

San Bernardino City Unified School District



SAN BERNARDINO'S
Multilingual Initiative
Investing in Our Future Today

A Strategic Plan to Make Hope Happen
August 2015



Dale Marsden, Ed.D.
Superintendent

June 30, 2015

Dear Colleagues and Community Members,

In 2014-2015, the development of San Bernardino City Unified School District's **Multilingual Initiative- Investing in Our Future Today** began. This opportunity to make an incredible and sustainable impact for our students and families was the direct result of collaboration between the District, representatives from the California Association for Bilingual Education (CABE), parents, students and members of the community. SBCUSD recognizes the rich cultural diversity of its students, staff and community. Partnerships and collaborations were deepened as we explored possibilities together about how to best invest in our students' futures through building their multilingual capacities.

The stakeholder group designed an overarching plan for a district Multilingual Initiative that provides a pathway to engaging all students in high level, multilingual, learning opportunities that prepare them for success in a global, 21st century environment. The educational success of all students was addressed in a comprehensive manner that builds upon their languages, cultures, experiences, skills and resources in an effort to better prepare them as they embark on their college and career paths.

Thank you for supporting this monumental and innovative effort to move our district and our community to the forefront of a powerful and transformative education for all of our students.

With warm regards,

A handwritten signature in black ink, appearing to read "Dale Marsden".

Superintendent

A handwritten signature in black ink, appearing to read "Michael Gallo".

Michael Gallo
President, Board of Education

OFFICE OF THE SUPERINTENDENT

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ACKNOWLEDGEMENTS

It is with deep appreciation that we acknowledge the many individuals who enthusiastically gave their time and insight to the development of the San Bernardino City Unified School District's *Multilingual Initiative Plan: Making Hope Happen by Investing in Our Future Today*.

The experiences, cultures and perspectives of this extensive and diverse group of parents, students, and community members from all regions of San Bernardino have been essential to this work. It is with great pride that we also recognize District Board members, teachers, counselors, support staff, administrators, cabinet members, and other employees who brought a wealth of knowledge and dedication towards the development of this plan. We also appreciate the steadfast collaboration provided by the English Learner Programs staff that contributed to the process and the work of the numerous stakeholders. In closing, we gratefully thank all of our external partners at CAFE for the leadership, expertise, and shared vision to bring us through this first phase of planning.

EXECUTIVE SUMMARY

In the spring of 2014, the San Bernardino City Unified School District (SBCUSD) Board of Education took an unprecedented action to approve the design of a district-wide initiative that would support access to high level multilingual learning for all students. Under the joint leadership of Board President Michael Gallo and Superintendent Dale Marsden, the District moved to partner with the California Association for Bilingual Education (CABE) to engage a broad and diverse group of stakeholders in the design of that initiative.

With this bold move, the district leadership thrust San Bernardino City Unified School District onto the cusp of a major, groundbreaking effort to design an overarching plan for a district multilingual initiative that provides a pathway to engaging all students in high level multilingual learning opportunities that prepare them for success in a global, 21st century environment. As a fundamental approach to creating this plan, SBCUSD has committed to a process of community engagement, with the anticipation that relationships among and across a most diverse group of stakeholders will be strengthened, and ownership of the issues will result. This monumental and innovative effort to move our district and our community to the forefront of powerful and transformative education for all our students creates a unique opportunity to make an incredible and sustainable impact for our students, our families, our schools, and our communities.

As we accept this opportunity, we are building and deepening partnerships and collaborations, exploring possibilities together about how to best invest in our students' futures through building their multilingual capacities. Through our collective effort, we are building on our experiences to move multilingual learning into a new arena. This collaboration will provide many opportunities for leaders, teachers, students, parents, and community partners to share their practice, learn from one another, and together, engage in innovative design of 21st century programs for our students' success. The result? An initiative to ensure that every San Bernardino student graduates from our schools prepared to succeed in a globalized 21st century world. **San Bernardino's Multilingual Initiative – Making Hope Happen by Investing in Our Future Today** needs everyone's input and support to become a sustainable and integrated aspect of how we do business in San Bernardino. This is transformative and innovative work!

The Initiative's cutting edge work builds on our collective knowledge and research on the power of multilingual learning to transform lives. In this time when California is making huge reforms in funding and shifting to the Common Core Plus¹ standards, our efforts will certainly generate national interest. For years, schools have been restricted in their ability to include multilingual learning in robust ways for all students. As researchers have explicitly determined, multilingual learning significantly advances individual, community, and national/international development. This Initiative is an opportunity to build leaders for innovation and utilize our collective strengths, resources, and intellectual understandings to design and implement what promises to be a national model of excellence.

¹ By Common Core Plus, we mean not only the official Common Core standards (language arts and mathematics) and the Common Core end Español, but also the Next Generation Science Standards, the new California English Language Development Standards, and the other California content standards.

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The Plan that follows, ***which will be reviewed/revised annually***, sets out the context for the Multilingual Initiative. In the section entitled *Setting the Course*, the Plan calls for us to create a compelling message to broadly communicate about the Initiative, design an Initiative framework or success map to make visible the territory of systemic and sustainable student success to be traversed by the Initiative, and establish a set of Initiative essentials to guide Initiative design and implementation efforts. It describes these foundational understandings or “essentials,” which include core values/beliefs, vision/mission/definition of student success, theory of action, design principles, strategic goals, and instructional priorities. The Plan also provides a comprehensive set of recommendations for enacting the Initiative’s overarching goal of ensuring that every San Bernardino student graduates prepared to succeed in a globalized 21st century world that prioritizes multilingual/multicultural skills. These recommendations are far-reaching and include a range of actions that build on the good work already happening in the District. We recognize that implementation of this Initiative will require a major transformation of District priorities, policies, and practices. The recommendations attempt to provide a blueprint for that transformation and include short term, medium term, and long term actions. They paint a picture of the District we strive to become. These overarching recommendations address seven key areas:

Identification & Placement of Students. The recommendations in this section articulate the process for identifying the language status of students, conducting initial and annual language and academic assessments, placing students in the most academically engaging, challenging, and appropriate language learning programs, and reclassifying English Learners to document their changed language status.

Language Learning Programs. The recommendations in this section call for creating a set of language learning programs to provide multiple language learning options for native English speakers, heritage language speakers, Reclassified English Learners, bilingual students, and English Learners. They define the staffing and timeline parameters for each pathway and address access for specialized services such as Gifted and Talented Education (GATE) and Special Education within a supportive language learning context.

Pedagogical Practices, Instructional Resources, and Technology. The recommendations in this section identify the core pedagogical/instructional practices expected to be utilized in all language learning classrooms, as well as the instructional and technological resources available to support optimal multilingual student success.

Professional Preparation & Support. The recommendations in this section establish professional development and support services to ensure that staff is able to implement the Initiative in a coherent, comprehensive, and effective manner. They clarify required staff qualifications and certification, and call for implementing the necessary staff recruitment, hiring, and placement policies, procedures, and protocols to support successful implementation of the Initiative.

Parent/Family Engagement and Development. The recommendations in this section describe steps for actively engaging families and the community, individually and through existing committee and partnership structures, in active and informed support of the Initiative.

Funding & Resource Allocation. The recommendations in this section identify current and future funding sources to support full implementation of the Multilingual Initiative and incorporate

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processes and protocols into the budget development process to ensure adequate and timely funding for the Initiative. They ensure that the Local Control Funding Formula (LCFF) allocations reflect priority for the Multilingual Initiative and that the Multilingual Initiative recommendations are reflected prominently in the Local Control Accountability Plan (LCAP).

Accountability, Assessment, Progress Monitoring, Performance Management, and Reporting. The recommendations in this section identify and implement strategies, procedures, and protocols to regularly assess and monitor student progress, program/Initiative effectiveness, status of implementation of recommendations, and staff performance; to report progress in all these areas; and to ensure compliance with district, state, and federal requirements.

By itself, this Plan is just that --- a plan. It calls for the design of actionable implementation plans, with diverse and interdependent teams taking responsibility for moving the work forward so that progress is continuous until the big goal is achieved. These implementation teams must operate within a structure that facilitates coordination of the work, that empowers team leads and members to take action, that expects teams to regularly assess their progress and process and adjust as necessary, and that places their work in the public eye so that the community feels a part of the work and feels ownership of the results.

The journey continues as we strive to make hope happen by investing in our future today.

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1. SETTING THE COURSE

OVERARCHING RECOMMENDATION

Create a compelling message to broadly communicate about the Initiative, design an Initiative framework or success map to make visible the territory of systemic and sustainable student success to be traversed by the Initiative, and establish a set of Initiative essentials to guide Initiative design and implementation efforts.

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 - 1. A Compelling Message
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- F. Initiative Through-Lines
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 - Values
 - Vision/Mission/Definition of Student Success
 - Theory of Action
 - Principles
 - Strategic Goals
 - Instructional Priorities

A. PLAN DEVELOPMENT PROCESS

In the spring of 2014, the San Bernardino City Unified School District (SBCUSD) Board of Education took an unprecedented action to approve the design of a district-wide initiative that would support access to high level multilingual learning for all students. Under the joint leadership of Board President Michael Gallo and Superintendent Dale Marsden, the District moved to partner with the California Association for Bilingual Education (CABE) to engage a broad and diverse group of stakeholders in the design of that initiative. In July of 2014, the partnership was made official, and CABE and SBCUSD kicked off the engagement process with three pivotal events: (1) a meeting with key community advocates to enlist their support, (2) a one-day convening of close to 100 stakeholders to orient them to the initiative and to begin the design process, and (3) a briefing with the Board of Education to solidify and make public its commitment to the initiative.

The initial meeting with those key community advocates resulted in the first version of the initiative's name - **San Bernardino's Multilingual Initiative: Investing in Our Future Today** - which eventually was tied to the District focus on Making Hope Happen. The final result - San Bernardino's Multilingual Initiative: Making Hope Happen by Investing in Our Future Today - aptly captures the community's vision and hope for its children's future.

The stakeholder convening that followed built on the work of the community advocates by confirming several initiative "essentials" or foundational understandings, which would serve as the initiative's framework. These essentials included core values/beliefs, vision/mission/definition of student success, theory of action, design principles, strategic goals, and instructional priorities. Over a series of five meetings, the stakeholder group also provided input and feedback for a set of recommendations tied to each of the Initiative's five strategic goals.

The Board briefing provided a very public vehicle for communicating the direction set by the Board, as well as its intent to translate that commitment into tangible action. It allowed the Board to validate the work of the stakeholder group and to give its seal of approval to move the work forward.

In addition to these key events, the leadership team met with staff and community to address issues of connection and alignment across other district initiatives and priorities. They met with parent advisory groups and with representatives from the district's bargaining units. They reached out to other key constituents. They reviewed documents, reports, and a multitude of data. They conducted research forums. All of this resulted in a viable and innovative plan for a district-wide multilingual initiative.

B. DISTRICT PROFILE

The mission of San Bernardino City Unified School District, the leading expert in human learning, is to ensure all students, cradle to career, develop the knowledge, skills, and proficiencies required for college, career, civic, and economic success by inspiring and engaging them in a system distinguished by:

- High expectations for student and staff performance
- Vital partnerships with families, community, and employers
- Culturally proficient schools
- Learning experiences beyond traditional boundaries of where and when
- Safe, respectful, and welcoming environments

San Bernardino City Unified School District is the eighth largest school district in California, serving 54,102 students, K-12 and offering preschool through twelfth grade education to local students, an adult school, and alternative educational programs. The District has 52 elementary schools, 10 middle schools, 11 high schools, and 4 special schools. The District serves the City of San Bernardino, part of the City of Highland, and the unincorporated communities of Muscoy and Devore. Within that scope, the District serves roughly 5,000 special education students and 3,900 gifted and talented education (GATE) students. 93.6% of students receive free and reduced-price meals. Diversity characterizes the student population in that 73.5% of students are Latinos, 13.7% are African American, 7.5% are White, and 1.6% are Asian, with the remainder representing other ethnic groups. Roughly one-third of SBCUSD students are identified as English Learners (ELs), and those combined English Learners speak more than 35 languages.

The District faces formidable challenges; San Bernardino County Homeless Count survey documented that in 2010 30% of all the county's homeless live in San Bernardino City. An abundance of causal risk factors affect living within the City of San Bernardino. Community risk factors include a high level of social disorganization, high availability of drugs and firearms, high crime rates, and a large number of generational gangs that have built bonds within certain areas where youth are being taught cultural norms supporting gang behavior.

SBCUSD is currently identified for Title I program improvement, Year 3+, for Title II as CSIS, Level C, and for Title III, Program Improvement Year 4+. This updated Local Educational Agency Plan has been developed in order to integrate improvement plans such as the Local Control and Accountability Plan (LCAP) and the Community Engagement Plan, the District's strategic plan, and guide practice over the next five years. The District is committed to continuing implementation of programs that provide an environment where all students can believe that **Hope Happens** in San Bernardino City Unified School District.

C. INTRODUCTION

San Bernardino City Unified School District is on the cusp of a major, groundbreaking effort to design an overarching plan for a district multilingual initiative that provides a pathway to engaging all students in high level multilingual learning opportunities that prepare them for success in a global, 21st century environment. As part of this plan, the educational success of English Learners will be addressed in a comprehensive manner that builds on their languages, cultures, and experiences, skills, and resources to graduate them college, career, and 21st century ready. As a fundamental approach to creating this plan, SBCUSD has committed to a process of community engagement, with the anticipation that relationships among and across a most diverse group of stakeholders will be strengthened, and ownership of the issues will result. This monumental and innovative effort to move our district and our community to the forefront of powerful and transformative education for all our students creates a unique opportunity to make an incredible and sustainable impact for our students, our families, our schools, and our communities.

In the preface of international human and linguistic rights advocate Tove Skutnabb Kangas's book, *Multilingual Education Works*, Adama Ouane, Director of the UNESCO Institute for Lifelong Learning, says:

The challenge that education systems now face is to provide quality education that takes learners' needs into consideration, whilst at the same time balancing these with contemporary social, cultural and political demands. A multilingual educational approach, in which language is recognized as an integral part of a student's cultural identity, is an important factor for inclusion, participation and democracy. It promotes respect, tolerance and equality for others. Educating "in and for diversity" teaches us how to live together. It also enables us to develop new ways of learning to do, learning to know and learning to be based on pluralism, mutual understanding and respect, democratic relationships and fundamentally human values. It is for these reasons that it should be recognized as a crucial part of all educational systems.

As we take up this challenge, we will build and deepen partnerships and collaborations, exploring possibilities together about how to best invest in our students' futures through building their multilingual capacities. Through our collective effort, we will build on our experiences to move multilingual learning into a new arena. This collaboration will provide many opportunities for leaders, teachers, students, parents, and community partners to share their practice, learn from one another, and together, engage in innovative design of 21st century programs for our students' success.

After all, in today's world, being bilingually proficient at near native-speaker like levels is the barest minimum. Across the globe, young people are routinely prepared as high-level multilinguals --- all of whom can speak English at professional and technical levels --, and when the whole world knows English, knowing ONLY English is no longer a competitive advantage. Our students will be required to interact positively with people from all cultures and walks of life. They'll need to be multiculturally competent. And they'll need to be able to learn, create, and use multiple media, technologies, and literacies at high levels of competency.

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In response to this challenge, our San Bernardino community has conceptualized an initiative to ensure that every San Bernardino student graduates from our schools prepared to succeed in a globalized 21st century world. **San Bernardino's Multilingual Initiative – Making Hope Happen by Investing in Our Future Today** needs everyone's input and support to become a sustainable and integrated aspect of how we do business in San Bernardino. This is transformative and innovative work!

The Initiative's cutting edge work will build on our collective knowledge and research on the power of multilingual learning to transform lives. In this time when California is making huge reforms in funding and shifting to the Common Core Plus² standards, our efforts will certainly generate national interest. For years, schools have been restricted in their ability to include multilingual learning in robust ways for all students. As researchers have explicitly determined, multilingual learning significantly advances individual, community, and national/international development. This Initiative is an opportunity to build leaders for innovation and utilize our collective strengths, resources, and intellectual understandings to design and implement what promises to be a national model of excellence.

The Plan that follows sets out the context for the Multilingual Initiative as well as a comprehensive set of recommendations for enacting the Initiative's overarching goal of ensuring that every San Bernardino student graduates prepared to succeed in a globalized 21st century world that prioritizes multilingual/multicultural skills. These recommendations are far-reaching and include a range of actions that build on the good work already happening in the District. We recognize that implementation of this Initiative will require a major transformation of District priorities, policies, and practices. The recommendations attempt to provide a blueprint for that transformation and include short term, medium term, and long term actions. Because a recommendation appears in this Plan, it is not meant to imply that some aspects of that work are not already in place. Rather, an attempt has been made to ensure that the recommendations, when taken as a whole, paint a picture of the District we strive to become.

By itself, this Plan is just that --- a plan. It calls for the design of actionable implementation plans, with diverse and interdependent teams taking responsibility for moving the work forward so that progress is continuous until the big goal is achieved. These implementation teams must operate within a structure that facilitates coordination of the work, that empowers team leads and members to take action, that expects teams to regularly assess their progress and process and adjust as necessary, and that places their work in the public eye so that the community feels a part of the work and feels ownership of the results.

The journey continues as we strive to make hope happen by investing in our future today.

² By Common Core Plus, we mean not only the official Common Core standards (language arts and mathematics) and the Common Core en Español, but also the Next Generation Science Standards, the new California English Language Development Standards, and the other California content standards.

D. INITIATIVE OVERVIEW

1. *A Compelling Message*

Envisioning the Future. Imagine all students in San Bernardino City Schools, upon graduation, academically successful, as well as fluent and literate in two or more languages. It's happening now! What this Initiative strives to accomplish is to expand these opportunities for ALL students.

Here, in our district, we are in the process of a major, groundbreaking effort to design an overarching plan for a district Multilingual Initiative. This Initiative will provide all students with high-level multilingual programs and learning opportunities to prepare them for powerful academic success so they can be competitive in a global, 21st century environment.

Taking Up the Challenge. As we take up this challenge, we will build on our current successes, deepen partnerships and collaborations, and together, explore possibilities about how to best invest in our students' futures through building their multilingual capacities. Through our collective effort, we will move multilingual learning into a new arena. This collaboration will provide many opportunities for leaders, teachers, students, parents, and community partners to share their practice, learn from one another, and engage in innovative design of 21st century programs for our students' success.

