Santa Barbara Unified
Every child, every chance, every day.

MASTER PLAN FOR EMERGENT MULTILINGUAL LEARNERS (EMLs)

SANTA BARBARA UNIFIED SCHOOL DISTRICT

Visit Our Website
www.sbunified.org

720 Santa Barbara St. | Santa Barbara, CA 93101 | (805) 963-4338

Superintendent
Dr. Hilda Maldonado

Board of Education Members
Gabe Escobedo, President
William Banning, Vice President
Rose Muñoz, Clerk
Dr. Sunita Beall, Board Member
Celeste Kafri, Board Member

District Cabinet
Steven Venz, Chief Operations Officer
Kimberley Hernandez, Assistant Superintendent of Business Services
Shakenya Edison, Assistant Superintendent of Student and Family Services
Dr. John Becchio, Assistant Superintendent of Human Resources
Dr. Lynne Sheffield, Assistant Superintendent of Educational Services
John Schettler, Executive Director of Student and Family Services
Denise Alvarado, Executive Director of Elementary Education
Dr. Sonia Wilson, Executive Director of Secondary Education

Director
Educational Equity & Multilingual Learner Services
Dr. Deborah Martinez

SB Unified Board of Education Approved on June 10, 2025

Every child, Every chance, Every day

MESSAGE FROM THE SUPERINTENDENT

It's with tremendous pride and hope that we introduce the Master Plan for Emergent Multilingual Learners (EMLs) for Santa Barbara Unified School District. With the adoption of this framework, we're aligning our efforts to make sure all Emergent Multilingual Learners succeed. This plan reflects Santa Barbaras commitment to leading the nation in recognizing and valuing the incredible contributions of our students and families.

Any great plan needs a wide range of input, and the authors who put this document together made that happen. hey gathered feedback from educators at various levels across the District, EML families, and members of our District Emergent Multilingual Learner Advisory Committee (DEMLAC).

But the work didn't just start there. I want to acknowledge the journey our District has been on with this work. In 2019, the Multilingual Excellence Transforming Achievement (META) plan was adopted by the Board as an organizational transformation plan aimed at implementing culturally and linguistically diverse programs of instruction. The META plan's core idea was to demonstrate that bilingualism enhances student achievement for all students, particularly those who don't speak English as their first language.

This new plan builds on that foundational work by clearly outlining the services and systems that will support our EML students on their journey toward reclassification and grade-level academic success. The document will also enhance our teachers' understanding of how to best support EML students, whether they're in a dual language immersion setting or a sheltered English immersion setting.

The Master Plan enables our District to refer back to this plan annually, review our practices, and reflect on areas that require focus. t also serves as the key reference point for DEMLAC to provide its annual recommendations to the Board of Education.

As we embark on this exciting new chapter with the Master Plan for Emergent Multilingual Learners, we do so with immense gratitude for everyone who contributed to its creation. This plan isn't just a document; it's a shared vision for a more inclusive and equitable educational experience for all our students. We're confident that by working together, we can continue to build a district where every Emergent Multilingual Learner feels valued, supported, and ready to achieve their dreams.

Dr. Hilda Maldonado
Superintendent

Every child, Every chance, Every day

ACKNOWLEDGEMENT

Emergent Multilingual Learner Master Plan Guiding Coalition

Dr. Deborah Martinez, Educational Equity & Multilingual Learner Services
Bill Woodard, Dos Pueblos High School Principal
Dan Dupont, Santa Barbara Junior High Principal
Daisy Ochoa, McKinley Elementary Principal

Emergent Multilingual Learner Master Plan Author Team

Dr. Deborah Martinez, Educational Equity & Multilingual Learner Services
Bill Woodard, Dos Pueblos High School Principal
Dan Dupont, Santa Barbara Junior High Principal
Daisy Ochoa, McKinley Elementary Principal
Mallory Price, Language Arts Elementary Instructional Support Specialist
Tricia Poelstra, TK-12 EML Instructional Support Specialist
Allison Quijano, Secondary English Instructional Support Specialist
Artnelson Concordia, Secondary Ethnic Studies Instructional Support Specialist

Master Plan for Emergent Multilingual Learner Advisory Committee

Dr. Karla Curry
Hortencia Corral
Alethia Schibsted
Marlyn Zambrano Aguirre
Rachel Gonzales
Xochitl Tafoya
Ryan Sportel
Analy Gaxiola
Cynthia Esquivel
Heather Young
Ana Silva
Clanci Chiu
Kathleen Pelle
Bradley Brock
Carol Nevarez
Gabriela Tovar
Patty Jo Carmean
Elizabeth Dominguez
Robin Selzler
Sarah-Sue Wadell
Jessica Sanford
Natalia Alvarado
Casey Turner
Gaby Cabrera
Alex Gutierrez
Lianette Santana
Alison Mendoza
Natalie Spevak
Mario Rodriguez
Jazmin Neri
Mayra Oseguera
Camyn Sattin Brigs
Victor Carmona
Socorro Ramirez

Translation Support Team

Marifer Naves

Graphic & Design Team

Oscar Hernandez

DEMLAC Representatives

Mayra Oseguera
Jazmin Neri
Edilia Morales
Arturo Valentin
Laura Trejo
Irlanda Gomez
Odilia Gutierrez
Rosy Alcaraz

Other Contributors

Jamie Carpio
Jesus Campos
Veronica Flores
Carmen Grande
Maribel Aguilar
Angie Diaz
Carolina Guerrero
Michelle Jerez
Maria Marzicola

ACKNOWLEDGEMENT

I want to begin by expressing my deepest gratitude to everyone who contributed to the creation of this historic document. The development of the first Santa Barbara Unified School District Master Plan for Emergent Multilingual Learners is a powerful testament to the strength of collaboration, shared vision, and unwavering dedication. Every individual who offered their time, expertise, and heartfelt commitment has made a profound and lasting impact on the future of our students and our community. Working side by side with so many passionate partners has been both inspiring and humbling, and I am truly grateful to each of you for your essential role in shaping this important work.

The completion of this Master Plan would not have been possible without the remarkable commitment and support of parents, community members, teachers, principals, assistant principals, district leaders, and the Board of Education. We offer special appreciation to our District Emergent Multilingual Advisory Committee (DEMLAC), the Emergent Multilingual Learner Master Plan Advisory Committee, and every educational partner who contributed to the development of this plan. Their generous investment of time, knowledge, and passion is invaluable and will play a vital role in shaping the future of Emergent Multilingual Learner education within Santa Barbara Unified School District.

We also extend our profound gratitude to Loyola Marymount University for their partnership, collaboration, and expert guidance throughout this process. The expertise shared with the Emergent Multilingual Learner Guiding Coalition and the team of authors greatly enhanced our collective understanding and strengthened the research-based approaches underpinning this plan, making it both stronger and more impactful.

This plan is the result of a collective vision brought to life through the dedication and care of many. As a living document, it will continue to evolve, reflecting the ongoing commitment of educational partners across Santa Barbara Unified. Together, we will use it to guide and inspire our shared efforts in supporting and advancing the success of all Emergent Multilingual Learners.

Thank you for your engagement, commitment, and care throughout this process.

With gratitude,
Dra. Deborah Martinez
Director, Educational Equity & Multilingual Learner Services

The development of the Master Plan for Emergent Multilingual Learners (EMLs) was intentionally structured to incorporate diverse educational voices and allow time for multiple rounds of input, reflection, and refinement.

Phase 1: Planning & Foundational Building

This phase began in August 2024, led by the Director of Educational Equity and Multilingual Learner Services, who conducted a comprehensive review of Federal Program Monitoring findings from the district's past three monitoring cycles. During this time, the EML Master Plan Coalition was formed, initially including the Director and one principal each from elementary, junior high, and high school levels. These leaders collaborated directly with partners from Loyola Marymount University. The coalition later expanded to include leadership from TK–12 Instructional Support for EMLs, Elementary Language Arts, Secondary English, and Secondary Ethnic Studies. Together, this team guided the planning process and served as the primary authors of the Master Plan.

Phase 2: Research, Drafting & Educational Partnership Engagement (Beginning October 2024) This phase involved a comprehensive review of relevant policies and research to inform drafting. The team engaged in regular consultation with stakeholders, including DEMLAC members, advisory committees, Dual Language Immersion teachers, and assistant principals. Feedback gathered throughout this phase shaped and refined the content of the plan.

Phase 3: Finalization & Publishing (Spring 2025)

Final edits were made, supporting documents completed, and a clear, user-friendly layout was designed. The draft was presented to the Board of Education on May 13, 2025, for review. The Board later received the finalized Master Plan and an overview of the Implementation Plan, which will be expanded over summer 2025 in preparation for the 2025–26 school year launch.

Figure 1: Master Plan for Emergent Multilingual Learners Development Phases

1 Planning & Foundation Building (August, 2024)	**2 Research, Drafting & Educational Partnership Engagement (October 2024 – April 2025)**		**3 Finalization & Board Preparation (April – May 2025)**
- Review of Federal Program Monitoring (FPM) findings - Partnership established with Loyola Marymount University - Formation of EML Master Plan Coalition & Team of Authors (Director, principals, Instructional Support Specialists)	- Deepened understanding of policies, research, and best practices for EMLs - Align to SBUSD LCAP, META, EL Roadmap, FPM and other guiding documents - Drafted initial chapters - Director of Ed. Equity & Multilingual Learner Services Presented Overview of Plan to School EMLACs	- Gathered feedback through meetings with DEMLAC Representatives, EML Master Plan Advisory Committee, and other educational partners - Additional feedback from Dual Language Immersion teachers and Assistant Principals -Culminating event with full review of all six chapters	- Incorporated final feedback - Finalized Introduction and supporting documents - Designed layout for accessibility and clarity - Presented to Executive Cabinet - Outlined draft of Implementation Plan -Present to the Board of Education

EXECUTIVE SUMMARY

The Santa Barbara Unified School District (SBUSD) is dedicated to ensuring that Emergent Multilingual Learners (EMLs) receive an equitable, high-quality education that fosters academic achievement, multilingualism, and a deep sense of belonging. The Master Plan outlines a comprehensive approach, beginning with precise language identification and appropriate program placement at enrollment. SBUSD offers both Structured English Immersion and Dual Language Immersion programs, which seamlessly integrate language development with rigorous academic instruction. Through continuous monitoring of student progress, targeted supports, and clearly defined reclassification criteria, the district ensures ongoing growth and success. SBUSD is committed to recruiting, developing, and retaining culturally responsive educators, and strengthening partnerships with families and communities to enhance multilingual programs. Ongoing evaluation, accountability measures, and strategic funding ensure that EMLs receive the resources and opportunities necessary to thrive academically and socially, demonstrating the district's unwavering commitment to equity and excellence for all students.

The SBUSD Master Plan for Emergent Multilingual Learners brings the district's Multilingual Excellence Transforming Achievement (META, 2020) vision to life by providing a unified framework that promotes equity and excellence for all multilingual learners. Grounded in the four principles of California's English Learner Road map (ELR) and aligned with both state and federal requirements, the Master Plan outlines how schools across the district ill foster inclusive, affirming, and academically rigorous environments that support the full development of EML students linguistic, cultural, academic, and social-emotional strengths.

The Master Plan is grounded in three foundational documents:

- Multilingual Excellence Transforming Achievement (META)[1]
- California English Learner Roadmap Policy (ELR)[2]
- California Department of Education's Federal Program Monitoring (FPM) Instrument[3]

Collectively, these foundational documents provide the guiding principles, legal framework, and strategic vision that shape the development and implementation of this Master Plan—laying the groundwork for a unified, districtwide approach to serving Emergent Multilingual Learners. The English Learner Roadmap Principles are highlighted at the beginning of every chapter to uplift the vision alignment for educating Emergent Multilingual Learners.

[1] *Santa Barbara Unified School District. (2020). Multilingual Excellence Transforming Achievement (META) Plan. Retrieved April 30, 2025, from https:// pages.sbunified.org/wp-content/uploads/2020/09/2020-Learning-Continuity-and-Attendance-Plan-English-20200925.pdf*
[2] California Department of Education. (n.d.). English Learner Roadmap. Retrieved April 30, 2025, from *https://www.cde.ca.gov/sp/ml/roadmap.asp*
[3] California Department of Education. (2024). 2024–25 Cycle A and C Program Instruments. Retrieved April 30, 2025, from *https://www.cde.ca.gov/ta/cr/progrinst202425.asp*

Commitment to Emergent Multilingual Learners

Santa Barbara Unified School District (SBUSD) goes beyond fulfilling legal requirements for Emergent Multilingual Learners (EMLs) by grounding its work in a deep, values-driven commitment. This commitment is articulated in the Core Values and Beliefs of the Comprehensive Plan for Multilingual Pathways (META, pp. 38–39), which serve as the moral and strategic foundation for the development of the EML Master Plan.

SBSD believes in the unlimited potential of every student to achieve academic success, develop multilingualism, and grow in sociocultural competence. The district is committed to creating safe and affirming environments where all students feel seen, supported, and valued. Central to this ork is the pursuit of advocacy, equity, and excellence, ensuring that every EML student has access to the opportunities and support necessary to thrive. SBSD values relationships built on mutual trust and respect, recognizing that strong partnerships and authentic engagement with families, educators, and community members are essential to student success. Through values-aligned partnerships, the district collaborates with stakeholders who share its vision of equity and excellence in multilingual education.

Goals of the Master Plan

The goals of SBUSD's EML Master Plan are rooted in the EL Master Plan Playbook: Developing Equitable Local Policies for Multilingual and English Learner Students. They establish a cohesive, districtwide foundation for sustained, equity-centered improvement. Reflecting the district's mission and vision, the goals provide a strategic framework for building an inclusive educational system where multilingual learners thrive academically, linguistically, and socially.

1. **Build a Shared Understanding of EML Programs, Services, and Supports**
   Develop a districtwide, shared understanding of EML programs that are asset-based, culturally and linguistically responsive, and aligned with current research and the California EL Roadmap. Ensure all staff recognize the strengths of EML students and understand how to meet their evolving needs through integrated, high-quality support systems from preschool through high school.

2. **Intentionally Plan for EML Students to Reach Their Full Academic and Linguistic Potential**
   Empower educators to design and deliver instruction that is evidence-based and tailored to the unique needs of EML students. Provide ongoing professional learning to strengthen instructional capacity, ensuring all educators have the tools and knowledge to support academic achievement and language development for every EML student.

3. **Strengthen Transparency and Accountability Through a Clear Plan**
   Articulate programs and services for EML students in a clear, transparent plan that outlines goals, progress monitoring, and continuous improvement strategies. Establish systems that ensure data-driven decision-making, equity in service delivery, and clear communication with stakeholders—including families and community partners.

4. **Operationalize the Vision of Multilingual Excellence Transforming Achievement (META)**
   Bring the META vision to life by refining district policies, procedures, and practices to create equitable and sustainable systems that elevate multilingualism as an asset. Foster strong partnerships with families and communities, and create a culture of shared responsibility for student success and well-being across all departments and schools.

OVERVIEW OF CHAPTERS

The Master Plan for Emergent Multilingual Learners has been developed to guide the implementation of effective programs that meet the diverse needs of our multilingual students. It is organized into six chapters, with additional supporting information provided in the appendices.

Chapter 1: Initial Identification, Initial Assessment, and Placement
At enrollment, SBUSD follows state mandates to identify the languages spoken at home and assess the English proficiency of students from multilingual households. his process ensures that students are accurately placed into appropriate instructional programs, granting immediate access to the support services necessary for academic and social success.

Chapter 2: Instructional Programs and Services for EMLs, Including Multilingual Pathways
SBUSD offers two language acquisition program options: Structured English Immersion and Dual Language Immersion. These programs integrate English language development with academic content instruction, promoting both academic achievement and cultural empowerment for EMLs from transitional kindergarten (TK) through 12th grade.

Chapter 3: Student Progress Monitoring, Annual Assessment, EML & RFEP Monitoring, and Reclassification A systematic, collaborative approach is used to monitor the language development and academic progress of EMLs and Reclassified Fluent English Proficient (RFEP) students. Utilizing frameworks like the Multi- Tiered System of Supports (MTSS) and the Language Appraisal Team (LAT), SBUSD ensures that students receive timely, targeted interventions and equitable access to a rigorous curriculum.

Chapter 4: Staffing and Professional Development
Recognizing that high-quality education depends on well-prepared educators, SBUSD emphasizes recruiting, hiring, and retaining culturally responsive, highly skilled teachers and staff. his includes robust professional development in English Language Development (ELD) strategies, Universal Design for Learning (UDL), MTSS, and culturally sustaining pedagogy, alongside clear guidance for required EML instructional authorizations and teacher induction support.

Chapter 5: Family and Community Engagement
SBUSD fosters authentic partnerships with families through district and school-level advisory committees, family learning opportunities, and multilingual communication strategies. These structures ensure that families are engage collaborators in program implementation, monitoring, and advocacy for EML students.

Chapter 6: Program Evaluation, Accountability, and Funding
Continuous improvement is central to SBUSD's approach. The district systematically evaluates its multilingual learner programs to ensure effectiveness, transparency, and equity. By aligning resources, maintaining accountability, and responding to feedback from students, families, and educators, SBSD ensures that EMLs receive the necessary support to thrive academically, socially, and linguistically.

SBUSD Staff and Board of Trustees..... i
Message from the Superintendent..... ii
Acknowledgements..... iii
Master Plan for Emergent Multilingual Learners Development Process..... iv
Figure 1: Master Plan for Emergent Multilingual Learners Development Phases..... iv
Executive Summary..... v
Overview of Chapters..... vi
Table of Contents..... vii
Introduction..... 5
Mission Statement for Emergent Multilingual Learners..... 5
Vision Statement for Emergent Multilingual Learners..... 5
Santa Barbara Unified School District Context..... 5
Figure 1: SBUSD Race/Ethnicity in 2024-25..... 5
Figure 2: SBUSD 2024-2025 Student Enrollment by Language Profiles..... 6
Figure 3: SBUSD English Learner Progress Indicator-Summative ELPAC Results..... 7
Figure 4: SBUSD English Learner Progress Indicator-Alternate ELPAC Results..... 8
Guiding Direction for the Master Plan..... 8
Figure 5: Timeline of Historical Shifts..... 6
Goals of the Master Plan..... 9
Chapter 1: Initial Identification, Initial Assessment, and Placement..... 11
Master Plan for Emergent Multilingual Learners (EMLs) Background and Alignment..... 13
Chapter 1 ELR Principles and Elements Alignment..... 13
Introduction..... 14
Registration & Initial Identification..... 14
Step 1: Determining Students Primary Language..... 14
Figure 1.1 California Department of Education Home Language Survey Questions..... 15
Figure 1.2 Home Language Status..... 15
Step 2. Initial Assessment and Classification..... 16
Table 1.1 Initial ELPAC Performance Level Descriptors..... 17
Table 1.2 Initial Alternate ELPAC Performance Level Descriptors..... 18
Step 3: Parent Notification..... 18
Figure 1.3 Flow chart illustrating the identification process based on the HLS..... 19
Transfer Students..... 20
Transfers Between Schools Within the District..... 20
Transfers from Other California Schools..... 20
Transfers from Out of State or Other Countries..... 20
Language Acquisition Program Options..... 20
Parent and Guardian Program Choice..... 21
Parent Requests for New Language Acquisition Programs (California Education for a Global Economy (CA Ed.G.E.) Initiative Proposition 58)..... 21
Language Acquisition Program Placement TK-12..... 21
Multilingual Learner Typologies..... 21
Language Acquisition Programs Overview..... 22
Figure 1.4: 90/10 DLI Model Progression..... 23

Intentional Language Supports & Language Enrichment....23
Supporting Emergent Multilingual Learners who Opt-Out of EML Particular Services.... 24
Conclusion.... 24
Federal Program Monitoring (FPM) Item Alignment....24
Chapter 2: Instructional Programs & Services for EMLs, including Multilingual Pathways.... 25
Master Plan for Emergent Multilingual Learners (EML) Background and Alignment.... 26
Chapter 2 ELR Principles and Elements Alignment....28
Introduction....28
Language Acquisition Programs.... 28
Structured English Immersion (SEI) Overview....29
1.Integrated ELD and Access to Core Curriculum:....29
2.Designated ELD:.... 29
Dual Language Immersion (DLI) Program Overview.... 30
Bilingualism and Biliteracy.... 30
Grade Level Academic Achievement [Access to Core].... 30
Sociocultural Competence and Cultural Appreciation [Across Curriculum].... 30
Critical Consciousness....31
Figure 2.1 The 4 Pillars of Dual Language Education.... 31
1.Access to Core Curriculum through Content-Based Language Instruction:.... 32
2.Designated English and Spanish Language Development:.... 32
3.Collaborative Learning:....32
Language Allocation in DLI.... 32
Figure 2.2: 90/10 DLI Model Progression.... 32
Staffing Requirements....33
Newcomer Integration: A Strategic, Phased Support System....33
Launching the Newcomer Academy....34
Intellectual Quality of Instruction and Meaningful Access Across All Programs....34
High Quality Instruction for All Students....35
Five Key Practices: Effective Instruction for Emergent Multilingual Learners (EMLs)....35
Assets Based Pedagogy....36
Figure 2.3. Assets Based Pedagogy....*36*
Comprehensive English Language Development for EML Students.... 36
Figure 2.4: Three Interrelated Areas of Comprehensive ELD.... 37
Designated ELD....37
Integrated ELD....38
High Quality Instructional Materials.... 38
Table 2.1 Criteria for Instructional Materials Aligned to the Standards.... 39
Emergent Multilingual Learners with Disabilities....39
Multilingual Learner Pathways.... 39
Seal of Biliteracy....39
Translation and Interpretation Pathway.... 40
Biliteracy Pathway Recognition Awards....40
Conclusion.... 40
Federal Program Monitoring (FPM) Item Alignment....40
Chapter 3: Student Progress Monitoring, Annual Assessment and Reclassification.... 41
Master Plan for Emergent Multilingual Learners Background and Alignment.... 42

Chapter 3 ELR Principles and Elements Alignment....44
Introduction....44
Comprehensive Assessment Plan....44
Figure 3.1: Assessment Cycles by Purpose....45
Table 3.1. Characteristics of Assessment Cycles....45
Assessment Cycles....46
Academic Progress Monitoring....46
Formative Assessments (Short Cycle)....46
Summative Assessments (Medium & Long Cycle)....46
Language Proficiency Progress Monitoring....47
English Language Proficiency Formative Assessments (Short & Medium Cycle)....47
English Language Proficiency Summative Assessments (Long Cycle)....48
Figure 3.2 Proficiency Level Descriptors for English Language Development (Adapted from California Department of Education, 2012, p. 20)....49
Spanish Literacy Formative Assessments (Short & Medium Cycle)....49
Spanish Literacy Summative Assessments (Long Cycle)....50
Progress Monitoring & Minimally Expected Growth Targets....50
Table 3.2: Minimally Expected Growth Targets....51
Spanish Language Development....51
Table 3.3: Minimally Expected Growth Targets (SLD)....52
Student Progress Monitoring Platform....52
Considerations for Dually Identified Emergent Multilingual Learners....52
Reclassification Criteria and Monitoring....52
Figure 3.3: State Criteria for Reclassification....53
Reclassification Criteria....53
Figure 3.4: Emergent Multilingual Reclassification Criteria (Elementary and Secondary)....54
Reclassification Process....55
Figure 3.5: Ellevation Reclassification Process....55
Reclassification Considerations for Dually Identified Emergent Multilingual Learners....56
Multi-tiered Systems of Support and Language Appraisal Teams....58
Figure 3.6: Multi-Tiered Systems of Support (MTSS) Design Elements....58
Table 3.4 Figure 2.3 California's MTSS Design Elements: Three Tiers of High Quality Core Instruction, Supports, and Interventions....58
Table 3.5 Multi-Tiered Systems of Support (MTSS) Team and Language Appraisal Team (LAT) collaborative efforts:....61
Monitoring Progress of Emergent Multilingual Learners Toward Reclassification as Fluent English Proficient....61
Profile Descriptions....61
Figure 3.7: EML Profiles....61
Monitoring of Reclassified Fluent English Proficient....61
Conclusion....62
Federal Program Monitoring (FPM) Item Alignment....62
Chapter 4: Staffing and Professional Development....63
Master Plan for Emergent Multilingual Learners (EMLs) Background and Alignment....64
Chapter 4 ELR Principles and Elements Alignment....66
Introduction....66

Staffing & English Learner Authorization 66
California Commission on Teacher Credentialing Requirements 66
Systemic Review and Verification 67
California Commission on Teaching Credentialing, Teacher Induction Program 67
PEAC Foundation Education Fellowship 68
Commitment to High Quality Teaching and Learning 68
SBUSD Instructional Framework and Key Practices for EMLs 69
Figure 4.1: SBUSD Instructional Framework Level 1 70
Figure 4.2 SBUSD Instructional Framework Level 2 71
Five Key Practices: Effective Instruction for Emergent Multilingual Learners (EMLs) 71
Intentional Professional Learning for Emergent Multilingual Learner Success 73
Professional Learning Focus Areas 73
Conclusion 75
Federal Program Monitoring (FPM) Item Alignment 75
Chapter 5: Family Engagement 76
Master Plan for Emergent Multilingual Learner (EML) Background and Alignment 77
Chapter 5 ELR Principles and Elements Alignment 79
Introduction 79
The Dual Capacity-Building Framework for Family-School Partnerships 80
Figure 5.1 The Dual Capacity- Building Framework for Family-School Partnerships 80
Fostering Essential Conditions 80
Policy and Program Goals 81
Meaningful Communication and Language Access 81
Interpretation and Translation 82
Families Engage in Diverse Roles: Parent Advisory Committees 82
District Local Control and Accountability (LCAP) Advisory Committee 82
School Site Council Committee (SSC) 82
SSC Composition – Elementary Schools 83
SSC Composition – Secondary Schools 83
Emergent Multilingual Learner Advisory Committee (EMLAC) 83
District Emergent Multilingual Learner Advisory Committee (DEMLAC) 85
Family Engagement Liaisons (FELs) 85
Commitment to Continuous Improvement 86
Climate and Culture Survey 86
EML Family Needs Assessments 86
Conclusion 87
Federal Program Monitoring (FPM) Item Alignment 87
Chapter 6: Evaluation, Accountability and Funding 88
Master Plan for Emergent Multilingual Learners (EMLs) Background and Alignment 89
Chapter 6 ELR Principles and Elements Alignment 91
Introduction 91
Roles and Responsibilities in Supporting Emergent Multilingual Learners (EMLs) 92
Key Roles in Supporting EMLs 93
Table 6.1 Key Roles in Supporting EMLs 93
Evaluation Plan and Focus Areas 95
Table 6.2 Program Evaluation 95

Monitoring Program Implementation..... 96
Table 6.3 Castañeda v Pickard Framework and PDSA Cycle alignment..... 98
Classroom Level Implementation Monitoring Systems..... 98
Family Communication and Engagement Monitoring Systems..... 98
Funding and Resource Allocation..... 99
Conclusion..... 99
Federal Program Monitoring (FPM) Item Alignment..... 99
Appendices..... 100
Appendix A: Multilingual Learners in TK Sample Letter..... 101
Appendix B: Emergent Multilingual Terminology Reference Sheet..... 102
Appendix C: Elevating Primary Language Assets to Foster English Proficiency..... 104
Appendix D: SBUSD's Literacy Vision..... 106
Appendix E: SBUSD's Elementary EML Progress Monitoring & Assessment Plan..... 107
Appendix F: SBUSD's Student Success Team (SST) Process Map..... 109
Appendix G: SBUSD's Comparison of Language Differences Versus Disabilities..... 112
Appendix H: FPM Alignment..... 117
EML MP Glossary..... 129

Mission Statement for Emergent Multilingual Learners

Santa Barbara Unified School District (SBUSD) values linguistic and cultural diversity, affirms the assets of Emergent Multilingual Learners, fosters a strong sense of belonging, and is committed to responsive practices that prepare all students for success in an evolving world.

