation* sections 11307[a] and 11511.)

### Language Assessment Results

Composite Domains	Initial ELPAC Performance Level
<b>Overall</b>	Status: Score:
Oral Language (Listening and Speaking)	
Written Language (Reading and Writing)	

### Spanish Fluency IPT Levels

Verbal Level: \_\_\_\_\_ Reading Level: \_\_\_\_\_ Writing Level: \_\_\_\_\_ Overall Level: \_\_\_\_\_

### Initial ELPAC Program Placement Options for English Learners

Options	Elementary Program Grades K – 5	Secondary Program Grades 6 - 12
<b>Option I</b> <b>Structured English Immersion (SEI)</b>	Novice/Intermediate	Novice/Intermediate
<b>Option II</b> <b>Alternative Course of Study (ACS)</b> <b>Bilingual Program</b>	Novice/Intermediate	Novice/Intermediate
<b>Option III</b> <b>Alternative Course of Study (ACS)</b> <b>Dual Immersion Program (DLI)</b>	Novice/Intermediate	Novice/Intermediate

Based on the results of the English language proficiency assessment, your child has been identified as:

- ☐ I prefer placement in Option I.  
☐ I prefer placement in Option II.  
☐ I prefer placement in Option III.

For ELs with a disability, students on an Individualized Education Program (IEP), program placement options and IEP items are discussed at the school site and parents/guardians are informed on how such program will meet the objectives of the IEP. (20 U.S.C. Section 6312[3][3][A][ii])

- ☐ Your child has an IEP on file. ☐ Your child does not have an IEP on file.

**I understand that if my child scores as Initial Fluent English Proficient there are no English language services required. However, I still have the option to ask for an alternative course of study.**

**Signature of Parent/Guardian:** \_\_\_\_\_ **Date:** \_\_\_\_\_



## Description of Program Placement Options and Goals for English Learners

The state requires that districts offer at a minimum, a Structured English Immersion (SEI) program option (EC Section 305[a][2]) for students who are identified as English learners. Students are identified as English learners when they score **either Novice or Intermediate** on the ELPAC. Jurupa offers the following language acquisition programs:

- **Structured English Immersion (SEI):** A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for students who are learning English. At minimum, students are offered Designated ELD and provided access to grade level academic subject matter content with Integrated ELD. Some assistance may be provided in the primary language when available.
- **Alternative Course of Study (ACS):** Students are taught core subjects in their primary language. They receive instruction in ELD in English. Teachers must receive special training to work in such a program. They use district-adopted textbooks and supplementary instructional materials. Instruction is based on ELD and grade-level content standards. Students receive any additional instruction needed for them to be reclassified as fluent English proficient.
- **Bilingual (Spanish) Program:** Parents/guardians may choose a language acquisition program that best suits their child. Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible. (20 U.S.C. Section 6312[e][3][A][viii][III]; EC Section 30[a]).
- **Dual Language Immersion (DLI) Program:** Integrates English learners and English only students in order to develop their bilingualism and biliteracy in English and another language (that other language is Spanish in Jurupa). Dual Immersion programs' goals are high academic achievement, first and second language proficiency, and cross-cultural understanding. Designated and integrated English language development is provided on a daily basis at each of the students' English proficiency level to assist them in learning English and give them access to the curriculum. Currently this program is available at Sunnyslope, Stone Avenue, and Pedley Elementary Schools. It is also available at Jurupa Middle School and Patriot High School.

### Opting out of Language Acquisition Programs or Services

- Although schools have an obligation to serve all EL students, parents or guardians of English learners have a right to decline or opt their children out of a school's EL program or out of particular EL services within an EL program. If parents or guardians opt their children out of a school's EL program or specific EL services, the children retain their status as English learners. The school remains obligated to take the affirmative steps required by Title VI of the Civil Rights Act of 1964 and the appropriate actions required by the Equal Educational Opportunity Act of 1974 to provide EL students access to its educational programs (20 U.S.C. sections 1703[f], 6312[e][3][A][viii]).
- If the HLS is completed incorrectly, the parent or guardian may make a request to change it prior to the assessment or prior to the summative assessment. Once a student is identified as an EL student on the basis of the results of the Initial ELPAC, and the student has been administered the Summative ELPAC, changing the HLS will not change the student's identification.