Creating a Blueprint to Make Hope Happen. To accomplish this huge undertaking, a broad group of stakeholders has been established with representation from parents, students, district staff, and the community. These groups have been meeting to obtain, review, and assess multiple sources of information to guide the development of a plan of action. This plan will be the blueprint to implement a variety of learning experiences and programs grades PreK-12, with the ultimate goal of having all students, upon graduation, attain academic excellence and become biliterate.

The district has partnered with the California Association for Bilingual Education (CABE) to assist in the development of this plan, and we seek to raise awareness throughout the community. If you would like more information regarding this initiative or are interested in becoming involved in this project, please visit the district website at <<http://www.sbcusd.com/index.aspx?nid=7881>>.

We have an opportunity to make incredible and sustainable impact for our students, our families, our schools, and our communities. Based on research, best practice, and overwhelming evidence, we are optimistic that this **Initiative** will yield positive results and outcomes, and reach far beyond what we can imagine today.

2. *Framework for Success*

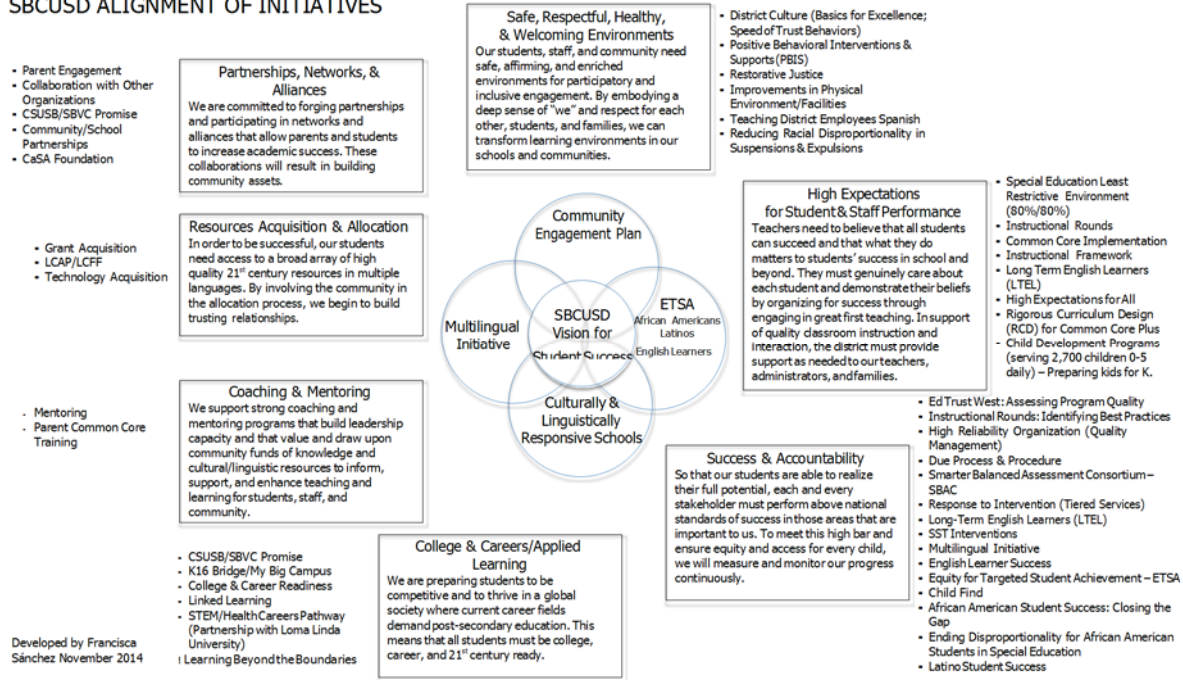
In order for us to successfully implement our Multilingual Initiative, it is helpful to have in our hands an explicit map of the territory we intend to traverse. This map, or framework, helps make visible the territory of systemic and sustainable student success. Our framework for success redefines reform: In SBCUSD, successful reform means optimizing the conditions that manifest high quality operations fostering transformative instructional leadership practices that result in all students graduating with multilingual capacities and college and career path ready with the skills/capacities required for successful 21st century citizenship. Our District Essentials represent the framework that gives us a picture of what it will take for us to achieve this overarching district goal.

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E. ALIGNMENT OF DISTRICT INITIATIVES

As part of the preliminary work preparing for design of the Multilingual Initiative, a diverse group of district and community participants reviewed the various district initiatives, priorities, and major projects and identified several strands of work, a purpose statement for each strand, and then determined which initiatives/projects responded to each of those purposes. This work was used to reflect visually the relationship among the various district priorities and how the Multilingual Initiative fits within existing priorities.

SBCUSD ALIGNMENT OF INITIATIVES



The Multilingual Initiative is tied directly to SBCUSD's vision for student success. It is one of four core priorities or vehicles for actualizing that vision. Other high priority projects, programs, and initiatives work in partnership with the multilingual Initiative to address specific commitments that contribute to achieving the District's vision for student success.

F. INITIATIVE THROUGH-LINES

The Multilingual Initiative features several through-lines that we expect to see in every school across the District. In fact, these through-lines should be basic characteristics of SBCUSD schools that our staff, students, parents, and community are able to recognize, describe, and promote as hallmarks of quality multilingual/multicultural education in San Bernardino:

1. **PreK-12 Coherence:** Parents and students should expect a seamless journey beginning with joyful preschoolers and culminating in multilingual/multicultural college, career, and 21st century ready graduates with multiple post-secondary options. Staff plan, coordinate, and align their multilingual/multicultural curricular and extracurricular content and practices within grades/subject areas, across grades/subject areas, and across schools/grade spans.
2. **21st Century Curriculum, Pedagogy, & Assessment:** Parents, students, and staff should expect multilingual/multicultural curriculum, pedagogy, and assessment that reflect the demands of a global, knowledge-based, creative-age society and economy, incorporate the new Common Core Plus Standards, support integrated learning, and build on the strengths and needs of diverse learners. This includes the incorporation of technology as a key component of teaching, learning, and assessment, and the development of high levels of multiple literacies, including biliteracy, to prepare students for the globalized 21st century world.
3. **College & Career Readiness:** Parents, students, and staff should expect that all students will graduate multilingual/multicultural and prepared for college and careers. Multilingual programs have been designed for this purpose and utilize a robust system of indicators that provides a more complete picture of school performance, including broader measures of growth and learning that better assess 21st century skills and application of content and literacy skills to real world issues and challenges. Students are supported in developing benchmark projects/portfolios and defense presentations that demonstrate their mastery of the expected standards in two or more languages.
4. **Quality & Committed Educators:** Parents and students should expect expert multilingual/multicultural teachers and school leaders who are focused on improving student engagement, achievement, and 21st century success through the use of powerful practices, including frequent collegial collaboration and inquiry. Staff receives continuous support in becoming more expert and successful.

G. LANGUAGE LEARNERS

The Multilingual Initiative is focused on LANGUAGE LEARNERS. For purposes of the Initiative, language learners are defined as:

ENGLISH LEARNERS

Students who have been formally identified as English Learners, who speak a home language other than English and who are in process of developing their home language fully as well as learning English as a second language.

NEWCOMER ENGLISH LEARNERS

Recently arrived (within one year) immigrant students who are also English Learners.

RECLASSIFIED ENGLISH LEARNERS (R-FEPs)

Students who were initially identified as English Learners but who have been formally reclassified as Fluent English Proficient, based on the District's reclassification policy and processes.

HERITAGE LANGUAGE SPEAKERS

Students who are English dominant but who have a language other than English in their background. This group includes many American Indian students, as well as students whose parents or grandparents may speak a language other than English.

BILINGUAL STUDENTS

Student who have fluency/proficiency in two or more languages.

NATIVE ENGLISH SPEAKERS

Students who only have English in their linguistic repertoire.

STANDARD ENGLISH LEARNERS

Students who only have access to English, but whose English is impacted by another language as far back as several generations. While these students use English, the variety of English they have is not considered to be a standard form of English. The majority of Standard English Learners are African American, Latino, or American Indian.

H. INITIATIVE ESSENTIALS

Essential #1: Values

SBCUSD relies on five key values to guide our language learning reform agenda. These values represent Essential #1. We believe that:

- (1) We must adopt ASSETS-BASED APPROACHES THAT ARE CULTURALLY AND LINGUISTICALLY RESPONSIVE and that help all students achieve at high levels. In every instance, we strive to uncover and make visible the strengths that students and their families bring into the classroom and the school community. We believe that language and culture represent two of the most fundamental resources that every child and family contribute to our educational community, and we encourage all staff to develop their own linguistic and cultural capacities so that they are able to better understand and serve our diverse communities.
- (2) EQUITY means having a deep understanding of the communities we serve so we may better personalize our work for students, families, schools, and communities. Equity also means allocating resources towards students and schools traditionally underserved by our institutions and systems so that every student has equitable opportunities.
- (3) LINGUISTIC HUMAN RIGHTS is at the heart of our core values. It integrates a transformative set of commitments regarding language learning, including asserting the legitimacy of students' native languages and dialects, protecting rights to language, and systemically using students' languages, cultures, experiences, and skills as resources and stepping stones to future success.
- (4) BILINGUALISM/MULTILINGUALISM, the ability to communicate in two or more languages, is a tremendous individual, community, national, and international asset. Research confirms that when students can achieve proficiency in two or more languages, not only do students themselves benefit in multiple powerful and life-changing ways, but their families and communities benefit as well. Those benefits also accrue to our society and our world, transforming the way that human beings relate to each other across all the differences that make a difference.
- (5) RELATIONSHIPS based on trust and common purpose is found in empowering individuals and communities. Individuals and communities thrive in environments of mutual respect, value, and worth. Strong relationships help us establish purposeful connections across all the differences that make a difference (i.e., gender, race/ethnicity, language, socioeconomic status, unique abilities) and throughout the system. With these relationships and connections, we operate more effectively and efficiently in our work life and on behalf of students and families.

Essential #2: Vision, Mission, & Definition of Student Success

Our vision and mission around language learning and our definition of student success represent SBCUSD's Multilingual Initiative Essential #2 and paint the picture of our destination.

Vision: Multilingualism, cultural competency, educational equity, and 21st century success for all.

Mission: Implement specific priorities, initiatives, and services designed to dramatically increase SBCUSD's capacity to create linguistically and culturally diverse and competent 21st century learning environments of high intellectual performance for all students. This means that because of our services to teachers, administrators, parents, students, and others, we will graduate all students with multilingual and multicultural capacities and college, career, and 21st century ready and prepared to live their lives to their full potential.

Defining Student Success: All students graduate multilingual/multicultural and college, career, and 21st century ready. This means that every student graduates with multilingual and multicultural capacities and prepared to enroll in a four-year college or university, pursue a successful career, and live a healthy life.

Students have the confidence, competence, and information needed to make positive choices for their future and the strength and competence to participate fully in the 21st century economic, political, cultural, and intellectual life of our nation and global society.

By 21st Century readiness, we mean the following:

- Academic Preparation
- College and Career Readiness
- Mastery of Advanced Literacies and Multimedia, Multilingual, and Multicultural Skills
- Innovation, Creativity, and Solution-Seeking Competencies
- Social, Environmental, and Civic Responsibility
- Technological Fluency
- Critical Thinking, Communication, and Collaboration Skills
- Strength of Body, Mind, and Character.

Because of the education and interactions our students experience in our schools, they will be prepared to live to their fullest potential in their lives beyond school.

Essential #3: Theory of Action

Our Initiative's theory of action, our third Essential, describes how we intend to translate our intentions into actions that yield the results we say we want:

WE COMMIT TO A VISION OF STUDENT SUCCESS that has at its center engaged and achieving multilingually and multiculturally competent students prepared for college, career, and 21st century success . . .

WE ARE FOCUSING ON IMPROVING, CLARIFYING, AND SUPPORTING CLASSROOM

LEADERSHIP designed to improve the quality of classroom instruction and interactions leading to multilingual/multicultural competency for all students through the use of essential pedagogical practices for environments of high intellectual expectations and performance and 21st century culturally and linguistically responsive curriculum, pedagogy, resources, and assessments . . .

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WE ARE BUILDING AND SUPPORTING SCHOOL LEADERSHIP that provides instructional clarity and coherence for optimal language learning through effective principals, leaders, and teachers, caring staff, and engaged families and community . . .

WE ARE ORGANIZING DISTRICT LEADERSHIP around our core values and instructional priorities to most effectively provide the resources and responsive professional development, nurture the positive and trusting relationships, and enact the mutual accountability our schools need to do what we are asking them to do for our students' language learning success . . .

WE ARE PARTNERING WITH OUR COMMUNITY to implement strong family and community engagement programs that build leadership capacity and that value and draw upon community funds of knowledge and cultural/linguistic resources to inform, support, and enhance multilingual and multicultural teaching and learning for every group of students we serve . . .

WE ARE ACTIVELY SEEKING AND CREATING ADDITIONAL RESOURCES to support successful multilingual/multicultural teaching and learning in our schools and community . . .

BECAUSE WE COMMIT TO DOING ALL OF THESE THINGS, WE ARE ON THE ROAD TO BECOMING A DISTRICT OF HIGHLY EFFECTIVE AND EQUITABLE SCHOOLS that fully engage all students in multilingual/multicultural learning to succeed in school and beyond, defying the predictability of demographics, and that prepare all students as high achieving and creative, multilingual/multicultural, responsible, and successful 21st century citizens who will live their lives to their fullest potential.

Essential #4: Design Principles

To support our vision of student success, SBCUSD's Multilingual Initiative Essential #4 puts forth a set of values-driven operational or design principles. These principles serve as guidelines for our work with schools, communities, and partner organizations. They define how we design and implement our priorities and initiatives, how we make decisions, and how we deal with negative patterns of thinking and doing that surface as barriers and obstacles.

Values-Driven, Principles-Based Decision-Making: Our decision making is driven by our values, guided by our principles, and informed by the relevant data, research, and evidence.

Purposeful Action: Our actions reflect the best interests of our students and enact our vision, mission, and sense of purpose. At every level and in every instance, our actions are based on the expectation that they will move us closer to our vision of student success.

Applied Learning: We guide and support students in applying their language skills in multiple environments.

Professionalism: We exhibit professionalism by providing superior customer service while adhering to quality professional standards.

Resources & Resource Allocation: We allocate resources adequately district-wide to reflect the goals and priorities of our mission.

Transparency & Trust: We involve the stakeholders most impacted by decisions (including students, families, employees, and policymakers) from the beginning. We are ultimately accountable to them. Our decisions, interactions, and communications are characterized by honesty, transparency and collaboration.

Essential #5: Strategic Goals

The following strategic goals form SBCUSD's Multilingual Initiative Essential #5:

- Dramatically improve student engagement and achievement through access to multilingual/multicultural learning opportunities.
- Create and sustain 21st century multilingual/multicultural learning environments of high intellectual performance across the curriculum and in all areas needed for 21st century success for students, including the development of high levels of multilingual/multicultural competency.
- Provide strategic direction and support to district administrators, principals, teachers, and sites focused on improving the quality of multilingual/multicultural classroom instruction and interaction in every classroom in every school.
- Create and support safe, affirming, and enriched multilingual/multicultural school environments for participatory, restorative, inclusive, and culturally and linguistically responsive learning and interaction for students.
- Engage diverse families and communities in powerful multilingual/multicultural learning and collaboration.

Essential #6: Instructional Priorities

Our strategic goals go hand-in-hand with two clear Instructional Priorities, as reflected in these two key questions:

- How do we create and sustain 21st century multilingual/multicultural learning environments of high intellectual performance for students?
- In the context of this Initiative, how do we make multilingual/multicultural learning (and the teaching that leads to powerful multilingual/multicultural learning) public and visible to our entire San Bernardino community?

First, how do we create and sustain 21st century multilingual/multicultural learning environments of high intellectual performance for students? This question requires that we understand and operationalize three embedded concepts:

- What do we mean by learning environments?
- What do we mean by 21st century multilingual/multicultural learning?
- What do we mean by high intellectual performance?

Learning Environment

The term learning environments refers to culturally and linguistically responsive learning spaces in our classrooms, our schools, and our community where every student is considered high status and that positively develops and affirms each student's cultural/linguistic identity and self-esteem, self-motivation and learner autonomy, and social skills and competency. In these spaces, educators and staff intentionally plan and structure instruction and interactions to develop a sense of community, self-determination, trust, and democracy. In these learning environments, educators and staff establish strong relationships with students by being personable, caring, trustworthy, and having an interest and understanding of the lives of our students.

Educators and staff show respect for students' experiences, languages, and cultures by honoring their voice and creating environments where student voice permeates the classroom instruction, and decisions for instruction are based on student needs. Educators and staff communicate responsibility by creating physically, emotionally, and intellectually safe learning environments, modeling high expectations for learning, connecting instruction with students' learning needs and making a link with their prior knowledge, providing multiple ways in which students can learn and demonstrate knowledge, and clearly articulating the curriculum's "usefulness" for today and the future. Educators and staff use students' lives outside the classroom as a means of engaging them more deeply in learning that has strong relevance for them. In particular, we find ways to help our students see future possibilities for people who look and sound like them, who come from similar backgrounds and experiences.

21st Century Multilingual/Multicultural Learning

21st century multilingual/multicultural learning refers to a set of specific skills, capacities, and dispositions that prepare students to thrive in and out of school. These skills, capacities, and dispositions include:

a) **Academic Preparation**

21st century academic preparation differs from the traditional academics. Instead, it focuses on a full multilingual/multicultural curriculum that includes all the different disciplines, including the arts, technology, and physical education. Students need opportunities to show what they've learned through advanced-level applications of their knowledge in the various languages they are learning. Most importantly, they need to learn HOW to learn because most of the actual content they get in school will be obsolete by the time they finish college.

b) **College and Career Readiness**

Being college and career ready means that students have real choices and options – to go to university or not, to pursue this career or that, not because of their zip code or the language they speak but because we prepared them. Whether they enter the university or the workforce when they graduate, they will have the multilingual, multicultural, cognitive, and metacognitive tools to think critically and creatively in multiple languages and cultural contexts and to keep on learning throughout their lives.

c) **Mastery of Advanced Literacies and 3M Skills (Multimedia, Multilingual, and Multicultural)**

In today's world, being bilingually proficient at near native-speaker like levels is the barest minimum. Across the globe, young people are routinely prepared as high-level multilinguals -- - all of whom can speak English at professional and technical levels --, and when the whole world knows English, knowing ONLY English is no longer a competitive advantage. Our students will be required to interact positively with people from all cultures and walks of life. They'll need to be multiculturally competent. And they'll need to be able to learn, create, and use multiple media, technologies, and literacies at high levels of competency across multiple languages.

d) **Innovation, Creativity, and Solution Seeking Competencies**

Our students' success will depend in significant part on having the discipline, skill, and daring to be innovators and creators and to seek and find solutions to problems that haven't even been invented yet, often in multilingual and multicultural work and social environments. How

do we provide the space for students to acquire these skills, capacities, and dispositions in a coherent, comprehensive, and disciplined way when many students, especially English Learners, have been precluded from participating in instruction, such as the arts, which build these skills?