Vision Statement for Emergent Multilingual Learners

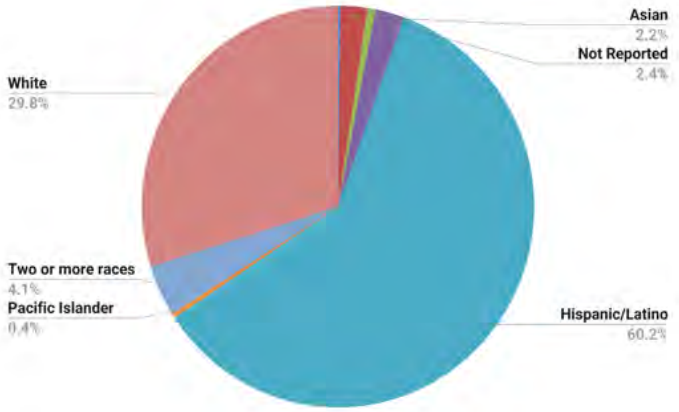
To empower every Emergent Multilingual Learner with equitable access to rigorous academic content, strategic instruction, and the opportunity to develop advanced levels of social and academic proficiency in a global, multilingual society.

Santa Barbara Unified School District Context

The Santa Barbara Unified School District (SBUSD) is located along California's Central Coast, nestled between the Pacific Ocean and the Santa Ynez Mountains, approximately 90 miles northwest of Los Angeles. Known for its unique, south-facing coastline, SBUSD currently serves over 11,000 students across 17 schools, from transitional kindergarten through 12th grade. Our district is proud to serve a richly diverse student population, as illustrated in Figure , and is deeply committed to meeting the needs of all learners through inclusive and equitable educational practices.

Figure 1: SBUSD Race/Ethnicity in 2024-25

Race/Ethnicity	Count	Percent
African American / Black	79	0.67%
American Indian or Alaska Native	24	0.20%
Asian	260	2.2%
Hispanic or Latino	7,111	60.2%
Not Reported	283	2.4%
Pacific Islander	44	.04%
Two or More Races	489	4.1%
White	3,522	29.8%
Total	**11,812**	**100%**



A Unified Vision and Strategic Direction

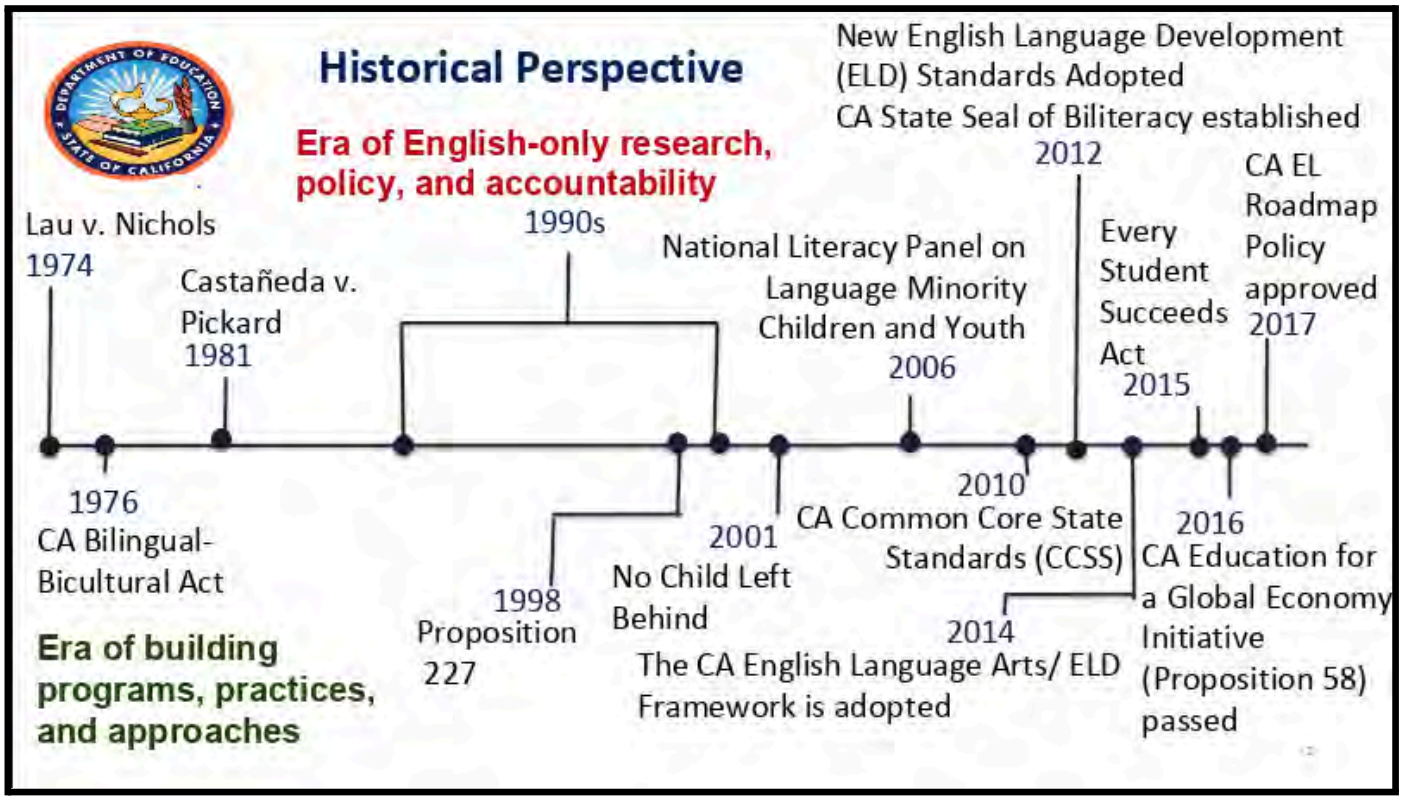
This Master Plan establishes a unified vision and strategic direction for supporting multilingual students and their families across SBUSD. It promotes a shared understanding of asset-based programs, services, and instructional practices that are responsive to students' evolving needs, while clearly defining districtwide goals, practices, and expected outcomes to strengthen transparency and accountability. As SBUSD's first-ever Master Plan for Emergent Multilingual Learners (EMLs), this document marks a historic milestone. It reflects the core values and aspirations of the Multilingual Excellence Transforming Achievement (META) vision and builds upon the California English Learner Roadmap. Grounded in research and extensive collaboration, this plan offers a comprehensive framework to advance equity, excellence, and opportunity for every EML student.

The Master Plan is guided by four overarching goals:

1. **Build a shared understanding** of EML programs, services, and supports
2. **Intentionally plan** for EML students to reach their full academic and linguistic potential
3. **Strengthen transparency and accountability** through a clearly articulated plan
4. **Operationalize the vision** of Multilingual Excellence Transforming Achievement (META)

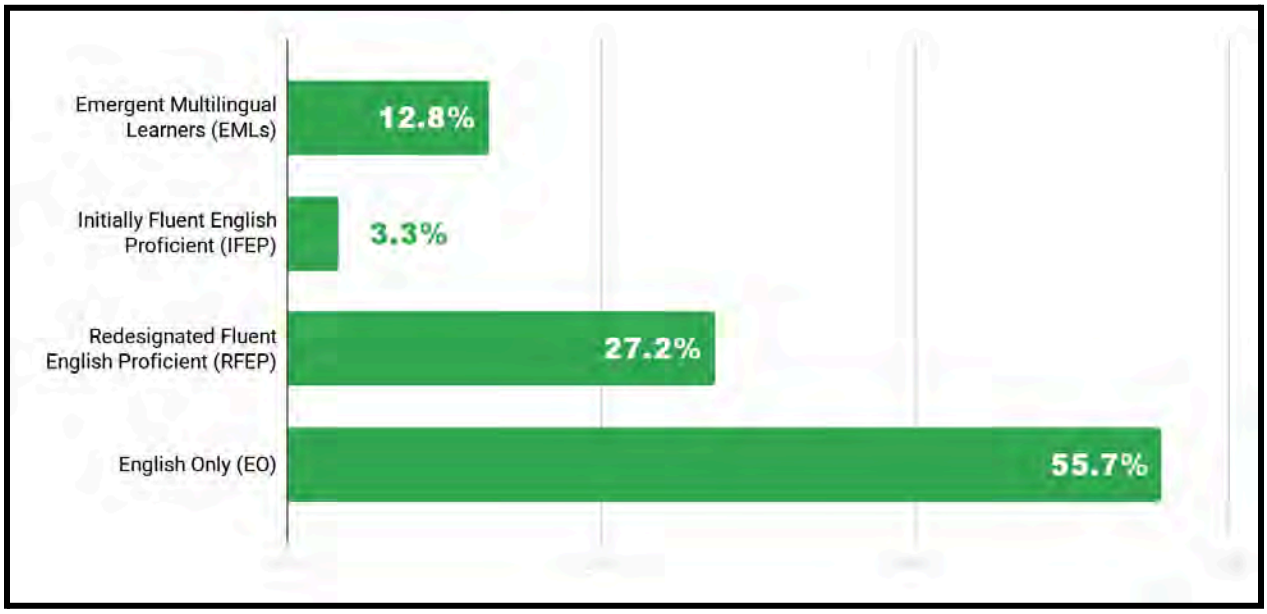
This work is rooted in a strong legal foundation, supported by key court decisions and federal legislation, including Lau v. Nichols (1974), Castañeda v. Pickard (1981), and the Equal Educational Opportunities Act. These protections have been reaffirmed through successive reauthorizations of the Elementary and Secondary Education Act (ESEA), now known as the Every Student Succeeds Act (ESSA). In addition, significant policy shifts at both the state and federal levels continue to shape the educational landscape for Emergent Multilingual Learners (Figure 2).

Figure 5: Timeline of Historical Shifts



In the 2024–25 school year, approximately 56% (6,564) of SBUSD students were classified as English Only (EO), 3% (387) as Initially Fluent English Proficient (IFEP), and about 13%
(1,507) as Emergent Multilingual Learners (EMLs). Additionally, 27% (3,206) of students had been reclassified as Fluent English Proficient (RFEP), reflecting the district's sustained commitment to advancing multilingualism. These demographics highlight the rich linguistic and cultural assets embedded within the SBUSD community.

Figure 2: SBUSD 2024-2025 Student Enrollment by Language Profiles



Using Data to Drive Action

As part of its commitment to equitable outcomes for EMLs, SBUSD utilizes the **English Learner Progress Indicator (ELPI)** on the **California School Dashboard** as a key tool for data-driven decision-making. The ELPI measures progress in English language development using the English Language Proficiency Assessments for California (ELPAC), helping the district monitor language growth and project readiness for **reclassification**. Specifically, ELPI data allows educators to:

- Track individual and group-level language development over time
- Identify trends across schools, grade levels, and student subgroups
- Inform instruction and apply targeted supports
- Evaluate program effectiveness and guide professional learning for staff

By systematically analyzing ELPI data, SBUSD ensures that instructional practices are aligned with the goal of accelerating language acquisition and academic success for all English Learners. This approach supports the district's broader vision of fostering multilingualism through culturally responsive and linguistically inclusive education. A summary of ELPI performance and ELPAC results across multiple years is provided in Figure 3.

Figure 3: SBUSD English Learner Progress Indicator-Summative ELPAC Results

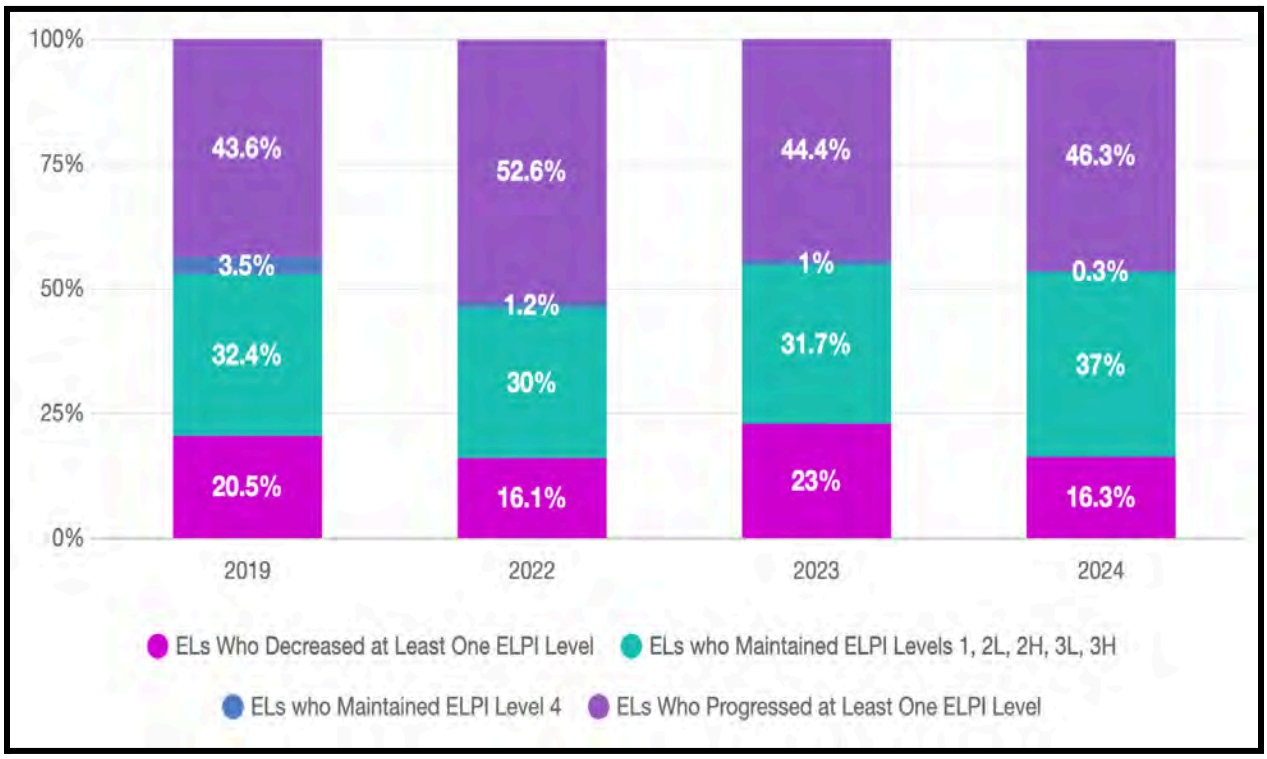
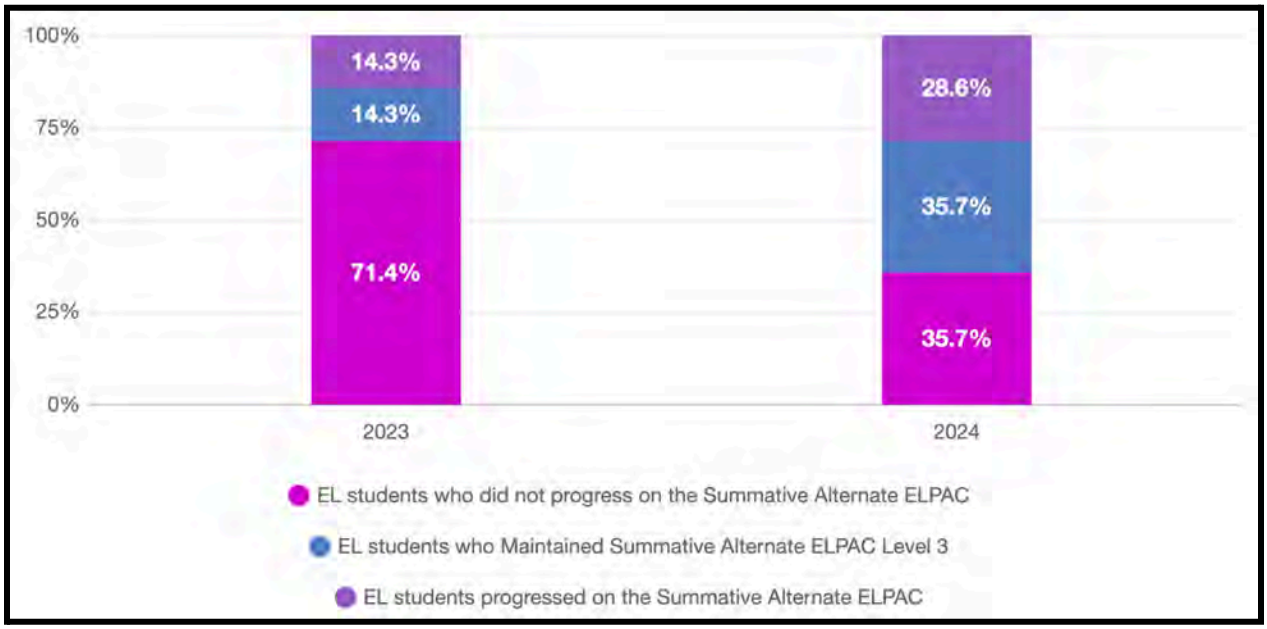


Figure 4: SBUSD English Learner Progress Indicator-Alternate ELPAC Results



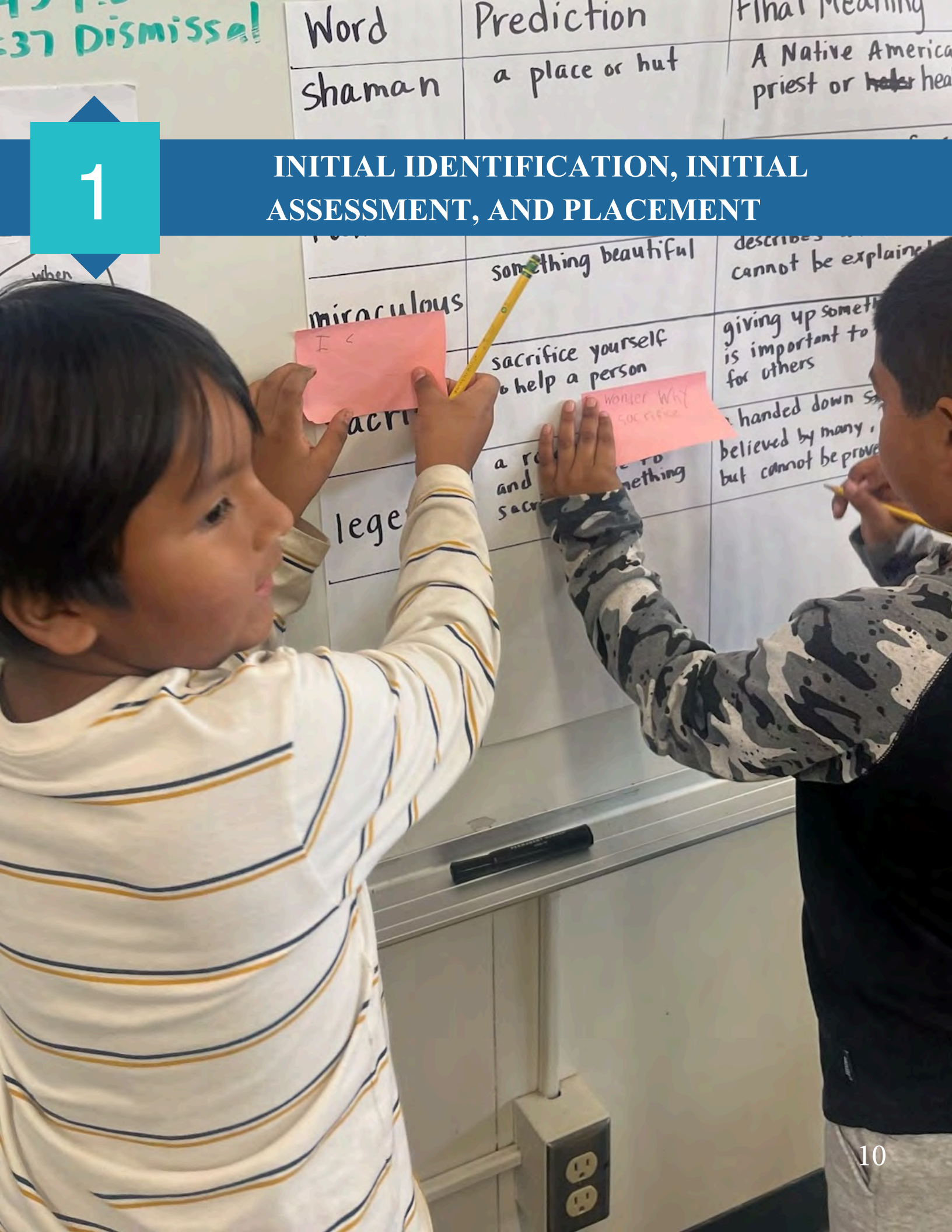
A Call to Action

Together, these demographic patterns and guiding principles create an urgent call to action. This Master Plan responds by positioning SBUSD, the largest unified district in the south region, as a leader in delivering high-quality, inclusive educational programs for Emergent Multilingual Learners.

To realize this vision, the Master Plan outlines the systems and structures that will be implemented across the district. It ensures that every EML student receives rigorous, standards-aligned instruction alongside intentional, research-based language development strategies. This plan affirms SBUSD's unwavering commitment: all EMLs will have access to high-quality teaching in core content areas while developing the language skills needed for lifelong academic and personal success. In doing so, SBUSD continues to lead with equity, excellence, and a steadfast belief in the potential of every student.

With a clear vision and set of aligned goals in place, the next six chapters detail the learning conditions, practices, and supports with clear vision and a shared set of aligned goals, the next six chapters highlight the structures, practices, and support that leaders, educators, families, and community partners will use to bring this plan to life.

1 INITIAL IDENTIFICATION, INITIAL ASSESSMENT, AND PLACEMENT



1 INITIAL IDENTIFICATION, INITIAL ASSESSMENT, AND PLACEMENT

Chapter Overview

The Santa Barbara Unified School District is dedicated to providing Emergent Multilingual Learners (EMLs) with a high-quality education. A key component of this commitment is the accurate identification and assessment of each student's language status, which ensures proper placement and access to essential services. At the time of enrollment, California schools are mandated to determine the languages spoken in students homes. or those from households where a language other than English is spoken, it is essential to assess their English proficiency level and determine the appropriate program placement. This chapter outlines the process for initial language identification and academic assessment of students within the District. In addition to fulfilling state and federal requirements, the district continually strengthens its EML programs, ensuring that all multilingual learners receive the necessary support, resources, and opportunities to succeed both academically and socially.

WHAT DO SCHOOL SITES NEED TO DO?

In support of proper and timely identification, assessment, and placement of EMLs, school sites:

- Ensure a welcoming and clear process for new families, including completion of the Home Language Survey.
- Embrace multilingualism as an asset to cultivate cognitive, cultural, and academic strengths that enrich the learning environment and support the development of globally minded citizens.
- Clearly communicate processes and programatic options to families of EMLs.
- Administer initial placement assessments in accordance with district, state, and federal policies.

1 INITIAL IDENTIFICATION, INITIAL ASSESSMENT, AND PLACEMENT

MULTILINGUAL LEARNER TYPOLOGIES

These brief definitions of Multilingual Learner typologies are critical to understanding all the chapters of the SBUSD EML Master Plan. See Appendix __ for more detailed information about each typology below, as well as additional typologies.

Emergent Multilingual Learner (EML):
A student in grades K-12 for whom there is a report of a language other than English on the Home Language Survey (HLS) and who, upon initial assessment in California using the English Language Proficiency Assessments for California [ELPAC]; and from additional information when appropriate, is determined to lack the clearly defined English language skills of listening, speaking, reading, and/ or writing necessary to succeed in the school's regular instructional programs.

English Only (EO):
In California, "English-only" (EO) refers to students who are not classified as English learners (EL). They are not receiving special language support programs and are considered to have sufficient English proficiency for academic instruction.

Initially Fluent English Proficient (IFEP):
A student in grades K-12 for whom a language other than English is reported on the HLS and who, upon initial assessment in California using the ELPAC; and from additional information when appropriate, is determined to be proficient in English.

Reclassified Fluent English Proficient (RFEP):
A student in grades K-12 who, upon entering public school in California, is identified as an EML and subsequently reclassified in California as proficient in English. Criteria include, but are not limited to: an assessment of English proficiency in listening, speaking, reading, and writing as currently measured by the ELPAC, teacher evaluation of curriculum mastery, parental opinion/consultation, and student's performance of basic skills that demonstrates sufficient proficiency in English to participate effectively in a curriculum designed for students of the same age whose native language is English.