For information on graduation target rates, please visit: <http://dp.cde.ca.gov/dataquest/> (20 U.S.C. Section 6312[e][3][A][vi]).



# English Learners Master Folder

## JUSD INITIAL (ELPAC) IDENTIFICATION

Results:

Oral Language Overall \_\_\_\_\_

Written Language Overall \_\_\_\_\_

ELPAC Overall Performance Level \_\_\_\_\_

Grade \_\_\_\_\_ Date \_\_\_\_\_ Classification \_\_\_\_\_

## PRIMARY LANGUAGE PROFICIENCY ASSESSMENT

### IPT Grade Span

K ☐ 1st. ☐ 2nd. -3rd. ☐ 4th. -6th. ☐ 7th. -12th. ☐

Date Tested: \_\_\_\_\_

Results

☐ IPT Spanish Oral Language Assessment \_\_\_\_\_

☐ IPT Spanish Reading Assessment \_\_\_\_\_

☐ IPT Spanish Written Assessment \_\_\_\_\_

☐ IPT Student Designation \_\_\_\_\_



## YELLOW FOLDER CONTENTS

- Student Designation Record
- ELPAC Initial Score Report
- Primary Language Assessment (if applicable)
- Language Proficiency Results Notification



**Jurupa Unified School District**  
 EDUCATION CENTER 4850 Pedley Road Riverside, 92509  
 Information 951.360.4100 FAX 951.360.4194

August 15, 2023

Dear Parent/Guardian of:

«StudentFirstName» «StudentLastName»

«AddressLine1»

«AddressLine2»

Your answers to the Home Language Survey indicated that your child has a primary language other than English. Therefore, in accordance with state and federal law, we assess your child's English and Spanish language skills when applicable. We conduct such testing in order to plan the best educational program for our students.

Your child is placed in an instructional program according to their English language proficiency and by district recommendation. This program provides special instruction to help students develop and improve their English language abilities. Since this program is offered in your child's classroom it will not be necessary for your child to be transferred to a different classroom or be assigned a different teacher.

Your child's placement in this program is voluntary and you may request a program change at any time.

Your child's latest assessment results are:

**ELPAC Overall: Scale Score «ELPACOverallScaleScore» Performance Level «ELPACOverallPerformanceLevel»**

**ELPAC Oral Language: Scale Score «ELPACOralLanguageScaleScore» Performance Level «ELPACOralLanguagePerformanceLevel»**

**ELPAC Written Language: Scale Score «ELPACWrittenLanguageScaleScore» Performance Level «ELPACWrittenLanguagePerformanceLevel»**

**ELPAC Listening: Performance Level «ELPACListeningPerformanceLevel» ELPAC Speaking: Performance Level**

**«ELPACSpeakingPerformanceLevel» ELPAC Reading: Performance Level «ELPACReadingPerformanceLevel» ELPAC Writing: Performance Level «ELPACWritingPerformanceLevel»**

Your child's latest assessment results indicate that your child's English language performance is at a(n) level «ELLevelDescriptEnglish». Performance levels are defined in the following manner:

- **4 Well Developed:** English learners at this level have **well developed** oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Bridging" proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (*CA ELD Standards*).
- **3 Moderately Developed:** English learners at this level have **moderately developed** oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Expanding" proficiency level through the lower range of the "Bridging" proficiency levels as described in the *CA ELD Standards*.
- **2 Somewhat Developed:** English learners at this level have **somewhat developed** oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low-to mid-range of the "Expanding" proficiency level as described in the *CA ELD Standards*.
- **1 Minimally Developed:** English learners at this level have **minimally developed** oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the "Emerging" proficiency level as described in the *CA ELD Standards*.
- **Intermediate English Learner:** Students at this level have **somewhat developed** to **moderately developed** oral (listening and speaking) and written (reading and writing) skills. This level captures a broad range of English learners, from those who can use English only to meet immediate communication needs to those who can, at times, use English to learn and communicate in meaningful ways in a range of topics and content areas. They may need some degree of linguistic support to engage in familiar social and academic contexts (depending on the student, the level of support needed may be moderate, light, or minimal); they may need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the entire "Expanding" proficiency level and to the lower range of the "Bridging" proficiency level as described in the 2012 *ELD Standards*.
- **Novice English Learner:** Students at this level have **minimally developed** oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the "Emerging" proficiency level as described in the 2012 *ELD Standards*.