- e) **Social, Civic, and Environmental Responsibility**
Students also need to be prepared to apply their classroom learning to real world social, civic, and environmental issues which are extremely complex and challenging. They will be the ones making the decisions that determine our quality of life, and in a global world, decisions made in one part of the world will have impact throughout the world. How do we help them develop and apply their diverse linguistic and cultural knowledge in socially, civically and environmentally responsible ways?
- f) **Technological Fluency**
Technological fluency is often what comes to mind when we talk about 21st century preparedness. But this area isn't just about using tools --- it's about a new way of conceptualizing communication, interaction, integration, intelligence, and imagination across languages and cultures.
- g) **Critical Thinking, Communication, and Collaboration Skills**
Our students need to be able to use their linguistic and cultural skills to reason effectively, use systems thinking, make judgments and decisions, communicate clearly, and collaborate with others in order to thrive in the 21st Century global business, social, and personal environments.
- h) **Strength of Body, Mind, and Character**
Living in a global village requires that every member develop the strength of body, mind, and character to contribute in positive ways to a healthy and diverse community. We know from an emerging body of research the impact of healthy bodies on powerful minds. We recognize that the development of personal, social, and business ethics is a key need for a responsive and responsible global community.

High Intellectual Performance

High Intellectual Performance ³ is an overarching concept that encompasses seven essential pedagogical practices. We support high intellectual performance when we deploy these pedagogical practices, which we intend to support as core SBCUSD practices that should be in evidence in every one of our classrooms:

- 1) **Identify and build on student strengths.**
Identifying and building on student strengths means acknowledging that students don't come to us as blank slates or as an accumulation of deficiencies. They know things, they've had experiences, they have cultures and languages --- all of these are powerful assets that we should build on. We need to acknowledge these assets and show students that we believe in them and in their linguistic, cultural, intellectual, and academic capacity. This also means that teachers and other school personnel need training, coaching, and experience to identify such assets in order to use them and build on them to support optimal language learning.

³ Yvette Jackson, *Pedagogy of Confidence*.

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- 2) Establish powerful relationships that nurture success.
Establishing powerful relationships that nurture success requires that teachers know their students and their communities and that students see teachers and staff as their advocates and supporters. Students will look for teacher behaviors that they see as evidence that the teacher respects them and their cultures, languages, and communities. We know that relationships are everything. Many students will refuse to learn from teachers who they don't believe care about them, respect them, or have their best interests at heart.
- 3) Elicit high intellectual performance.
Teachers can elicit high intellectual performances by making sure the curriculum is multilingual, multicultural, well-articulated, relevant, and rich. They intentionally invite students into cognitively complex work and inquiries in ways that allow students' curiosities to be engaged and for students to experience a series of connected successes. They take advantage of what we know about how the brain works best to structure brain-compatible experiences for their students. Most importantly, they carefully plan activities that prime or prepare students for cognitively demanding work, they use processes that allow students to engage in meaningful ways with the content, and they organize activities designed to help students retain and retrieve what they learn – all in linguistically and culturally responsive contexts.
- 4) Engage students actively in the learning.
We can engage students actively in the learning process by focusing their attention on challenging thinking and requiring that they use oral and written language in English and the target language(s) to communicate and concretize their thinking. We can connect the learning to students' real lives and engage them in creating authentic products that add value to the students, their families, their schools, and their communities.
- 5) Create environments of enrichment not remediation.
The research is clear on the power of creating language learning environments of enrichment rather than remediation, which teachers can do by treating students as gifted and organizing language learning experiences that allow them to behave and produce as gifted students.
- 6) Situate learning in the lives of students.
Critical to high intellectual performance is situating learning in the lives of students by using culturally and linguistically responsive strategies that validate students as knowers and that use their lives, languages, cultures, experiences, and current knowledge as the starting point for learning. When teachers do this, they communicate to students that their experiences count and that who they are counts.
- 7) Address the prerequisites for learning.
Finally, we need to address the prerequisites for learning by making sure that students have what they need to be successful learners and students. This includes the resources we provide to students, as well as explicitly teaching to bridge gaps in students' academic and linguistic preparation. It means working with families in ways that expand their capacity to contribute to their children's school success, not just inviting them to serve as passive listeners to our own ideas and plans.

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Second, in the context of this Initiative, how do we make multilingual/multicultural learning (and the teaching that leads to powerful multilingual/multicultural learning) public and visible to our entire San Bernardino community? How can we create classrooms, schools, and communities where students, teachers, administrators, staff, and parents:

- *Know what powerful multilingual/multicultural teaching and learning looks like and see it exhibited regularly in and out of school.* They are familiar with excellent multilingual/multicultural teaching and learning. They know what to look for in and out of the classroom. They know where excellent teaching and high level learning is happening and can articulate how to identify it and what makes it so powerful.
- *Know what to do to produce consistently high quality multilingual/multicultural learning results.* They understand the role of quality feedback in improving language learning. They are familiar with the conditions for optimal language learning. They can converse easily about what they can do in their specific roles to support high quality language learning results for students.
- *Hold each other responsible for high quality multilingual/multicultural teaching and learning.* They understand their respective roles in ensuring that teaching and learning, whether in the classroom, in the home, or in the community, meet the highest level of quality. They understand what is meant by "quality," and can point to examples. Their expectations are high for themselves and each other, and they have a repertoire of support strategies to draw on when they or others need help.
- *Expect that work is "done" only when it meets publicly agreed-upon standards of multilingual/multicultural quality.* They are clear about what is meant by quality and can articulate its features or characteristics. They have collaborated to determine what their common standard(s) of multilingual quality should be and are familiar with work that exemplifies that standard. When they see work that doesn't meet the standard, they have a set of tools, supports, and protocols for providing the needed assistance to raise the quality of the work.
- *Work together to create multilingual/multicultural environments of high intellectual performance throughout the school and community.* They meet regularly to discuss how best to collaborate on behalf of student success. They consider the whole city their campus and work together to identify multilingual/multicultural learning opportunities not only in the school, but in the home and community as well. They celebrate successes and use these to strengthen multilingual programs.

2. IDENTIFICATION AND PLACEMENT OF STUDENTS

OVERARCHING RECOMMENDATION

Articulate the process for identifying the language status of students, conducting initial and annual language and academic assessments, placing students in the most academically engaging, challenging, and appropriate language learning programs, and reclassifying English Learners to document their changed language status.

CONTENT

- A. Initial Identification & Assessment
- B. Program Placement
- C. Reclassification

A. INITIAL IDENTIFICATION & ASSESSMENT

Proper identification and assessment of students' language status is a foundational component for ensuring appropriate placement and access to services. The District recommends taking the following steps to support the proper identification and assessment of native English speakers, heritage language speakers, bilingual students, and English Learners:

- 1. REDESIGN THE DISTRICT ENROLLMENT, IDENTIFICATION, AND PLACEMENT PROCESS.**
Redesign the District enrollment, identification, and placement process to ensure that there is consistency across schools in how (a) students are enrolled, identified as language learners, and assessed as to their language and academic status, (b) results are communicated to students, parents and staff, (c) pathway placement recommendations are determined and communicated, and (d) parents are counseled on their options, the benefits of particular programs, and the likely social, linguistic, and academic results associated with particular programs.
- 2. UTILIZE THE HOME LANGUAGE SURVEY TO INITIALLY ASSESS HOME LANGUAGE.**
Prior to student enrollment in the District, the student's parents/guardians complete SBCUSD's Home Language Survey ("HLS"). If the Survey indicates that a language other than English is spoken in the home, further assessment follows. If there is no language other than English indicated, the student is classified as a native English speaker.
- 3. ADMINISTER THE STATE APPROVED ENGLISH LEARNER PROFICIENCY ASSESSMENT TO DETERMINE ENGLISH PROFICIENCY LEVEL.**
The ENGLISH LEARNER PROFICIENCY ASSESSMENT is a state-mandated assessment that tests a student's listening, speaking, reading and writing in English. Using the ENGLISH LEARNER PROFICIENCY ASSESSMENT results, the District classifies students according to their level of proficiency as specified in the State-approved assessment. If a child demonstrates English proficiency, s/he is designated as Initial Fluent English Proficient ("I- FEP"). Students identified as English Learners will be assessed in English within 30 calendar days using the ENGLISH LEARNER PROFICIENCY ASSESSMENT.
- 4. UTILIZE PRIMARY LANGUAGE ASSESSMENTS TO SUPPLEMENT ENGLISH LEARNER PROFICIENCY ASSESSMENT TESTING.**
The District also assesses the student's proficiency in her/his home language, using a primary language test, where available. This is critical for determining appropriate placement. If the primary language assessment indicates that the student has no productive proficiency in the home language, further assessments are conducted to determine if this is a native English speaker or a potential heritage language speaker. Students will be assessed in their primary language within 90 calendar days on a District-approved instrument. If the student shows proficiency in both English and the target language, the student will be classified as a bilingual student.
- 5. IDENTIFY NATIVE ENGLISH SPEAKERS WITH EMERGING PROFICIENCY IN A SECOND LANGUAGE.** The District makes every effort to identify native English speakers who have emerging proficiency in a second language and to determine the appropriate placement for these students in the available language learning programs.

6. ANALYZE FOREIGN TRANSCRIPTS TO MORE EFFECTIVELY PLACE AND SERVE SECONDARY STUDENTS.

The District's English Learner Programs Department will incorporate analysis of foreign transcripts, when available, into the initial assessment process of newly arrived students from foreign schooling systems. The English Learner Programs Department will provide the school sites with information regarding academic mastery and earned credits to assist in appropriate placement and assignment of academic credits. Such identification will assist the school sites in identifying necessary support services for such students.

7. INFORM PARENTS ABOUT THE IDENTIFICATION & ASSESSMENT PROCESS.

The District and the English Learner Programs Department will provide all parents/guardians with information about how student identification and assessment takes place in the top three languages of the District, and will provide parents/guardians with the results of the assessments, including their child's identification as a Long Term English Learner (LTEL) when applicable. Parents of English Learners will be notified of their child's English language and primary language test results using the Initial Assessment and Primary Language Results/Program-Pathway Placement for English Learners form (EL-25). Parents will also receive an explanation of placement recommendations, program/pathway options and descriptions, and the parental waiver process. Certificated staff will conduct parent consultations to explain initial assessment results and program/pathway options.

The District will ensure that parents/guardians have access to further assistance as necessary. Through its website, the District will provide parents/guardians with a telephone number for the staff person(s) available to provide further assistance in understanding the assessments.

8. CONDUCT ANNUAL ASSESSMENTS AND NOTIFY PARENTS OF THESE RESULTS.

Each English Learner will be assessed annually with the ENGLISH LEARNER PROFICIENCY ASSESSMENT to determine progress in English and all language learners will be assessed annually with an appropriate instrument to determine progress in the target/primary language. Additionally, all students will be assessed annually to determine academic progress in the academic standards across the curriculum. Once 21st Century readiness benchmarks have been established, students will be assessed periodically to determine progress in meeting these benchmarks. Parents will be notified annually of their child's English, target/primary language, and academic progress.

9. NOTIFY PARENTS WHEN ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES HAVE NOT BEEN MET.

In the event that SBCUSD should be found to not have made sufficient progress on the Annual Measurable Achievement Objectives (AMAOs), the District will inform parents of English Learners of such failure within 30 days of receiving notifications.

B. PROGRAM PLACEMENT

SBCUSD's current student assignment process places English Learner students based upon parental requests and the English Learner students' language and program needs, according to availability. Appropriate placement depends, therefore, upon the quality of information parents/guardians receive about their students' language and academic assessments and the available language learning program models.

In order to ensure the appropriate placement of all students, including English Learners, into the programs that will provide the most effective bilingual/multilingual language development (English and target language(s)) and access to grade-level curriculum, the District will take the following steps:

1. **INFORM PARENTS OF LANGUAGE LEARNING PROGRAM OPTIONS AND LONG-TERM IMPACT ON STUDENT SUCCESS AND COLLEGE READINESS.**

The English Learner Programs Department will develop an informational brochure (available in written, audio, and electronic formats in multiple languages) that clearly describes the various language learning program options available to all students, including Reclassified English Learners, native speakers of English, heritage language speakers, bilingual students, and English Learners, the research/data behind each, and the long-term impact of each option on students' likelihood of achieving academic success, college readiness, and full proficiency in English and the target language(s). This information will be designed to provide parents and other stakeholders annually with easy to understand information critical to them making an informed choice about which instructional option to select. Staff will be trained on this information, the procedure to follow when changing a student's program that includes parent consent, and the most effective ways of communicating the information to parents and others.

2. **COMMUNICATE THE DUAL LANGUAGE AND BILITERACY PROGRAMS AS PLACEMENTS FOR ENGLISH LEARNERS.**

Information on placement for English Learners whose primary language is a language utilized in the dual language or maintenance bilingual/biliteracy program. These programs have been proven to yield the best linguistic and academic results for English Learners, including English proficiency, mathematics achievement, and college readiness. Parents will be assisted in completing the Parental Exception Waiver as part of the placement/counseling process.

Parental Exception Waivers will be granted unless there is overwhelming evidence that placement in a dual language or maintenance bilingual/biliteracy program is inappropriate for the educational development of the student. If a waiver is denied, parents and guardians will be informed in writing of the reason for the denial and advised that they may appeal to the Board of Education or the court.

When 20 or more students in a given grade level are granted a waiver, a dual language or maintenance bilingual/biliteracy will be established, if one does not exist. If there are

fewer than 20 students at a grade level interested in a dual language or maintenance bilingual/biliteracy pathway, they will be offered the opportunity to transfer to a school that has such a program.

3. **DEVELOP GUIDELINES FOR APPROPRIATE PLACEMENT FOR SECONDARY STUDENTS.**
The English Learner Programs Department will develop a set of student placement guidelines for native speakers of English, heritage language speakers, Reclassified English Learners, bilingual students, and English Learners in secondary schools. These guidelines will address appropriate placement in language learning programs and courses (primary/heritage/world language as well as ELD), the types of academic course placements appropriate for students at differing target language and English fluency levels, and the different student "typologies" (e.g., newcomers, long term English Learners). The guidelines will include definitions of the appropriate program and pathway for long term English Learners and newcomers/late entry students.
4. **PROVIDE TRAINING TO PLACEMENT STAFF TO ENABLE THEM TO BETTER COUNSEL PARENTS ON PROGRAM MODELS.**
Placement staff will receive training in understanding the differing goals of the various language learning program models for native English speakers, heritage language speakers, Reclassified English Learners, bilingual students, and English Learners offered by SBCUSD, the program structures, and the implications for appropriate student placement. Placement staff will use this information to counsel parents regarding the various language learning and English Learner program choices. The English Learner Programs Department will provide this training on an annual basis.
5. **POST LANGUAGE LEARNER (NATIVE ENGLISH SPEAKERS, HERITAGE LANGUAGE SPEAKERS, RECLASSIFIED ENGLISH LEARNERS, BILINGUAL STUDENTS, AND ENGLISH LEARNERS) PROGRAM INFORMATION ON THE SBCUSD WEBSITE.**
The District will provide information on its website, in the top three languages spoken by families in the District, about the language learning program models and their goals. An informational brochure and the District website will provide parents/guardians with a telephone number for the staff person(s) available to provide further assistance in understanding the assessments.
6. **PUBLISH LANGUAGE LEARNING (NATIVE ENGLISH SPEAKERS, HERITAGE LANGUAGE SPEAKERS, RECLASSIFIED ENGLISH LEARNERS, BILINGUAL STUDENTS, AND ENGLISH LEARNERS) PROGRAM INFORMATION.**
The English Learner Support Services Team will ensure that the correct descriptions of language learning school programs for native English speakers, heritage language speakers, Reclassified English Learners, bilingual students, and English Learners, including information about the implications for appropriate student placement, are included in informational brochures.
7. **PROVIDE LANGUAGE LEARNER PROGRAM INFORMATION TO SSC/ELAC/DELAC.**
The District will work with SSCs, DELAC, ELACs, DAAAC, CAC, and the Title VII Indian Education Parent Group to make sure that parents receive adequate information about how native English speaker, heritage language speakers, Reclassified English Learners, bilingual

students, and English Learner student placement in language learning programs takes place, and about the available language learning program models – their goals, structure and duration. An annual topic for these parent group meetings will include the benefits of multilingualism and the impact of school practices and community/home practices on the development of English and multilingualism.

8. TRAIN SECONDARY SCHOOL COUNSELORS ON APPROPRIATE STUDENT PLACEMENT IN LANGUAGE LEARNING PROGRAMS.

The District will provide all secondary school counselors with professional development on the above-described guidelines for appropriate student placement, including training on reviewing foreign transcripts, placement of English Learners in Gifted and Talented Education and in Special Education. This training will be provided in counselor meetings that are held monthly.

9. ESTABLISH A PROCESS FOR DOCUMENTING PARENTAL REQUESTS FOR CHANGES IN ENGLISH LEARNER SERVICES/PLACEMENTS.

For those few instances where parents insist on changes to the recommended services for English Learners, even after they have been counseled and the academic, linguistic, and social consequences have been thoroughly explained to them, the District will develop a documentation process that includes both parents/guardians' signature. It should be made clear that while parents may request a change of services, this does not relieve a district of the legal obligation to ensure that English Learners receive the support they need to succeed in school. Parents do not have the right to change their child's language classification even when they request a change of services.