Long Term Emergent Multilingual Learner (LTEML):
An EML student to which all of the following apply: (1) is enrolled on Census Day (the first Wednesday in October) in grades 6 to 12, inclusive; and (2) has been enrolled in a U.S. school for six or more years; and (3) has remained at the same English language proficiency level for two or more consecutive prior years, or has regressed to a lower English language proficiency level, as determined by the ELPAC; and (4) for students in grades 6 to 9, inclusive, has scored at the "Standard Not Met" level on the prior year administration of the CAASPP-ELA.

Dually Identified:
Students who are identified as both Emergent Multilingual Learners (EMLs) and students with disabilities (SWDs) are referred to as dually identified students. Local education agencies (LEAs) must provide dually identified students with both the language assistance and disability-related services to which they are entitled under federal law.

Master Plan for Emergent Multilingual Learners (EMLs) Background and Alignment

The Santa Barbara Unified School District's (SBUSD) Master Plan for Emergent Multilingual Learners (EMLs) intentionally complements and operationalizes the vision of the Multilingual Excellence Transforming Achievement (META, 2020) plan, builds upon the foundation of the four principles of the CA English Learner Roadmap (ELR) Policy, and complies with state and federal requirements for English Learner (EL) services. While acknowledging the legal and policy term English Learners (ELs), we choose to refer to our students as Emergent Multilingual Learners (EMLs). This choice reflects our commitment to recognizing and building upon the linguistic strengths they bring to our classrooms.

Below is a brief description of the leading guiding documents that are referenced throughout the plan:

- Santa Barbara Unified School District's Multilingual Excellence Transforming Achievement (META, 2020) plan is a strategic and visionary plan for creating diverse multilingual pathways that recognize the strengths and meet the needs of all students. This chapter primarily aligns with META's Strategic Goal 1: Significantly improve Emergent Multilingual engagement and achievement through access to coherent PreK-12 multilingual learning pathways.
- The CA ELR Policy[4] provides guidance to local educational agencies (LEAs) on welcoming, understanding, and educating the diverse population of students who are English learners attending California public schools.
- The California Department of Education (CDE) uses the EL Federal Program Monitoring (FPM) Instrument[5] to conduct FPM reviews of LEAs to ensure they are creating and maintaining programs which meet fiscal and programmatic requirements.

[4] California Department of Education- California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners (CA EL Roadmap) *https://www.cde.ca.gov/sp/ml/roadmap.asp*

[5] California Department of Education- Compliance Monitoring *https://www.cde.ca.gov/ta/cr/*

The Master Plan is built upon the foundation of the California English Learner Roadmap (ELR) Policy. Each chapter identifies the specific ELR principles and elements that are most applicable. Chapter 1 is primarily focused on the following ELR principles and elements:

Guiding Principles

Principle 1: Assets- Oriented and Needs Responsive Schools 1A. Language and Culture as Assets 1B. English Learner Profiles 1E. English Learners with Disabilities	**Principle 2:** Intellectual Quality of Instruction and Meaningful Access 2G. Programmatic Choice	**Principle 3:** System Conditions that Support Effectiveness	**Principle 4:** Alignment and Articulation Within and Across Systems 4A. Alignment and Articulation

Introduction

SBUSD provides Emergent Multilingual Learners (EMLs) with a consistent and well-structured program that includes a set of practices and pathways that span from enrollment through reclassification, graduation, and preparation for college and careers in the 21st century.

In accordance with state and federal guidelines[6], once students are identified as English Learners through a valid and reliable English language proficiency (ELP) assessment, SBUSD provides them with appropriate language acquisition services and programs, including special education services to EMLs who are identified as having disabilities under the Individuals with Disabilities Education Act (IDEA). This chapter will describe initial identification, initial assessment, and program placement.

Registration & Initial Identification

As part of the initial registration process in a California public school, families complete the Home Language Survey (HLS) which identifies the primary language of the incoming student as defined by the federal government. Federal and state laws mandate these procedures. As such, California public schools must legally determine the primary language(s) spoken at home by each student at the time of enrollment (California Education Code, Sections 313 and 60810). The district has identified the following steps to support the proper identification and classification of all students.

Step 1: Determining Students Primary Language

Parents enroll their children online or in paper form at their school or at the district office. Parents complete the district's registration forms, including a Home Language Survey (HLS), as required by state law (EC Section 313 and EC Section 60810). The HLS is available in English, Spanish, and other languages as needed. By completing the HLS, parents or guardians provide information that help determine if the school needs to administer the required initial assessment for English Language Proficiency (ELP). This survey is completed the first time the parent enrolls the child in a California school, and the results are maintained thereafter. If the parent has completed the Home Language Survey more than once, the first survey the parent completed is used in this step. Figure 1.1 illustrates the four HLS questions that are part of the registration process.

[6] *California Department of Education - Multilingual Learners Webpage - https://www.cde.ca.gov/sp/ml/#el*
U.S. Department of Education English Learner Toolkit - https://www.ed.gov/teaching-and-administration/supporting-students/english-learner-tool-kit-oela

Figure 1.1 California Department of Education Home Language Survey Questions[7]

1	Which language did your child learn when they first began to talk?
2	Which language does your child most frequently speak at home?
3	Which language do you (the parents and guardians) most frequently use when speaking with your child?
4	Which language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults)

Figure 1.2 provides students home language status as determined by the HLS. The school office staff reviews the HLS and inputs the information into the Student information System, which is then verified by Educational Services staff, including the Director of Educational Equity & Multilingual Learner Services.

Alongside the Home Language Survey (HLS), we'll be administering a New Student Intake Family Survey to gain deeper insight into the needs of our newly arrived EML families

Figure 1.2 Home Language Status

Student Classification	
English Only (EO)	English is the only language in the first three responses to the HLS. The students will not be assessed for English Language Proficiency (ELP).
To Be Determined (TBD)	If any of the first three responses on the HLS indicate that a language other than English is spoken in the home, the school site administers the Initial English Language Proficiency Assessment for California (ELPAC) within thirty (30) days of the first day of enrollment. The assessment results determine if a student is classified as an English Learner (EL) and needs services and support in learning English or if the student is Initially Fluent English Proficient (IFEP). The fourth question of the HLS, which indicates the language the adults speak in the home (home language), provides information for the schools to consider when sending home written or oral communications.

Parents are notified, in writing, that the initial ELPAC will be administered, and given an explanation of the program options. The school keeps the HLS on file in each student's cumulative folder. This information assists schools in providing appropriate instruction to students. The first HLS completed for a student in California supersedes any HLS completed in the future. Although the HLS is completed each time a family registers in a new California school district, the original HLS is recorded in the California Longitudinal Pupil Achievement Data System (CALPADS).

In most cases, when a parent answers "English" to the first three questions on the Home Language Survey (HLS), the student is classified as English Only (EO). However, even if all answers are "English," the student may still need to take the English Language Proficiency Assessment for California (ELPAC) if there is evidence of the child using another language and struggling with English classwork. State and federal policies[8] require SBUSD to gather and review evidence to determine if an assessment is needed (California Code of Regulations, Title 5 (5 CCR), Section 11518.20).

[7] *California Department of Education, EL Forms* - https://www.cde.ca.gov/ta/cr/elforms.asp

[8] *California Department of Education- Correction of Classification* *https://www.cde.ca.gov/ta/tg/ep/documents/correctelpacatglance.pdf*

American Sign Language (ASL). Assessment considerations for students who use American Sign Language (ASL), or other sign languages vary depending on the presence of another primary language.[9]

- **American Sign Language (ASL) With No Other Primary Language** For purposes of ELPAC testing and EL services, ASL, in and of itself, is not considered a "language other than English," according to the US Department of Education. Students who use ASL for communication and have not been exposed to any language other than English should not be considered for ELPAC testing. For a student who uses ASL for communication because of deafness or hearing impairment, and for whom there is another language other than English indicated on the student's HLS, the IEP team should consider the Initial ELPAC testing with appropriate universal tools, designated supports, and accommodations; or alternate assessment(s).
- **American Sign Language (ASL) With a Primary Language Other than English** Hearing students of deaf parents who use ASL as the primary means to communicate upon entering school and who have been exposed to a language other than English by another adult, such as a grandparent or a caregiver, may be considered for Initial ELPAC testing.

Step 2. Initial Assessment and Classification

Every effort will be made to make the enrollment and Initial ELPAC assessment process as comfortable as possible for children. Parents or guardians will be notified, in writing, that their child is being administered the Initial ELPAC or Initial Alternate ELPAC upon determining the results of the HLS (EC Section 11518.5[e]). This is a standards-aligned English language proficiency test designed to measure the English proficiency of non-native speakers. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing. The Initial ELPAC has one purpose: to identify if students are English learners (EL) or are initial fluent English proficient (IFEP).

State and federal law require that local educational agencies administer a state test of ELP to eligible students in kindergarten through twelfth grade. As of June 2024, state Initial ELPAC requirements do not apply to Transitional Kinder (TK) students (EC Section 60810[b][3]). SBUSD will provide English language development support to all TK students as appropriate and recommended by the California Department of Education. Once these students enroll in kindergarten, they will be eligible to be tested with the Initial ELPAC or Initial Alternate ELPAC. SBUSD will institute a follow-up Multilingual Transitional Kinder letter—such as the following example, Multilingual Learners in TK (Appendix A)—to TK families when their Home Language Survey indicates that their child may have experiences with multiple languages.[10]

Initial Identification of Students with Disabilities

The typical entry points for students into public K-12 schools are transitional kindergarten, kindergarten, or first grade. In California, the Department of Education advises that districts or IEP/504 teams may need to make specific decisions about initial and summative assessments for students with identified disabilities.[11] Historically, most students with disabilities have been able to participate effectively in the Initial and Summative ELPACs with the use of universal tools, designated supports, or accommodations. For students whose disabilities preclude them from participating in the Initial ELPAC or Summative ELPAC even with accommodations, their Individualized Education Program (IEP) teams may recommend a domain exemption or the administration of the Initial Alternate ELPAC or the Summative Alternate

[9]Educational Testing Service. (n.d.). Step 1: Initial identification of English learner students. ETS. https://ca-toms-help.ets.org/elpac-info-guide/initial-id-of-english-learner-students/step-one

[10]California Department of Education. (n.d.). Sample parent letter for transitional kindergarten placement. https://www.cde.ca.gov/sp/ml/documents/tksampleltr.pdf

[11]California Department of Education. California Practitioners' Guide for Educating English Learners with Disabilities (Chapter 1) -https://www.cde.ca.gov/sp/se/ac/documents/ab2785guide.pdf

ELPAC (EC Section 56385; 34 CFR section 200.6[h][4][ii]). The Initial Alternate ELPAC[12] is designed for students with the most significant cognitive disabilities who are potential English learners (ELs) whose IEP team has determined that they are eligible for an alternate assessment. All decisions about how an EML student with a disability will participate in ELPAC assessments must be documented in their Individualized Education Program (IEP) or Section 504 Plan.

Initial English Language Proficiency Assessment for California (ELPAC) Administration and Results

SBUSD employs qualified English-speaking educators to administer and score the test, with classroom support staff and teachers being the preferred assessors. The resulting scale score will indicate the student's proficiency level based on where it falls on the scale.

The Initial ELPAC is aligned with the California 2012 English Language Development Standards and assesses four domains or performance areas: Listening, Speaking, Reading, and Writing. The Alternate ELPAC is aligned with 2012 California English Language Development Standards via the English Language Development Connectors[13] which are reduced in depth, breadth, and complexity for this population. The student receives a score for each part of the test (listening, speaking, reading, writing) as well as an overall score. A student is identified as EL if the overall level is somewhat to moderately developed or below. Table 1.1 illustrates the Initial ELPAC three performance level descriptors: novice English learner, intermediate English learner, and initial fluent English proficient (IFEP) learner.

Table 1.1 Initial ELPAC Performance Level Descriptors

Level 1 **Novice English Learner**	**Level 2** **Intermediate English Learner**	**Level 3** **Initial Fluent English Proficient (IFEP)**
Score Range 150–369	**Score Range 370–449**	**Score Range 450–600**
Students at this level have **minimally developed** oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the "Emerging" proficiency level as described in the 2012 English Language Development Standards.	Students at this level have somewhat developed to moderately developed oral (listening and speaking) and written (reading and writing) skills. This level captures a broad range of English learners, from those who can use English only to meet immediate communication needs to those who can, at times, use English to learn and communicate in meaningful ways in a range of topics and content areas. They may need some degree of linguistic support to engage in familiar social and academic contexts (depending on the student, the level of support needed may be moderate, light, or minimal);	Students at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Bridging" proficiency level as described in the 2012 California English Language Development Standards.

[12]California Department of Education- Initial Alternate ELPAC Assessment Fact Sheet
https://www.cde.ca.gov/ta/tg/ep/documents/inaltelpacfactsheet.pdf
[13]California Department of Education- English Language Development Connectors
https://www.cde.ca.gov/ta/tg/ep/documents/eldconnectorsaltelpac.docx

	they may need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the entire "Expanding" proficiency level and to the lower range of the "Bridging" proficiency level as described in the 2012 English Language Development Standards.	

Table 1.2 Initial Alternate ELPAC Performance Level Descriptors

Level 1 **Novice English Learner**	**Level 2** **Intermediate EnglishLearner**	**Level 3** **Initial Fluent English Proficient (IFEP)**
Score Range 101-143	**Score Range 144-159**	**Score Range 160-199**
Students at this level are beginning to develop the English skills they need to communicate and learn in school. They may need substantial help with English in order to learn grade-level information that has been modified for students with the most significant cognitive disabilities.	Students at this level can sometimes use English to communicate and learn in school. They may need frequent help with English in order to learn grade-level information that has been modified for students with the most significant cognitive disabilities.	Students at this level have sufficient English skills to communicate and learn in school. They may need occasional help with English in order to learn grade-level information that has been modified for students with the most significant cognitive disabilities.

Classification Corrections

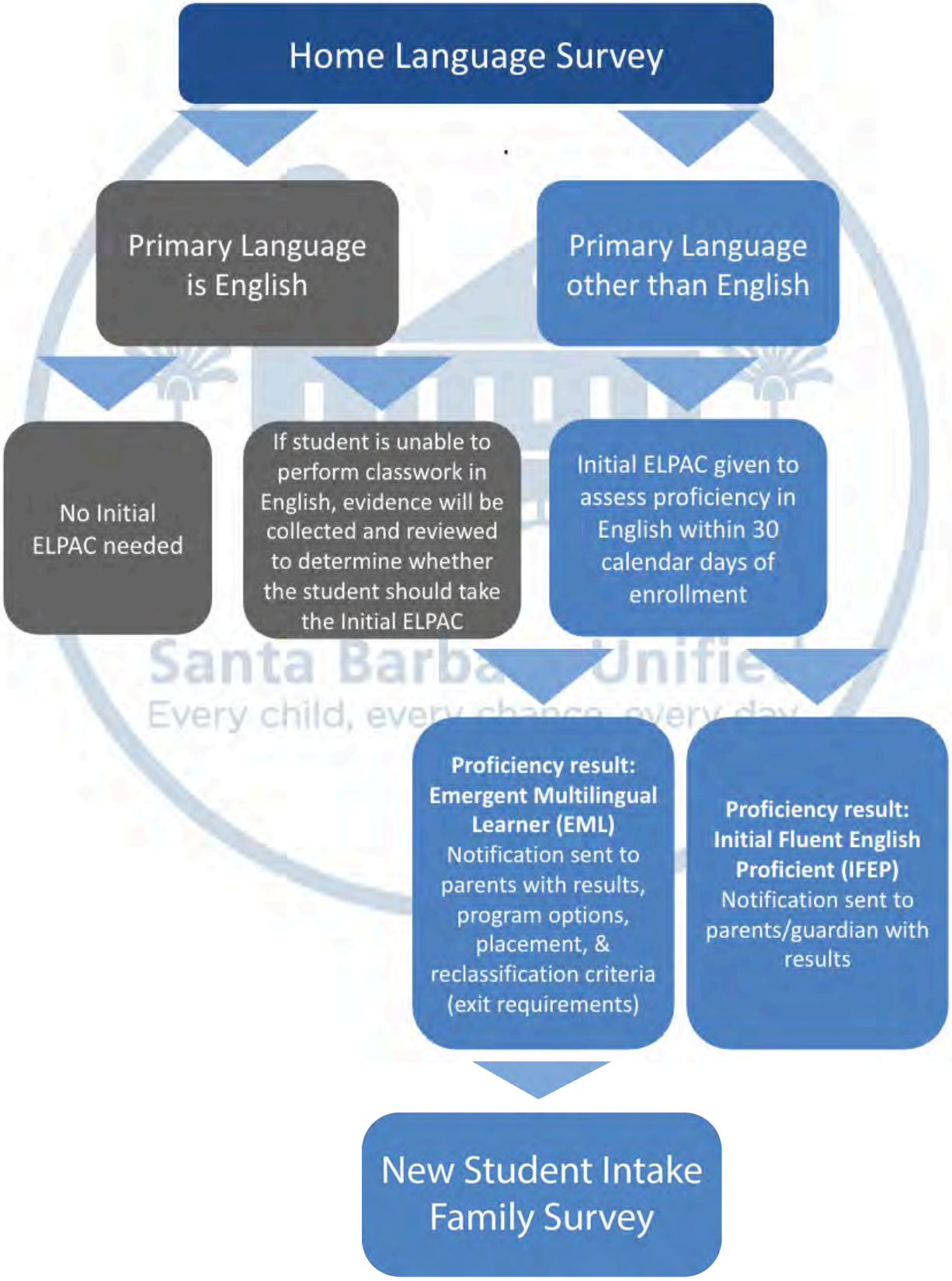
Districts have the ability to correct classifications[14] in response to errors based on parents'/guardians' responses to the HLS, the administration of the ELPAC to ineligible students, or additional evidence collected by the LEA to support corrections of classifications and/or legal requirement to administer the Initial ELPAC (California Code of Regulations, Title 5 (5 CCR), Section 11518.20).

Step 3: Parent Notification

Parents will be notified of their child's official ELPAC results once received, including initial assessment results, program options, and reclassification criteria. This notification will be in both English and the student's primary language. It will occur within 30 days of enrollment (EC Section 11518.5) or, if administered before enrollment, up to 60 days prior, but not before July 1 of the school year. Parents can request a meeting to discuss the results and program options. The initial process for identifying EMLs' English Learner status involves three steps as described. The procedures outlined are mandated by Federal law (EC Section 313 and EC Section 60810) and designed to ensure that EML services are available to all qualifying students. Figure 1.3 summarizes the steps involved in the process:

[14]California Department of Education -The Correction of Classification Process
https://www.cde.ca.gov/ta/tg/ep/documents/correctelpacatglance.pdf

Figure 1.3 Flow chart illustrating the identification process based on the HLS



Enrolling EML Students Transferring from Other Districts

Transfers from Other California Schools

Students transferring into the district from another California school usually bring a Home Language Survey, state-mandated test scores, and an initial English language status. These students do not need to repeat the district's initial identification process. If parents provide these records, staff will use them to determine the appropriate placement. If the records are not available at the time of enrollment, the district will contact the previous school to request them.

Once received, the records are entered into the district's data system and shared with teachers. If available, the original Home Language Survey is used to decide whether the student needs an English language assessment. If the records cannot be obtained right away, the district will proceed with the assessment, assign a temporary placement, and complete the full identification and placement process once the necessary information is received. The previous district is encouraged to share records quickly via fax, email, or phone.

Transfers from Out of State or Other Countries

Students who are new to California—whether from another state or another country—follow the district's three-step process for language assessment, classification, and placement. The student's enrollment date in the district is recorded in their file, along with the date they first enrolled in a U.S. school.

Language Acquisition Program Options

EML parents or guardians can choose a language acquisition program that best supports their child's English language development. The language acquisition program refers to educational programs designed for English learners to ensure English acquisition as rapidly and effectively as possible. Such programs include instruction on state-adopted academic content standards, including the CA ELD standards. These programs are informed by research and lead to grade level proficiency and academic achievement in English [EC 306(c), 310; 20 USC 6312(e)(3)(A)(iii), (v)]. For English Learners with disabilities, schools should have processes in place to "facilitate the review of the student's file by school personnel to place the student in a program model that matches the student's linguistic and academic strengths and needs, and to the extent possible, fulfill the parents' request for the type of language program."[15]

[15] California Practitioners' Guide for Educating English Learners with Disabilities (page 29) - https://www.cde.ca.gov/sp/se/ac/documents/ab2785guide.pdf

Parent and Guardian Program Choice

The annual notice of parent and guardian rights and responsibilities informs parents about the language acquisition programs available in SBUSD. It is provided to parents of students enrolling in the district after the start of the school year. The notice includes details about the rights and responsibilities related to these programs.

Parent Requests for New Language Acquisition Programs (California Education for a Global Economy (CA Ed.G.E.) Initiative Proposition 58)[16]

When parents request enrollment for their child into a particular language program, but the program is not currently offered, parents may request that the District or the school establish a new program. The District is required by California law to respond when the parents of 30 pupils or more per school, or 20 pupils or more in any grade in a school, request a new language acquisition program (EC Section 310[a]).The District must offer such a program to the extent possible and/or shall respond by taking actions to demonstrate the timelines and requirements are met. In the case where the District determines that it is not possible to implement a language acquisition program requested by parents, the District shall provide a written explanation of the reason(s) the program cannot be provided and may offer an alternative option that can be implemented at the school.

Language Acquisition Program Placement TK-12

SBUSD is dedicated to fostering the academic growth and learning of all students. Within our district, we offer several language programs designed to enhance English proficiency, promote biliteracy, and encourage multilingual learning.

Multilingual Learner Typologies

SBUSD's programs are designed to support a wide range of multilingual learner typologies. Emerging Multilingual Learners (EMLs) work toward English proficiency while simultaneously developing content knowledge through English. Placement, scheduling, and student grouping—for EMLs, Initial Fluent English Proficient (IFEP), and English-Only (EO) students—must take into account the diverse and complex linguistic and cultural identities each student brings.

Educators are responsible for understanding the language development needs of all EML typologies in order to create intellectually engaging, developmentally appropriate learning experiences. These experiences should support students in developing English proficiency, advancing in their target language, and achieving academic success. Each student in our district contributes unique strengths. As highlighted in the *California English Learner Roadmap* (Principle 1-A):

> *"The language and cultures English learners bring to their education are assets for their own learning and are important contributions to learning communities."*

While there is no single profile for an Emergent Multilingual Learner (EML), it is essential that district leadership and staff respond with care and intention to the wide spectrum of academic and social-emotional needs across EML typologies, including:

- Emergent Multilingual Learner (EML)
- English Only (EO)
- Initial Fluent English Proficient (IFEP)
- Reclassified Fluent English Proficient (RFEP)
- Long Term Emergent Multilingual Learner (LTEML)
- Dually Identified

[16] California Education for a Global Economy (CA Ed.G.E.) Initiative https://www.cde.ca.gov/sp/ml/caedge.asp

To learn more about the characteristics of these typologies, review **Appendix B: Emergent Multilingual Terminology Reference Sheet**. In order to respond to the diverse EML typologies, we offer the following language acquisition program options, in addition to language support and enrichment programs: 1) Dual Language Immersion (DLI) and 2) Structured English Immersion (SEI).

Language Acquisition Programs Overview

SBUSD values the linguistic diversity of our Emergent Multilingual Learner (EML) students. Language acquisition program options include our commitment to leveraging their home languages to foster academic achievement and cultural identity, and advancing multilingualism wherever possible. See Appendix C to learn how we support primary language development in our language acquisition programs.

This section offers a brief description of each program along with an overview of how a Comprehensive English Language Development (ELD) program is an integral element of each. Chapter 2 provides more detailed information about each program.

Structured English Immersion (SEI): language acquisition program for English learner (EL) students in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English.[17] The instructional design includes research-based strategies such as cooperative learning, gradual release of scaffolds, visuals, and other high leverage approaches in order for EMLs to access grade-level content as they develop English skills. The teaching methods are specifically designed to meet the needs of students learning English.

Leveraging primary language in SEI is a strategic methodology that values and recognizes students' home languages as significant assets. Teachers may incorporate elements of students' home languages into instruction, such as using cognates for key vocabulary to help students make linguistic connections. This approach can help students build on their existing linguistic knowledge and develop stronger English language skills. This approach is strategic and intentional according to EMLs' academic and linguistic progress.

Dual Language Immersion (DLI): language acquisition program that provides integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding.[18] This program is designed to help English learners, reclassified (R-FEP) students, initially English proficient (I-FEP) students and native English speakers, develop biliteracy and social-cultural competence in at least two languages - English and Spanish.

Each class of students is a combination of native English speakers (a minimum of 1/3 of the class; ideally 1/2 of the class) with English learners (a minimum of 1/3 of the class; ideally 1/2 of the class). The instructional model is 90/10. In Transitional Kindergarten and Kindergarten, 90% of instruction is delivered in Spanish and 10% of instruction is delivered in English. Instruction in English increases by ten percent each year while instruction in Spanish decreases by ten percent. By the fourth grade, instruction is delivered 50% in English and 50% in Spanish. This instructional model remains the same throughout secondary programs. Figure 1.4 shows the proportion of each language in the elementary grade levels.

[17] California Department of Education - Structured English Immersion Program https://www.cde.ca.gov/sp/ml/edgesei.asp
[18] California Department of Education - Dual Language Immersion Program https://www.cde.ca.gov/sp/ml/edgedli.asp

Figure 1.4: 90/10 DLI Model Progression

GRADES	TK-K	1ST	2ND	3RD	4TH	5TH	6TH
% in Spanish	90	80	70	60	50	50	50
% in English	10	20	30	40	50	50	50

Newcomer Academy (forthcoming by 2026-2027): SBUSD's Newcomer Academy is designed to support high school students (grades 9–12) who are new to the U.S. (less than two years) and score at levels 1–3 on the Initial ELPAC. Launching in the 2026–27 school year, the Academy will offer intensive English instruction and help students adjust to their new school, culture, and environment. The program will allow students to graduate under AB 2121 with 130 credits or return for a fifth year if needed. Modeled after successful programs across California, the Academy will include a Newcomer Welcome Center focused on intake, assessment, and targeted support for students and families. Understanding each family's background and motivation for immigrating is central to ensuring a smooth and supportive transition into both school and community life.

Intentional Language Supports & Language Enrichment

In both SEI and DLI programs, EML students receive a comprehensive English Language Development (ELD) program aligned to the CA ELD Standards and the CA ELA/ELD Framework. The Framework expects all teachers should attend to the language learning needs of their EMLs in strategic ways that promote the simultaneous development of content knowledge and advance levels of English.