Parents or guardians may choose a language acquisition program that best suits their child (*EC* Section 310). Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible. They provide instruction to English learners based on the state-adopted academic content standards, including English language development (ELD) standards (20 U.S.C. Section 6312[e][3][A][iii],[v]); *EC* Section 306[c])

We are required to offer, at a minimum, a **Structured English Immersion (SEI)** program option (*EC* Section 305[a][2]). Below is a list of the instructional programs offered. According to your child's English language proficiency, they have been placed in «**ELProgramDescriptEnglish**»

1. **Structured English Immersion (SEI) Program:** A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. At minimum, students are offered ELD and access to grade level academic subject matter content.
2. **Dual-Language Immersion (DLI) Program:** A language acquisition program that provides language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. This program begins in Transitional Kindergarten/Kindergarten (TK/K) and continues to sixth grade.
3. **Alternative Program (ALT):** A bilingual program for English language acquisition for pupils in which much or all of the instruction, textbooks, and teaching materials are in the child's native language. When the parents/guardians of 30 or more students at a school or 20 or more students in any grade level at the school request a particular language acquisition program, the district shall offer that program at the school site to the extent possible. Instruction focused on designated and integrated English Language Development is provided on a daily basis at each of the students' English proficiency level to assist them in learning English and give them access to the curriculum.

Academic achievement this year is based on most recent CAASPP scores. Your student's most recent CAASPP scores are:

**Most Recent CAASPP ELA Score:** «**ELAScoreCombined\_English**»

**Most Recent CAASPP Math Score:** «**MathScoreCombined\_English**»

Attached you will find a description of the reclassification criteria according to the various grade levels.

Our latest assessment results also indicate that your child is a(n) «**LTELAtRiskStatus**»

**Long-Term English Learner (LTEL):** An English learner (EL) student to which all of the following apply: (1) is enrolled in any of grades 6 to 12, inclusive; and (2) has been enrolled in a U.S. school for six years or more; and (3) has remained at the same English language proficiency level for two or more consecutive prior years, or has regressed to a lower English language proficiency level, as determined by the English Language Development test; and (4) for students in grades 6 to 9, inclusive, has scored at the "Standard Not Met" level on the prior year administration of the CAASPP-ELA. For more information see Education Code 313.1

**English Learner "At-Risk" of Becoming a Long-term English Learner ("At-Risk"):** An English learner (EL) student to which all of the following apply: (1) is enrolled in grades 3 to 12, inclusive; and (2) has been enrolled in a U.S. school for four or five years; and (3) has scored at the intermediate level or below on the prior year's English language development test; and (4) has scored in the fourth or fifth year at the "Standard Not Met" level on the prior year administration of the CAASPP-ELA. For more information see Education Code 313.1

The Jurupa Unified School District will address the educational strengths and needs as well as meet age-appropriate academic standards and develop English proficiency of LTEL's and ARLTEL's by ensuring that students are placed in classes that address their distinct needs with an emphasis on academic language. All English learners are closely monitored to ensure proper placement and interventions/support are put in place to facilitate academic achievement in all core classes.

For ELs with a disability, students on an Individualized Education Program (IEP), program placement options and IEP items are discussed at the school site and parents/guardians are informed on how such program will meet the objectives of the IEP.