C. RECLASSIFICATION

1. IMPLEMENT AND MONITOR THE DISTRICT RECLASSIFICATION PROCEDURES TO ENSURE THAT EACH ENGLISH LEARNER WHO MEETS THE DISTRICT RECLASSIFICATION CRITERIA IS RECLASSIFIED TO FLUENT ENGLISH PROFICIENT (R-FEP) STATUS.

On a monthly basis, principals or their designees will regularly review the progress of English Learners to determine whether they are eligible for reclassification from English Learner (EL) to Fluent English Proficient (R-FEP) status. Students who meet the following criteria will be considered as candidates for reclassification:

- Achieve an overall score at the Early Advanced or Advanced Level on the approved state ENGLISH LEARNER PROFICIENCY ASSESSMENT, with no domain below the Intermediate Level.
- Grades 1-12: Score Early Advanced or Advanced on the state approved English Learner Proficiency Assessment Writing Component.
- Grade 1: Score on-watch or above on the state approved Early Literacy assessment.
- Grades 1-3: Score on-watch or above on the state approved mathematics assessment.
- Grades 2-12: Score on-watch or above on the state approved reading assessment.
- Grades 10-12: Pass the English Language Arts section on CAHSEE, or in the event that this assessment is no longer administered, on the assessment utilized to determine readiness to exit high school.
- In elementary grades, meet grade-level standards in reading, language arts, and mathematics. In middle and high school, meet grade-level standards in reading/language arts by receiving a "C" grade or better and achieve a 2.0 or higher GPA on the most recently posted grades.

A parent consultation will be held for parents of any students meeting these criteria to provide an opportunity for parents to ask questions and give input as to the student's readiness for reclassification. Parents receive a copy of the approved reclassification form.

English Learners, who are also identified for special education services will be considered for reclassification as appropriate, based on their Individualized Education Plan (IEP) goals. When an English Learner is not meeting all expected reclassification criteria in a timely manner, parents will be notified.

2. MONITOR RECLASSIFIED STUDENTS TWICE YEARLY FOR A MINIMUM OF TWO YEARS.

The school will monitor all reclassified students every six months for a minimum of two years through the use of the Monitoring Form for Reclassified Fluent English Proficient (R-FEP) Students (Form EL-18). If a reclassified student is not meeting all monitoring criteria, the school must convene a meeting to evaluate the student's progress and develop an acceleration plan⁴. Appropriate acceleration measures are required and may include specialized instructional strategies, extended learning opportunities, tutoring/mentoring, and other such approaches. The English Learner Programs Department will keep a copy of the Acceleration Plan.

⁴ To reflect the Initiative value of an assets-based orientation, rather than a deficit orientation, we utilize the word ACCELERATION PLAN rather than remediation or intervention plan.

3. LANGUAGE LEARNING PROGRAMS

OVERARCHING RECOMMENDATION

Create a set of language learning programs to provide multiple language learning options for native English speakers, heritage language speakers, Reclassified English Learners, bilingual students, and English Learners. Define the staffing and timeline parameters for each program. Address access for specialized services such as Gifted and Talented Education (GATE) and Special Education within a supportive language learning context.

CONTENT

- A. PreK-12 Language Learning Programs
- B. Specialized Services
 - 1. GATE
 - 2. Special Education

A. PREK-12 LANGUAGE LEARNING PROGRAMS

To maximize access to a quality education, SBCUSD will provide effective PreK-12 programs that result in high quality development in English and at least one other language, as well as full access to the District's comprehensive grade-level academic program (language arts, mathematics, science, history/social science, visual and performing arts, physical education, and world languages). For these purposes, American Sign Language is considered a language. Language learning can occur through multiple methods and approaches, including through the arts and technology.

For English Learners, SBCUSD currently offers a variety of programs and program models for language development. These include: Early and Late-Exit Bilingual programs, Dual Immersion programs, and Intensive English programs (which include ELD and content classes taught with SDAIE/Integrated ELD strategies). All programs are designed for students to develop proficiency in English and to provide grade-level academic content. Some programs focus primarily on English language development (Early-Exit Bilingual and Intensive English), while other programs are designed to develop literacy in the home language as well as in English (Late-Exit Bilingual, Dual Immersion).

For Reclassified English Learners, SBCUSD currently offers a variety of programs and bilingual program models. These include Early and Late Exit Bilingual programs and Dual Immersion programs.

For Heritage Language Speakers, SBCUSD currently offers heritage language classes (i.e., Spanish for Spanish Speakers), as well as opportunities to participate in Dual Language Immersion and World Languages programs.

For Bilingual Students and Native English Speakers, SBCUSD currently offers World Languages programs, as well as opportunities to participate in Dual Language Immersion programs.

As discussed more fully below, the District plans to modify and enhance various existing language learning programs to strengthen their ability to produce high achievement and high literacy in English and at least one other language for all students. The District's plans include enhancements to the existing Dual Language Immersion program transition of the Early and Late Exit Bilingual programs into a Maintenance Bilingual/Biliteracy Program and enhancements to this program; provision of a Heritage Languages Immersion program, World Languages Immersion program, and World Languages Experience programs.

The District also plans to create three new programs that will address the particular needs of newly arrived immigrant students with interrupted, inadequate or no prior schooling (Accelerated Learner Program); English Learners who enter high school after having been enrolled in U.S. schools since kindergarten or first grade, but are struggling academically and have little or no primary language literacy (Long Term English Learner Program); and newcomer students who are new to the U.S. educational system. The current programs will continue until the enhancements and/or transitions are phased in.

1. ENSURE THAT ALL LANGUAGE LEARNING PROGRAMS SHARE THE SAME PARAMETERS AT ALL SCHOOL SITES AND ACROSS ALL PROGRAMS/MODELS.

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Avoid Linguistic Isolation. In the development and maintenance of programs, the District shall strive to avoid linguistic isolation by incorporating opportunities for interaction among native English speakers, heritage language speakers, and English Learners.

Provide a Minimum of 30 Minutes Designated ELD. The District shall provide all English Learners at least 30 minutes of designated ELD per day leveled by English proficiency until reclassification. These classes will be taught by a teacher with a CTC authorized ELD certification and will address the new California ELD Standards. Designated ELD is critical to English Learners' acquisition of full proficiency in English, and designated ELD instruction must be geared to students learning English as a second language. The District will vary the amount of designated ELD provided based on the English Learner's level of proficiency and will develop guidelines to this effect for schools to be used in scheduling designated ELD instruction. The District will also ensure that there is a well-developed designated ELD course of study to guide classroom instruction, including an outline of appropriate designated ELD courses at the secondary level, and that there are adequate instructional resources for every ELD classroom.

Utilize Curriculum Aligned to California State Standards. The District has adopted the California Standards (English Language Arts, Mathematics, and Common Core en Español) the new ELD Standards, and the Next Generation Science Standards. There are District and California content standards in the other curricular areas as well. All Language Learner programs will utilize these standards.

Utilize Primary language and Specially Designed Academic Instruction in English (SDAIE)/Integrated ELD Methodologies. The District shall provide English Learners with content classes taught in primary language and SDAIE/Integrated ELD methodology by a teacher with a CTC Bilingual and/or ELD certification. These services will continue at least until redesignation.

Ensure All Teachers Are Appropriately Credentialed. All English Learner classes will be taught by teachers with at least CTC ELD authorization; all Dual Immersion and Biliteracy Pathway classrooms will be staffed by teachers with CTC Bilingual Authorizations; all Heritage Language classrooms will be staffed by teachers with CTC Bilingual Authorizations or World Languages certification. The District will provide opportunities for school staffs to have professional dialogue across schools about programs.

At the Secondary Level, Include College Preparatory/Support Programs. For middle and high school students, include access to a college preparatory/support program, such as AVID or PUENTE. These support programs will be available to students in the target language whenever possible.

Adhere to Core Programmatic Principles. All language learning programs will adhere to the following eight Core Programmatic Principles distilled from the research on effective approaches for effective multilingual/multicultural learning, student high intellectual performance, school change and reform, and systems change.

Rich & Affirming Multilingual Learning Environments: Create a safe, affirming, and enriched environment for participatory and inclusive multilingual learning for every group of students. This includes not only classrooms, but libraries, offices, and any spaces where students interact.

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Empowering Pedagogy: Use culturally and linguistically responsive pedagogy that maximizes language learning, actively accesses and develops students' multilingual voices, and provides opportunities for leadership for every group of students.

Challenging & Relevant Curriculum: Engage every group of students in well-articulated and age-appropriate multilingual curriculum that purposefully builds a full range of language, literacy, and communication skills, including minimally, bilingualism, biliteracy, and multiculturalism. This curriculum is cognitively complex, coherent, relevant, and challenging, and by design, develops technological fluency and the critical/creative capacities in every student.

High Quality Instructional Resources: Provide and utilize a broad array of high quality standards-aligned instructional resources in the target languages that provide each group of students with equitable access to core curriculum and academic language in the classroom, school, and community.

Valid & Comprehensive Assessment: Build and implement valid and comprehensive multilingual/multicultural multiple measure assessment systems designed to promote reflective practice and data-informed planning in order to improve academic, linguistic, and sociocultural outcomes for each specific group of students.

High Quality Professional Preparation & Support: Provide coherent, comprehensive, and ongoing professional preparation and support programs based on well-defined standards of practice related to multilingual learning. These programs are designed to create professional learning communities of administrators, teachers, and other staff to implement a powerful vision of excellent teaching and multilingual achievement for each group of students.

Powerful Family/Community Engagement: Implement strong family and community engagement programs that build leadership capacity and that value and draw upon community funds of knowledge and cultural/linguistic resources to inform, support, and enhance multilingual/multicultural teaching and learning for each specific group of students.

Advocacy-Oriented Administrative/Leadership Systems: Provide advocacy-oriented administration and leadership that institute system-wide mechanisms to focus all stakeholders on the diverse linguistic needs/assets of each group of students. These administrative and leadership systems structure, organize, coordinate, and integrate multilingual/multicultural programs and services to respond systemically to the needs and strengths of each group of students.

Each program below that provides designated ELD, SDAIE/Integrated ELD, primary language, or world languages instruction will continue to offer these services. The District will utilize the monitoring process and annual audits to address the consistent provision of these services. Section 2, below, includes a description of the current and future programs for students, and information about implementation of new programs, phasing out of old programs, and enhancement of existing programs. But pedagogical practice, particularly as it relates to language learning, is, by its nature, dynamic. In the future, the District may decide to modify or eliminate one or more of the programs. Such adjustments may be necessary due to shifts in the District's demographics, changing needs of the District's students, the District's evaluation of the effectiveness of the various programs, feedback from

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parents, input received from District's ELAC/DELAC or other interested individuals or organizations, and the findings of academic researchers in language learning education.

2. PROVIDE STUDENTS WITH THE FOLLOWING PROGRAM PROGRAMS/OPTIONS.

Proposed Programs	Grades	Target Students
<p>Dual Language Immersion Develop proficiency and academic competency in English and the target language.</p>	PreK-12	<ul style="list-style-type: none"> • English Learners • Heritage Language Speakers • Bilingual Students • Native English Speakers
<p>Maintenance Bilingual/Biliteracy Develop English language proficiency/literacy, and academic competency and literacy in their home language.</p>	PreK-12	<ul style="list-style-type: none"> • English Learners
<p>World Languages Immersion Help Native English Speakers to develop competency in a World Language as well as in English.</p>	PreK-6	<ul style="list-style-type: none"> • Native English Speakers
<p>World Languages Experience Help students develop beginning to intermediate skills in a World Language.</p>	PreK-6	<ul style="list-style-type: none"> • All Students
<p>Secondary (Middle/High School) World Languages Help Native English Speakers develop competency in a World Language through a yearly sequence of progressive courses, from Year 1 World Languages to AP World Languages.</p>	7-12	<ul style="list-style-type: none"> • Native English Speakers
<p>Secondary (Middle/High School) Heritage Languages Help Heritage Language Speakers develop competency in their heritage language through a series of progressive courses.</p>	7-12	<ul style="list-style-type: none"> • Heritage Language Speakers
<p>Accelerated Learner Designed for recently-arrived immigrant students who are three or more years below grade level and have little or no primary language literacy or English proficiency.</p>	6-12	<ul style="list-style-type: none"> • Immigrant English Learners Aged 10 or Older
<p>Long Term English Learner Designed for LTELs with a curriculum tailored to students who are orally fluent in English, making minimal progress (or losing ground) in English proficiency, and struggling academically.</p>	6-12	<ul style="list-style-type: none"> • English Learners
<p>Multilingual Adds a third language to Dual Language Immersion and Maintenance Bilingual/Biliteracy Programs.</p>	PreK-12	<ul style="list-style-type: none"> • Students in Dual Language or Maintenance Bilingual/Biliteracy Programs
<p>Welcome Center Designed to augment services to PreK-5 recent immigrants. Provides two options: self-contained classroom (PreK-5) and extended day/year support. (PreK-12)</p>	PreK-5 PreK-12	<ul style="list-style-type: none"> • Recently-Arrived Immigrant Students

DUAL LANGUAGE IMMERSION PROGRAM

- Program Description

The Dual Language Immersion Program is designed to help native speakers of the target language, bilingual students, and English speakers to develop proficiency and academic competency in English and the target language. Each class is a mix of English fluent students (1/3 to 1/2 of class) with English Learners (2/3 to 1/2 of class). In Pre-K and Kindergarten, the target language is used for 90% of instruction. Instruction in English increases each year. By fourth grade, instruction is 50% in English and 50% in the target language. Elementary English Learners receive designated ELD daily leveled by proficiency.

At the secondary level, students continue to study academic content in the target language for at least three periods a day (one of which is language arts in the target language). English Learners also receive one period of designated ELD leveled by proficiency, and other academic courses taught in English through SDAIE/Integrated ELD strategies.

- Enhancements/Modifications

In order to provide articulated and continuous Dual Language Immersion programs Pre-K – 12, the District recommends instituting processes to assign an appropriate balance of English fluent and English Learner students per grade level and classroom. Language of instruction will reflect the 90:10 model in elementary school.

The District recommends instituting processes to review placement into Dual Immersion classrooms above the first grade for students who demonstrate linguistic competency in the target language deemed sufficient for successful participation in the program.

SBCUSD recommends developing courses at the secondary level to support the continuation of the Dual Immersion Program.

- Teacher Credential Requirements

Dual Immersion Language classrooms will be staffed by teachers with a CTC Bilingual Authorization.

MAINTENANCE BILINGUAL/BILITERACY Program

- Program Description

The Maintenance Bilingual/Biliteracy Program is designed to help English Learners develop English language proficiency/literacy, and academic competency and literacy in their home language. In Pre-K and Kindergarten, the target language is used for 90% of instruction. Instruction in English increases each year. By fourth grade, instruction is 50% in English and 50% in the target language. Elementary students receive designated ELD daily leveled by proficiency and all other academic courses are taught in English utilizing SDAIE/Integrated ELD strategies, or in primary language, depending on the grade.

At the secondary level, students continue to study in the target language for at least three periods/day (one of which is language arts) in addition to one period of English Language Development leveled by proficiency, and all other academic courses taught in English through SDAIE/Integrated ELD strategies.

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- Enhancements/Modifications
In order to support articulated and continuous Maintenance Bilingual/Biliteracy programs Pre-K – 12, the District assigns students to this program with the language of instruction reflecting the 90:10 model in elementary school. The District will transition students from Early and Late Exit Bilingual programs into the Maintenance Bilingual/Biliteracy Program by expanding the program to grade levels beyond current programs. SBCUSD will develop courses at the secondary level to ensure the continuation of the Maintenance Bilingual/Biliteracy Program.
- Teacher Qualifications
Maintenance Bilingual/Biliteracy Program classrooms will be staffed by teachers with a CTC Bilingual Authorization.

WORLD LANGUAGES IMMERSION Program

- Program Description
The World Languages Immersion Program is designed for Native English Speakers and is a parallel program to the Biliteracy Program. It is designed to help Native English Speakers to develop competency in a World Language as well as in English. In Pre-K, Kindergarten, and First grade, the target world language is used for 90% of instruction. Instruction in English increases each year. By fifth grade, instruction is 50% in English and 50% in the target world language.

At the secondary level, students continue to study in the target world language for at least three periods/day (one of which is language arts).

- Teacher Qualifications
World Languages Immersion classrooms will be staffed by teachers with a CTC Bilingual Authorization or world languages credentials.

WORLD LANGUAGES EXPERIENCE PROGRAM

- Program Description
The World Languages Experience Program is designed for PreK-6 students new to the target language. It is designed to help students develop beginning to intermediate skills in a World Language. The target world language is used 10-30% of the day, often for specific subject areas such as science or the arts. This program can also be initiated as an after-school program until such time as it is feasible to incorporate it into the regular school day.

The World Languages Experience Program is an alternative to either Dual Language or World Languages Immersion program for elementary students who enroll after first grade or who decide to participate in language learning programs after first grade. It can also be an option for younger students whose parents are not able or willing to commit to an immersion program. The languages selected for this program will depend on the availability of instructors proficient in those languages.

- Teacher Qualifications
World Languages Experience classrooms will be staffed by teachers with a CTC Bilingual Authorization or world languages credentials. Where this program is implemented as an after-

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school program, it may be staffed by target-language proficient paraprofessional instructors supervised by an administrator or credentialed teacher.

SECONDARY WORLD LANGUAGES PROGRAM

- Program Description

The Secondary World Languages Program is designed for secondary (middle and high school) Native English Speakers. It is designed to help Native English Speakers develop competency in a World Language through a yearly sequence of progressive courses, from Year 1 World Languages to AP World Languages.

- Enhancements/Modifications

The specific languages available for study will be expanded beyond the traditional European languages to include Asian and African languages. In addition, at the secondary level, this program may be integrated into various career programs so that students have the opportunity to focus their language skills/development on a specific career area.

- Teacher Qualifications

Secondary World Languages classrooms will be staffed by teachers with a CTC Bilingual Authorization or world languages credentials.