This is done throughA

- Integrated ELD, in which all teachers with EMLs in their classrooms use the CA ELD standards in tandem with the focal CA CCSS for ELA/Literacy and other content standards

- Designated ELD, or a protected time during the regular school day, in which teachers use the CA ELD standards as the focal standards in ways that build into and from content instruction in order to develop a critical language EMLs need for the content learning in English

SBUSD provides additional support as part of our language acquisition programming. These include

World Language in Junior High and High School: In junior high school, 7th and 8th grade students have the opportunity to enroll in introductory Spanish 1 and Spanish 2 courses. Once students matriculate to high school, there is a wider offering of World Language courses including Spanish for native Speakers 2 & 3, Advanced Placement Spanish Language and Advanced Placement Literature. Students also have the opportunity to enroll in French courses which span from introductory French 1 all the way to Advanced Placement French Language.

Translation and Interpretation Pathway: This pathway is a Career Technical Education (CTE) program for students interested in becoming skilled translators and interpreters. The series of classes in this pathway focus on foundational skills, cultural competency, and ethics, while offering real-world experiences, community service opportunities, and mentorship in fields like healthcare, public service, and international relations.

Supporting Emergent Multilingual Learners who Opt-Out of EML Particular Services

EMLs are entitled to services, but parents can choose to opt their children out of a district's English Learner program or specific services. School districts cannot encourage parents to opt out. Parents must receive guidance in a language they understand about their child's rights, available services, and their benefits. If a parent decides to opt out, the district should document that the decision was voluntary and informed. Even if a child opts out, the district must ensure the student has access to educational programs, language supports, monitor progress, and offer English Learner services again if the student struggles.

Conclusion

In today's globalized world, a student's linguistic background plays a vital role in shaping their educational journey. In Santa Barbara Unified School District, language status assessments serve not only as a means of compliance but as a foundation for creating personalized and equitable learning experiences. The Multilingual Excellence Transforming Achievement (META) Plan underscores the importance of understanding language proficiency as a powerful tool for removing educational barriers. Identifying a student's home language not only informs instruction but also affirms identity, builds confidence, and fosters a sense of belonging—key components of academic resilience. However, the accuracy of these assessments is critical; misidentification or inappropriate placement can hinder growth and limit opportunities. When implemented thoughtfully, the identification process becomes a gateway to connection, cultural exchange, and multilingual empowerment. Ultimately, embracing multilingualism as an asset allows schools to cultivate cognitive, cultural, and academic strengths that enrich the learning environment and support the development of globally minded citizens. The following chapter will explore language acquisition programs, key instructional strategies, and professional learning opportunities for educators in greater detail.

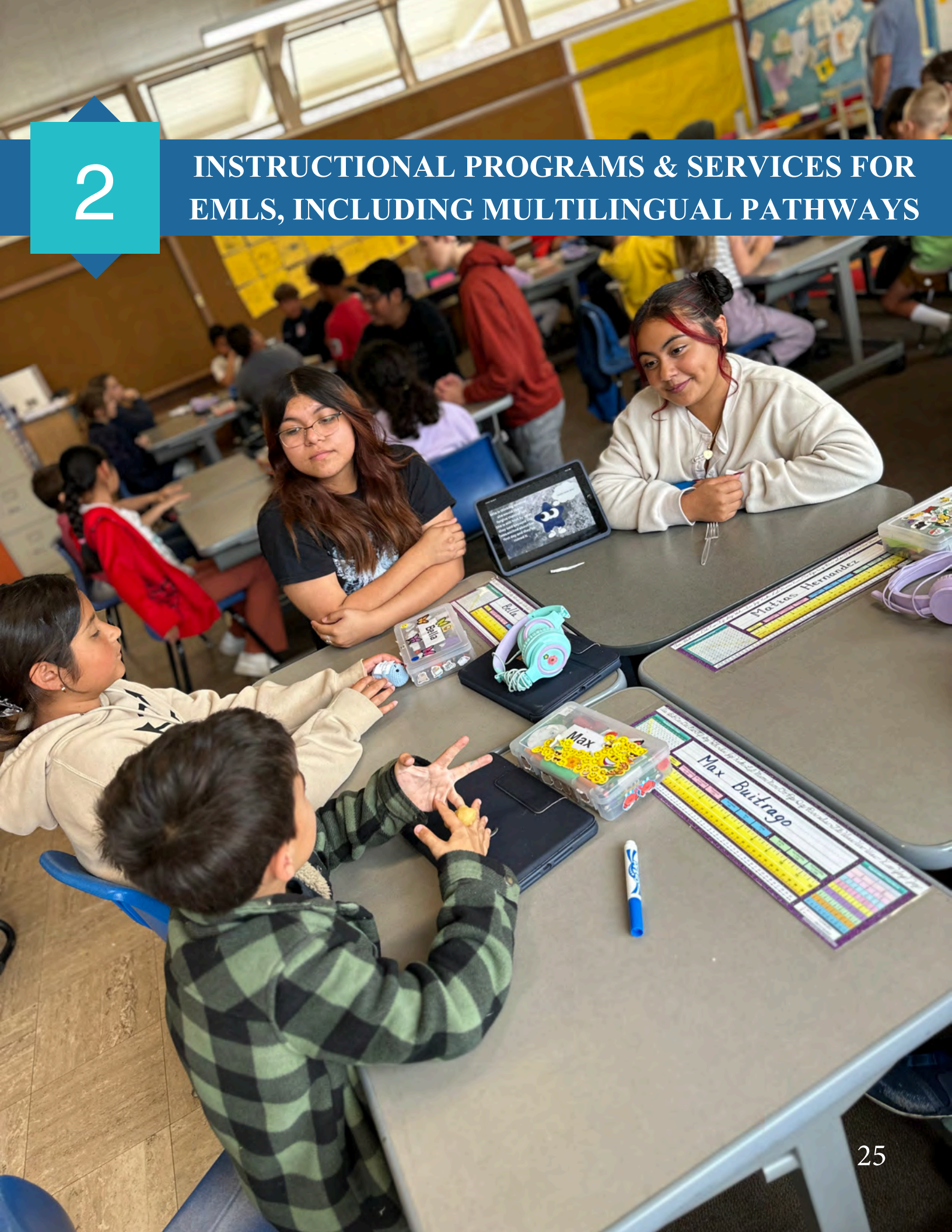
Federal Program Monitoring (FPM) Item Alignment

SBUSD aligns to the Federal Program Monitoring, English Learner Program Instrument[19]. The California Department of Education provides LEAs updated FPM items annually[20]. A list of corresponding items is provided in Appendix H.

[19] California Department of Education. (2023, May). *English learner 2024–25 program instruments. California Departtment of Education.* Retrieved from https://www.cde.ca.gov/ta/cr/

[20] California Department of Education- Compliance Monitoring https://www.cde.ca.gov/ta/cr/

2 INSTRUCTIONAL PROGRAMS & SERVICES FOR EMLS, INCLUDING MULTILINGUAL PATHWAYS



2 Instructional Programs & Services for EMLs, including Multilingual Pathways

Chapter Overview

SBUSD's instructional programs for EMLs are designed not only to develop language skills but also to foster a sense of belonging and empowerment for students from diverse cultural backgrounds. These programs integrate language development with content learning, ensuring that EMLs meet academic benchmarks to succeed in the classroom and beyond. To meet the diverse needs of our EMLs, the Santa Barbara Unified School District (SBUSD) offers the following multilingual learner language acquisition program options for students in grades TK-12: 1) Structured English Immersion and 2) Dual Language Immersion. This chapter describes each program option, including goals, the students served, instructional components, and staffing requirements.

WHAT DO SCHOOL SITES NEED TO DO?

To effectively provide robust instructional programs and services for Emergent Multilingual Learners, school sites:

- Implement SEI and DLI programs with appropriate staffing
- Adopt an asset-based mindset in all interactions and instruction.
- Ensure high-quality, accessible instruction through integrated and designated ELD.
- Utilize effective materials for language instruction.
- Support newcomer families.
- Develop the five key EML practices.
- Support IEPs for EML students with disabilities.
- Encourage Multilingual opportunities like the State Seal of Biliteracy.
- Create equitable learning environments.

Master Plan for Emergent Multilingual Learners (EMLs) Background and Alignment

The Santa Barbara Unified School District's (SBUSD) Master Plan for Emergent Multilingual Learners (EMLs) intentionally complements and operationalizes the vision of the Multilingual Excellence Transforming Achievement (META, 2020) plan, builds upon the foundation of the four principles of the CA English Learner Roadmap (ELR) Policy, and complies with state and federal requirements for English Learner (EL) services. While acknowledging the legal and policy term English Learners (ELs), we choose to refer to our students as Emergent Multilingual Learners (EMLs). This choice reflects our commitment to recognizing and building upon the linguistic strengths they bring to our classrooms.

Below is a brief description of the leading guiding documents that are referenced throughout the plan:

- Santa Barbara Unified School District's Multilingual Excellence Transforming Achievement (META, 2020) plan is a strategic and visionary plan for creating diverse multilingual pathways that recognize the strengths and meet the needs of all students. This chapter primarily aligns with META's Strategic Goal 1: Significantly improve Emergent Multilingual engagement and achievement through access to coherent PreK-12 multilingual learning pathways.

- The CA ELR Policy[21] provides guidance to local educational agencies (LEAs) on welcoming, understanding, and educating the diverse population of students who are English learners attending California public schools.

- The California Department of Education (CDE) uses the EL Federal Program Monitoring (FPM) Instrument[22] to conduct FPM reviews of LEAs to ensure they are creating and maintaining programs which meet fiscal and programmatic requirements.

[21] California Department of Education- *California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners (CA EL Roadmap)* https://www.cde.ca.gov/sp/ml/roadmap.asp

[22] California Department of Education- Compliance Monitoring https://www.cde.ca.gov/ta/cr/

The Master Plan is built upon the foundation of the California English Learner Roadmap (ELR) Policy. Each chapter identifies the specific ELR principles and elements that are most applicable. Chapter 1 is primarily focused on the following ELR principles and elements:

Guiding Principles

Principle 1: Assets- Oriented and Needs Responsive Schools 1A. Language and Culture as Assets 1B. English Learner Profiles 1E. English Learners with Disabilities	**Principle 2:** Intellectual Quality of Instruction and Meaningful Access 2E. ELProfiles 2G. Programmatic Choice	**Principle 3:** System Conditions that Support Effectiveness	**Principle 4:** Alignment and Articulation Within and Across Systems

Introduction

Introduction
SBUSD's instructional programs for English Multilingual Learners (EMLs) are thoughtfully designed to develop English proficiency, but also to ensure that students thrive academically across all content areas and grow as active, confident members of their school communities. Language development is intentionally integrated with content instruction, enabling EMLs to progress toward academic goals while building strong language skills. The diverse languages and cultures that EMLs bring are recognized as powerful assets that enrich both individual learning and the broader educational environment. SBUSD values the linguistic diversity of our Emergent Multilingual Learner (EML) students. Language acquisition program options include our commitment to leveraging their home languages to foster academic achievement and cultural identity, and advancing multilingualism wherever possible. See Appendix C to learn how we support primary language in our language acquisition programs.

Language Acquisition Programs

The district offers two main program options for Emergent Multilingual Learners in grades TK-12: Structured English Immersion (SEI) and Dual Language Immersion (DLI). Both programs provide support for newly arrived EMLs, often referred as Newcomer students. In the 2025–26 school year, the district will begin exploring options, gathering information, and developing a plan for a secondary Newcomer Academy. The goal is to launch this academy in the 2026–27 school year for students in grades 9–12. These programs and support services are designed to meet the needs of diverse learners and ensure that students can fully engage in both language acquisition and academic content, including opportunities to advance multilingualism wherever possible.

Structured English Immersion (SEI) Overview

Structured English Immersion (SEI) is a language acquisition program for English learner (EL) students in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English.[23] The instructional design includes research-based strategies such as cooperative learning, gradual release of scaffolds, visuals, and other high leverage approaches in order for EMLs to access grade-level content as they develop English skills. The teaching methods are specifically designed to meet the needs of students learning English.

Leveraging primary language in SEI is a strategic methodology that values students' home languages and is recognized as significant assets. Teachers may incorporate elements of students' home languages into instruction, such as using cognates for key vocabulary to help students make linguistic connections. This approach can help students build on their existing linguistic knowledge and develop stronger English language skills. This approach is strategic and intentional according to EMLs' academic and linguistic progress.

Program Goal

The SEI program ensures EMLs, including those with disabilities, develop English proficiency and attain grade-level benchmarks. The program fosters the acquisition of disciplinary literacy while providing primary language support when needed to scaffold content instruction.

Students Served

The SEI program is a program option for EMLs in grades TK-12 who have not yet met reclassification criteria based on state and federal requirements (see Chapter 3 for more information regarding reclassification). This program provides targeted support for EMLs making consistent progress, Long-Term Emergent Multilingual Learners (LTEMLs)[24], and students at risk of becoming LTEMLs.

SEI Program Components

The SEI program incorporates research-based approaches to English language development through the following key components:

1. ***Integrated ELD and Access to Core Curriculum:***
   All teachers of EMLs integrated ELD strategies throughout the school day and across all subjects.
   The California ELD Standards are used in conjunction with the California Common Core State Standards and other content standards to develop English proficiency while students learn content.
   Primary language support may be used to enhance comprehension, build connections to prior knowledge, and affirm the student's native language. This support is intended to clarify, direct, and explain concepts, and is distinct from primary language instruction. It does not include primary language lessons, assignments, or assessments.

2. ***Designated ELD:***
   - Daily, focused ELD instruction is provided by credentialed teachers during a protected instructional time.
   - Teachers use the California ELD Standards as the primary focus to develop the language skills necessary for academic success in English.

[23] California Department of Education - Dual Language Immersion Program https://www.cde.ca.gov/sp/ml/edgesei.asp
[24] California Department of Education- Long Term English Learners Definition https://www.cde.ca.gov/ds/ad/lteldef.asp

Staffing Requirements

The SEI program is staffed by credentialed teachers with EL authorization/Crosscultural, Language, and Academic Development (CLAD) Certificate or Bilingual Authorization/Bilingual Crosscultural, Language, and Academic Development (BCLAD) Certificate. See Chapter 4 for more details.

Dual Language Immersion (DLI) Program Overview

Dual Language Immersion (DLI): language acquisition program that provides integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. This program is designed to help English learners, reclassified (R-FEP) students, initially English proficient (I-FEP) students and native English speakers, develop biliteracy and social-cultural competence in at least two languages - English and Spanish.

Program Goals

The Dual Language Immersion (DLI) program focuses on teaching students literacy in two languages, promoting bilingualism and biliteracy. The following are the program goals for DLI[25]:.

- Bilingualism & Biliteracy
- Academic Achievement
- Sociocultural Competence
- Critical Consciousness

Bilingualism and Biliteracy

By definition, any Dual Language program provides literacy instruction to all of its students through two languages. This leads to an important focus on not only understanding and speaking two languages (bilingualism), but additionally to reading and writing in those two languages (biliteracy). A key component in the evolution of students' bilingualism and biliteracy is the intentional development of students' metalinguistic awareness, that is, their ability to consciously reflect on the nature of language in general.

Grade Level Academic Achievement [Access to Core]

Dual Language programs also provide content instruction through two languages. At any given point in their academic career, students will study certain content areas in one language and other content areas in the other. In a 4th grade classroom, for example, students may regularly study mathematics and science in Spanish and social studies and writers workshops in English. Intentional windows of time, often at the end of a unit of study, are set aside to ensure that students complete the process of transference, in which they are clear about specific mathematical vocabulary, for example, in the other language. In this environment, language is not just a tool for communication but also a bridge to academic success and cultural growth.

Sociocultural Competence and Cultural Appreciation [Across Curriculum]

In Dual Language Immersion (DLI) programs, students develop sociocultural competence, which includes understanding their own identity and culture as well as recognizing the broader influence of culture in society. According to the Guiding Principles of Dual Language Education, sociocultural competence encompasses identity development, cross-cultural competence, and multicultural appreciation. SBUSD's

[25] Center for Applied Linguistics, Dual Language Education of New Mexico, and Santillana USA- Guiding Principles for Dual Language Education, 3rd Edition - https://www.cal.org/publications/guiding-principles-3/

Ethnic Studies program further supports students' holistic development, emphasizing self-love and respect as the foundation for understanding and appreciating others. Through collaborative teacher planning, students explore their own identities, fostering an appreciation for diverse linguistic and cultural identities in the world.

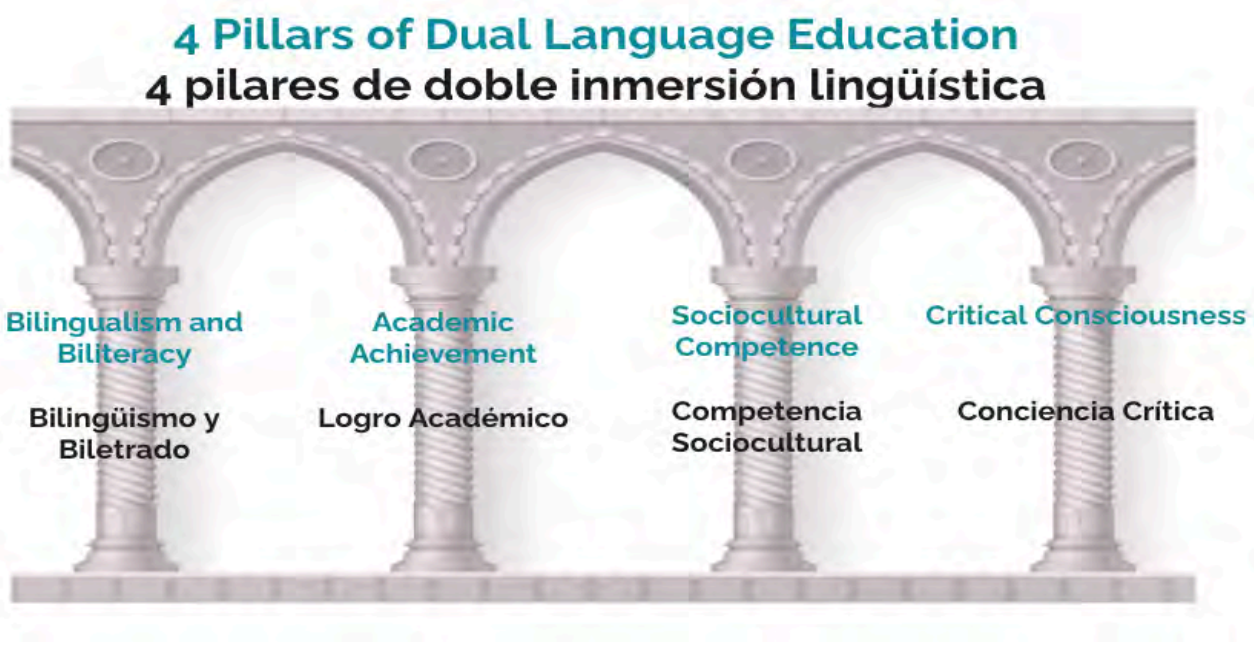
Critical Consciousness

Critical consciousness is a key aspect of Sociocultural Competence, particularly in Dual Language programs, where students learn to recognize and address inequities in systems that privilege certain identities over others. Paulo Freire's concept of critical consciousness (conscientização) is about understanding and influencing societal systems marked by inequality and dehumanization. This awareness transforms individuals from passive victims to active agents of liberation. In Ethnic Studies, it involves:

- Causal thinking: Understanding cause and effect
- Historical thinking: Connecting present to past
- Analysis of systems and power: Examining power structures

Research shows that developing critical consciousness positively impacts student development, particularly by fostering a strong sense of self. This awareness motivates purposeful action to transform oneself and society.

Figure 2.1 The 4 Pillars of Dual Language Education



Students Served

The Dual Language Immersion (DLI) program aims to help students—Emergent Multilingual Learners (EMLs), reclassified (R-FEP) students, initially English proficient (I-FEP) students, and native English speakers—become proficient in both English and Spanish. Offered at McKinley Elementary, Santa Barbara Junior High, and Santa Barbara High School, the program pairs native English speakers with English learners in each class, with at least 1/3 of the class from each group; ideally 1/2 of the class. English learners receive daily English Language Development (ELD), and Spanish learners receive Spanish Language Development (SLD) based on their proficiency level.

DLI Program Components

In a dynamic classroom, teachers adapt to the diverse needs of their students through a blend of differentiated and scaffolded instructional strategies, ensuring every student, from EMLs to English-proficient learners, receives the support they need. Here's how:

1. ***Access to Core Curriculum through Content-Based Language Instruction:***
   Academic subjects like math, science, and social studies aren't just taught—they're taught *with language in mind.* Instruction is delivered in both languages to support language acquisition while ensuring students meet the high expectations of academic standards.

2. ***Designated English and Spanish Language Development:***
   English Language Development (ELD), grounded on the English Language Development Standards, includes several essential features that ensure effective and meaningful language learning for EMLs. High intellectual quality and a focused emphasis on academic English are central to every lesson. A key component is extended language interaction, with a strong emphasis on oral language development—students are provided ample opportunities to use English in meaningful ways, with activities increasing in complexity as they progress along the ELD continuum. Instruction balances both the focus on meaning and language forms, and lessons are thoughtfully planned and sequenced. Scaffolding is intentionally embedded to support diverse learners by building on background knowledge and adjusting support based on individual needs. In a Dual Language Immersion (DLI) program, Spanish Language Development (SLD) is a critical and intentional component designed to support students in developing strong, academic-level proficiency in Spanish. Similar to English Language Development (ELD), SLD focuses on teaching Spanish as a language—explicitly and systematically—through vocabulary, grammar, syntax, and language structures appropriate to students' developmental levels and proficiency.

3. ***Collaborative Learning:***
   Through cooperative activities, students engage in meaningful interactions, connecting with both English-proficient peers and EMLs. These experiences not only support language development but also foster cultural exchanges, encouraging empathy, understanding, and collaboration.

Language Allocation in DLI-Elementary

The Dual Language Immersion (DLI) Program integrates Spanish-speaking, English-speaking, and bilingual students in the same classroom to foster language acquisition through peer modeling. The program follows a 90/10 model, with 90% of instruction in Spanish and 10% in English in Kindergarten. As students advance, the amount of English instruction increases, reaching a 50/50 split between Spanish and English by 4th grade. This balance also extends to subjects like P.E., art, and music. Figure 2.2 shows the proportion of each language in the elementary grade levels.

Figure 2.2: 90/10 DLI Model Progression

GRADES	TK-K	1ST	2ND	3RD	4TH	5TH	6TH
% in Spanish	90	80	70	60	50	50	50
% in English	10	20	30	40	50	50	50

Overall, this approach creates a well-rounded, immersive educational experience where students develop both language proficiency and academic competence in their chosen languages, setting the foundation for lifelong learning and bilingualism.

Language Allocation in DLI-Secondary

Students in the DLI program will continue their studies into junior high school. At the secondary level, students continue to study academic content in the target language for at least two periods in a day. Students follow a core schedule that includes Spanish Language Arts courses incorporating high school-level Spanish (Spanish 2 and 3). These courses will focus on literacy development through literature, grammar, writing, and oral presentations. Content areas like science, mathematics, and social studies will be taught entirely in Spanish to enhance Spanish literacy. Parents will be informed about this pathway when their children enroll in kindergarten, with the goal of completing the program through twelfth grade. The continuation of this pathway in junior high and high school depends on the availability of qualified DLI teachers. By the time students move on to high school, they will be fully prepared for DLI courses at that level.

Staffing Requirements

The DLI program is staffed by credentialed teachers with Bilingual Authorization/Bilingual Crosscultural, Language, and Academic Development (BCLAD) Certificate. See Chapter 4 for more details.

Newcomer Integration: A Strategic, Phased Support System

Newcomer[26] is a general term for students who were born outside the United States and have recently arrived, often entering the U.S. school system for the first time. Many are learning English and may include refugees, asylees, unaccompanied or undocumented youth, migrant students, and those with limited or interrupted education. Newcomers come from diverse cultural backgrounds, speak a variety of languages, and have a wide range of prior educational experiences. As newcomer students adjust to a new academic environment, their responses to learning, language development, and social-emotional experiences may vary. A welcoming, inclusive school climate helps newcomer students feel safe, supported, and ready to thrive.

Across SBUSD schools, newcomer students benefit from a variety of existing supports. One key support includes Spanish bilingual paraprofessionals, who are present at all school sites. These staff members play a strategic role in helping students acclimate to their new environment by providing cultural and linguistic support in students' primary language—Spanish—especially during the initial stages of transition. This support is carefully designed to ease the adjustment process without losing focus on developing English proficiency, which remains a central goal.

In the upper elementary grades, where academic content becomes more demanding, a targeted supplemental curriculum is used during a newcomer student's first 12 months of enrollment to accelerate the development of foundational communication skills alongside English language learning.

At Santa Barbara Junior High (SBJH) and Santa Barbara High School (SBHS), the Dual Language Immersion (DLI) program provides significant support for newcomer students by allowing them to take at least one content-area course in Spanish. This approach helps to close academic gaps while simultaneously fostering English language development. In secondary schools, educators may also provide translated content in Spanish, but this is done thoughtfully to ensure that it does not hinder the acquisition of English, while still offering essential primary language support.

[26] California Department of Education. (n.d.). *Newcomer students*. https://www.cde.ca.gov/sp/ml/newcomerstudnts.asp

While many strong practices are in place, SBUSD acknowledges that support for newcomer students currently varies across school sites and levels. The district is committed to creating a more cohesive, aligned system that ensures equitable access to services. A key area of future work is the development of a **uniform and intentional intake process** that better identifies and responds to the unique needs of newcomer students and their families. Though still in development, this process is grounded in the belief that each family brings a rich and diverse background that can help shape how schools provide support.

As the district continues developing this intake process, it is also working to **build staff capacity**, **strengthen family partnerships**, and **expand access to resources** that align with where families are in their integration journey.

Looking ahead, SBUSD will begin the **exploration, knowledge-building, and planning phase** for a **Newcomer Academy serving grades 9–12**, with an anticipated launch in the **2026–2027 school year**. This planning process will involve input from educators, families, and community partners to ensure the academy is responsive to the academic, linguistic, and social-emotional needs of high school newcomers. The Newcomer Academy will offer a structured and supportive setting that reflects SBUSD's long-term commitment to educational equity and to helping newcomer students thrive in their new learning environments.