Your child «**has an IEP on file**» does not have an IEP on file»

Parents or guardians may choose a language acquisition program that best suits their child. Schools in which the parents or guardians of 30 students or more per school or the parents or guardians of 20 students or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible (20 U.S.C. Section 6312[e][3][A][viii][III]); *EC* Section 310[a]).

Parents or guardians may provide input regarding language acquisition programs during the development of the Local Control and Accountability Plan (*EC* Section 52062). If interested in a different program from those listed above, please contact your school's principal to ask about the process.

Although schools have an obligation to serve all EL students, parents or guardians of English learners have a right to decline or opt their children out of a school's EL program or out of particular EL services within an EL program. If parents or guardians opt their children out of a school's EL program or specific EL services, the children retain their status as English learners. The school remains obligated to take the affirmative steps required by Title VI of the Civil Rights Act of 1964 and the appropriate actions required by the Equal Education Opportunity Act of 1974 to provide EL students access to its educational programs (20 U.S.C. sections 1703[f], 6312[e][3][A][viii]).

For information on graduation target rates, please visit: <http://dq.cde.ca.gov/dataquest/>

If you have any further questions, please contact your child's teacher.

Sincerely,

«**PrincipalName**»

Principal, «**SchoolName**»



# JURUPA UNIFIED SCHOOL DISTRICT

## CATCH UP PLAN

### **STEP ONE: IDENTIFICATION**

- Identify your students who need to have a catch-up plan
- Review testing scores: Speaking and Listening
- Review ELPAC levels
- Review TELP levels
- Review CAASPP levels
- Review grades, and report cards
- Review proficiency level
- Review all pertinent reports
- Review Running Records

### **STEP TWO: INTERVENTION**

#### **Immediate Intervention:**

- Talk to student
- Talk to parent
- One-to-one support, teacher academic assistance, bilingual aid support
- Move student closer to teacher

#### **Parent Communication:**

- Ongoing communication with parents, via e-mails, phone calls, zoom, written
- Teacher/student conference
- Progress reports
- Translation into primary language
- Referral to resources (supplemental)

#### **Instruction:**

- Active teaching, differentiated instruction based on ELPAC level
- Individual or small group assistance in the classroom
- Cooperative learning, realia, manipulatives, non-linguistic representations
- Peer tutors, cross age tutors,
- GLAD/SDAIE strategies

#### **Documentation:**

- Fill out Intervention, Modifications and Adaptation form for all those students that are not progressing adequately as indicated on the catch-up plan
- Fill in date when you start an intervention
- Fill in "Specific Target Area"
- Fill in table of intervention, modifications, and/or adaptations
- Fill in outcome of intervention whether it was successful or not with teacher comment
- Fill in information for next step (ex: No more intervention needed, one-on-one tutoring, etc.)
- Fill in dates and comments of parent communication



### **STEP THREE: ACTION**

#### **Parent Communication:**

- Translated progress report, weekly progress report
- Contract with student and parent
- By progress report time parents will be informed if students have 1s and/or 2s at the elementary level or Ds and/or Fs, at the secondary level.
- Review the student's records, attendance, health concerns, district/state test scores, grades, behavior, reading intervention, EL intervention, and special education, 504, SST, if applicable
- Review length of time in EL program
- Review ELPAC and TELP proficiency progression
- Review CASSPP proficiency advancement
- Review placement

### **STEP FOUR: LANGUAGE INTERVENTION TEAM (LIT)**

- Continue parent communication
- Review report card
- Classroom observations with student in the classroom
- Post conference feedback with teacher
- LIT with parent, student, principal, teacher, EL Facilitator, and counselor (where applicable)
- Mentor assigned to student
- Check proper placement of student
- Check proper use of materials
- Review curriculum, review report cards, intervention progress report, review instructional practices in the classroom
- Invite Bilingual Language Teacher to scheduled observation of classroom with student
- Demonstration lessons utilizing best instructional strategies; GLAD, SDAIE, non-linguistic representations, recognition, homework and practice, cooperative learning, setting objectives and providing feedback, generating and testing hypotheses; cues, questions, and advance organizers