SECONDARY (MIDDLE/HIGH SCHOOL) HERITAGE LANGUAGES PROGRAM

- Program Description

The Secondary (Middle/High School) Heritage Languages Program is designed for Heritage Language Speakers and is a parallel program to the Secondary (Middle/High School) World Languages Pathway. It is designed to help Heritage Language Speakers develop competency in their heritage language through a yearly sequence of progressive courses, from Year 1 Heritage Languages (i.e., Spanish for Spanish Speakers) to AP World Languages. Students selecting this Pathway can also participate in target language content courses which may be part of a dual language, bilingual/biliteracy, or world languages program. In addition, at the secondary level, this program may be integrated into various career programs so that students have the opportunity to focus their language skills/development on a specific career area.

- Teacher Qualifications

Secondary Heritage Language classrooms will be staffed by teachers with a CTC Bilingual Authorization or world languages credentials.

ACCELERATED LEARNER PROGRAM

- Program Description

The Accelerated Learner Program is designed for newly arrived immigrant students of middle/high school age (6th-12 grade) who enroll in SBCUSD with interrupted, disjointed, inadequate, or no prior schooling. It is designed for students who are three or more years below grade level and have little or no primary language literacy or English proficiency. The Accelerated Learner Program is a self-contained program leading to a high school diploma and college readiness, or articulation with adult education/community college programs. Transition to a regular high school language learning program is possible as students gain academic and linguistic proficiency.

The program provides developmental home language literacy instruction (using teachers and

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instructional aides where available, community mentors, and online resources), two periods per day of designated English Language Development, and all other academic courses are taught either in English with SDAIE/Integrated ELD methodology or in primary language instruction. The program provides a curriculum that incorporates career-oriented electives and additional instructional support as well as adjustment and orientation services to ensure students' success. It includes a wellness program that specializes in attending to the special emotional and physical health needs of newly-arrived immigrant youth and their families and a program of orientation to the school district and the American education system, and to the histories, cultures, and geographies of the local community and the nation.

This program will include the provision of supplemental summer school programs and/or extended day programs. The District will explore the option of allowing students up to 5 years to complete this program.

- Teacher Qualifications

Accelerated Learner Program classes will be staffed by teachers with CTC Bilingual and/or ELD Authorizations depending on whether the classes are conducted in English or the home language.

LONG-TERM ENGLISH LEARNER PROGRAM⁵

- Program Description

The Long Term English Learner Program is designed for students who enroll in SBCUSD middle/high schools as English Learners despite having attended U.S. schools for six or more years. Their needs are quite different from immigrant students who are more newly arrived, and the curriculum is tailored to students who are orally fluent in English, making minimal progress (or losing ground) in English proficiency, and struggling academically.

The program includes a designated ELD course focused on English for Academic Purposes, which emphasizes writing skills and reading comprehension based on relevant literature, a Native Speakers language arts/literacy class, a comparative linguistics course (approved for A- G credit), SDAIE/Integrated ELD academic courses, a mix of career oriented and visual/performing arts electives, and a success skills enrichment course.

This Program will include the provision of supplemental summer school and/or extended day programs. The District will explore the option of allowing students up to 5 years to complete high school.

- Teacher Qualifications

Long Term English Learner Program classes will be staffed with teachers who have CTC Bilingual and/or ELD Authorizations, depending on whether the classes are conducted in English or the home language.

MULTILINGUAL PROGRAM

- Program Description

⁵This program should be considered an interim program. As elementary English Learner programs are strengthened, the need for a Long Term English Learner Program should diminish considerably.

This new program is an enhancement available to Dual Language Immersion and Maintenance Bilingual/Biliteracy Program. It involves adding a third language to the learning environment. In this instance, 10% of the day at each grade level is devoted to learning a third language, often through the arts. This changes the models from 90/10 to 80/10/10. Schools have an option of adding multiple third languages, or only one. In the case of multiple third languages, the school reorganizes into language families or academies, with all students learning English and the core target language, then selecting a third language from several options.

- Teacher Qualifications

Multilingual Program classes will be staffed with teachers who have a CTC Bilingual Authorization and/or World Languages credentials.

NEWCOMER SUPPORT PROGRAM

- Program Description

This newcomer support program is designed to augment services to PreK-5 recent immigrants. It is a short-term program that provides orientation for newcomer students and their parents while assisting them academically, linguistically, and socially for success in the standard language learning program.

Elementary Newcomer Support Program-Self Contained

The Elementary Newcomer Support Program is designed for PreK-5 newcomer students whose language is not part of an existing Dual Language or Maintenance Bilingual/Biliteracy pathway. This program is provided in a self-contained classroom setting where students are grouped minimally by three grade spans: Pre-K, Grades 1-2, and Grades 3-5. The program is designed to help recently arrived immigrant English Learner students adjust to their new language and culture while continuing to develop their home language skills to the extent possible. It is a one-year program (with the possibility of a second year for students in grades 3-5, if necessary), and provides students with a period of adjustment and orientation before entering one of the other Language Learning Programs. It includes intensive instruction in both practical and academic English through designated and integrated ELD; a wellness program that specializes in attending to the special emotional and physical health needs of newly-arrived immigrant children and their families; a program of orientation to the school district and the American education system, and to the histories, cultures, and geographies of the local community and the nation; and a program of primary language development and support using teachers and instructional aides where available, community mentors, and online resources.

Newcomer Support

The Newcomer SUPPORT Program is designed for newcomer students who are not served through the Elementary Newcomer Support Program – Self Contained and is provided in conjunction with enrollment in another Language Learning Program. This support program is provided as an extended day/year program and differentiated by age/grade spans. The program is designed to help recently arrived immigrant English Learner students adjust to their new language and culture while continuing to develop their home language skills to the extent possible. It is available to newcomer students for up to three years as needed, and provides students with additional instructional support as well as adjustment and orientation services to ensure their success. It includes intensive instruction in both practical and academic English; a wellness program that specializes in attending to the special emotional and physical health needs of newly-arrived immigrant children/youth and their families; a

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program of orientation to the school district and the American education system, and to the histories, cultures, and geographies of the local community and the nation; and a program of primary language development and support using teachers and instructional aides where available, community mentors, and online resources.

- Teacher Qualifications

Newcomer Support programs and classes will be staffed with teachers who have a CTC Bilingual Authorization and/or ELD Authorization, depending on whether they are teaching in English or the target language. Where primary language teachers are not available, support will be provided through the use of primary language paraprofessionals, community mentors, and online resources, under the guidance of a CTC authorized teacher or administrator.

3. **DEVELOP A PROPOSAL TO STRATEGICALLY PLACE AND CONSOLIDATE LANGUAGE PROGRAMS TO PROVIDE GREATER ACCESS TO CONTINUOUS PREK-12 LANGUAGE LEARNING PROGRAMS.**

The District shall determine the optimal location for placement of language learning programs and programs within sites across the District in order to maximize access of English Learners and other students to the most powerful programs, and to support a reasonable opportunity for program continuity with adequate services and resources PreK-12. A Program Phase-In Proposal shall be developed that will recommend how to situate and consolidate language learning programs with the goal of providing PreK-12 language learning programs that provide families with real access to programs without the need to invest in additional transportation expenditures. Student program placement practices will be reviewed to ensure that they support (1) student linguistic and academic strengths, needs, and interests; (2) informed parent choice; (3) the District's student placement priorities; and (4) PreK-12 program continuity and viability.

4. **IDENTIFY DEMONSTRATION SCHOOLS AND ESTABLISH PROFESSIONAL LEARNING SCHOOL NETWORKS.**

The District will explore the identification of demonstration schools that are examples of quality implementation of the various language learning programs. These schools will provide other sites with opportunities to visit and observe. School networks will be established that include both demonstration schools and high need/underperforming schools so that learning about successful implementation of powerful program programs can extend across the District.

B. SPECIALIZED PROGRAMS

In order to have full access to the comprehensive academic program of the District, language learners, including English Learners, must also have equal access to specialized services and programs, such as the Gifted and Talented Education program and Special Education services. The District will take the following steps to provide equal access to these programs/services:

1. Gifted & Talented Education

The District will ensure that language learners, including English Learners, have an equitable opportunity to participate in the Gifted and Talented Education (GATE) program at all District sites. The District recommends that this occur through the following steps:

1. REVIEW (AND REVISE AS NECESSARY) GATE IDENTIFICATION PROCESSES FOR ENGLISH LEARNERS TO ENSURE QUALIFIED ENGLISH LEARNERS HAVE AN EQUITABLE OPPORTUNITY TO PARTICIPATE IN THE GATE PROGRAM INCLUSIVE OF LANGUAGE PROGRAMS.

The District will review, and if necessary, revise, its procedures for identifying language learners and English Learners in each school who may be able to qualify for GATE programs inclusive of the child's primary language, and that describe the GATE referral process. Training will be provided regarding the GATE referral process.

2. IMPLEMENT PARENT OUTREACH STRATEGIES AND EDUCATION.

The District will implement parent outreach strategies and education to inform parents of language learners and English Learners in their primary language about the GATE program, including what the program offers, the referral process, and how to obtain more information. These strategies will include, but not be limited to, GATE information in the predominant primary languages on the District's website, and placing an item regarding the GATE program on the agenda of at least one SSC/ELAC meeting at each school site annually.

3. MONITOR ENGLISH LEARNER PARTICIPATION IN GATE.

The District will design and implement a data collection system that enables the District to monitor students by language proficiency status at each stage in the GATE identification and services process, including English Learners in advanced classes in secondary schools.

- a. Student Data: This system will include monitoring the following information for each student referred to GATE in mid-spring semester: school, grade, language proficiency status (EL, IFEP, RFEP, EO), eligibility finding, and placement decision. Comparative data from two consecutive years will monitor changes in identification patterns/trends, including disaggregation by language status, language, grade, school, and GATE identification category.
- b. School Data: At least once a year, the District will review that year's data as well as consecutive/multiple year data to determine District wide and school number/percent of English Learners referred to, identified for, and receiving GATE services and whether these are proportionate to English Learner populations within the larger district/school populations. Where school data reveal disproportions, strategies will be developed to

assist those schools in increasing English Learner GATE referrals to, identification for, and participation in GATE services.

4. PROVIDE GATE PROGRAM SETTINGS THAT INCLUDE MULTILINGUAL PROGRAMS.

The District will ensure that GATE programs include multilingual program options for all GATE-identified language learners.

2. *Special Education and Language Learners*

The District's strategies to provide special education services to language learners who qualify for such services will include the following:

1. ENSURE THAT ENGLISH LEARNER STUDENTS WHO QUALIFY FOR SPECIAL EDUCATION SERVICES HAVE ACCESS TO DUAL LANGUAGE AND BILITERACY PROGRAMS.

The Special Education Department and the English Learner Programs Department will collaborate to establish dual language and maintenance bilingual/biliteracy program options for English Learners qualifying for special education services. The two departments will work together to provide training to department and school site staffs about the development of culturally and linguistically responsive IEP goals, program placement, and services for the dual-identified students. As part of the placement of Special Education English Learners in dual language and maintenance bilingual/biliteracy programs, staff will ensure that a language specialist is present when a decision is reached regarding program placement and that the IEP contains culturally and linguistically appropriate goals.

2. WHERE AN ALTERNATIVE TO DUAL LANGUAGE AND MAINTENANCE BILINGUAL/BILITERACY PROGRAM PLACEMENT IS NECESSARY, ENSURE THAT QUALIFYING ENGLISH LEARNERS RECEIVE SPECIAL EDUCATION SERVICES AND APPROPRIATE LANGUAGE ACQUISITION SERVICES through one of the six models below or some other combination of services. Notwithstanding the list below, services will be determined based on the individual needs of the student, as required by state and federal law.

- Instruction by a teacher who holds a CTC Bilingual Authorization and special education certification. This model can be used for all levels of proficiency, and can be organized as a self-contained or a resource program.
- Team-teaching by a teacher who holds both a CTC Bilingual Authorization and a special education certified teacher. This model can be used for all levels of proficiency, and can be organized as a self-contained or a resource program.
- Instruction by a teacher with both ELD and Special Education certifications. This model can be used for English Learners at the Intermediate or higher levels of English proficiency, and can be organized as a self-contained or a resource program.
- Team-teaching by an ELD-certified teacher and a special education-certified teacher. This model can be used for English Learners at the advanced level of English proficiency. It can be organized as a self-contained or a resource program.
- A special education certified teacher with ELD training paired with a bilingual/biliterate teacher assistant or aide. This model can be used when the models listed above cannot be implemented because they do not offer native language or ELD instruction. This model offers only native language support from the bilingual assistant or aide.
- Consultation between a certified special education teacher and a teacher holding a CTC Bilingual/ELD Authorization can be used when an English Learner spends less than 50%

of the school day in special education classes and has an Advanced level of English proficiency.

3. ADDRESS THE PARTICULAR NEEDS OF ENGLISH LEARNER STUDENTS IN THE SPECIAL EDUCATION REFERRAL, EVALUATION, AND PLACEMENT PROCESS. The following actions are designed to address English Learner needs at all points in the special education process:

Referral. The District's Multi-Tiered Support Systems Team (MTSS), which is a site-based body that may make special education referrals, will consistently implement procedures for pre-referral, intervention, and referral for special education evaluation that take into consideration the linguistic and cultural background of students, including:

- Providing a consult with at least one certificated staff person with a CTC Bilingual/ELD Authorization for MTSS meetings concerning English Learner students.
- Fully considering the language background and all language-related issues of English Learner students, including lack of academic progress in an appropriate English Learner program, and carefully document English Learner student information when making the decision to assess English Learner students for special-education evaluation.
- Using MTSS forms that include information about the students' primary language proficiency assessment results, educational history, and ENGLISH LEARNER PROFICIENCY ASSESSMENT scores. These forms shall be completed and fully considered with respect to each MTSS meeting held for English Learner students.

Evaluation of English Learner Students for Special Education. The District's Special Education Department is responsible for determining special education eligibility, including the following steps:

- Assess English Learner students for special education eligibility in each student's primary language where available.
- Provide English Learner students with initial or subsequent evaluations by qualified specialists who are proficient in the students' primary language. To the extent that such personnel are currently unavailable to the District, the District will make its best efforts to locate and obtain the services of such personnel so as to provide evaluation in a timely manner.
- Evaluation reports will address the validity and reliability of the assessments used in light of the student's language background and will be interpreted in a language accessible to the student's parents.

Placement of English Learner Students in Special Education. IEP teams will take into account each student's particular needs as an English Learner, such as the need for special language assistance, when determining appropriate special education services.

- The person who conducts the eligibility assessment will provide the IEP team with information to help the team understand the impact of the student's disability as it relates to an English Learner. IEP teams will consult with at least one certificated staff person with a CTC Bilingual/ELD certification who can assist the IEP team in determining what special education services are necessary to provide the English Learner student with access to core curriculum instruction. If English language acquisition services are necessary for a child to receive a free appropriate public education (FAPE) under special education law, a description of such services will be written into the IEP.

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- Upon parental request, the District will translate IEPs for parents of English Learner students in a timely fashion.
 - When the District notifies a parent of an English Learner student of an IEP meeting, the notice will be in the parent's primary language and will inform the parent of the right to request an interpreter at the IEP meeting. This notice will explain to the parent how to request an interpreter. When parents make such requests with reasonable notice, the District will provide adequate interpreter services at IEP meetings.
4. ENSURE THAT NATIVE ENGLISH SPEAKING LANGUAGE LEARNERS ARE NOT EXCLUDED FROM PARTICIPATION IN LANGUAGE LEARNING PROGRAMS.
Every student, including those qualifying for special education services, shall have a right to participate in language learning programs. Recent research confirms that special needs students benefit from participation in dual language programs, for example.
5. MAINTAIN THE REQUIREMENT THAT ALL SPECIAL EDUCATION TEACHERS ALSO HOLD A CTC BILINGUAL OR ELD AUTHORIZATION.
The District will reaffirm its commitment to hiring special education teachers who also hold a CTC Bilingual authorization, and as its second priority, hiring special education teachers with a CTC ELD authorization. If such candidates are not available, the District will make hiring of new special education teachers contingent on commitment to pursue CTC Bilingual/ELD Authorization(s).
6. PROVIDE SPECIAL EDUCATION PROGRAM SETTINGS THAT INCLUDE MULTILINGUAL PROGRAMS.
The District will ensure that Special Education programs include multilingual options for all Special Education-identified language learners.
7. SUPPORT EFFORTS TO EXPAND THE POOL OF TEACHERS WITH MULTIPLE AUTHORIZATIONS TO PROVIDE SERVICES TO DUAL-IDENTIFIED STUDENTS.
Encourage current teachers to pursue additional authorizations (Special Education/GATE and bilingual/ELD) to serve targeted populations. Support the recruitment of new teachers who possess multiple/additional authorizations. Partner with local universities in these efforts.

4. PEDAGOGICAL PRACTICES, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

OVERARCHING RECOMMENDATION

Identify the core pedagogical/instructional practices expected to be utilized in all language learning classrooms, as well as the instructional and technological resources available to support optimal multilingual student success.

CONTENT

- A. Core Pedagogical/Instructional Practices
- B. Instructional Resources
- C. Technology

A. CORE PEDAGOGICAL PRACTICES

1. IMPLEMENT A SET OF CORE PEDAGOGICAL PRACTICES DISTRICT WIDE to support powerful multilingual/multicultural teaching and learning. This initiative calls for every classroom to support high intellectual performance in multilingual learning environments by deploying a set of core pedagogical practices⁶. These practices are supported by district, site, and bargaining unit leadership. Teachers strive to ensure that these practices are evident in every classroom. Best practices captured from Instructional Rounds will be incorporated.

Identify and build on student strengths.

Identifying and building on student strengths means acknowledging that students don't come to us as blank slates or as an accumulation of deficiencies. They know things, they've had experiences, they have cultures and languages --- all of these are powerful assets that we should build on. We need to acknowledge these assets and show students that we believe in them and in their linguistic, cultural, intellectual, and academic capacity. This also means that teachers and other school personnel need training, coaching, and experience to identify such assets in order to use them and build on them to support optimal language learning.

Establish powerful relationships that nurture student success and collaboration with parents and communities.

Establishing powerful relationships that nurture student success requires that teachers know their students and their communities and that students see teachers and staff as their advocates and supporters. Students will look for teacher behaviors that they see as evidence that the teacher respects them and their cultures, languages, and communities. We know that relationships are everything. Many students will refuse to learn from teachers who they don't believe care about them, respect them, or have their best interests at heart.

Elicit high intellectual performance.