Launching the Newcomer Academy

Newcomer Academy *forthcoming by 2026-2027*: SBUSD's Newcomer Academy is designed to support high school students (grades 9–12) who are new to the U.S. (less than two years) and score at levels 1–3 on the Initial ELPAC. Launching in the 2026–27 school year, the Academy will offer intensive English instruction and help students adjust to their new school, culture, and environment. The program will allow students to graduate under AB 2121 with 130 credits or return for a fifth year if needed. Modeled after successful programs across California, the Academy will include a Newcomer Welcome Center focused on intake, assessment, and targeted support for students and families. Understanding each family's background and motivation for immigrating is central to ensuring a smooth and supportive transition into both school and community life. These efforts reflect SBUSD's ongoing commitment to equity, inclusion, and culturally responsive practices that foster belonging and success for every student.

Intellectual Quality of Instruction and Meaningful Access Across All Programs

Across all language acquisition programs, SBUSD ensures that students are provided with comprehensive, developmentally appropriate, and intellectually stimulating learning experiences. These experiences should not only focus on language development but also integrate literacy and content learning to foster proficiency in English and Spanish (when applicable). By strategically using native language and scaffolding, educators can support English learners in comprehending and participating fully in the curriculum. This approach ensures that Emergent Multilingual Learners have meaningful access to a high-quality, standards-based education, where they can thrive academically and linguistically.

> *"English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages" (2017, CA EL Roadmap).*

High Quality Instruction for All Students

SBUSD is committed to providing an enhanced instructional experience by implementing the SBUSD Instructional Framework to promote high-quality instruction that supports student success. Additionally, as part of the overall Instructional Framework, the district has outlined ***five key practices*** for educating Emergent Multilingual Learners (EMLs) to use in all classrooms, at all grade levels. The Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) require Emergent Multilingual Learners (EMLs) to meet the same academic expectations as their peers, with an emphasis on using advanced language to express thinking and reasoning within each subject. Although this presents challenges, it also offers significant opportunities. These practices are designed to guide educators to collectively support the academic, linguistic, and socio-emotional needs of EMLs. These practices are further connected to teacher professional development in Chapter.

Five Key Practices. Effective Instruction for Emergent Multilingual Learners (EMLs

1. ***Foster Affirmation, Safety and Relevance:***
   Safe and affirming classrooms foster an environment where intellectual risk-taking is encouraged. In such a community of learners, everyone is empowered to ask questions, explore diverse perspectives, respect different approaches to problem-solving, and collaborate meaningfully with one another.

2. ***Build on Students' Funds of Knowledge:***
   Understanding and leveraging students' funds of knowledge requires recognizing the English language proficiency levels and primary language strengths of Emergent Multilingual Learners (EMLs), as well as exploring their interests, life experiences, educational backgrounds, and the cultural and familial resources they bring to the classroom. Teachers must not only value and celebrate the multilingual abilities of students, including their use of different dialects, but also acknowledge the diverse levels of literacy among multilingual learners. By tapping into cultural and community resources, educators can make content more relevant and meaningful, ensuring that all students have the tools they need to succeed.

3. ***Commit to Integrated and Designated ELD:***
   Ensure that Emergent Multilingual Learners (EMLs) receive purposeful, daily Designated ELD instruction, as well as Integrated ELD across all content-area disciplines, to support comprehensive language development throughout the school day

4. ***Cultivate Disciplinary Language:***
   Disciplinary language involves the ability to comprehend and communicate subject-specific concepts through speaking, listening, reading, and writing. By intentionally developing this language, educators empower students to think critically, engage in academic discourse, and access complex content across all disciplines. Teachers should address vocabulary, syntax, and discourse levels, consider various text types (e.g., literary, nonfiction, diagrams, audio), and create opportunities for students to engage with and demonstrate their understanding.

5. ***Prioritize Rich, Cognitively Demanding Language and Literacy Experiences:***
   Providing cognitively demanding instruction means designing opportunities that offer meaningful access for all students to engage in complex tasks—those that allow for multiple solutions, diverse perspectives, and open-ended thinking—through authentic, unscripted dialogue and collaborative exploration.

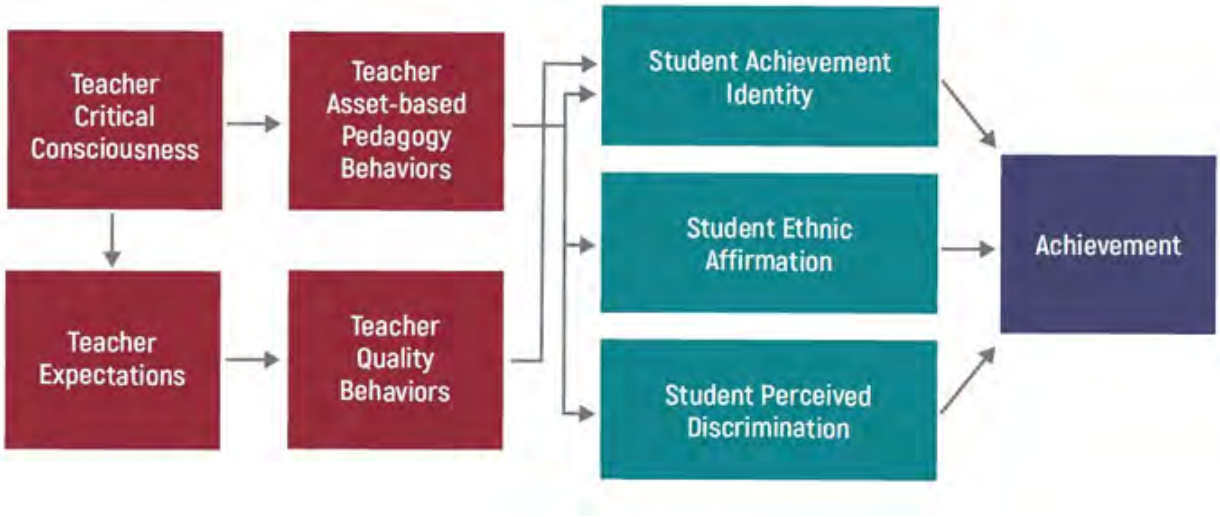
These five key practices serve as a foundational approach to creating an inclusive, engaging, and academically rigorous environment where Emergent Multilingual Learners can thrive, develop their language skills, and reach their full potential as confident, capable learners.

Assets Based Pedagogy

In support of these ***five key practices*** for educating Emergent Multilingual Learners (EMLs), we will integrate an asset-based pedagogy framework, which includes culturally and linguistically sustaining approaches, teaching to and through the strengths of all students by validating and affirming their identities.

As cited by the California Department of Education (2020) the asset-based pedagogy is an educational imperative for [EMLs] as it promotes both social emotional and academic development. Asset-based pedagogy requires unique knowledge to mitigate biases that can be detrimental to teachers' expectations. Rather than focusing on perceived deficits and gaps in students' linguistic and academic abilities, the asset-based perspective emphasizes the strengths, skills, and cultural wealth these learners bring to the classroom. This body of research supports the importance of employing asset-based pedagogy as a practice when serving vulnerable populations such as EMLs in this context.

Figure 2.3. Assets Based Pedagogy [27]



The priority goal of integrating an asset-based framework into the Master Plan for EMLs is to cultivate an inclusive environment while elevating EMLs academic and linguistic achievement.

Comprehensive English Language Development for EML Students

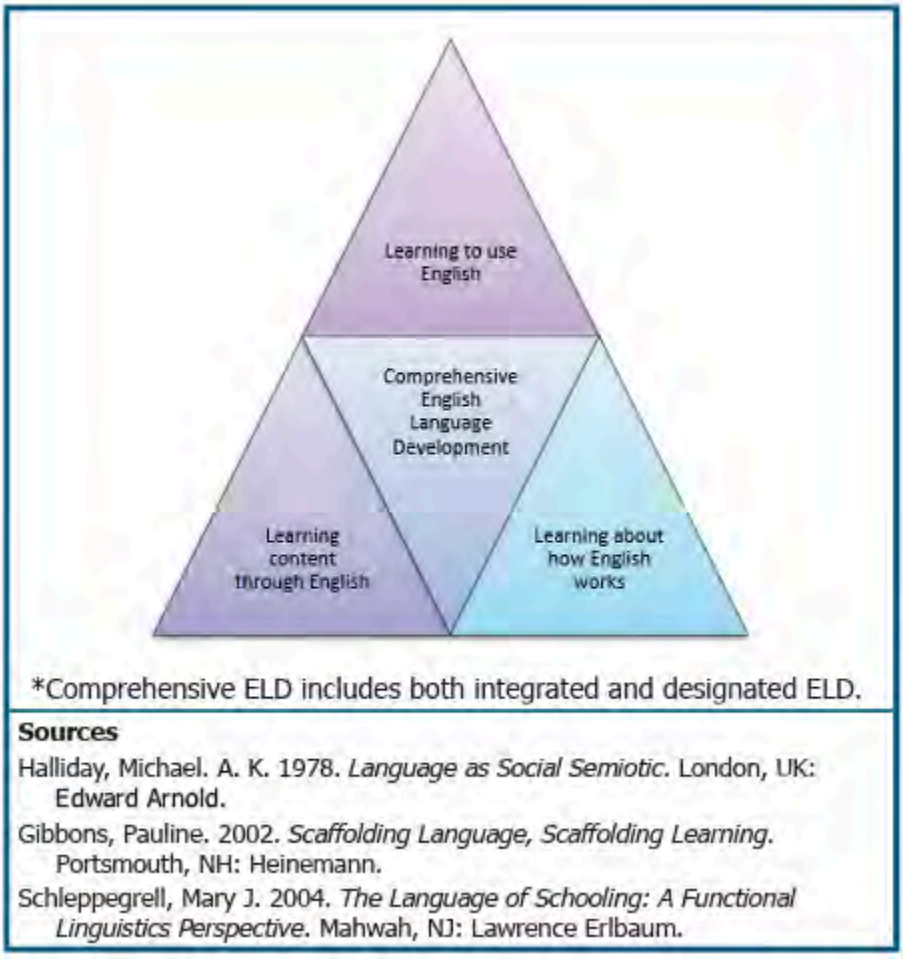
The SBUSD Comprehensive English Language Development (ELD) program aligns with our 5 Key Practices for Educating EMLs, the 2012 California English Language Development Standards and the CA ELA/ELD framework. Its goal is to explicitly teach English to build a strong foundation for students in both social and academic contexts. ELD also supports literacy development (reading and writing) and enhances the California English Language Arts Standards. Both the ELD and ELA standards aim to help students achieve cognitive academic proficiency in English.

[27]California Department of Education. (2020). Improving education for multilingual and English learner students: Research to practice (p. 69). https://www.cde.ca.gov/sp/el/er/documents/mleleducation.pdf

Integrated and Designated ELD instruction is being taught at all TK-12 grade levels (5 CCR Section 11300[c]). Both integrated and designated English language development (iELD and dELD) instruction have a goal of ensuring all students who are classified as English Learners by the state "*have full access to an intellectually rich and comprehensive curriculum*, via appropriately designed instruction, and that they make steady — and even accelerated — *progress in their English language development*."[28] Thus, any student who is classified as an English Learner by the state receives both dELD and iELD instruction.

Figure 2.4 from the California ELA/ELD Framework presents the *Three Interrelated Areas of Comprehensive ELD*: Learning to use English, Learning content through English, and Learning about how English works. Comprehensive ELD incorporates both integrated ELD and designated ELD.

Figure 2.4: Three Interrelated Areas of Comprehensive ELD[29]



Designated ELD

The California ELA/ELD Framework explains that, "Designated ELD is provided to ELs **during a protected time in the regular school day**…, students are grouped for designated ELD by English language proficiency levels (Emerging, Expanding, Bridging), although schools need to consider their

[28] California Department of Education, (2014). English Language Arts/English Language Development Framework for California Public Schools Kindergarten through Grade Twelve. "Chapter 9: Access and Equity" p. 888.
https://www.cde.ca.gov/ci/rl/cf/index.asp

[29] California Department of Education. *California English Language Arts/English Language Development Framework: Transitional Kindergarten Through Grade Twelve*. Sacramento, CA: California Department of Education, 2014, p. 108.

particular student population (e.g., number of ELs at each proficiency level) and make appropriate decisions about grouping."[30]

SBUSD is committed to providing explicit and systematic language development instruction through Designated ELD, utilizing English language proficiency groupings to ensure targeted support.

- ***Elementary (Grades K-6):***
  A minimum of 30 minutes daily will be dedicated to protected D-ELD time for all EML students. This instruction will utilize the adopted D-ELD curriculum that strategically embeds language development within content learning, delivered through flexible groupings based on students' English language proficiency levels to best address their specific needs.

- ***Secondary (Grades 7-12):***
  Designated ELD is implemented as **Additional Language Development (ALD)**. All secondary EML students will receive one dedicated ALD period daily, utilizing ALD adopted curriculum to provide focused language development instruction through strategically designed groupings based on their English language proficiency levels. This period is in addition to, and not a replacement for, their English Language Arts (ELA) coursework.

High Quality Designated ELD

- is aligned to the California ELD Standards, emphasizing Part II, How English Works.
- focuses on **communicative purposes**, not on discrete grammar instruction.
- addresses **speaking, listening, reading, and writing.**
- is explicitly **connected to grade-level content, topics, and texts.**
- includes **systematic development of academic vocabulary**.
- requires students to spend **at least 50% of instructional time producing oral and written language**.

Integrated ELD

High Quality Integrated ELD

In addition to protected Designated English Language Development (dELD) instruction, Integrated English Language Development (ELD) instruction occurs throughout the school day in every subject area, provided by every teacher who has an English learner (EL) student in the classroom. The California English Language Development (CA ELD) Standards are used in tandem with the California Common Core State Standards (CA CCSS) for English Language Arts/Literacy and other content standards to ensure students strengthen their academic English abilities as they learn content through English. As a result, EL students should receive instruction that enables them to "have full access to an intellectually rich and comprehensive curriculum" in all classes, throughout the day. It is, therefore, "incumbent upon every educator to understand California's model of comprehensive ELD instruction".[31]

High Quality Instructional Materials

Across content areas, SBUSD is committed to adopting standards-based instructional materials that fully integrate and support the English Language Development (ELD) standards. By aligning ELD standards with core content standards throughout the instructional day, educators can more effectively support Emergent Multilingual Learners (EMLs) in developing English proficiency while simultaneously accessing rigorous academic content. Instructional materials should be developmentally appropriate and aligned with the high-quality criteria outlined in the ELA/ELD Framework, which organizes evaluation

[30] Slowik, Hallie Yopp, and Nancy Brynelson. (2015). Executive Summary: English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve. Sacramento: Consortium for the Implementation of the Common Core State Standards, p. 6. https://www.cde.ca.gov/ci/rl/cf/index.asp

[31] California Department of Education. (2014). *California English Language Development (ELD) Standards* and *California ELA/ELD Framework*. Retrieved from https://www.cde.ca.gov/Sp/ml/eldstandards.asp

standards into categories[32]. To guide the selection and evaluation of these materials, the following table outlines the key categories of high-quality criteria as specified in the ELA/ELD Framework.

Table 2.1 Criteria for Instructional Materials Aligned to the Standards

1. English language arts and English language development/ Content Alignment with the Standards	Instructional materials include content as specified in the CA standards for ELA and the CA ELD standards, as appropriate for the program type. Programs must meet all identified standards fully for the appropriate program type to be eligible for adoption.
2. Program Organization	Instructional materials support instruction and learning of the standards and include such features as the organization and design of the program and standards; chapter, unit, and lesson overviews; and glossaries.
3. Assessment	Instructional materials include assessments for measuring what students know and are able to do and provide guidance for teachers on how to use assessment results to guide instruction.
4. Universal Access	Instructional materials provide access to the standards-based curriculum for all students, including English learners, students with disabilities, advanced learners, students below grade level in any strands of English language arts, and students who speak African American English (AAE).
5. Instructional Planning and Teacher Support	Information and materials contain a clear roadmap for teachers to follow when planning instruction and are designed to help teachers provide effective standards-based instruction.

Emergent Multilingual Learners with Disabilities

Emergent Multilingual Learners with disabilities in Santa Barbara Unified School District (SBUSD) have access to all program options, including Dual Language Immersion (DLI), Structured English Immersion (SEI), and Newcomer Supports (when applicable). SBUSD ensures that IEP processes address program enrollment, whether in DLI or SEI, to offer linguistically appropriate educational experiences. In line with California Education Code 56345, IEPs for students whose native language is not English must include linguistically appropriate goals, objectives, and services tailored to the student's language needs.

Multilingual Learner Pathways

Seal of Biliteracy

The California State Seal of Biliteracy is awarded to any student who demonstrates literacy in two or more languages through a prescribed set of courses taken while enrolled in the district. All students in SBUSD have access to coursework to make them eligible to earn the Seal of Biliteracy upon graduation. SBUSD encourages all of our EML students to fulfill these requirements and earn the Seal. In order to earn the Seal, any SBUSD graduate must complete the following requirements:

1) Successfully completed four years of high school English with an overall 3.0 GPA or higher.
2) Earned a 3 or 4 on the ELA CAASPP in eleventh grade.

[32]Adapted from English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve (Chapter 12, p. 1012), by California Department of Education, 2015, https://www.cde.ca.gov/CI/rl/cf/documents/elaeldfwchapter12.pdf. Copyright 2015 by the California Department of Education.

3) Demonstrate literacy in a language other than English (LOTE) through one of the following ways:
    a) Complete the fourth year of study (not necessarily four years of seat time) in a LOTE with a 3.0 GPA or higher.
    b) Pass an AP Exam in a LOTE with a score of 3 or higher.
    c) Pass an SAT II exam in a given language.
    d) EML students have an additional requirement, which is to earn a 4 on the oral language composite score of the ELPAC exam.

Translation and Interpretation Pathway

SBUSD offers a pathway that can support students' trajectory towards obtaining the Seal of Biliteracy as well as their journey toward multilingual careers and college readiness.

The Translation and Interpretation Pathway is designed for High School students interested in exploring and developing the essential skills to become high-quality translators and interpreters. This Career Technical Education (CTE) pathway introduces students to the foundational principles of translation and interpretation, with a strong focus on cultural competency and professional ethics.

Students will have opportunities to:

- **Apply their skills:** Participate in real-world translation and interpretation projects within the community.
- **Connect with professionals:** Network with experienced translators and interpreters to gain insights into the field.
- **Explore academic pathways:** Visit local colleges and universities, such as Cal State University Channel Islands and the Monterey Language Institute, to learn about certificate and degree programs in translation and interpretation.

This pathway celebrates the linguistic diversity of our community, particularly for native Spanish speakers seeking to advance their language skills beyond the traditional Spanish 3 curriculum**.**

Biliteracy Pathway Recognition Awards

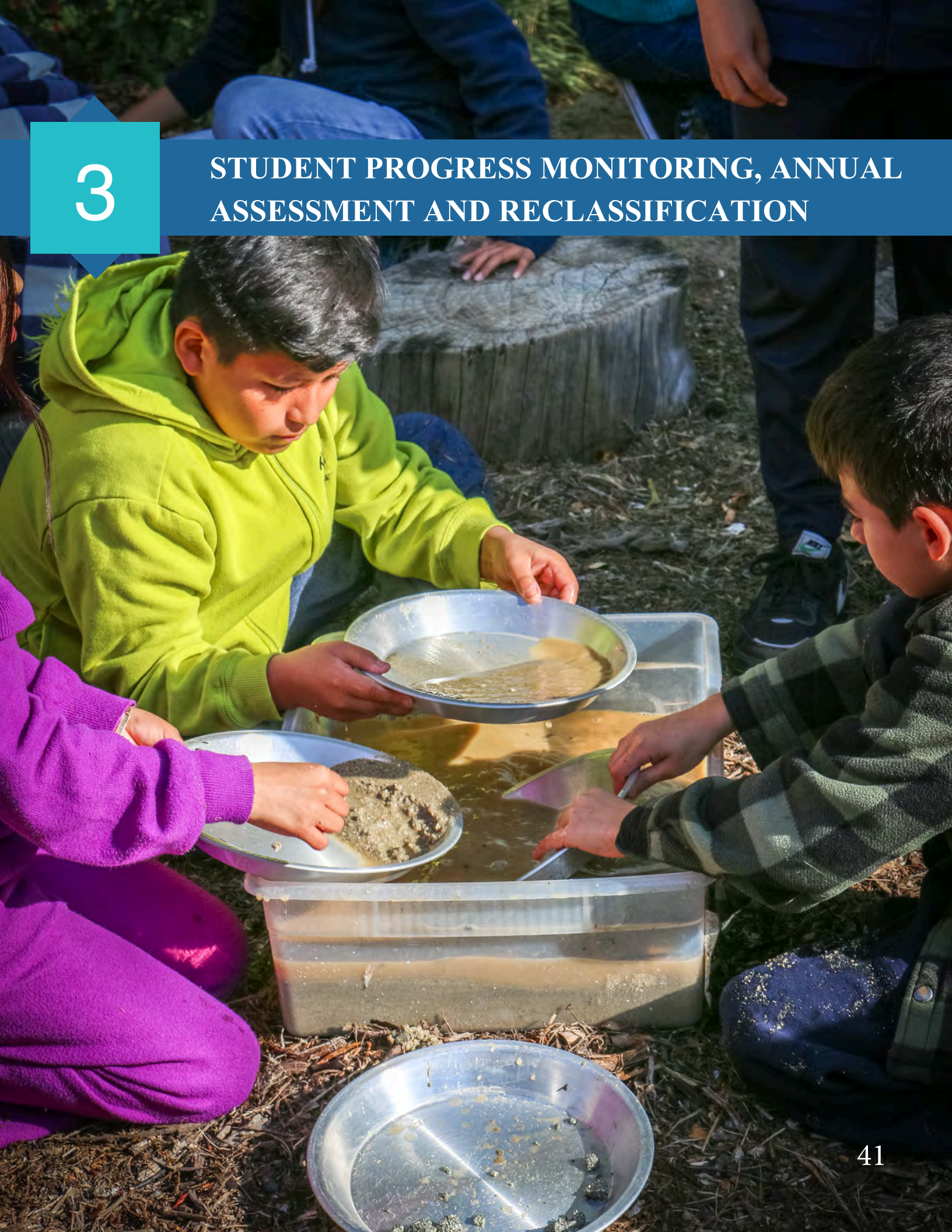
SBUSD recognizes the value of incorporating Biliteracy Pathway Recognition awards in elementary and middle school grades to honor and encourage home language development. We continue to bring together educational partners to examine feasible options for implementation of these awards as specified by the California Department of Education.[33]

Conclusion

The Santa Barbara Unified School District (SBUSD) recognizes that academic and language development is not just about learning words but about cultivating a sense of belonging and cultural identity in students. Through its carefully crafted programs, SBUSD supports students from diverse cultural backgrounds, ensuring they thrive academically while also building the language skills necessary for success in the globalized world. Both SEI and DLI program options are designed to be culturally responsive at the heart of instruction. Educators are not just language instructors—they are cultural guides who create environments where students feel valued and understood. Instructional materials reflect the diversity of cultures, and activities celebrate students' backgrounds, fostering an atmosphere of inclusion and community. The following chapter will be centered on EML Progress Monitoring and
Reclassification.

[33] California Department of Education- Biliteracy Pathway Recognitions Webpage
https://www.cde.ca.gov/sp/ml/biltrcypathwy.asp

3 STUDENT PROGRESS MONITORING, ANNUAL ASSESSMENT AND RECLASSIFICATION



3 Student Progress Monitoring, Annual Assessment and Reclassification

Chapter Overview

SBUSD takes a systematic, collaborative approach to assess and monitor the language proficiency and academic progress of Emergent Multilingual Learners (EMLs) from TK through 12th grade. This approach fosters belonging by addressing EMLs' diverse needs within culturally and linguistically relevant learning environments, ensuring they develop both social and academic English proficiency while accessing a rigorous core curriculum. The district also monitors Reclassified Fluent English Proficient (RFEP) students, provides tailored support for students with disabilities, and employs frameworks like the Multi-Tiered System of Supports (MTSS) to ensure all students, particularly those with language barriers, receive the necessary resources and interventions to succeed. This chapter will address the Comprehensive Assessment Plan, Student Expected Growth Targets for Monitoring Progress, Reclassification Criteria and Monitoring, Structures and Systems for Intervening Based on Student Progress, and Alignment with Other District Initiatives, including MTSS.

WHAT DO SCHOOL SITES NEED TO DO?

To effectively monitor student progress towards reclassification, school sites:

- Implement a Comprehensive, Multi-Tiered Assessment System.
- Use Platform to Track Progress and Guide Reclassification.
- Monitor Progress Against Clear Growth Targets.
- Engage Student Study Team (SST).
- Ensure Instructional and Intervention alignment.
- Ensure dELD and iELD are a part of Tier 1 instruction for EMLs.
- Regularly Review and Act on Data (PLCs,).
- Include All Educators and Families to understand and support student progress towards reclassification.
- Monitor RFEP Students for Four Years.

Master Plan for Emergent Multilingual Learners (EMLs) Background and Alignment

The Santa Barbara Unified School District's (SBUSD) Master Plan for Emergent Multilingual Learners (EMLs) intentionally complements and operationalizes the vision of the Multilingual Excellence Transforming Achievement (META, 2020) plan, builds upon the foundation of the four principles of the CA English Learner Roadmap (ELR) Policy, and complies with state and federal requirements for English Learner (EL) services. While acknowledging the legal and policy term English Learners (ELs), we choose to refer to our students as Emergent Multilingual Learners (EMLs). This choice reflects our commitment to recognizing and building upon the linguistic strengths they bring to our classrooms.

Below is a brief description of the leading guiding documents that are referenced throughout the plan:

- Santa Barbara Unified School District's Multilingual Excellence Transforming Achievement (META, 2020) plan is a strategic and visionary plan for creating diverse multilingual pathways that recognize the strengths and meet the needs of all students. This chapter primarily aligns with META's Strategic Goal 1: Significantly improve Emergent Multilingual engagement and achievement through access to coherent PreK-12 multilingual learning pathways.
- The CA ELR Policy[34] provides guidance to local educational agencies (LEAs) on welcoming, understanding, and educating the diverse population of students who are English learners attending California public schools.
- The California Department of Education (CDE) uses the EL Federal Program Monitoring (FPM) Instrument[35] to conduct FPM reviews of LEAs to ensure they are creating and maintaining programs which meet fiscal and programmatic requirements.