### **STEP FIVE: REFERRAL**

**It is important to note that special education referrals are not discouraged, but they should be a last resort, and only after all other venues have been exhausted.**

- Continued parent communication
- SST with parent, student, counselor, ELD teacher, ELD program specialist, principal
- **Possible** referral to special education
- **HAVE YOUR INTERVENTIONS, MODIFICATIONS AND ADAPTATIONS DOCUMENTED WITH SAMPLES**



## Interventions, Modifications and Adaptations for English Language Learners Grades K-12

Date	Interventions Attempted	Date	Modification of Instruction	Date	Adaptation of Materials	Date	Behavioral Support
	<input type="checkbox"/> Student conference <input type="checkbox"/> Parent conference <input type="checkbox"/> Preferential seating <input type="checkbox"/> Before and/or after-school tutoring <input type="checkbox"/> Individualized and/or small group instruction <input type="checkbox"/> One on one <input type="checkbox"/> Bilingual Tutor assistance <input type="checkbox"/> Change in student grouping <input type="checkbox"/> Contracts <input type="checkbox"/> Parent workshops <input type="checkbox"/> Other		<input type="checkbox"/> Shorten instruction (one or two steps) <input type="checkbox"/> Repeat or write instructions <input type="checkbox"/> Cooperative learning strategies <input type="checkbox"/> Visual aide <input type="checkbox"/> Auditory aide <input type="checkbox"/> Multi-sensory instruction <input type="checkbox"/> Extra time for response <input type="checkbox"/> Adjusting pace and/or amount of work <input type="checkbox"/> Oral exams <input type="checkbox"/> Exams of reduced length <input type="checkbox"/> Open book quiz <input type="checkbox"/> Preview of test questions <input type="checkbox"/> Immediate feedback <input type="checkbox"/> Teaching to student's strengths <input type="checkbox"/> Extra time for practice <input type="checkbox"/> Flexible group instruction <input type="checkbox"/> Leveled instruction <input type="checkbox"/> Portfolios <input type="checkbox"/> Alternative assessments <input type="checkbox"/> Other		<input type="checkbox"/> Assignment notebook <input type="checkbox"/> Partner reading <input type="checkbox"/> Tape recording of required readings <input type="checkbox"/> Highlighted materials for emphasis <input type="checkbox"/> Study aide and/or manipulatives <input type="checkbox"/> Computer software <input type="checkbox"/> Primary language material <input type="checkbox"/> Lesson notes/summaries <input type="checkbox"/> High interest low level books <input type="checkbox"/> Other		<input type="checkbox"/> Clearly defined limits <input type="checkbox"/> Cues/prompts <input type="checkbox"/> Reminder of rules <input type="checkbox"/> Frequent breaks <input type="checkbox"/> Implementation of behavior contract <input type="checkbox"/> Change of seating <input type="checkbox"/> Positive reinforcement <input type="checkbox"/> Home/school communication system <input type="checkbox"/> Offer choices <input type="checkbox"/> Other

### Specific Target Area of Need:

Date initiated	Provided by:	Duration	Outcome	Next steps
	Teacher Parent Resource Tutor Other			

### Parent Communication:

### Comments:

Attach additional pages as necessary



**Specific Target Area of Need:**

Date initiated	Provided by:	Duration	Outcome	Next steps
	Teacher Parent Resource Tutor Other			

**Parent Communication:****Comments:****Specific Target Area of Need:**

Date initiated	Provided by:	Duration	Outcome	Next steps
	Teacher Parent Resource Tutor Other			

**Parent Communication:****Comments:****Specific Target Area of Need:**

Date initiated	Provided by:	Duration	Outcome	Next steps
	Teacher Parent Resource Tutor Other			

**Parent Communication:****Comments:**Attach additional pages as necessary



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## **English Language Development (ELD)**

Students who are English learners (ELs) need instructional support to develop language and literacy proficiency as they engage in learning academic content. English learners must develop oral proficiency in English at the same time as they are learning to read and write. The California English Language Development Standards (CA ELD Standards) describe the key knowledge, skills, and abilities in core areas of English language development that students learning English as a new language need in order to access, engage with, and achieve in grade-level academic content. The CA ELD Standards are intended to support ELs to simultaneously be successful in school while they are developing English.