Teachers can elicit high intellectual performances by making sure the curriculum is multilingual, multicultural, well-articulated, relevant, and rich. They intentionally invite students into cognitively complex work and inquiries in ways that allow students' curiosities to be engaged and for students to experience a series of connected successes. They take advantage of what we know about how the brain works best to structure brain-compatible experiences for their students. Most importantly, they carefully plan activities that prime or prepare students for cognitively demanding work, they use processes that allow students to engage in meaningful ways with the content, and they organize activities designed to help students retain and retrieve what they learn – all in linguistically and culturally responsive contexts.

Engage students actively in the learning.

⁶ Adapted by Francisca Sánchez from Yvette Jackson, *Pedagogy of Confidence*.

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We can engage students actively in the learning process by focusing their attention on challenging thinking and requiring that they use oral and written language in English and the target language(s) to communicate and concretize their thinking. We can connect the learning to students' real lives and engage them in creating authentic products that add value to the students, their families, their schools, and their communities.

Create environments of enrichment not remediation.

The research is clear on the power of creating language learning environments of enrichment rather than remediation, which teachers can do by treating students as gifted and organizing language learning experiences that allow them to behave and produce as gifted students.

Situate learning in the lives of students.

Critical to high intellectual performance is situating learning in the lives and interests of students by using culturally and linguistically responsive strategies that validate students as knowers and that use their lives, languages, cultures, experiences, and current knowledge as the starting point for learning. When teachers do this, they communicate to students that their experiences count and that who they are counts.

Address the prerequisites for learning.

Finally, we need to address the prerequisites for learning by making sure that students have what they need to be successful learners and students. This includes the resources we provide to students, as well as explicitly teaching to bridge gaps in students' academic and linguistic preparation. It means working with families in ways that expand their capacity to contribute to their children's school success, not just inviting them to serve as passive listeners to our own ideas and plans.

B. INSTRUCTIONAL RESOURCES

1. IDENTIFY THE MOST EFFECTIVE STANDARDS-ALIGNED ENGLISH LANGUAGE LEARNING INSTRUCTIONAL RESOURCES.

SBCUSD's Educational Services Division will convene a committee of various stakeholders to assess the quality and adequacy of existing language learning instructional resources to support focus on all four domains of language development (reading, writing, speaking, listening), and the availability of needed materials appropriate to the different levels of language learners' linguistic and academic strengths and needs. This assessment will determine the best use of funding available to augment or replace these resources.

2. DEVELOP A DISTRICT WIDE PLAN TO INCREASE THE USE OF STANDARDS-ALIGNED TARGET/PRIMARY LANGUAGE INSTRUCTIONAL RESOURCES.

The District will collaborate with various stakeholders to determine which core target/primary language instructional resources shall be used in the language learning programs, with languages other than English. The District's goal is to be able to centrally identify and purchase these core resources with stakeholder input. The District may need to stagger its purchase of these materials as alternative funding becomes available. The District will develop a plan to phase in identification, purchase, and use of parallel core target/primary language instructional resources in other languages used in the District's language learning programs.

3. EXPAND THE LIBRARY HOLDINGS AT EACH SITE AND IN EACH CLASSROOM TO REFLECT SUFFICIENT TARGET/PRIMARY LANGUAGE PRINT AND DIGITAL MATERIALS IN LINE WITH THE RECOMMENDATIONS OF THE INTERNATIONAL READING ASSOCIATION, AND PROVIDE PROFESSIONAL DEVELOPMENT TO THE LIBRARY STAFF.

There is a direct correlation between high quality school library programs and student achievement. More access to books for students and families results in increased and higher quality reading. Yet, language learners and their families often have little access to books and other reading material in the target/primary language. The International Reading Association recommends that both school and classroom libraries be expanded so that every child is able to select a new book every day. The District will support the expanded acquisition of reading materials for school and classroom libraries, including guiding school sites in allocating funds to purchase materials in support of this effort. Library reading materials should be made available to parents/families so as to increase reading. Professional development will be provided to certificated and classified staff, including librarians and library aides.

4. IDENTIFY COMMUNITY LANGUAGE RESOURCES AND MAKE THOSE ACCESSIBLE TO STAFF, STUDENTS, AND PARENTS IN LANGUAGE LEARNING PROGRAMS.

Create a directory or other compendium of community language resources and make this available to staff, students, and parents as a way of expanding access to language learning. Collaborate with tribal leaders, universities and colleges, and business and community partners in the identification process. Utilize these community language resources as a vehicle for strengthening school/community interaction and partnership.

C. TECHNOLOGY

1. IN ACCORDANCE WITH THE DISTRICT'S TECHNOLOGY PLAN, SUPPORT TECHNOLOGY USE IN LANGUAGE LEARNING PROGRAMS THAT PROMOTES INTEGRATION, INTERACTION, IMAGINATION, INNOVATION, AND INTELLIGENCE, AND THAT NARROWS THE DIGITAL DIVIDE.

Technology can make schools better when it promotes more integration, interaction, imagination, innovation, and intelligence and when it is successful in narrowing the digital divide. The Multilingual Initiative provides SBCUSD with the opportunity to expand and radically transform the educational possibilities available to all students in our schools by harnessing the power of technology to integrate learning across time, space, language, culture, and content, to provide opportunities to interact within global communities and across languages, cultures, and interests, to promote deeper learning through creative and critical inquiry, and to support enhanced linguistic fluency. Technology systems and processes should be the driving force behind a multilingual/multicultural, integrated, cross-disciplinary learning environment that emulates the real world. Technology must derive its impact and momentum, not from technology itself, but from a vision of how education can enact, in microcosm, a radical restructuring of power relations both in domestic and global arenas. Curriculum and instruction efforts that seriously aim to educate all children support universal access while shaping a new transformative pedagogy for multilingual/multicultural learning that is responsive to the linguistic, economic, scientific, environmental, and cultural realities of today's world.

2. ADOPT EFFECTIVE MULTILAYERED STRATEGIES FOR TECHNOLOGY ACCESS AND INTEGRATION IN THE DISTRICT'S LANGUAGE LEARNING PROGRAMS.

Multilayered strategies for technology access and integration are required, and SBCUSD can take a leadership role in developing and supporting innovative technology-related collaborative endeavors with a focus on diversity, equity, and access, for the integration of technological systems and processes in the classroom will have a profound effect on schools. The very relationship between students and teachers will be challenged because the technologies enable learners to gain control of their own learning. This leads implicitly to the practical need for fundamental restructuring of our schools where technology can act as a catalyst for the collaborative critical inquiry that is essential in preparing students to participate actively in a democratic society.

3. ASSESS THE INSTRUCTIONAL IMPLICATIONS OF TECHNOLOGICAL TRENDS AND TRANSLATE THESE ANALYSES INTO EFFECTIVE SERVICES AND PRODUCTS FOR EDUCATORS, STUDENTS, AND COMMUNITY INVOLVED IN LANGUAGE LEARNING PROGRAMS.

Consider the instructional implications of technological trends and translate these analyses into services and products for educators, students, and community. Provide vehicles for working with less technology-oriented schools to help them create and articulate the vision, expertise, drive, and patience necessary to embrace technology. Provide professional learning opportunities for teachers to become more expert on the use of live data sources for instructional purposes. Establish long-term professional networks so that schools can share new knowledge, resources, and support mechanisms as they help teachers move from less successful pedagogies and practices to more successful ones.

4. PARTNER WITH COMMUNITY AND BUSINESS ORGANIZATIONS TO CREATE TECHNOLOGY-ORIENTED MULTILINGUAL/MULTICULTURAL LEARNING ENVIRONMENTS BEYOND THE CLASSROOM.

Work collaboratively with community and business partners, as well as with educators, parents, and students themselves, to create learning environments in and out of classrooms that will equip students with the linguistic, intellectual, cultural, and technological resources crucial for success in the multilingual/multicultural national and global societies they will help form. While partnering with community and business organizations, collaborate on ways to ensure that technology is easily accessible to all SBCUSD families.

5. PROFESSIONAL PREPARATION AND SUPPORT

OVERARCHING RECOMMENDATION

Establish professional development and support services to ensure that staffs are able to implement the Initiative in a coherent, comprehensive, and effective manner. Clarify required staff qualifications and certification. Implement the necessary staff recruitment, hiring, and placement policies, procedures, and protocols to support successful implementation of the Initiative.

CONTENT

- A. Professional Development/Support for Quality Classroom Instruction & Interaction
- B. Staff Qualifications/Certification
- C. Recruitment, Hiring, & Placement/Assignment

A. PROFESSIONAL DEVELOPMENT/SUPPORT FOR QUALITY CLASSROOM INSTRUCTION & INTERACTION

Effective instruction is essential to accomplishing the goal of providing quality language learning programs that yield powerful results. This includes strategies, instructional resources, time, and grouping, language of instruction, differentiation, and articulation across grades and disciplines. Furthermore, language learning instructional strategies must focus on and reflect intended student outcomes and goals. SBCUSD has committed to developing proficiency in two or more languages as well as high levels of academic mastery across the curriculum. In order to accomplish these goals, the language learning programs available to students must reflect quality instruction designed specifically to engage students in both language learning and academic learning. The District will explore the following steps to achieve these goals:

1. PROVIDE PROFESSIONAL DEVELOPMENT ON LANGUAGE LEARNING PROGRAMS, TARGET/PRIMARY LANGUAGE, DESIGNATED ELD AND SDAIE/INTEGRATED ELD INSTRUCTION, AS WELL AS OTHER EFFECTIVE LANGUAGE LEARNING APPROACHES. SBCUSD will develop and roll out professional development on the language learning programs described in the Multilingual Initiative Plan and on target/primary language, designated ELD, and SDAIE/Integrated ELD instruction, as well as on powerful, data/research informed and well-documented instructional approaches, such as Guided Language Acquisition Design (GLAD), and best teaching practices dialogues. This professional development will be required training for all school site administrators, teachers, substitute teachers and other instructional staff in schools currently offering language learning programs. The District will continue offering this training in the 2015-2016 school year. The District will also continue to develop its professional development strategies as part of the SBCUSD LCAP design/revision process. The District will also engage in collective bargaining with the administrator, teacher, and substitute teacher unions regarding professional development requirements.

In order to support quality language learning instruction, the District will provide the above-noted professional development through existing professional development structures.

Administrators. Provide professional development about the various language learning programs and their goals, purposes, components, and other key aspects; the purposes of target/primary language, designated ELD, and SDAIE/Integrated ELD instruction; the requirement of designated ELD instruction daily for English Learners differentiated by proficiency level; and how to recognize and support quality language learning that leads to improved classroom instruction and interaction.

Teachers & Substitute Teachers

Provide professional development and follow-up coaching for teachers and substitute teachers about the various language learning programs and their goals, purposes, components, and other key aspects; implementing appropriate language learning standards-aligned curriculum and instructional strategies including approaches to differentiating instruction to address varying language fluency levels of students, grouping students

appropriately by language fluency level and addressing all four domains of language development, and content standards and academic language for subject matter instruction.

Classified Staff

Provide professional development about the various language learning programs and their goals, purposes, components, and other key aspects; the purposes of target/primary language, designated ELD, and SDAIE/Integrated ELD instruction; types of language learners, culturally appropriate communication/behavior, and other topics that promote respect and responsiveness.

2. ANNUALLY RE-ASSESS LANGUAGE LEARNING PROFESSIONAL DEVELOPMENT NEEDS.

In addition to ongoing monitoring of professional development, each year, the District and school sites will structure professional development to respond to quality of language learning issues identified by the District's Monitoring and Evaluation processes to support new programs and curriculum, and will integrate language learning issues into new District Initiatives and corresponding professional development that is developed over time. The District, in collaboration with stakeholders, will also determine which staffs (i.e., administrators, teachers, and paraprofessionals) require such training.

3. TRAIN AND ASSIGN CURRENT ENGLISH LEARNER SUPPORT TEACHERS TO WORK ON-SITE.

At least one day per week per site, to include a mix of on-site and off-site support, English Learner Support Teachers will coach general education, designated ELD, primary language, and SDAIE/Integrated ELD teachers on implementing differentiated instruction that provides access to grade-level curriculum for English Learners at varying English fluency levels. English Learner Support Teachers will also be trained to monitor and coach schools for consistent implementation of English Learner programs, and to promote uniformity and quality of approach and practice in classroom instruction.

4. PROVIDE ENGLISH LEARNER TEACHERS WITH STUDENT ROSTERS FOR THEIR CLASSROOMS.

The rosters will provide information on English Learners and Reclassified English Learners by name regarding their current and former ENGLISH LEARNER PROFICIENCY ASSESSMENT levels and sub-scores, grade point averages, and "typologies." The rosters will also provide standardized and formative assessment results and multiple year growth trends. English Learner Content Specialists will provide support to teachers in understanding the instructional implications of these data and in approaching lesson planning to address the differentiated needs of their English Learner and Reclassified English Learner students. The class rosters will identify English Learners by name, their English Learner status, and their current ENGLISH LEARNER PROFICIENCY ASSESSMENT level and sub-scores available. Other information such as GPAs and multiple-year growth trends will be added, based on available and accurate English Learner and Reclassified English Learner data and formative assessments.

B. STAFF QUALIFICATIONS/CERTIFICATION

1. TEACHERS ASSIGNED TO TEACH IN THE PRIMARY LANGUAGE WILL HOLD THE APPROPRIATE CTC BILINGUAL TEACHING AUTHORIZATION.

Human Resources will ensure that any teacher assigned to teach in the primary language holds the appropriate CTC authorization (currently Bilingual Authorization [with a valid credential], Bilingual Cross-cultural, Language, and Academic Development [BCLAD] credential or certificate, or Bilingual Certificate of Competence [BCC]).

2. TEACHERS ASSIGNED TO TEACH ELD WILL HOLD THE APPROPRIATE CTC ELD TEACHING AUTHORIZATION.

Human Resources will ensure that any teacher assigned to teach ELD to English Learners holds the appropriate CTC authorization (currently SB 2042, Cross-cultural, Language, and Academic Development [CLAD], Bilingual CLAD [BCLAD], Language Development Specialist [LDS], or equivalent certificate).

3. WHERE THERE IS A DOCUMENTED SHORTAGE OF PRIMARY LANGUAGE TEACHERS, THE DISTRICT WILL COLLABORATE WITH CTC, THE LOCAL BARGAINING UNIT, AND LOCAL UNIVERSITY TEACHING PROGRAMS TO CONSIDER ESTABLISHING AN INTERNSHIP OR TEACHER PREPARATION PROGRAM TO RESPOND TO THAT SHORTAGE WHILE ASSISTING OTHERWISE QUALIFIED CANDIDATES TO ATTAIN THE APPROPRIATE CERTIFICATION.

In those cases (i.e., low-frequency languages) where there is a documented shortage of qualified teachers holding the appropriate CTC authorizations, the District will make every effort to establish teacher preparation/induction programs to assist otherwise qualified candidates in attaining the appropriate certification. When these candidates are placed in a classroom, they are provided with regular classroom-based support from expert teachers as well as with additional support such as coaching, university classes, etc. Strengthen the existing career ladder program for classified staff who would like to become certificated.

4. ESTABLISH A PROGRAM TO SUPPORT EXISTING STAFF IN DEVELOPING HIGH LEVELS OF PROFICIENCY IN SPANISH AND OTHER DISTRICT TARGET LANGUAGES.

In collaboration with local Institutions of Higher Education (IHEs) and other community resources, establish opportunities for current staff to develop high levels of proficiency in the languages of the District's current and future Language Learner programs. These opportunities could include courses, tutorials, summer intensive programs, study abroad, etc. For teachers and administrators currently teaching in the primary languages, provide them with coaching and professional learning opportunities in those languages in order to enhance their academic language knowledge.

5. CONTINUE THE BILINGUAL EXAMINATION REIMBURSEMENT PROGRAM.

The District shall inform teachers about this program and continue to reimburse bargaining unit members for the cost of not more than one complete set of examinations for the Bilingual Authorization (BILA) in Spanish, expanding this to any target/primary language utilized in the Multilingual Initiative programs, or anticipated to be needed for future programs. All

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reimbursements will be made after successful registration of the Bilingual Authorization with the State and District.

6. PROVIDE A STIPEND TO TEACHERS WITH A BILINGUAL TEACHING AUTHORIZATION WHO TEACH IN THE PRIMARY LANGUAGE IN ONE OF THE LANGUAGE LEARNER PROGRAMS.

Annually, continue to provide classroom teachers who hold a bilingual teaching authorization (currently BILA, BCLAD [credential or certificate], or BCC) and teach in the primary language in one of the Language Learner Programs with a stipend of five days per diem as well as an additional per diem for attending the annual Multilingual Preservice professional learning event.

C. RECRUITMENT, HIRING, & PLACEMENT/ASSIGNMENT

1. WHERE POSSIBLE, GIVE STRONG CONSIDERATION TO MULTILINGUAL CANDIDATES FOR OPEN POSITIONS.

In order to expand the District's multilingual capacities, whenever a position opens, the Human Resources Department (HR) will highly consider a candidate who has proficiency in English and one or more languages, all other qualifications being equal.

2. SET A HIGH PRIORITY ON HIRING TEACHERS WITH CTC BILINGUAL CERTIFICATION, DEMONSTRATED EXPERTISE IN TEACHING LANGUAGE LEARNERS, AND HIGH-LEVEL BILINGUAL/BILITERATE SKILLS.

Human Resources will develop a teacher candidate recruitment process that seeks out and identifies applicants for teaching positions that possess one or more of the following qualifications: BCLAD certification or World Languages certification, demonstrated expertise in teaching language learners, and high-level bilingual/biliterate skills.

3. DEVELOP A SCREENING PROCESS THAT IDENTIFIES EFFECTIVE LANGUAGE LEARNER TEACHERS.

Human Resources will consider utilizing a new screening and interview process that will take into account, among other things, candidates verbal ability, their background working with diverse students, including English Learners and other language learners, and their level of certification. Survey other districts and organizations to identify existing language tests that could be used for this purpose.