[34] California Department of Education- *California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners (CA EL Roadmap)* https://www.cde.ca.gov/sp/ml/roadmap.asp

[35] California Department of Education- Compliance Monitoring https://www.cde.ca.gov/ta/cr/

The Master Plan is built upon the foundation of the California English Learner Roadmap (ELR) Policy. Each chapter identifies the specific ELR principles and elements that are most applicable. Chapter 1 is primarily focused on the following ELR principles and elements:

Guiding Principles

Principle 1: Assets- Oriented and Needs Responsive Schools	**Principle 2:** Intellectual Quality of Instruction and Meaningful Access	**Principle 3:** System Conditions that Support Effectiveness 3A. Leadership 3B. Adequate Resources 3C. Assessments	**Principle 4:** Alignment and Articulation Within and Across Systems 4.A: Alignment and Articulation 4.C: Coherency

Introduction

SBUSD systematically evaluates and monitors both language proficiency and academic progress for all Emergent Multilingual Learner (EML) students and provides data to compare groups, thus analyzing whether gaps among student groups are widening, decreasing or maintaining. Our comprehensive assessment plan[36] includes both formative and summative language and content area assessments, as well as a system for educators to monitor individual student progress. Language assessments give us data that allows us to evaluate student progress in the development of a second language, given the expectation of a minimum of one level of growth per year. Monitoring student progress provides educators the opportunity to plan, act and intervene in a timely manner to improve student learning. School site teams—including Principals, Assistant Principals, Instructional Coaches, EML Leads, Language Appraisal Teams (LAT), Multi-tiered Systems of Support (MTSS) teams, and teachers—track student progress throughout the academic year. Additionally, district personnel in state and federal programs consistently review the progress of EMLs to ensure compliance with district, state, and federal guidelines. This chapter describes the systematized way SBUSD monitors and addresses EML student learning.

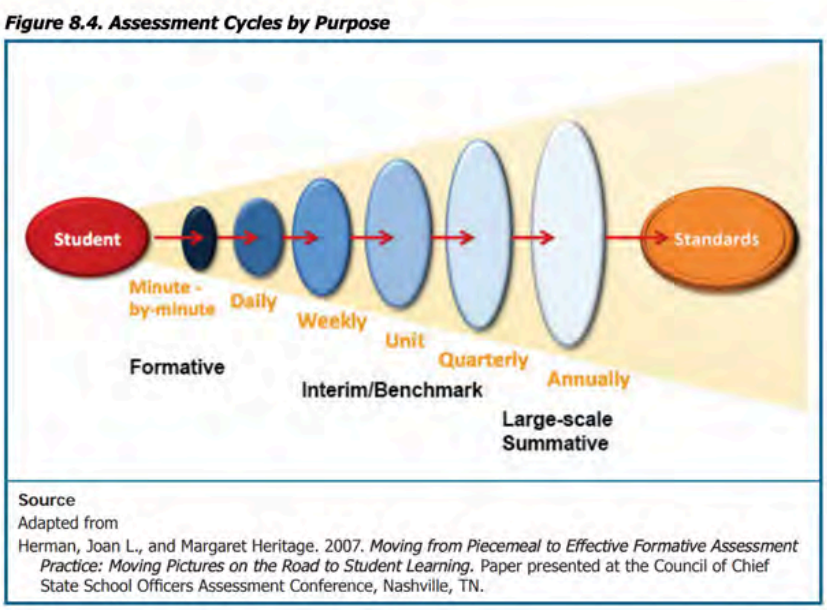
Comprehensive Assessment Plan

SBUSD's Comprehensive Assessment Plan spans grades TK-12. We use a variety of assessment methods to evaluate language acquisition, fluency, and academic achievement in both English and Spanish (if applicable). These assessments include standardized tests (e.g., English Learner Proficiency Assessment for California, California Assessment of Student Performance and Progress), literacy benchmarks, and other curriculum-based or teacher-created assessments. They offer a holistic view of a student's proficiency in listening, reading, writing, and speaking, as well as their academic progress toward grade-level content standards. Informed by the California ELA/ELD Framework[37] SBUSD's plan incorporates multiple levels of assessment, ranging from fine-grain formative assessments to larger interim and summative assessments. As shown in Figure 3.1 from the California ELA/ELD Framework, formative assessments provide real-time feedback for immediate action, interim assessments evaluate broader grade-level standards while allowing for instructional adjustments, and summative assessments assess overall student achievement by the end of the term or year. The results of these assessments inform the need for additional in-class instructional support as well as any intensive interventions the students may need to progress adequately based on their acquired English proficiency, taking into account their years of enrollment.

[36] Foster, E. (2019). How assessment supports English learners. The Learning Professional, 40(2), 22–25. https://eric.ed.gov/?id=EJ1215367

[37] California Department of Education, (2014). English Language Arts/English Language Development Framework for California Public Schools Kindergarten through Grade Twelve. "Chapter 8: Assessment". https://www.cde.ca.gov/ci/rl/cf/index.asp

Figure 3.1: Assessment Cycles by Purpose



The chart below compares three educational cycles—Short, Medium, and Long—based on their purpose, focus, timing, participants and examples of SBUSD assessments. The Short Cycle supports immediate learning in the classroom, the Medium Cycle measures student progress to inform future teaching, and the Long Cycle evaluates long-term educational outcomes at the school or district level. The Short Cycle has the highest instructional priority, while the Medium and Long Cycles is focusing on students and potentially teachers, the results inform broader educational decisions on programming, instructional and curricular improvements and considerations.

Table 3.1. Characteristics of Assessment Cycles

	Short Cycle	Medium Cycle	Long Cycle
Main Purpose	Assist immediate learning (in the moment)	Measure student achievement or progress (may also inform future teaching and learning)	Evaluate educational programs and measure multiyear progress
Focus	Teaching and learning	Measurement	Accountability
Locus	Individual student and classroom learning	Grade-level PLCs or school	School/district/state
Timing	During immediate instruction or a sequence of lessons	Before and after the teaching-learning cycle ` between units/modules	End of year
Participants	Teacher and Student	Student (may later include T-S)	Student
SBUSD Examples	Curriculum-Embedded Teacher created	STAR Reading Interim ELPAC Interim CAASPP ELA	ELPAC CAASPP ELA CAASPP Mathematics CAASPP Science

Assessment Cycles

The following section details the SBUSD formative and summative assessments and their corresponding cycles. These assessments meet state and federal guidelines and requirements[38] to monitor students progress in the following areas`

- Academic Progress
- English Language Proficiency
- Spanish Language Proficiency (Dual Language Immersion only)

Academic Progress Monitoring

SBUSD monitors the academic progress[39] of EMLs and provides additional and appropriate educational services to ensure students are college and career ready. In the case where EMLs need support to overcome language barriers in subject matter, the district takes action to address student needs. Below are descriptions of the formative and summative cycles and assessments used to monitor EML students academic progress.

Formative Assessments (Short Cycle)

Curriculum-embedded and teacher-created assessments are essential components of SBUSD's Comprehensive Assessment Plan. These formative assessments are designed to support and evaluate student learning in real-time and provide educators the opportunity to plan, act and intervene in a timely manner to improve student learning.

Curriculum-Embedded assessments:
Curriculum-embedded assessments play a vital role in SBUSD's Comprehensive Assessment Plan by seamlessly integrating evaluation into daily classroom activities to provide authentic insights into students' academic and language proficiency. These assessments, which include tasks such as projects, written reflections, oral presentations, and group work, align directly with the learning objectives and standards being taught. This approach allows teachers to assess student understanding, provide the student with immediate feedback, and inform instructional adjustments. By embedding assessments into the curriculum, they become a natural and continuous part of the learning process, and encourages deeper student engagement, as learners apply their skills to meaningful tasks while receiving ongoing opportunities for improveme

Teacher-Created Assessments:
Teachers of Emergent Multilingual Learners (EMLs) also design their own standards-aligned assessments to evaluate student progress. These assessments are typically consistent across grade levels (in elementary) or subject areas (in secondary). The diverse range of assessments provides students with multiple opportunities to demonstrate their learning through various means of expression. Together, the curriculum-embedded and teacher-created assessments are factored into grading, but more importantly provide educators with an opportunity to adjust teaching moves to improve students' learning in time to achieve intended instructional outcomes

Summative Assessments (Medium & Long Cycle)

The Renaissance Star assessments and the California Assessment of Student Performance and Progress (CAASPP) are both summative assessments used to evaluate student achievement and progress in SBUSD. These assessments are designed to provide a comprehensive overview of student performance at specific points throughout the academic year.

[38] California Department of Education, (2014). English Language Arts/English Language Development Framework for California Public Schools Kindergarten through Grade Twelve. "Chapter 8: Assessment". https://www.cde.ca.gov/ci/rl/cf/index.asp

[39] California Department of Education- Compliance Monitoring https://www.cde.ca.gov/ta/cr/

Renaissance Star Reading[40] Assessments:
Star Reading assessments are essential tools for monitoring student reading development throughout the academic year. Administered multiple times annually, these computer-adaptive assessments evaluate critical reading skills such as comprehension, vocabulary, and fluency, providing educators with detailed, real-time data to guide instruction and support learning. For Emergent Multilingual Learners (EMLs) in SBUSD, Star Reading carries additional significance, as it plays a key role in the reclassification process. A student's performance on the Star Reading assessment is one of the required benchmarks for being reclassified as Fluent English Proficient (RFEP), aligning assessment data with meaningful academic milestones. For more information on SBUSD's reclassification criteria, see below.

Renaissance Star Math[41] Assessments:
Star Math assessments are essential tools for tracking students' results after each assessment, offering detailed insights into student performance across key math domains such as number sense, algebra, geometry, measurement, and data analysis. Its comprehensive reporting includes scaled scores, grade equivalents, percentile ranks, and instructional levels, allowing educators to clearly understand each student's math proficiency. Additionally, it supports ongoing growth tracking, making it a valuable tool for identifying progress and informing interventions within MTSS frameworks.

California Assessment of Student Performance Progress (CAASPP):
CAASPP is a statewide standardized testing system in California that measures student achievement in core subjects such as English Language Arts (ELA), Mathematics, and Science. In SBUSD, all English Language Learner (EML) students are required to take the CAASPP assessments in these subjects. However, there is an exception for EML students who have been enrolled in U.S. schools for less than one year. These students are exempt from taking the ELA portion of the CAASPP during their first year in the U.S., as they may not have developed sufficient English proficiency to accurately demonstrate their abilities on the test.

Language Proficiency Progress Monitoring

SBUSD monitors the English and Spanish (if applicable) proficiency levels of EMLs and provides additional and appropriate educational services to ensure students are college and career ready. Assessing English Language Proficiency (ELP) progress, particularly the development of academic use of English in each discipline, is a responsibility shared by all educators who serve EMLs. Monitoring of ELP is essential to ensuring that every day, every EML student has full access to grade level curricula and that they develop academic English in a timely and even accelerated manner.

For EMLs in our Dual Language Immersion (DLI) program, classroom assessment for academic and language development programs in both languages is necessary. Frequently and closely monitoring students' progress, assessing in both languages used for instruction, and interpreting assessment results in accordance with the research on effective DLI programs and practices help ensure that our students make steady and consistent progress toward full biliteracy and academic achievement in both languages. Below are descriptions of the formative and summative cycles and assessments used to monitor EML students' language proficiency.

English Language Proficiency Formative Assessments (Short & Medium Cycle)

Curriculum-Embedded assessments and the Interim ELPAC play essential roles in supporting Emergent Multilingual Learners (EMLs) as they develop the language skills needed for both academic and social success. This allows educators to monitor students progress and tailor instruction to their specific needs, ensuring equitable support across disciplines.

[40] Renaissance Learning. (n.d.). *Star Reading*. https://www.renaissance.com/products/star-reading/
[41] Renaissance Learning. (n.d.). *Star Math*. https://www.renaissance.com/products/star-math/

Curriculum-Embedded Assessments:
The SBUSD designated English Language Development (dELD) curriculum and assessments are key tools in helping EMLs develop essential English skills for academic and social success.
Focusing on listening, speaking, reading, and writing, the curriculum bridges everyday communication skills with academic language in subjects like math, science, and social studies. These curricula and assessments guide teachers in tailoring instruction to individual needs and align with ELD Standards for consistent progress monitoring. Elementary dELD assessments are primarily observational, with the intent of further development to increase the effectiveness of monitoring English language acquisition. Secondary dELD provides curriculum-embedded assessments that monitor both English literacy and language skill progress.

The Interim ELPAC:
The Interim ELPAC is a formative assessment used in California to monitor the language development of Emergent Multilingual Learners (EMLs). It evaluates students' skills in listening, speaking, reading, and writing, providing data-driven insights to identify areas needing support. Beginning in the 2025-2026 school year, the interim ELPAC will be administered throughout the school year. It helps track progress and guides educators in adjusting instruction to better support language growth through ongoing feedback.

English Language Proficiency Summative Assessments (Long Cycle)

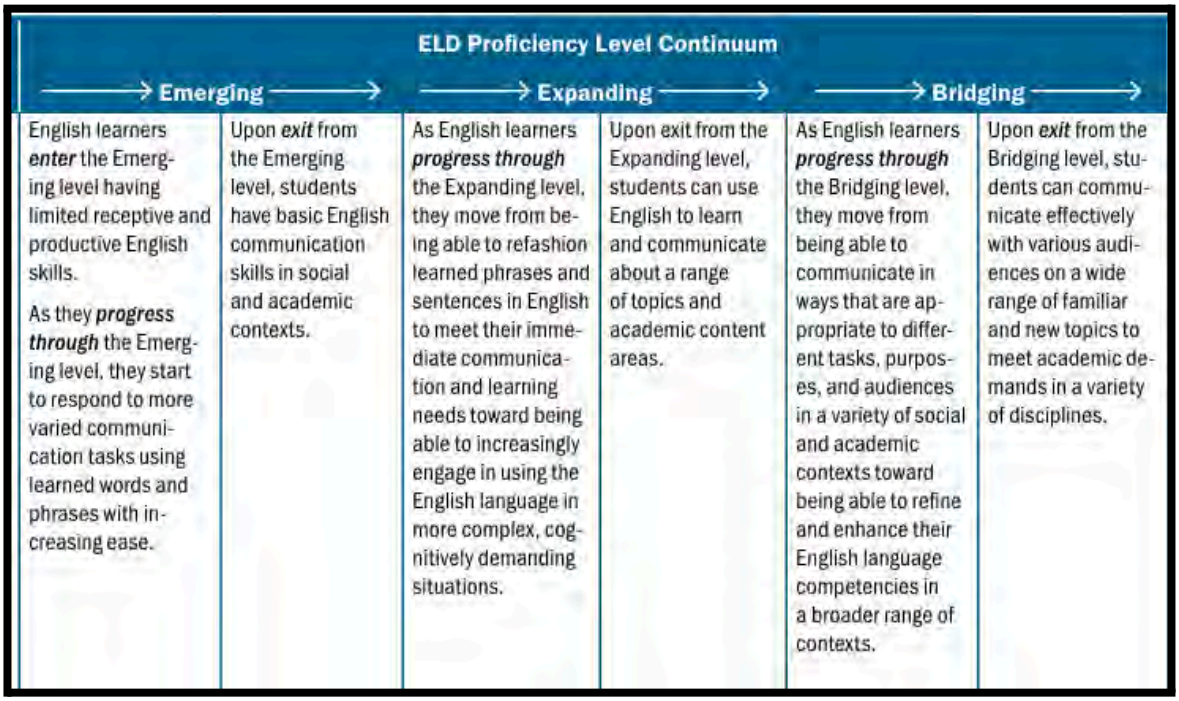
The English Language Proficiency Assessments for California (ELPAC) measures and supports language development in California students. It includes the Alternate ELPAC for students with significant cognitive disabilities, allowing them to demonstrate language skills in an adapted format, and the Summative ELPAC, an annual assessment for Emergent Multilingual Learners that tracks progress in listening, speaking, reading, and writing. Both assessments help evaluate language proficiency and guide targeted instructional support.

Summative ELPAC (English Language Proficiency Assessments for California):
The Summative ELPAC is a comprehensive annual assessment administered to Emergent Multilingual Learners (EMLs) throughout California. It measures student progress along the English Language Development Proficiency Continuum[42], as reflected by the English Learner Progress Indicator (ELPI)[43], with a focus on growth toward English proficiency. Assessing four key language domains—listening, speaking, reading, and writing—the Summative ELPAC is aligned with California's English Language Development Standards. The assessment results play a critical role in determining a student's readiness for reclassification as a Fluent English Proficient (RFEP). Additionally, the data supports schools and districts in monitoring progress, identifying learning gaps, and tailoring instruction or interventions to meet student needs.

[42] California Department of Education. (2012). *California English language development standards: Kindergarten through grade 12* (Electronic ed., p. 29). California Department of Education. https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf

[43] California Department of Education. (2012). *California English language development standards: Kindergarten through grade 12* (Electronic ed., p. 29). California Department of Education. https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf

Figure 3.2 Proficiency Level Descriptors for English Language Development (Adapted from California Department of Education, 2012, p. 20)



ELD Proficiency Level Continuum					
→ Emerging →		→ Expanding →		→ Bridging →	
English learners ***enter*** the Emerging level having limited receptive and productive English skills. As they ***progress through*** the Emerging level, they start to respond to more varied communication tasks using learned words and phrases with increasing ease.	Upon ***exit*** from the Emerging level, students have basic English communication skills in social and academic contexts.	As English learners ***progress through*** the Expanding level, they move from being able to refashion learned phrases and sentences in English to meet their immediate communication and learning needs toward being able to increasingly engage in using the English language in more complex, cognitively demanding situations.	Upon exit from the Expanding level, students can use English to learn and communicate about a range of topics and academic content areas.	As English learners ***progress through*** the Bridging level, they move from being able to communicate in ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts toward being able to refine and enhance their English language competencies in a broader range of contexts.	Upon ***exit*** from the Bridging level, students can communicate effectively with various audiences on a wide range of familiar and new topics to meet academic demands in a variety of disciplines.

Alternate Summative ELPAC (English Language Proficiency Assessments for California): The Alternate ELPAC is a specialized English language proficiency assessment designed for students with significant cognitive disabilities who cannot participate in the standard ELPAC. It evaluates key language domains—listening, speaking, reading, and writing—through accessible, tailored methods that reflect each student's individual abilities. Administered by educators familiar with the student's needs, the assessment incorporates appropriate accommodations to ensure a fair and accurate measure of language proficiency. By providing an inclusive and equitable evaluation process, the Alternate ELPAC ensures that all students, regardless of disability, have the opportunity to demonstrate their English language development.

Spanish Literacy Formative Assessments (Short & Medium Cycle)

Curriculum-Embedded Assessments play essential roles in supporting Emergent Multilingual Learners (EMLs) in our Dual Language Immersion Spanish program as they develop the Spanish and English language skills needed to foster bilingualism, biliteracy, academics, sociocultural competence and critical consciousness. Use of the formative assessments detailed below allow educators to monitor students' Spanish Language Proficiency and tailor instruction to meet student needs.

Curriculum-Embedded Assessments:
Curriculum-embedded assessments are seamlessly integrated into daily classroom instruction to offer authentic, real-time insights into students' Spanish academic and language proficiency. These assessments—ranging from projects and written reflections to oral tasks and collaborative activities—are directly aligned with the learning objectives and academic standards being taught. This approach enables teachers to evaluate student understanding in context, provide immediate feedback, and make informed instructional adjustments. By making assessment a natural and continuous part of the learning process, it fosters deeper student engagement, encourages meaningful application of skills, and supports ongoing growth through regular opportunities for reflection and improvement.

Spanish Literacy Summative Assessments (Long Cycle)

The California Spanish Assessment[44] measures students literacy in Spanish language arts and provides student-level data in Spanish literacy. It also provides a high school measure suitable to be used, in part, for the State Seal of Biliteracy.

California Spanish Assessment (CSA):
The California Spanish Assessment (CSA) is a standardized test designed to measure the Spanish language proficiency of students in California, particularly those dual-language education programs. It assesses key language skills in reading, writing, listening, and speaking, aligned with California's World Language Standards. The CSA helps monitor students progress in Spanish` language development, guiding educators in adjusting instruction to meet individual needs. By evaluating students proficiency in their native or additional` language, the CSA supports bilingual education and provides valuable insights for both teachers and students, ensuring that language development aligns with academic standards and educational goals.

Renaissance Star Spanish-Bilingual Assessment[45]:
Star Spanish Reading is a computer-adaptive assessment designed to measure the reading proficiency of students in grades 1–12 who are learning Spanish. It evaluates key skills like reading comprehension and vocabulary and is aligned with both state and national curriculum standards. The assessment provides immediate feedback to help educators track student progress, identify reading levels, and make informed instructional decisions. Part of the enaissance Star` suite of assessments, Spanish Star Reading supports bilingual and biliteracy development, offering valuable insights for teachers working with bilingual learners and helping guide targeted instruction for students developing their Spanish language skills.

Progress Monitoring & Minimally Expected Growth Targets

Monitoring the progress of Emergent Multilingual Learners (EMLs) is essential for tracking language development, ensuring equitable education, and providing effective instructional support. egular` progress monitoring helps identify challenges, guide differentiated instruction, and support growth, allowing educators to make data-driven decisions and provide necessary interventions for long-term academic success. Clear progress expectations as illustrated in the tables 3.2 and 3.3 ensure accountability for the quality of instruction in SBUSD's SEI and DLI programs, involving teachers, school leaders, and families in meeting instructional goals. SBUSD recognizes that EMLs acquire English proficiency at varying rates due to factors like age, primary language literacy, prior education, learning disabilities, and motivation.

If minimum progress is not met, this indicates a need for intervention, as detailed below**.** To fully understand the tables outlining minimum progress expectations (below), keep the following points in mind`

1. Regardless of a student's English proficiency level when they first enroll in a particular instructional program, reclassification should be expected by the time they reach the final column of the table.
2. All English proficiency and academic achievement indicators in the columns reflect minimal "end-of-year" expectations.
3. A student's first year in an SBUSD instructional language program can occur at any grade level and any English proficiency level, depending on their prior academic history.

[44] California Department of Education – California Spanish Assessment https://www.cde.ca.gov/ta/tg/ca/csa.asp
[45] Renaissance Learning. (n.d.). *Star Assessments in Spanish*. https://www.renaissance.com/products/star-in-spanish/

Table 3.2: Minimally Expected Growth Targets

Minimally Expected Growth Targets for Emergent Multilingual Learners by Years Enrolled						
Years Enrolled	**1**	**2**	**3**	**4**	**5**	**6+**
English Proficiency Continuum						
ELPAC uses PLDs to determine a student's proficiency level in listening, speaking, reading, and writing. ELPI Growth The ELPAC proficiency levels feed into the ELPI, which tracks whether a student moved up at least one level or maintained the highest level (Level 4) from the prior year.	Minimally Developed Level 1	Somewhat Developed Level 2	Somewhat Developed to Moderately Developed Level 2 or Level 3	Moderately Developed to Well Developed Level 3 or Level 4	Moderately Developed to Well Developed Level 3 or Level 4	Well Developed Level 4
	ELPI Level 1	ELPI Level 2	ELPI Level 3	ELPI Level 4	ELPI Level 5	ELPI Level 6
CAASPP Summative ELA Expected growth target on the Smarter Balanced Assessment in English Language Arts based on overall level on ELPAC	Standard Not Met	Standard Not or Nearly Met	Standard Nearly Met	Standard Nearly Met	Standard Nearly Met or Standard Met or Exceeded	Standard Nearly Met or Standard Met or Exceeded
Renaissance Star Reading	Red (Below Benchmark)	Red (Below Benchmark)	Yellow (Near Benchmark)	Yellow (Near Benchmark)	Green (At or Above Benchmark)	Green (At or Above Benchmark)
CAASPP Summative Math Expected growth target on the Smarter Balanced assessment in Mathematics based on overall level on ELPAC	Standard Not Met	Standard Not or Nearly Met	Standard Nearly Met	Standard Nearly Met	Standard Nearly Met or Standard Met or Exceeded	Standard Nearly Met or Standard Met or Exceeded
Renaissance Star Math	Red (Below Benchmark)	Red (Below Benchmark)	Yellow (Near Benchmark)	Yellow (Near Benchmark)	Yellow (Near Benchmark)	Yellow (Near Benchmark)

Spanish Language Development

The SBUSD Dual Language Immersion (DLI) program is rooted in a research-based approach aimed at helping multilingual students become bilingual and biliterate in both English and Spanish. While the assessment plan is still being developed, the District is committed to enhancing the scope of assessments and benchmarks for Emergent Multilingual Learners (EMLs) in the DLI program. Since the majority of EMLs in the program are native Spanish speakers, it is expected that they will meet grade-level standards each year as the program strengthens their dominant language. The following table outlines the minimum expected benchmarks for each year of enrollment, subject to further review.