### **Additional ELD Considerations:**

- ELD marks are based on the same standards marks of 1, 2, 3, and 4, just as ELA marks,
- ELD marks should be based on the student's performance of the ELD grade level standards being taught at his/her proficiency level.
- An assessment can include both ELA and ELD standards. A correlating ELA standard can be assigned to the ELD mark if a teacher so chooses. For example, if a teacher gives a writing assessment, it can be included as an ELA-Literacy writing mark and an ELD mark (if that has been the ELD standard been addressed).
- The ELD mark on the report card is reflective of Integrated and Designated ELD instruction time.
  - Integrated ELD focuses on teaching ELD in the context of content.
  - Designated ELD instruction time focuses on specific ELD standards.
- If an EL student is reclassified within the first three weeks of the trimester, no mark is necessary. If an EL student receives more than three weeks of instruction, the student does receive an ELD mark.
- When the student is reclassified, the teacher will need to choose the comment "The student was reclassified to Fluent English Proficient" from the Comments drop-down menu.





# Jurupa Unified School District

## PARENT NOTIFICATION/CONSULTATION OF RECLASSIFICATION

Date: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_

Parent/Guardain of:

When your child entered the district, the results of his/her language assessment indicated that he/she was an English Learner. At this time, we are reviewing your child's progress and are considering changing his/her language classification from English Learner to Fluent English proficient. We consider such a change when a student has attained English proficiency and performing well academically.

We invite you to share your opinion in this matter, and we will consider it when making the reclassification decision.

**Please complete the form below and mail or return it to the school as soon as possible.**

Meanwhile, if you have any questions or concerns, please call us.

Sincerely,

Martha Gomez  
Director, Department of Multilingual Education

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### RECLASSIFICATION

\_\_\_\_\_ Please call me to discuss this matter.

\_\_\_\_\_ Please consider my opinion as written here, when deciding upon my child's language classification:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ Please inform me of the results.

\_\_\_\_\_  
Student's Name

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Home Telephone Number





**Trenton Hansen, Ph.D.**

**Superintendent**

4850 Pedley Road, Jurupa Valley, CA 92509 T (951) 360-4100

Parent/Guardian of:

Date:

School:

To the Parents/Guardians of:

Your child has been reclassified from English Learner (EL) to fluent English Proficient (FEP) status. This means your child has attained the necessary skills in speaking, reading, and writing to function in an English mainstream program. These language skills are comparable to those of students of the same age or grade whose primary language is English.

Please feel free to speak with your child's teacher or principal regarding any questions or concerns about this reclassification decision.

Sincerely,

Martha Gomez

Director of Multilingual Education

**LEARNING WITHOUT LIMITS**

*Board of Trustees*

Joseph Navarro, *President*, Eric Ditwiler, Ph.D., *Clerk*, Karen Bradford, M.A., Robert Garcia, Melissa Ragole





**Trenton Hansen, Ph.D.**

**Superintendent**

4850 Pedley Road, Jurupa Valley, CA 92509 T (951) 360-4100

Parent/Guardian of:

Date:

School:

To the Parents/Guardians of:

Your child was previously recommended for reclassification. Because your child did not meet the criteria, they will not be reclassified at this time. Your child may be evaluated again next year to see if sufficient academic progress will warrant their reclassification at that time.

Reclassification was denied for the following reason(s):

- ☒ Did not obtain a level 3 or higher on the English Language Arts CAASPP
- ☒ Teacher evaluation is marked as "Needs Improvement"
- ☒ Teacher recommendation

Sincerely,

Martha Gomez

Director of Multilingual Education

**LEARNING WITHOUT LIMITS**

*Board of Trustees*

Joseph Navarro, *President*, Eric Ditwiler, Ph.D., *Clerk*, Karen Bradford, M.A., Robert Garcia, Melissa Ragole





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