4. MAKE PARTICULAR EFFORTS TO RECRUIT DIVERSE BILINGUAL/MULTILINGUAL EDUCATORS.

The District's Human Resources Department will consider utilizing strategies to identify and attract diverse bilingual/multilingual educators. These strategies will change and adapt to changing circumstances, and include:

- Strengthening relationships with local institutions of higher education. The close relationship between SBCUSD and the university programs will also allow District input into course development so that candidates exit with the skills necessary to be effective language learning educators in an urban district.
- Operating a Paraprofessional-To-Teacher program ("PTTP"), to draw on community resources and grow our own teachers in shortage areas.
- Operating a program to identify community members who were educators in their countries of origin and supporting these educators in attaining California certification.
- Recruiting at events targeting multilingual educators, such as California Association of Bilingual Education Statewide Conference.
- Establishing a Teaching Careers Pathway in SBCUSD beginning at the elementary school level.

5. **CONSIDER ESTABLISHING EDUCATOR EXCHANGE/RECRUITMENT PROGRAMS WITH TARGET LANGUAGE COUNTRIES.**

In collaboration with the appropriate governmental entities, consider establishing teacher and principal exchange programs with countries where the language learning program target/primary languages are spoken. As part of these programs, include orientation, ongoing support, and mentoring for candidates coming to the District. To address District shortages, identify countries with a surplus of teachers with the required language/content skills and establish recruitment programs.

6. PARENT/FAMILY ENGAGEMENT AND DEVELOPMENT

OVERARCHING RECOMMENDATION

Actively engage families and the community, individually and through existing committee and partnership structures, in active and informed support of the Initiative.

CONTENT

- A. Family Engagement Strategies
- B. ELAC/DELAC
- C. Translation/Interpretation
- D. Community Involvement
- E. Partnerships

A. FAMILY ENGAGEMENT STRATEGIES

1. INCORPORATE PARENT/FAMILY COMMUNICATION STRATEGIES INTO SCHOOL PLANS. Ensure that each school site includes in its Single Plan for Student Achievement (SPSA) a Parent/Family Involvement and Communication component addressing how the school will work to specifically engage and communicate with parents/families of language learners, including English Learners, and identify needs, if any, to effectively communicate with parents/families. For example, school site plans should consider issues such as comprehensible and welcoming signage and visual displays in the schools, and English Learner parent access to meetings or information. Plans should address how parents will be surveyed to determine their meeting topics of interest, ways to increase meeting attendance, and strategies for encouraging parents to volunteer. All SPSA should be translated into Spanish. Administrator training on how to increase parent/family/community engagement will be provided.
2. ENSURE THAT DISTRICT AND SCHOOL FAMILY/COMMUNITY ENGAGEMENT PROGRAMS BUILD LEADERSHIP CAPACITY AND VALUE/DRAW ON COMMUNITY FUNDS OF KNOWLEDGE.
Powerful family and community engagement programs should build leadership capacity and value and draw upon community funds of knowledge to inform, support, and enhance teaching and learning for language learners. This means putting in place specific practices to help the parents:
 - Get oriented to the school system.
 - Acquire strategies for supporting their student's success.
 - Establish a college-going culture in their homes and communities.
 - Share family and community resources.
 - Become part of the school decision-making process.
 - Develop as strong leaders and advocates on behalf of their own and other children.
 - Increase parent/family engagement at meetings, events, and as volunteers.
3. ESTABLISH MULTILINGUAL/MULTICULTURAL PARENT CENTERS AT SBCUSD SCHOOLS. WHERE PARENT CENTERS ALREADY EXIST, INCORPORATE A MULTILINGUAL/MULTICULTURAL FOCUS.
Multilingual/multicultural parent centers at each school testify to the importance of parents as language learning leaders, supporters and advocates for their children and their schools. These centers provide opportunities for parents to support their children and their schools --by serving as language models, volunteering in the classroom, the garden, the playground, field trips, and school events. Having multilingual parents on campus helps make schools safer, more respectful, and better connected to the home and community and connects parents to the students' language learning. When planning for centers, the specific needs of the surrounding school community should be taken into consideration to ensure that parents/families have complete access to services and trusting relationships are developed/fostered.
4. ESTABLISH PARENT LEADERSHIP INSTITUTES FOCUSED ON SUPPORT FOR THE MULTILINGUAL INITIATIVE.
These institutes will serve to expand parents' knowledge of the purpose and goals of the

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Initiative and the various language learning programs. They will help parents develop the leadership and advocacy skills and strategies to support the Initiative and Program and to engage others in the community as active supporters.

5. COLLABORATE WITH THE MEXICAN CONSULATE TO ESTABLISH A PLAZA COMUNITARIA IN SBCUSD.

SBCUSD's student population and parent community includes significant numbers of Mexican immigrants, who face many education challenges. Language barriers, documentation status, and economic factors all contribute to these challenges. Considering the binational mobility of Mexican migrants and the scale on which this population contributes to economic and social development in both the U.S. and Mexico, the state of their education and access to education is an important issue for SBCUSD. Plazas Comunitarias, a program developed by the Mexican Government, provides Mexicans living abroad the opportunity to begin or continue their education. SBCUSD will work in partnership with the Mexican Consulate in San Bernardino to establish and support at least one Plaza Comunitaria within the District. Additionally, SBCUSD will extend opportunities for the Mexican Consulate to share information about its services.

Plaza Comunitaria offer the opportunity for youth and adults to have literacy courses and to start or continue their elementary, middle, and high school education in Spanish. Every student who completes his or her education under this program gets a certificate provided by the Mexican Ministry of Education and is prepared to present successfully a GED in Spanish and, if the student has a good level of English, to present it in this language.

Plaza Comunitaria offers courses on-line through CONEVYT educational portal (www.conevyt.org.mx) that include English as a second language, computer training, and courses designed for adults to improve their job opportunities. Plaza Comunitaria has proven to be a successful place to educate Mexican immigrants as it provides a wide range of resources and materials in Spanish regarding health, family values, and democracy, among other topics. Literacy, elementary, and middle school, as well as online courses, are free for students. High school education has a very low cost.

6. COLLABORATE WITH ADDITIONAL COMMUNITY PARTNERS/CONSULATES TO ESTABLISH PLAZA COMUNITARIA-LIKE CENTERS IN SAN BERNARDINO.

SBCUSD will extend opportunities to Latino and other foreign entities/consulates to establish Plaza Comunitaria-like centers/programs that offer the opportunity for youth and adults to have literacy courses and to start or continue their elementary, middle, and high school education in other languages.

7. EXPLORE THE ESTABLISHMENT OF A COMMUNITY AMBASSADOR PROGRAM TO SUPPORT THE MULTILINGUAL INITIATIVE.

Establish a committee that supports community members, businesses, civic/government organizations, and community-based organizations in becoming Multilingual Plan ambassadors that help in marketing the Plan and informing the community about the resources and services available through the Plan. Funding will be made available to compensate Multilingual Initiative Ambassadors for mileage and other approved costs incurred in conducting their Ambassador business.

B. ENGLISH LEARNER ADVISORY COMMITTEES/DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE (ELAC/DELAC)

1. CONTINUE TO PROVIDE ANNUAL INFORMATION TO SUPPORT SCHOOL SITE ELAC/DELAC.

At least once a year, the District will provide information to ELAC/DELAC about the: (a) Proper formation of the ELAC/DELAC; (b) Effective ELAC/DELAC recruitment strategies to maximize parent representation and involvement; (c) Proper election of members and officers of the ELAC/DELAC; and (d) Proper function of the ELAC/DELAC, including which school staff, officers, and members should be in attendance at meetings; and (e) the availability of, and the procedures for parents to follow to obtain translation and interpreter services at no cost. At the beginning of each year, DELAC makes plans to visit each school's ELAC meetings to guide/assist with implementation of ELAC responsibilities.

2. INFORM PARENTS ABOUT ELAC, DELAC, SSC, DAC, CAC, TITLE VII INDIAN EDUCATION ADVISORY COUNCIL, AND GATE PARENT ADVISORY COUNCIL MEETINGS.

Provide parents with notice of regular meetings of the English Learner Advisory Committees, School Site Councils, District English Learner Advisory Committee, and all other additional parent advisory groups. ELAC and SSC meetings serve as vehicles for parents to provide input to individual school sites, while the DELAC makes recommendations to the SBCUSD Board of Education. Encourage parent participation in the various parent advisory groups supported by the District. Additionally, District and school sites should provide support such as child care for meetings.

3. ENSURE THAT EVERY SCHOOL WITH 21 OR MORE ENGLISH LEARNERS HAS A FUNCTIONING ELAC.

The percentage of parents of English Learners on the ELAC must be at least the same as that of English Learners at the school. The school-level committee must provide opportunities for parents of English Learners to give input on any decisions directly affecting any EL/LEP⁷ funds and programs. The school must communicate all school advisory decisions to the parents of English Learners. School sites must hold a minimum of six ELAC meetings per year.

Elections: Each school must conduct an election, notifying all parents of English Learners of the election. The election must be held at least every other year in accordance with the school's ELAC bylaws. The duties and responsibilities of membership in ELAC should be clearly stated prior to an election being held. Requirements for ELAC elections include:

- Parents or guardians of English Learners elect members of the school committee or subcommittee. Each school committee shall elect at least one parent member and alternate to the DELAC.

Responsibilities: These include advising the SSC on the development of the Single Plan for Student Achievement (SPSA); advising the principal and staff on the school's program for English Learners; assisting in the development of the school's needs assessment and the school's language census (R-30) report; and assisting in efforts to make parents aware of the importance of regular school attendance.

⁷ Refers to funds designated for English Learners/Limited English Proficient students.

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Training: The District and schools shall provide all ELAC members with appropriate training and materials to assist each member to carry out his/her required legal responsibilities. Training shall be planned in full consultation with ELAC members. District funds may be used to cover the costs of training and attendance of ELAC members (i.e., costs associated with child care, transportation, meals, translation).

4. ENSURE THERE IS A FUNCTIONING DELAC.

Whenever the District has 51 or more English Learners, it will have a functioning DELAC. A designee of the District in accordance with DELAC bylaws will have responsibility for coordinating and conducting the monthly DELAC meetings. Parents or guardians of English Learners not employed by the District must constitute a majority of the DELAC membership. Each school's ELAC shall elect at least one parent member and alternate to the DELAC. DELAC representatives shall report information provided at the DELAC meeting to their ELAC or school site committees.

Purpose: The purpose of the DELAC is to advise and make recommendations, on an annual basis, to the SBCUSD Board of Education on the following programs and services for English Learners:

- Development or revision of a District's master plan of education programs and English Learners, taking into consideration the Single School Plan for Student Achievement.
- Conducting a District-wide needs assessment on a school-by-school basis.
- Establishment of District programs, goals, and objectives for programs and services for English Learners.
- Development of a plan to ensure compliance with any applicable teacher and/or instructional aide requirements.
- Administration of the annual language census (R-30) report.
- Review and comment on the District's reclassification procedures.
- Review and comment on the written notifications required to be sent to parents and guardians (EC Section 48985 and Title 5, CCR, Subchapter 4, Section 11316).

Training: In full consultation with DELAC members, SBCUSD will plan and provide training and materials that are appropriate to assist members in carrying out their legal advisory responsibilities. District funds may be used to cover the costs of training and attendance of DELAC members (i.e., costs associated with child care, transportation, meals, translation).

C. TRANSLATION/INTERPRETATION

1. ASSESS PREDOMINANT LANGUAGES IN PARENT COMMUNITY.

The District will determine the predominant non-English language groups in the English Learner parent community to ensure the availability of appropriate staff resources for interpreting and translating for the majority language groups.

2. PROVIDE ALL WRITTEN COMMUNICATIONS TO PARENTS IN THE PRIMARY LANGUAGE WHEN 15% OR MORE OF THE STUDENT POPULATION SPEAKS A SINGLE PRIMARY LANGUAGE OTHER THAN ENGLISH.

Based on the most recent Language Census (R30) submitted to the California Department of Education, determine the percentage of students speaking a single language other than English, and for those language groups, ensure that all notices, reports, statements, or records sent to the parents or guardians by the school or the District are sent in English and the primary language.

3. PROVIDE NOTICE OF TRANSLATION/INTERPRETATION SERVICES AVAILABLE AT SCHOOL SITES AND DISTRICT OFFICES.

The District will develop a written notice about the translation and interpretation services that are available at school sites. The notice shall be disseminated widely and include information about how to request translation/interpretation services, provide instructions for filling out the Primary Language Assistance Request form (see below), and provide information about how to file a complaint about translation services.

The notice will be posted in the District central offices and at each school site. The notice will also be included in the Student and Parent/Guardian Handbook, distributed at ELAC and DELAC meetings, and be posted on the District's website in the predominant languages of the District.

The District will also develop procedures for providing interpretation services to parents who do not speak one of the top 3 predominant languages of the District.

4. DEVELOP PRIMARY LANGUAGE ASSISTANCE REQUEST FORM.

The District will develop and distribute a primary language assistance request form for parents to use to request translation/interpretation support at school sites. The form will be printed in the predominant languages of the District. The form will be made available at appropriate District offices, school sites, ELAC and DELAC meetings, and will be included in the Student and Parent/Guardian Handbook. The request form will include information on where to return the form, and where to obtain additional information on interpretation and translation services, and that such services are provided at no cost to the parents.

5. DESIGN PROCEDURES FOR TIMELY PROVISION OF COMPETENT INTERPRETATION SERVICES.

The District will develop the following processes/procedures, including the distribution of these procedures to District administrators and staff with instructions on effective communication with parents of English Learners:

San Bernardino's Multilingual Initiative
Making Hope Happen by Investing in Our Future Today

Criteria for Interpreters/Translators. Those who provide oral interpretation must demonstrate the: (a) ability to verbally communicate information accurately in English and the target language, and to employ the appropriate mode of interpretation; (b) knowledge in both languages of specialized terms or concepts peculiar to the program or activity, and any particularized vocabulary and phraseology used in the English Learner person's country of origin; and (c) understanding and adherence to the responsibility to maintain confidentiality and to refrain from acting as a counselor or advisor or taking on any other role. Provide written notice to all sites and staff that non-district-qualified interpreters, including students and other children, may not provide oral interpretation, except in emergency situations.

Criteria for Written Translations. These procedures require competent/timely written translations, and provide criteria for determining which District and school-generated documents should be translated into the District's predominant languages.

6. DISTRIBUTE ROSTER OF DISTRICT INTERPRETERS/TRANSLATORS.

The District will develop and maintain a current roster of District and school staff members who have been trained to provide assistance in interpreting or translating. The District will post the roster in each school's central office, and provide it to Community Liaisons, ELAC and DELAC leadership, and English Learner Coordinators.

7. ENTER INTO CONTRACT WITH OUTSIDE INTERPRETERS.

Enter into a contract with an entity that will promptly provide qualified in-person and telephone interpreter services for languages where the District does not have qualified interpreters. Access to these services will be provided in response to school principal request, to the extent that funding is available. The District will maintain a record of requests that could not be accommodated because of (a) funding, (b) other reasons, and make that record available to the Initiative Implementation Committee (IIC).

8. CREATE A CLEARINGHOUSE OF TRANSLATED DOCUMENTS.

The District will provide central office and school-based staff with an inventory of translated District documents that are located on the District website.

9. PROVIDE PERIODIC REQUIRED TRAINING FOR DISTRICT INTERPRETERS AND TRANSLATORS.

Provide periodic required training for District interpreters and translators, including explanation of their duty to provide meaningful access to information and to update their knowledge of specialized language related to the provision of services.

10. DEVELOP ACCOUNTABILITY MEASURES.

The District will develop and implement a system to track information on interpreter and translator services requested, including language and date of the request and date of services provided. The District will evaluate this information annually to assess the adequacy of the District's efforts to meet the communication needs of English Learner parents in a timely and effective manner. The District will use evaluation forms, information obtained from the ELAC/DELACs, Community Liaisons, parent organizations and principal surveys to determine effectiveness of interpreter and translation services, and to determine needed training or modifications.

D. COMMUNITY INVOLVEMENT

1. HOLD COMMUNITY FORUMS.

At least annually, the District will hold a community forum at which it will update the public as to the state of multilingual/multicultural programs in the District. The District shall: a) solicit public comment on the District's multilingual/multicultural programs; and b) answer questions about the Initiative and the multilingual/multicultural programs from members of the public. The District will solicit advice from the DAC/DELAC, the LCAP Committee, and other community groups, particularly those groups that serve language learning communities, about effective outreach efforts to interested individuals and groups, and about the timing, location, and content of the forum.

E. PARTNERSHIPS

1. WORK COLLABORATIVELY WITH THE DISTRICT'S EMPLOYEE ORGANIZATIONS TO SUPPORT IMPLEMENTATION OF THE INITIATIVE.

SBCUSD's employees represent our greatest assets. Administrators, teachers, and support staff provide direct connections and services to students and parents and maintain the district teaching and learning infrastructure. The District will work collaboratively with the employee organizations to ensure that employees are engaged and involved in implementation of the Initiative and clear about their part in ensuring the multilingual success of our students and our schools.

2. PARTNER WITH THE CITY OF SAN BERNARDINO TO SUPPORT THE MULTILINGUAL INITIATIVE, INCLUDING THROUGH ACCESS TO ADDITIONAL RESOURCES.

SBCUSD will partner with the city of San Bernardino to enlist its support for the Initiative and to explore access to its many resources. This will include working with the Mayor's Office, the City Council, its various commissions and task forces, or its parks and recreation, library, and cultural organizations.

3. PARTNER WITH LOCAL CIVIC AND SERVICE ORGANIZATIONS TO ENLIST THEIR SUPPORT FOR THE MULTILINGUAL INITIATIVE.

SBCUSD recognizes that civic and service organizations can play an important role in supporting a community's schools. SBCUSD will work with local nonprofit organizations, service clubs, community leagues, businesses, churches, community centers, and Institutes of Higher Education to enlist their active support of the Multilingual Initiative, including sharing resources and expertise to benefit our students and families. Additionally, SBCUSD will collaborate with community employers to gain approval for the community's employees to attend events during the work day when feasible.

7. FUNDING & RESOURCE ALLOCATION

OVERARCHING RECOMMENDATION

Identify current and future funding sources to support full implementation of the Multilingual Initiative and incorporate processes and protocols into the budget development process to ensure adequate and timely funding for the Initiative. Ensure that funds such as Local Control Funding Formula (LCFF) allocations reflect priority for the Multilingual Initiative and that the Multilingual Initiative recommendations are consistent with the goals in the Local Control Accountability Plan (LCAP).