Table 3.3: Minimally Expected Growth Targets (SLD)

Minimally Expected Growth Targets for EML Students in a Dual Language Immersion Program by Years Enrolled						
Minimally Expected Growth Targets	**1**	**2**	**3**	**4**	**5**	**6+**
CSA California Spanish Assessment Summative SLA Expected growth target on the Smarter Balanced assessment in Spanish Language Arts	Met Standard or Exceeded	Met Standard or Exceeded	Met Standard or Exceeded	Met Standard or Exceeded	Met Standard or Exceeded	Met Standard or Exceeded
Renaissance STAR Spanish Reading	Green (At or Above Benchmark)	Green (At or Above Benchmark)	Green (At or Above Benchmark)	Green (At or Above Benchmark)	Green (At or Above Benchmark)	Green (At or Above Benchmark)

Reclassification

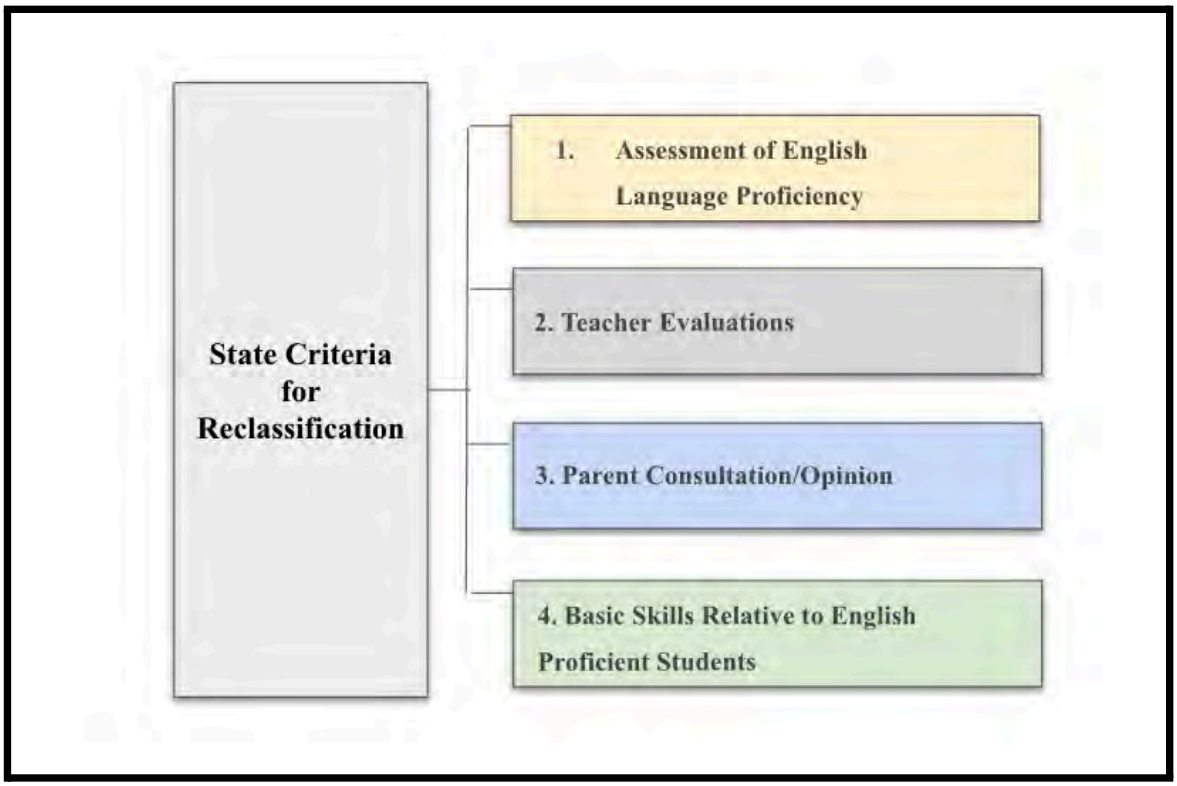
SBUSD adheres to California state policies and guidelines[46] approved by the State Board of Education to monitor and support the reclassification of Emergent Multilingual Learners (EMLs). According to the California Department of Education, reclassification is defined as "the process by which a student transitions from English Learner (EL) status to Fluent English Proficient (RFEP) status." Once reclassified, the student no longer receives English Language Development (ELD) services.

ELLevation is a digital platform SBUSD uses to capture comprehensive data to track student progress toward reclassification and it also provides resources and tools for teacher effectiveness. As of 2025-26, principals and their team will use this strategic tool for ensuring transparency, accountability, and a systematic approach to closely monitor the linguistic and academic success of EMLs. Opportunities for reclassification may occur at the end of each quarter or trimester, as grading periods generate new academic data. Additionally, if updated ELPAC scores are received before the end of the school year, reclassification may also take place just prior to summer break.

For a detailed overview of the assessments used to support RFEP monitoring and decision-making, refer to Appendix F.

[46] California Department of Education- Reclassification https://www.cde.ca.gov/sp/ml/reclassification.asp

Figure 3.3: State Criteria for Reclassification



Reclassification Criteria

Local educational agencies (LEAs) must use the following four criteria to locally establish reclassification policies and procedures[47]:

1. Assessment of English language proficiency (ELP), using an objective assessment instrument, including, but not limited to, the state test of English Language Proficiency Assessments for California (ELPAC) (ELP Criterion: Summative ELPAC Overall Performance Level 4; and, Alternate ELP Criterion: Summative Alternate ELPAC Overall Performance Level 3;
2. Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery (locally defined);
3. Parent opinion and consultation (locally defined);
4. Comparison of student performance in basic skills against an empirically established range of performance in basic skills of English proficient students of the same age (locally defined)

The following charts detail the levels needed for students in specific grade spans to meet the requirements for each criteria in order to be eligible for reclassification:

[47] California Department of Education- Reclassification FAQs https://www.cde.ca.gov/sp/ml/reclassificationfaqs.asp

Figure 3.4: Emergent Multilingual Reclassification Criteria (Elementary, Junior High, & Senior High)

ELEMENTARY SCHOOLS: 2024-25 Emergent Multilingual Reclassification Criteria

Grade	Criterion 1 Proficiency on ELPAC	Criterion 2 Teacher Evaluations	Criterion 3 Parent Notification & Consultation	Crtiterion 4 Demonstration of "Basic Skills"	
				*Assessment**	*Required Score*
K	Overall ELPAC Level 4 (Well Developed) Overall Alt ELPAC Level 3 (*Alt ELPAC in IEP)	Student will qualify on the academic evaluation criterion based upon: ✓Standards-Based Report Card Score of "2" (Approaching Standards) or above in English Language Arts	✓	STAR Reading Scaled Score or CAASPP ELA (2)	661+ Scaled Score
1			✓		728+ Scaled Score
2			✓		834+ Scaled Score
3			✓		909+ Scaled Score
4			✓		955+ Scaled Score
5			✓		994+Scaled Score
6			✓		1027+ Scaled Score

**Testing accommodations should be considered and provided as needed for EMLs with IEPs, including use of ALT ELPAC when appropriate.*
EMLs with IEPs: The IEP team can submit the RFEP recommendation of an EML with an IEP if the team demonstrates English proficiency is commensurate to the disability and/or the student's disability prevents him/her from meeting the above criteria based on ELPAC and Literacy data evidence. The Individualized Reclassification Protocol found in Siras may be submitted to the Director of Educational Equity & EML Services for review and approval.

JUNIOR HIGH SCHOOLS: 2024-25 Emergent Multilingual Reclassification Criteria

Grade	Criterion 1 Proficiency on ELPAC	Criterion 2 Teacher Evaluations	Criterion 3 Parent Notification & Consultation	Criterion 4 Demonstration of "Basic Skills"	
				*Assessment**	*Required Score*
7	Overall ELPAC Level 4 (Well Developed) Overall Alt ELPAC Level 3 (*Alt ELPAC in IEP)	Student will qualify on the academic evaluation criterion based upon: ✓Report card grade of "C-" or better in English Language Arts, or ✓Data Review by the school EML Team based on evidence of curriculum mastery, including basic literacy for success.	✓	STAR Reading Scaled Score or CAASPP ELA (2)	1047+ Scaled Score OR 5.0 GE Score
8			✓		1068+ Scaled Score OR 5.0 GE Score

**Testing accommodations should be considered and provided as needed for EMLs with IEPs, including use of ALT ELPAC when appropriate.*
EMLs with IEPs: The IEP team can submit the RFEP recommendation of an EML with an IEP if the team demonstrates English proficiency is commensurate to the disability and/or the student's disability prevents him/her from meeting the above criteria based on ELPAC and Literacy data evidence. The Individualized Reclassification Protocol found in Siras may be submitted to the Director of Educational Equity & EML Services for review and approval.

SENIOR HIGH SCHOOLS: 2024-25 Emergent Multilingual Reclassification Criteria

Grade	Criterion 1 Proficiency on ELPAC	Criterion 2 Teacher Evaluations	Criterion 3 Parent Notification & Consultation	Criterion 4 Demonstration of "Basic Skills"	
				*Assessment**	*Required Score*
9	Overall ELPAC Level 4 (Well Developed) Overall Alt ELPAC Level 3 (*Alt ELPAC in IEP)	Student will qualify on the academic evaluation criterion based upon: ✓Report card grade of "C-" or better in English Language Arts, or ✓Data Review by the school EML Team based on evidence of curriculum mastery, including basic literacy for success	✓	STAR Reading Scaled Score or CAASPP ELA (2)	1088+ Scaled Score OR 5.0 GE Score
10			✓		1099+ Scaled Score OR 5.0 GE Score
11			✓		1104+ Scaled Score OR 5.0 GE Score
12			✓		

**Testing accommodations should be considered and provided as needed for EMLs with IEPs, including use of ALT ELPAC when appropriate.*
EMLs with IEPs: The IEP team can submit the RFEP recommendation of an EML with an IEP if the team demonstrates English proficiency is commensurate to the disability and/or the student's disability prevents him/her from meeting the above criteria based on ELPAC and Literacy data evidence. The Individualized Reclassification Protocol found in Siras may be submitted to the Director of Educational Equity & EML Services for review and approval.

Reclassification Considerations for Emergent Multilingual Learners with Disabilities[48]

The SBUSD reclassification process for dually identified students, those who are both Emergent Multilingual Learners (EMLs) and students with disabilities as defined under the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. § 1401(3)(A) is fully aligned with all applicable state and federal requirements. To exit EML status, all students, including those with dual identification, must meet the four state mandated reclassification criteria. Teams must be well-versed in the reclassification criteria and understand that a recommendation for reclassification when the criteria is not met cannot be made unless Criterion 1—achievement of an Overall Performance Level (PL) 4 on the Summative ELPAC or PL 3 on the Summative Alternate ELPAC—is met, as outlined in state law. In cases where not all criteria are fully met, any recommendation for reclassification must be reviewed and approved by the Director of Educational Equity & Multilingual Learner Services.

IEP teams also play a vital role in identifying when domain exemptions on the ELPAC are appropriate, ensuring that assessment results accurately reflect the student's English language proficiency in the context of their disability and IEP goals. They must enlist the Director of Educational Equity & Multilingual Learner Services & Director of Special Education for affirmation and approval of any exceptions they put forth to recommend. In addition, IEP teams are responsible for embedding English language development (ELD) goals in the IEP and ensuring that necessary assessment accommodations are in place. Parental participation is a required and essential element of the IEP process. In accordance with 34 CFR §§ 300.320–300.324, parent input helps ensure that the full range of a student's academic, linguistic, and disability-related needs are considered in the development and implementation of the IEP.

[48] California Department of Education. (2025, February 5). Dually identified students' letters. https://www.cde.ca.gov/sp/ml/duallyidentltr.asp

Monitoring Progress of Emergent Multilingual Learners Toward Reclassification as Fluent English Proficient

Our commitment to educational equity is strengthened by employing the systematic monitoring process toward reclassification goals for each student. This approach ensures that students receive appropriate and timely support throughout their language development journey. The SBUSD EML Profiles descriptors below provide an accessible overview of each EML student's status toward reclassification. It includes individualized student profiles that align with the district's reclassification criteria, offering educators focused insights to better support students in reaching English proficiency. The expectation for school leaders and their teams is to examine the reclassification journey quarterly (September, December, March, & May) within Multi-Tiered System of Support practices and memorialize the actions taken in Platform of students who are not progressing adequately.

Figure 3.5: EML Profiles

EML Profile	ELPAC Summative Assessment Overall Score 4 Met	STAR Reading Proficiency Unified Benchmark (Scaled Score) Met	ELA Grade Proficiency Met (Report Card)
EML Profile A:	Yes	Yes	Yes
EML Profile B:	Yes	Yes	[illegible]
EML Profile C:	Yes	[illegible]	Yes
EML Profile D:	Yes	[illegible]	[illegible]
EML Profile E:	[illegible]	Yes	Yes
EML Profile F:	[illegible]	Yes	[illegible]
EML Profile G:	[illegible]	[illegible]	Yes
EML Profile H:	[illegible]	[illegible]	[illegible]

EML Profile Descriptors:

- **Profile A:** The student is ready for reclassification, having met all established criteria.
- **Profile B:** The student has achieved an ELPAC score of 4 and met the reading benchmark through Star Reading, indicating foundational literacy skills. A check-in with the student's ELA teacher is recommended to discuss strategies for improving the course grade to a C or higher.
- **Profile C:** The student may benefit from motivational support and/or an alternative testing environment. Consider confidence-building strategies to reduce test anxiety ahead of future assessments.
- **Profiles D–E:** These students may need additional support with ELA coursework and reading development, as well as increased familiarity with ELPAC task types to enhance performance.
- **Profiles F–H:** These students have been enrolled in U.S. schools for 4–5 or more years and continue to need support beyond high-quality Tier I instruction. Coordinated efforts with both the MTSS and LAT teams are essential to identify and implement targeted interventions.

This profiling system empowers educators with actionable data to guide instruction, improve outcomes, and ensure every EML student is supported on their path to reclassification and academic success. See Figure 3.7 below illustrating examples of the EML Profiles.

Monitoring of Reclassified Fluent English Proficient (RFEP) Students

Students who have been reclassified as RFEP will be monitored for a minimum of four years following reclassification to ensure they maintain English language proficiency and continue to achieve academically. Each fall and spring schools will receive a Reclassification Monitoring Form to document the progress of every RFEP student for each of the four monitoring years. Completed forms will be placed in the student's cumulative record (cum file) as part of their ongoing academic documentation.

Teachers complete **RFEP Monitoring Forms** three times per academic year (October, January, & May). These forms are pre-populated with key demographic details, including the student's current monitoring year (Years 1 through 4), and focus on four essential areas:

1. **Use of Academic English** – Teachers provide a subjective evaluation of the student's ability to use academic language appropriately in various contexts.

2. **Academic Progress in ELA** – Teachers assess the student's academic performance in English Language Arts, considering whether the student is meeting, exceeding, or not meeting grade-level expectations.

3. **RFEP Monitoring Action** – Teachers indicate whether additional supports are needed to help the student access grade-level content standards.

4. **Contributing Factors to Lack of Progress** – If additional supports are needed, teachers can identify specific factors that may be hindering the student's academic progress.

Teachers can add comments to provide detailed insights into a student's progress, challenges, or support needs. This flexible and efficient process allows for quick data collection while ensuring that RFEP students receive personalized feedback and the appropriate support for academic success.

Considerations for Dually Identified Emergent Multilingual Learners

According to the CDE Practitioners Guide for the Education of English Learners with Disabilities, all educators—including special education teachers—share the responsibility of monitoring the English Language Development (ELD) progress of EMLs with disabilities. Special education teachers play a critical role in not only tracking progress toward Individualized Education Program (IEP) goals and objectives, but also in ensuring that EMLs with IEPs are making adequate progress in acquiring English. The district is dedicated to meeting the specific needs of these students by offering equitable opportunities and individualized support to promote their success.

Multi-tiered Systems of Support (MTSS and Student Success Teams (SST)

A key framework employed to ensure that all students receive the support they need to succeed academically, linguistically, behaviorally, and socially is the **Multi-Tiered System of Supports (MTSS**, which provides a comprehensive, tiered approach to address the diverse needs of students. Our SBUSD MTSS approach is a data-driven model that emphasizes early identification of academic, linguistic, behavioral, and social-emotional challenges, followed by targeted, evidence-based interventions at varying levels of intensity. By offering a layered system of support, MTSS ensures that all students, including those with unique needs, are provided with the necessary resources to thrive. **Comprehensive English Language Development (ELD**, which includes both integrated and designated ELD, is an essential component of the MTSS model, as it forms part of all EML's core instruction and is not considered an intervention. Therefore, comprehensive ELD is a critical consideration across all tiers of support.

MTSS is structured across three tiers. **Tier I** includes high-quality, universally designed core instruction for all students, with integrated and designated ELD systematically embedded to support Emergent Multilingual Learners (EMLs), including those in dual-language programs and those who have opted out of services. **Tier II** offers short-term, targeted instruction for students who need additional academic or language support based on data, while **Tier III** provides intensive, individualized interventions for students with the most significant needs. Across all tiers, supports are culturally and linguistically responsive, and instruction is aligned to grade-level standards. For dually identified students, language development goals are incorporated into their Individualized Education Plans (IEPs) to ensure coordinated support. See Figure 3.6 and table 3.5.

As part of the tiered MTSS framework, the **Student Success Team (SST** process provides an additional layer of individualized problem-solving support. The SST is a collaborative, structured process that is activated when a student continues to struggle despite receiving strong Tier I and Tier II support. SSTs address academic, behavioral, linguistic or social-emotional concerns and develop specific action plans tailored to a student's needs. For Emergent Multilingual Learners, school sites must ensure that comprehensive ELD and tiered interventions have been fully implemented before making a referral to the SST process. If the student is still not making adequate progress, particularly in English Proficiency and literacy as defined in the Progress Monitoring & Minimally Expected Growth Targets (Table 3.2) for EMLs then SST may be an appropriate next step. When the SST process is convened for an EML student, the team must include an EML Expert. SBUSD's SST Handbook provides detailed guidance and forms that include inclusive practices and targeted considerations for EML students. See Appendix G for SST Process.

Figure 3.6: Multi-Tiered Systems of Support (MTSS) Design Elements

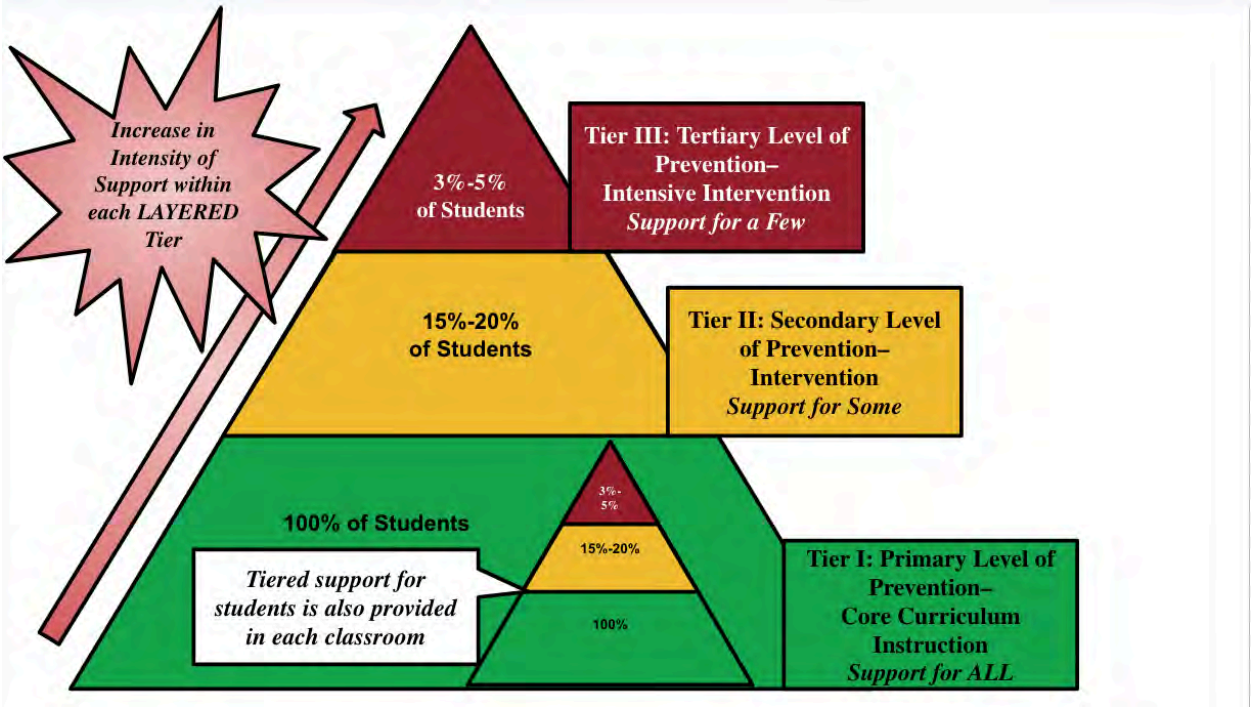


Table 3.4 Figure 2.3 California's MTSS Design Elements: Three Tiers of High Quality Core Instruction, Supports, and Interventions[49]

English Learners [Emergent Multilingual Learners]	**Tiers of Support**
All Students	**Tier** I: **Core Instruction, Universal Support** ● Evidence-based practices are used to support all students. academic, behavioral, and social-emotional success. ● The most equitable, inclusive, and integrated learning environment is established. ● . or Emergent Multilingual Learners, instruction includes integrated and designated ELD. ● Comprehensive assessment (including screening, formative, progress monitoring, benchmark) informs instruction for all students.
Some Students	**Tier II**. **Targeted, Supplemental Supports** ● Additional evidence-based support is for some students needing more academic, behavioral, and social-emotional help. ● Specific skills are targeted and based on assessment results showing that students need more than core instruction. ● For English learners, all interventions include integrated ELD. ● Progress monitoring occurs more frequently than in core instruction to ensure the interventions are working.

[49] Burr, E. (2019). *Guidance manuals for educators of English learners with disabilities: Ideas and lessons from the field* (NCEO Report 410, pp. 51–52). National Center on Educational Outcomes.

F**ew Students**	**Tier III**. **Intensive, Individualized Supports** ● Targeted and intensive academic, behavioral, and social-emotional support is for a small number of students who need it. ● Support is individualized to meet specific student needs, based on assessments. ● Progress monitoring occurs more frequently than in Tier I or Tier II to ensure maximum acceleration of student progress. ● . or English learners, all interventions include integrated ELD
All Students-All Tiers	**Overarching Guiding Principles** ● Universal design for learning (UDL) principles are used beginning in the planning stage and throughout all three tiers.

MTSS Practices for Emergent Multilingual Learners (EMLs)

As part of its broader responsibilities within an MTSS, teams led by the school leadership conducts at minimum, quarterly reviews of all Emergent Multilingual Learners (EMLs), including Newcomers, Long-Term EMLs (LTEMLs), and EMLs with disabilities to ensure the implementation of comprehensive ELD instruction and the use of targeted interventions are responsive to academic and language development needs. The team is also responsible to monitor the sustained success of Reclassified Fluent English Proficient (RFEP) students. The team will ensure the following:

- Monitor the progress of Emergent Multilingual Learners (EMLs) on a quarterly basis to ensure alignment with the Progress Monitoring & Minimally Expected Growth Targets. The team will use the A–H EML Profile analysis found in ELLevation to gain a comprehensive understanding of each student's journey toward reclassification. Findings for each student in need of targeted support will be documented in ELLevation annually. Progress will be shared with EML families to reinforce the importance of growth milestones and elevate the value of working toward reclassification.
- Monitor annual growth on the English Learner Progress Indicator (ELPI) by analyzing ELPAC scores to determine that EMLs are demonstrating at a minimum one ELPI growth annually.
- Provide focused support for Long-Term EMLs (LTEMLs) to address persistent language learning and literacy needs, especially in secondary grades by ensuring students are receiving supplemental literacy support and language development instruction during their ALD course.
- Monitor Spanish language development and literacy development for students in the dual language immersion program to support bilingual and biliterate proficiency goals.
- Monitor and support dually identified students to ensure that English language development goals are appropriately monitored in their IEPs and assessment accommodations are universally understood and implemented.

- Monitor the academic and language progress of students who have opted out of EML services, ensuring they still receive adequate support and oversight.
- Ensure the SST process includes ELD and tiered intervention data prior to referral for EMLs, and include an EML expert in all SST meetings involving EML students.

The Multi-Tiered System of Supports (MTSS) is a comprehensive, data-driven framework designed to address the academic, linguistic, behavioral, and social-emotional needs of all students. Within this system, the Student Success Team (SST) functions as a key problem-solving component, activated when students require more intensive, individualized support—typically at Tiers II and III. Rather than functioning as a separate team, the SST process is fully embedded within the MTSS framework, enhancing its capacity to identify and respond to persistent student needs. For Emergent Multilingual Learners (EMLs), the SST provides a structured, data-informed approach to examine academic and linguistic challenges, including detailed review of English language proficiency and growth toward reclassification.

MTSS framework implies having a broad range of data in academics, language, behavioral, and social-emotional to guide instruction and intervention. The SST process deepens this work by focusing on student center analysis to develop culturally and linguistically responsive action plans. This unified, collaborative approach ensures EMLs receive the individualized, aligned support they need to succeed and thrive across all areas of development.
are appropriately monitored in their IEPs and assessment accommodations are universally understood and implemented.

Table 3.5 Multi-Tiered Systems of Support (MTSS) Practices & Student Success Team (SST) Collaboration

Category	MTSS Practices	SST
Purpose	Provide tiered, schoolwide academic, behavioral, social-emotional, and linguistic support to all students Provide a focused, individualized problem-solving process for students not making adequate progress, particularly after Tier I and II supports	SST is embedded within Tier II and III of MTSS; SST referrals are made after interventions are attempted
Team Composition (varies based on need)	School leadership, general educators, EML Expert, counselors, interventionists, and family members and/or other specialists as needed	SST ensures that all EML data and interventions are documented and discussed in SST meetings
Frequency of Review	Quarterly/Trismestery review of all students, including EMLs, and RFEP students in some cases, review of targeted groups is more frequent	
Scope	System-wide: benefits all students including EMLs, RFEP, students with disabilities, and those who opt out of ELD Student-specific: initiated when a student continues to show significant need despite prior interventions	SST data informs refinement of Tier II and III interventions for individual students

Tiers Involved	Operates across all three tiers of support: Tier I (universal), Tier II (targeted), and Tier III (intensive)	SST focuses on students **not making progress** within tiers and for EMLs, especially in areas like literacy and English Proficiency growth
Assessment Tools	Uses universal screening, formative/summative assessments, state assessments, and progress monitoring tools, such as STAR Reading, A–H EML Profile Analysis, ELPI Growth and Interim ELPAC Refer to ELLevation tool for the EML Cumulative Report	SST uses multiple assessment data points as evidence to guide planning and intervention with a focus on literacy and language progress.
Documentation & Monitoring	MTSS practices are utilized to determine if a student needs further support or referral to an SST. In addition, EML progress is monitored through the A-H Profile system in ELLevation. For RFEP students, Teacher Monitoring Input Forms are reviewed three times a year.	Utilizes SST Meeting Forms to document plans, actions and outcomes. SST outcomes may influence future planning and resource allocation with a focus on language progress.