CONTENT

- A. Funding Sources
- B. Resource Alignment & Allocation

A. FUNDING SOURCES

1. IDENTIFY FUNDS TO SUPPORT TIMELY AND SUCCESSFUL IMPLEMENTATION OF THE MULTILINGUAL INITIATIVE WORK PLANS.

The new funding formula for California schools provides great local control over how those funds are allocated and expended. Additionally, districts receive targeted funding for English Learners, foster youth, and low-income students. The Multilingual Initiative provides a vehicle for transforming schooling for precisely these groups of students in San Bernardino. The allocation of funds should reflect clear support for implementation of the Initiative as outlined in the Initiative work plans.

2. REVISE THE LCAP AND SPSA TO REFLECT THE PRIORITY OF THE MULTILINGUAL INITIATIVE RECOMMENDATIONS.

The Local Control Accountability Plan represents a district's plan to achieve success for its students. The Single Plan for Student Achievement reflects the school-level plan to achieve success for its students. The Multilingual Initiative reflects a reform agenda with proven approaches for reaching high levels of student success, including 21st Century readiness. As such, the recommendations of the Initiative should have a prominent place in the LCAP and the school SPSA.

3. IDENTIFY AND SECURE ADDITIONAL FUNDING TO SUPPORT THE INITIATIVE IMPLEMENTATION.

Full implementation of the Initiative will require the acquisition of additional resources. The District should identify and access such resources, including building relationships and establishing connections with local community funders, state and federal grants programs, foundations and corporations, and foreign governments.

4. IMPLEMENT A REPORTING SYSTEM TO THE COMMUNITY ON RESOURCE ALLOCATION.

Inform the community on a regular basis about how resources/funds are allocated and expended at the district and school levels.

B. RESOURCE ALIGNMENT & ALLOCATION

1. CREATE A RESOURCE ALLOCATION PROCESS TO FULLY SUPPORT SITE LEVEL PLANNING.

As part of the budget development process, the SBCUSD Business Services Division will assist in providing a budget development template to each site for budget development planning purposes. The process will allow sites the ability to prioritize needs, capacity, and alignment within available resources to maximize planning effectiveness.

2. PROVIDE SITE ALLOCATIONS AND BUDGETING GUIDANCE TO SITES TO ENSURE THAT SITES SUPPORT SCHOOL PLANNING APPROPRIATELY.

The District will assess how sites are currently funded and how they are guided in developing their site budgets in order to ensure that the sites allocate funds as appropriate to meet site needs, especially as they affect site operations and student achievement.

8. ACCOUNTABILITY, ASSESSMENT, PROGRESS MONITORING, PERFORMANCE MANAGEMENT, AND REPORTING

OVERARCHING RECOMMENDATION

Identify and implement strategies, procedures, and protocols to regularly assess and monitor student progress, program/Initiative effectiveness, status of implementation of recommendations, and staff performance; to report progress in all these areas; and to ensure compliance with district, state, and federal requirements.

CONTENT

- A. Assessment
- B. Progress Monitoring Strategies and Processes
- C. Accountability

A. ASSESSMENT: STUDENT, SCHOOL, DISTRICT

1. CONDUCT AN ANNUAL PATHWAY-LEVEL ANALYSIS TO EVALUATE ENROLLMENT AND EFFECTIVENESS OF THE LANGUAGE LEARNING PROGRAMS.

An annual program/pathway-level analysis to evaluate the effectiveness of its language learning programs over the past year will be conducted to include student enrollment, SBCUSD Key Performance Indicators (KPIs) achievement and acquisition of the target language and English, by school and by pathway/program will be conducted. The first program evaluation will take place in 2016-2017 following the implementation of SBCUSD language learning programs. By 2021, 5-year longitudinal trends on KPI and linguistic performance of language learning programs will be available for comparison, study and future planning.

2. ESTABLISH MULTILINGUAL LEARNING BENCHMARKS IN TARGET LANGUAGES AND ENGLISH

Train, implement and monitor benchmarks in specific target languages and English. Consider these benchmarks for inclusion as district Key Performance Indicators (KPIs).

3. ESTABLISH A RESPONSIVE DATA SYSTEM TO MONITOR THE PROGRESS OF RECLASSIFIED STUDENTS

Train, implement and monitor a site and district system to monitor students once they are reclassified regardless of program/pathway placement. Student data will include student language status, student ENGLISH LEARNER PROFICIENCY ASSESSMENT level, and length of time in the program/pathway.

4. EVALUATE CURRENT STUDENT INFORMATION SYSTEM AND ENSURE DATA ACCURACY

The District's primary goal in the area of data evaluation is to ensure the accurate entry of data with the capability to show program change longitudinally for each student. The District has established systems to ensure data accuracy and reliability to meet this goal.

5. REFINE THE CURRENT STUDENT INFORMATION SYSTEM (SIS) SO IT HAS THE CAPACITY TO ACCURATELY DOCUMENT STUDENT IDENTIFICATION, ASSESSMENT, PLACEMENT, LANGUAGE PROFICIENCY, AND ACHIEVEMENT, AND TRACK STUDENTS LONGITUDINALLY.

- Fields within the SIS will be clarified to ensure the assessment and evaluation needs of the multilingual initiative can met
- A systematic method for verifying and correcting student information entered into the SIS will be developed
- Flags or fields will be designated and updated within the SIS that will identify student participation language pathways and programs

6. IMPROVE THE ABILITY OF SCHOOL SITES TO ACCESS AND USE LANGUAGE LEARNER DATA.

District-offered professional development for administrators and teachers will augment the use of the student data warehouse and student information system to improve the quality, timeliness, usability and accessibility of language learner data, and increase the use of language learner data at the school sites to support student achievement and the development of the annual site plan.

7. ENHANCE THE CURRENT SBCUSD ENGLISH LEARNER DATA DASHBOARD TO INCLUDE PROGRESS TOWARD THE MULTILINGUAL INITIATIVE GOALS AND OBJECTIVES.

Modify the current English Learner dashboard to allow analysis of each school's and pathway's data by population groups (language, language status, grade, etc.) and across time. Ultimately, the multilingual data dashboard should provide district and school sites with real-time information. The dashboard will be a mechanism to take the pulse of the Initiative, allowing users to graphically see data patterns as they unfold, and letting staff adjust instruction, activities and budgets accordingly.

8. DESIGN AND IMPLEMENT AN AUGMENTED SYSTEM OF CULTURALLY AND LINGUISTICALLY RESPONSIVE BENCHMARK/PERFORMANCE ASSESSMENTS

District-offered professional development for administrators and teachers will augment the use of the student data warehouse and student information system to improve the quality, timeliness, usability and accessibility of language learner data, and increase the use of language learner data at the school sites to support student achievement and the development of the annual site plan.

9. MONITOR THE PROGRESS OF LANGUAGE LEARNERS TO ENSURE STUDENTS MAKE APPROPRIATE PROGRESS IN TARGET/PRIMARY AND ENGLISH LANGUAGE DEVELOPMENT AND ACADEMIC ACHIEVEMENT.

SBCUSD Assessment Committee annually reviews and revises districtwide assessment expectations for all levels. District and site staff will monitor and analyze student data in order to ensure that students are making expected progress and meeting District learning expectations. Language learners will be monitored using the following multiple measures:

- District Identified Target/Primary Language Assessments
- District benchmark assessments
- Language Development Progress Report will be utilized as a tool for planning effective instruction and providing for additional support, intervention and enrichment. learners on a monthly basis through the use of the Language Development Progress Report.
- It is the expectation that Target/primary and English language formative assessments are utilized in guiding instruction and for collaboration with grade level and subject area teams.

10. CONVENE AN MTSS TO DEVELOP A CATCH-UP PLAN WHICH WILL ADDRESS THE NEED WHEN LANGUAGE LEARNERS ARE NOT MAKING EXPECTED PROGRESS.

When a language learner is not making expected progress in target/primary or English language development and/or academic achievement, an MTSS meeting will be conducted in order to provide appropriate support, targeted instruction, and acceleration designed to meet the specific needs of each individual student. In every case, the approach taken will be one that identifies student strengths and interests and uses those to build future success.

B. PROGRESS MONITORING STRATEGIES & PROCESSES

1. SUPPORT MONITORING PROCESSES AND PROTOCOLS.

Staff support for monitoring plan implementation progress is required. There will need to be an annual report on the implementation of the plan presented to the Board and community, which will include aggregated and disaggregated data obtained from the monitoring instrument (see below) used in observations throughout the year, and the results of annual audits. Participation in program monitoring as required by the California Department of Education and the United States Department of Education is also required.

2. DEVELOP OUTLINES OF BEST PRACTICES IN ENGLISH LANGUAGE DEVELOPMENT AND SECOND LANGUAGE DEVELOPMENT TO BE USED IN CONJUNCTION WITH INSTRUCTIONAL ROUNDS THAT WILL ENSURE CONSISTENCY AND QUALITY OF IMPLEMENTATION OF THE LANGUAGE LEARNING PROGRAM PATHWAYS AND SERVICES.

Best practices observable through the Instructional Rounds process will be developed in English Language Development and Spanish Language Development. District and site staff will be trained and coached in the use of ELD and SLD best practices lists during Instructional Rounds. Instructional Rounds will ultimately be used gather data on implementation progress within language learning pathways and programs.

3. ESTABLISH AN INITIATIVE IMPLEMENTATION COMMITTEE.

We will establish an Initiative Implementation Committee (IIC) to oversee SBCUSD's implementation of the plan. The Committee will be headed by the administrator responsible for the Multilingual Initiative and will be charged, in part, with ensuring that monitoring activities are woven into existing accountability and monitoring practices and structures of the District. The IIC will also identify effective uses of funds/resource to develop guidelines for administrators and school site committees that support adoption of effective practices.

In order to improve instruction for language learners and keep the plan effective and relevant, the committee will collect, analyze, and apply information from Instructional Rounds, audit results, and evaluation data to advise the responsible administrator and the Superintendent regarding:

- Initiative professional development;
- Effectiveness of language learning programs/pathways and the identification of programs/pathways not fully meeting initiative goals;
- Multilingual Initiative implementation progress;
- Needed resources or revisions of District policies and practices.

4. CONDUCT AN ANNUAL AUDIT OF LANGUAGE LEARNING PROGRAM PATHWAYS AND SERVICES.

Educational Services personnel under the direction of the administrator leading the Multilingual Initiative will conduct an annual internal audit that includes unannounced school site visits and review of data from a randomized selection of 8- 10 school sites (at least 2 high schools, at least 2 middle schools, and at least 4 elementary schools). The District will provide the Committee with necessary data and information on the sites to be visited. For the schools that are visited, the auditing team will note the following:

- Identification of language learners, including English Learners;
- Assessment and placement of language learners, including English Learners (including special education English Learners);
- Consistency and fidelity of language learning programs/pathways offered;
- Quality and consistency of target/primary language, designated ELD, and SDAIE/Integrated ELD instruction for language learners;
- Target/primary language, designated ELD, and SDAIE/Integrated ELD instructional resources, including library books and other resources;
- English Learners' access to special education and GATE services;
- Monitoring of language learners' (including current English Learners and RFEPs) achievement and success;
- Professional development for language learning program/pathway staff;
- Parent involvement and outreach.

An audit document that provides specific language learning profiles for programs/pathways at each school visited as well as a report of the observations gather through visits to the site will be presented to Superintendent's Cabinet for review

5. MONITOR PLACEMENT OF LANGUAGE LEARNERS, INCLUDING ENGLISH LEARNERS

Within two weeks of the start of each school year, Educational Services staff, in collaboration with site staff, will monitor whether all eligible language learners, including English Learners, are appropriately placed in a language learning program/pathway, including special education students, based on their academic and linguistic needs, strengths, and interests. This process will randomly select students based on program/pathway, grade level, and LANGUAGE PROFICIENCY ASSESSMENT level/language status across all sites.

6. CREATE A REGULAR AGENDA ITEM AT SUPERINTENDENT'S CABINET MEETINGS

Create a regular agenda item at Superintendent's Cabinet meetings to raise and resolve major issues related to language learner access, achievement, and accountability.

7. DESIGN NEW IMPLEMENTATION MEASURES.

Based on these Cabinet-level discussions, the results of the annual internal audit, review of monitoring reports, and evaluation data (when valid and reliable), the IIC will annually assess and develop, as appropriate, recommendations for new implementation measures to improve the District's multilingual/multicultural programs/pathways during the upcoming academic year. These implementation measures will be incorporated into the District's Community Engagement Plan.

C. ACCOUNTABILITY

1. UTILIZE A PROJECT MANAGEMENT APPROACH TO IMPLEMENTING THE INITIATIVE AND MONITORING PROGRESS, AND ESTABLISH AN ONLINE PROJECT MANAGEMENT SYSTEM.

The administrator responsible for Initiative implementation and all key staff involved in implementing the Initiative will be trained in project management, an approach for executing projects effectively and efficiently. Project management is a strategic competency for organizations, enabling them to tie project results to organizational goals — and thus, better compete in their markets. The primary challenge of project management is to achieve all of the project goals and objectives while honoring the preconceived constraints. The primary constraints are scope, time, quality, and budget.

Each major component of the Multilingual Initiative Plan will become a "project," with a project manager who will put together a project team to develop the project work plan. These "projects" will be temporary in that they will have a defined beginning and end in time, and therefore defined scope and resources. These projects will be unique in that they are not routine operations, but a specific set of operations designed to accomplish a singular goal: successful implementation of the Multilingual Initiative. So a project team will most likely include people who don't usually work together - sometimes from different departments.

The Project Management Process has five distinct steps or components:

STEP ONE/INITIATE: Determine the nature and scope of the project and identify the project manager and team.

STEP TWO/PLAN & DESIGN: Plan time, cost, and expenses adequately to estimate the work needed and to effectively manage risk during the project execution. This includes developing the project work plan, deliverables, timeline, and budget.

STEP THREE/EXECUTE: Determine how the work will be completed and implement the work plan. Put it into action. Provide regular updates on project progress.

STEP FOUR/MONITOR & CONTROL: Establish and enact processes to observe the project execution so that potential problems can be identified in a timely manner and corrective action taken.

STEP FIVE/CLOSE: Determine that the project has been successfully completed with the appropriate approvals and accepted by the Superintendent.

The District will also put into place an online project management system so that each work team is able to post progress that can be accessed by other work teams, staff, and the public. All work teams and interested others will be trained in the use of this system.

2. CREATE PROFESSIONAL LEARNING COMMUNITIES ACROSS THE CENTRAL OFFICE TO ENSURE THE SUCCESSFUL IMPLEMENTATION OF THE INITIATIVE.

In order to move the Multilingual Initiative forward, it is key to identify the various levels of district/central office support that are vital to supporting implementation. The relationship and connection between the Business and Human Resources divisions and the Educational Services division is crucial as to how they each respond to the plan. This strategic response is part of the key district Performance Management effort to begin creating the connections and relationships to operationalize the Initiative and to integrate district support as a core aspect of the Initiative implementation.

Professional learning communities will be created across the central office to assist departments in playing key roles in the successful implementation of the Initiative, identifying alternate ways of operation when necessary, and organizing to support the District's most underserved/impacted schools in attaining the vision of student success articulated by the Initiative.

This work will be guided by the following assumptions:

- Some schools have higher needs than others, and we must organize and structure ourselves to provide the support, monitoring, and relationships needed to get the changes envisioned in the Multilingual Initiative.
- Central office support must be flexible and as intensive as is needed for as long as is needed to ensure successful implementation of the Initiative.
- We must have the ability to monitor and reorganize support as needed.
- We know clearly that the underserved/low performing schools are impacted by both site and district factors.
- An equity mindset must permeate all decisions by all departments.
- How we supplement rather than supplant must be considered.

3. DEVELOP AN ANNUAL REPORT ON PROGRESS ON IMPLEMENTING THE PLAN.

An annual report to the Board and community on the implementation of the Multilingual Initiative will be presented, which will include aggregated and disaggregated data obtained from Instructional Rounds, the results of annual audit and the annual report on district language pathways/programs.

⁸ A-G refers to the sequence of courses which must be successfully completed in order for a student to be eligible for admission to the University of California or California State University systems.

4. ENSURE COMPLIANCE WITH ALL STATE AND FEDERAL COMPLIANCE REQUIREMENTS, INCLUDING THE DEVELOPMENT AND MONITORING OF SITE AND DISTRICT PLANS.

The District's Accountability and Educational Technology Office, Categorical Programs Office, and English Learner Programs Office will review state and federal compliance requirements annually to ensure the Initiative complies with these. If new requirements emerge that cause the Initiative to be in violation of state/federal requirements, this finding will be communicated to the administrator responsible for implementation of the Multilingual Initiative, which will have responsibility for adjusting the Initiative accordingly. The District's

Accountability and Educational Technology Office, Categorical Programs Office, and English Learner Programs Office will also review any compliance documents, practices, or policies in use by the District and align these to the Initiative. In the event of a state or federal compliance review, the District's Accountability and Educational Technology Office, Categorical Programs Office, and English Learner Programs Office will work with the administrator responsible for implementation of the Multilingual Initiative to ensure that there is clear communication about the Initiative and that to the extent possible; those reviews support continued Initiative implementation measures.

The site principal shall coordinate the development of the Single Plan for Student Achievement (SPSA), prioritizing needs based on data collection, and convening the necessary approval and advisory groups. It is the principal's responsibility to ensure that the SPSA is aligned to and supports site-level implementation of the Multilingual Initiative.

The Educational Services Division shall coordinate the development of the Local Educational Accountability Plan (LEAP), prioritizing needs based on data collection, and convening the necessary approval and advisory groups. It is the Division head's responsibility, in collaboration with the Multilingual Initiative Administrator, to ensure that the LEA Plan is aligned to and supports district-level implementation of the Multilingual Initiative.

The Superintendent's designee shall coordinate the annual revision of the LCAP, ensuring that it reflects the Multilingual Initiative vision, goals, objectives, and recommendations.

8. RESOURCES & REFERENCES

This section provides a number of resources related to multilingual/multicultural education. It also lists the references used in the development of the Multilingual Initiative plan.

CONTENT

- A. Resources
- B. References

A. RESOURCES

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www.thecenterweb.org/irc

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Lmrinet.gse.ucsb.edu

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www.themandarincenter.org

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www.nabe.org

National Capital Language Resource Center
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