Conclusion

In conclusion, SBUSD's comprehensive approach to supporting Emergent Multilingual Learners (EMLs) underscores its commitment to academic excellence and inclusivity. Through consistent assessment and monitoring of language proficiency and academic progress, the district ensures that every student receives tailored support to succeed. The Multi-Tiered System of Supports (MTSS) provides a unified, data-driven framework addressing the academic, linguistic, behavioral, and social-emotional needs of all students, with the Student Success Team (SST) serving as a vital component for targeted, individualized intervention. By embedding comprehensive English Language Development (ELD) and culturally responsive practices across all tiers, and fostering ongoing collaboration and monitoring, MTSS Practices and SST form a cohesive unified system that promotes equitable access and sustained growth. This holistic strategy aligns with district goals and empowers EMLs to excel academically and linguistically, equipping them to thrive in English and their home languages when applicable.

Federal Program Monitoring (FPM) Item Alignment

SBUSD aligns to the Federal Program Monitoring, English Learner Program Instrument[50]. The California Department of Education provides LEAs updated FPM items annually[51]. A list of corresponding items is provided in Appendix H.

[50]California Department of Education. (2023, May). English learner 2024–25 program instruments. California Department of Education. Retrieved from https://www.cde.ca.gov/ta/cr/
[51]California Department of Education- Compliance Monitoring https://www.cde.ca.gov/ta/cr/

4 STAFFING AND PROFESSIONAL DEVELOPMENT

4 STAFFING AND PROFESSIONAL DEVELOPMENT

Chapter Overview

SBUSD's commitment for a high quality and equitable education is dependent on the value placed on cultivating and sustaining highly skilled, culturally responsive educators serving Emergent Multilingual Learners (EMLs). This chapter details the district's strategies for recruiting, hiring, developing, and retaining educators who are prepared to meet the linguistic, cultural, and academic needs of a diverse student body. In particular, this chapter presents SBUSD's processes for hiring educators with required authorization for EML instruction. A primary focus is placed on professional learning, covering areas like Universal Design for Learning (UDL), Multi-Tiered Systems of Support (MTSS), and language and literacy development, with an emphasis on implementing evidence-based practices for EML education.

WHAT DO SCHOOL SITES NEED TO DO?

To recruit, retain, and nurture the development of highly skilled, culturally responsive educators serving EMLs:

- Cultivate collective responsibility and appreciation that all teachers are teachers of EMLs.
- Facilitate professional learning for all staff that emphasizes research-based approaches and culturally responsive teaching, and is designed with adult learners in mind.
- Support teachers to understand and implement SBUSD Instructional Framework, particularly the Five Key EML Practices.
- Align school site goals to practices supporting EMLs' academic, linguistic, and social-emotional wellness.

Master Plan for Emergent Multilingual Learners (EMLs) Background and Alignment

The Santa Barbara Unified School District's (SBUSD) Master Plan for Emergent Multilingual Learners (EMLs) intentionally complements and operationalizes the vision of the Multilingual Excellence Transforming Achievement (META, 2020) plan, builds upon the foundation of the four principles of the CA English Learner Roadmap (ELR) Policy, and complies with state and federal requirements for English Learner (EL) services. While acknowledging the legal and policy term English Learners (ELs), we choose to refer to our students as Emergent Multilingual Learners (EMLs). This choice reflects our commitment to recognizing and building upon the linguistic strengths they bring to our classrooms.

Below is a brief description of the leading guiding documents that are referenced throughout the plan:

- Santa Barbara Unified School District's Multilingual Excellence Transforming Achievement (META, 2020) plan is a strategic and visionary plan for creating diverse multilingual pathways that recognize the strengths and meet the needs of all students. This chapter primarily aligns with META's Strategic Goal 1: Significantly improve Emergent Multilingual engagement and achievement through access to coherent PreK-12 multilingual learning pathways.

- The CA ELR Policy[52] provides guidance to local educational agencies (LEAs) on welcoming, understanding, and educating the diverse population of students who are English learners attending California public schools.

- The California Department of Education (CDE) uses the EL Federal Program Monitoring (FPM) Instrument[53] to conduct FPM reviews of LEAs to ensure they are creating and maintaining programs which meet fiscal and programmatic requirements.

[52] California Department of Education- *California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners (CA EL Roadmap)* https://www.cde.ca.gov/sp/ml/roadmap.asp

[53] California Department of Education- Compliance Monitoring https://www.cde.ca.gov/ta/cr/

The Master Plan is built upon the foundation of the California English Learner Roadmap (ELR) Policy. Each chapter will begin by identifying the specific ELR principles and elements that are most applicable. Chapter 4 is primarily focused on the following ELR principles and elements:

Guiding Principles

Principle 1: Assets- Oriented and Needs Responsive Schools	Principle 2: Intellectual Quality of Instruction and Meaningful Access	Principle 3: System Conditions that Support Effectiveness	Principle 4: Alignment and Articulation Within and Across Systems
	2A. Integrated and Designated ELD 2C. High Expectations 2E. Use of Students' Home Language	3A. Leadership 3B. Adequate Resources 3D. Capacity Building	4A. Alignment and Articulation 4C. Coherency

Introduction

Grounded in the principles of the California English Learner Roadmap Policy, SBUSD emphasizes a systems approach to recruiting, retaining, and enhancing the skills of educators dedicated to teaching and leading programs for Emergent Multilingual Learners (EMLs)[54]. We foster a supportive and dynamic educational environment to cultivate capacity building and create sustainable pathways for both teacher and student success. This holistic approach empowers educators to deliver rigorous, culturally sustaining instruction, fostering academic success and a sense of belonging for all EMLs.

Staffing & English Learner Authorization

> *"California statute requires that every teacher who provides instructional services to an English Learner be authorized to provide specialized instruction for those learners. This instruction would either 1) help the learners to understand instruction that is taught only in English, 2) help the learners develop their ability to listen, speak, read and write in English, 3) be provided in the learners' primary language as English is acquired, or 4) be taught in a language other than English for those learners in a dual immersion program. These are more commonly referred to as English Language Development (ELD), Specially Designed Academic Instruction in English (SDAIE), also referred to as 'integrated' language development, and bilingual instruction."*[55]
>
> -Commission on Teacher Credentialing

Essentially, every classroom in SBUSD includes multilingual students, and the district is committed to ensuring that Emergent Multilingual Learners (EMLs) receive instruction from a highly qualified teacher. Teachers assigned to deliver English language development instruction or core content instruction for EMLs must hold the proper authorization. Those delivering academic instruction in the student's primary language must hold a Bilingual Authorization/Bilingual Cross-cultural, Language and Academic Development (BCLAD) credential or another valid bilingual authorization.

All linguistic and academic services for EMLs with disabilities, as outlined in their Individualized Education Plans (IEPs) or Section 504 Accommodation Plans, are delivered by qualified teachers who hold the necessary credentials or permits to provide instruction to both students with disabilities and EMLs.

[54] Santos, M. & Hopkins, M. (2020). Creating Schools and Systems That Support Asset-Based, High-Quality Instruction for Multilingual Learners. In California Department of Education (Ed.). Improving Education for Multilingual and English Learner Students: Research to Practice (pp. 413-504). https://www.cde.ca.gov/sp/ml/improvingmleleducation.asp

[55] Commission on Teacher Credentialing https://www.ctc.ca.gov/educator-prep/ela

California Commission on Teacher Credentialing Requirements

Intentional efforts to recruit, hire, and retain a robust team of diverse educators is a priority for the success of our programs that serve our EMLs, including our multilingual pathways. California state law requires appropriate authorization of teachers to provide instruction to English learners, including individuals providing specified EL services (EC Section 44001, EC Section 44830(a), EC Section 44831, and EC Section 44253.1). As outlined in SBUSD Board Policy 6174, Human Resources ensures that all staff employed to teach EMLs possess the appropriate authorization from the Commission on Teacher Credentialing.

Systemic Review and Verification

SBUSD's system for review and verification is based on the teacher type assigned to provide instruction in our Structured English Immersion (SEI) program; a specialized authorization is required to teach in our Dual Language Immersion (DLI) program.

Verification Overview:

A. New academic teachers credentialed in CA (Single or Multiple Subject)
   EL Authorization embedded in credential
B. Teachers from other states or countries
   Usually need to earn CA EL Authorization
   Need interim "Emergency" EL Authorization
C. New Career Technical teachers credentialed in CA
   Have Preliminary Credential
   Earn EL Authorization while enrolled in Clear Credential Program (2-3 years)
   Need interim "Waiver" EL Authorization
D. Teachers Returning to the Profession
   May be missing EL Authorization
   Will need to earn CA EL Authorization
   Need interim "Emergency" EL Authorization

When processing candidates assigned to teach in our Dual Language Immersion (DLI) program, we follow similar processes to verify credential type and proper authorization. The Bilingual Authorization can be earned by passing the relevant Commission-approved examinations, completing a
Commission-approved Bilingual Authorization program, or through a combination of exams and coursework.

It is essential to note that individuals must have a valid prerequisite credential on file at the time of issuance for either of these authorizations. Santa Barbara Unified School District (SBUSD) ensures strict adherence to these guidelines to effectively support its educators and EML students.

California Commission on Teaching Credentialing, Teacher Induction Program (TIP)

Santa Barbara Unified School District is proud to provide our own CTC Accredited Teacher Induction Program (TIP) to all our teachers who hold a Preliminary CA Teaching Credential.[56] Upon completion of TIP, teachers are recommended to the CA Commission on Teacher Credentialing for their Clear Teaching Credential. The following describes an overview of the TIP Program`

Candidate Eligibility:

SBUSD's Teacher Induction Program is designed to provide a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher.s first year of teaching.

[56] California Commission on Teacher Credentialing Approved Institutions - https://www.ctc.ca.gov/commission/reports/data/approved-institutions-and-programs

Candidates:

- Are employees of SBUSD
- Hold a Preliminary California Teaching Credential
- Are in year 1 or year 2 of their Preliminary Credential

The benefits of this program include:

- Professional growth leading to a Clear California Teaching Credential
- Optional continuing education units from UCSB Extension
- Networking with other teacher candidates
- Two release days for observations, completing formative assessments, ILP support
- Books, resources, and tools provided by the program
- Free to SBUSD Educators

Additionally, SBUSD will continue to define and refine key Emergent Multilingual Learner (EML) educator competencies in recruitment and hiring processes, include EML specialists on hiring panels, and further strengthen teacher preparation pipelines in collaboration with higher education partners. Through these concerted efforts, SBUSD is poised to cultivate a highly qualified educator workforce capable of delivering rigorous, culturally sustaining instruction that meets the needs of all Emergent Multilingual Learners.

PEAC Foundation Education Fellowship

The SBUSD Program for Effective Access to College (PEAC) provides a network of support for primarily first generation college-bound students in Santa Barbara. The PEAC Education Fellows program was established in 2019 in partnership with the University of California Santa Barbara (UCSB) as a pathway for graduates of the PEAC program to enter careers in education in SBUSD. The goal is to support first generation college students in their aspirations to serve as role models in the Santa Barbara community, as well as to increase diversity in the SBUSD teacher workforce. The PEAC Foundation partners with local foundations, donors, and universities to reduce the financial burden for our PEAC

Fellows to pursue their graduate education, and their a seamless career pathway to SBUSD upon completion of teacher education program.

Commitment to High Quality Teaching and Learning

Santa Barbara Unified School District emphasizes that every teacher is responsible for teaching Emergent Multilingual Learners (EMLs), and is committed to provide meaningful professional learning for all educators. The goal is to enhance teachers' skills and knowledge so that all students, especially EMLs, have access to grade-level academics, experience a sense of belonging, and collaborate with peers and communities. Professional learning should help educators develop expertise to address the linguistic and academic needs of EMLs from a strengths-based approach, and equip them to use evidence-based, differentiated instruction that fosters growth in both English language and content knowledge.

Professional Learning for educators in SBUSD is aligned with the California Department of Education's Quality Professional Learning Standards (QPLS).[57] The QPLS identify characteristics of professional learning that are most likely to support educators in building individual and collective capacity to meet professional, school, and student performance expectations. The following standards guide Professional

[57] California Department of Education (2014, revised 2015). Quality Professional Learning Standards. CDE, Professional Learning Support Division. Sacramento, CA. https://www.cde.ca.gov/ci/pl/qpls.asp

Learning in SBUSD:

- Rooted in student and educator needs demonstrated through **data**
- Focused on **content and pedagogy**
- Designed to ensure **equitable** outcomes
- Designed and structured to be **ongoing, intensive, and embedded** in practice
- **Collaborative** with an emphasis on **shared accountability**
- Supported by **adequate resources**
- **Coherent and aligned** with other standards, policies, and programs

SBUSD Instructional Framework and Key Practices for EMLs

In order to enhance teachers' skills and knowledge so that all students, especially EMLs, have access to grade-level academics, experience a sense of belonging, and collaborate with peers and communities, it is essential that we have a framework that defines these values and practices. SBUSD's Instructional Framework outlines the characteristics of high quality Tier 1 instruction that we prioritize for the purposes of alignment, accountability, and professional learning priorities.

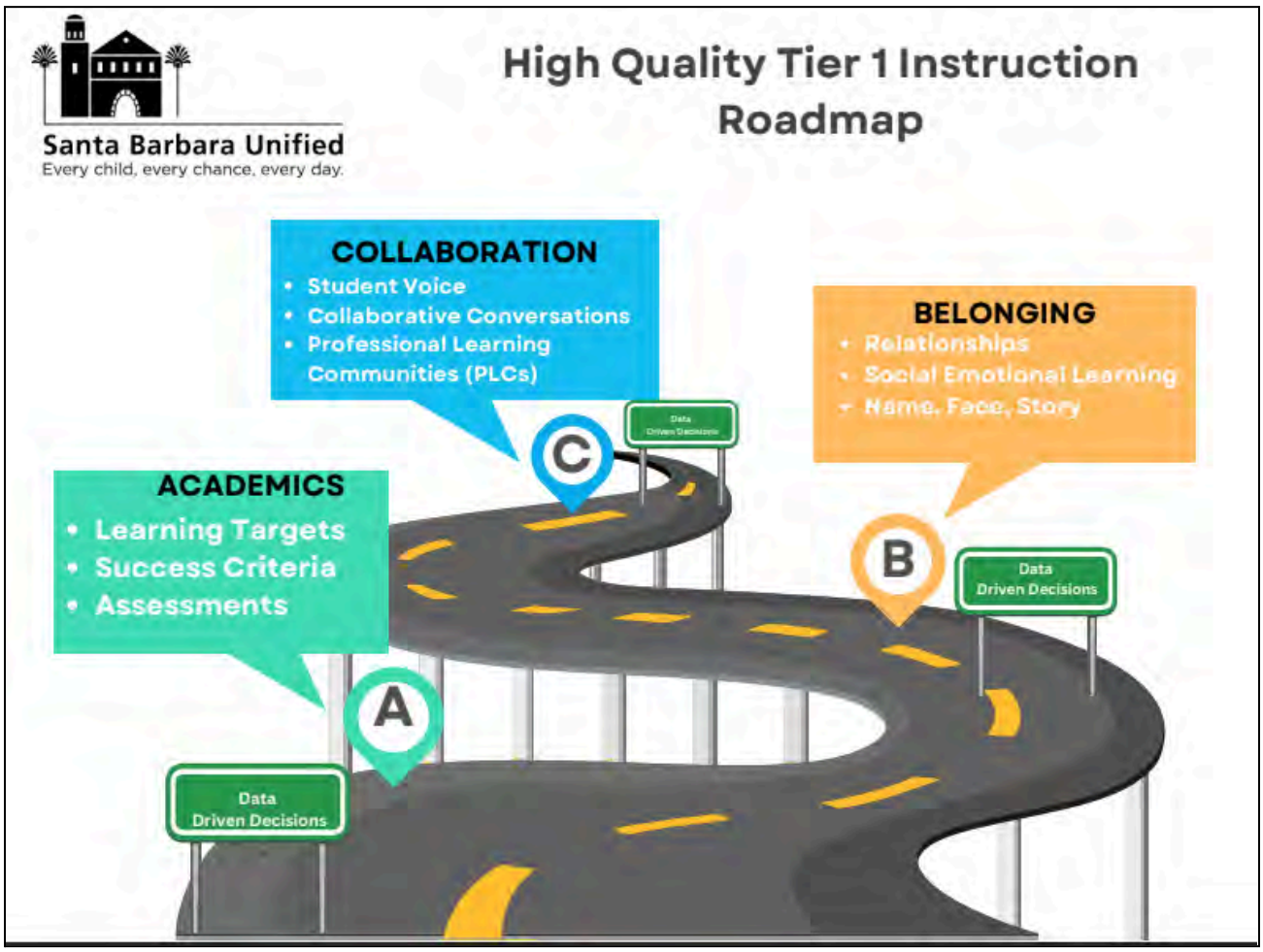
> ***META Plan Highlight***
>
> "Inequities in learning outcomes clearly exist and persist in our educational system; as we discuss them, however, we suggest that to say that an 'achievement gap' exists it is to center one cultural and linguistic norm. The phrase itself frames the problem in a way that points to a gap in what our students of color accomplish with regard to a 'standard' that is both culturally and linguistically defined, rather than highlighting the inequitable ways in which their school communities have been funded and their cultural and linguistic heritages erased.
>
> Instead of a gap, we suggest Dr. Ladson-Billings' concept of the Education Debt that is owed to our students of color for the systemic inequities that have persisted throughout history….
>
> As our META Throughlines seek to point out, it is time for system-wide decisions and pedagogical practices that sustain the variety of cultural and linguistic traditions that our students bring to school with them."
>
> META Comprehensive Plan for Multilingual Pathways, 2020, pg. 20

All our professional learning initiatives and opportunities align to the Santa Barbara Unified Instructional Framework. SBUSD's Instructional Framework establishes a shared understanding of, and supports progress towards, a comprehensive vision of high-quality instruction in all classrooms for all students.[58] Included in the framework are specific practices intended to ensure our instruction aligns with our MTSS processes, principles of Universal Design for Learning, and our efforts to disrupt the predictable patterns of student achievement that have historically been correlated with students' demographics, particularly: race, ethnicity, EML status, and socioeconomic status.

The Instructional Framework includes multiple layers to describe the high quality instruction expected in every classroom in SBUSD. The broadest layer (Figure 4.1) includes three "big buckets" that all practices fall into. These are drawn from our META values and beliefs, and describe three categories that align to our values: **Academics**, **Belonging**, and **Collaboration**.

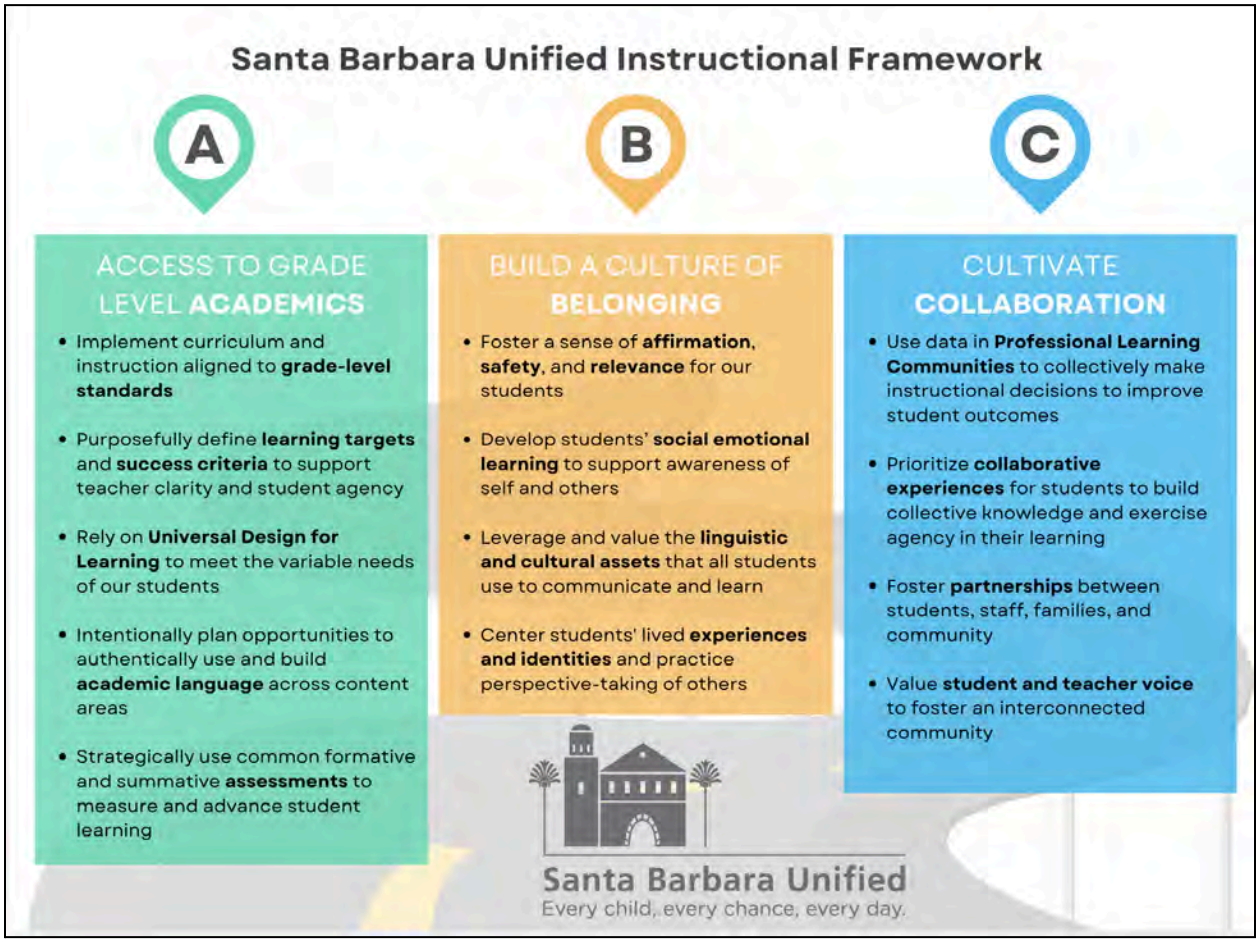
[58] Student Achievement Partners. (2023). *The e2 Instructional Practice FrameworkTM: Towards a Vision for High-Quality Instruction*. LearnwithSAP.org.

Figure 4.1: SBUSD Instructional Framework Level 1



The next layer of the Framework (Figure 4.2) describes specific practices that are included in each of the broad categories. These practices are expected to be implemented in every classroom, at every grade level, and in all content areas. This layer also aligns with the **Five Key Practices: Effective Instruction for Emergent Multilingual Learners (EMLs)**, which work as a companion to the Instructional
Framework, and further detail the specific pedagogical practices that are essential to the success of our EML students.

Figure 4.2 SBUSD Instructional Framework Level 2



Five Key Practices: Effective Instruction for Emergent Multilingual Learners (EMLs)

These practices are designed to ensure EML excellence and shape how educators engage with students. They include specific ways educators identify students' linguistic and cultural strengths, and leverage those strengths in the classroom.[59]

1. **Foster Affirmation, Safety and Relevance:** Safe and affirming classrooms foster an environment where intellectual risk-taking is encouraged. In such a community of learners, everyone is empowered to ask questions, explore diverse perspectives, respect different approaches to problem-solving, and collaborate meaningfully with one another.

   Illustrative examples of teacher moves:
   - Creating student-driven norms & shared beliefs
   - Intentional use of texts that offer windows, mirrors, and sliding doors for all students
   - Promoting collaborative conversation so that students voice their reasoning and listen to others' ideas
   - Exploring & celebrating students' identities
   - Know, pronounce correctly, and use students' preferred names
   - Building classroom communities that allow all voices to be heard and valued

[59] Student Achievement Partners. (2023). *The e2 Instructional Practice FrameworkTM: Towards a Vision for High-Quality Instruction*. LearnwithSAP.org.

- Creating and maintaining classroom traditions
- Honor students' cultural, linguistic, and familial assets

2. **Build on Students' Funds of Knowledge:** Understanding and leveraging students' funds of knowledge requires recognizing the English language proficiency levels and primary language strengths of Emergent Multilingual Learners (EMLs), as well as exploring their interests, life experiences, educational backgrounds, and the cultural and familial resources they bring to the classroom. Teachers must not only value and celebrate the multilingual abilities of students, including their use of different dialects, but also acknowledge the diverse levels of literacy among multilingual learners. By tapping into cultural and community resources, educators can make content more relevant and meaningful, ensuring that all students have the tools they need to succeed.

   Illustrative examples of teacher moves:
   - Use information learned through identity work to design instruction/plan curriculum
   - Encourage translanguaging in the classroom
   - Draw on students' knowledge and assets, support students to address real-world public problems, and use their personal experiences as a context for applying knowledge
   - Actively seek and incorporate bilingual and/or translated texts to the extent possible
   - Encourage continued development of home language
   - Include families in projects *(e.g., interviews, research family history)*
   - Create space for storytelling and sharing family artifacts
   - Seek information proactively about students' families, communities, and histories

3. **Commit to Integrated and Designated ELD:** Ensure that Emergent Multilingual Learners (EMLs) receive purposeful, daily Designated ELD instruction, as well as Integrated ELD across all content-area disciplines, to support comprehensive language development throughout the school day. See Chapter 2 for more detailed descriptions of integrated and designated ELD.

   Illustrative examples of teacher moves:

   Integrated ELD
   - Clearly articulate learning targets and success criteria that are focused on the discipline-specific language of the content area with the goal of supporting reading, writing, and discussion
   - Provide students with opportunities to learn how language works to make meaning, both orally and in written form
   - Engage students in activities to fortify complex output and to foster academic discussion to support content and language development.

   Designated ELD
   - Align instruction to the California ELD Standards, emphasizing Part II, How English Works.
   - Focus on communicative purposes, not on discrete grammar instruction
   - Address speaking, listening, reading, and writing daily
   - Explicitly connect instruction to grade-level content, topics, and texts.
   - Implement systematic and explicit development of academic vocabulary
   - Require students to spend at least 50% of instructional time producing oral and written language.

4. **Cultivate Disciplinary Language:** Disciplinary language involves the ability to comprehend and communicate subject-specific concepts through speaking, listening, reading, and writing. By intentionally developing this language, educators empower students to think critically,

engage in academic discourse, and access complex content across all disciplines. Teachers should address vocabulary, syntax, and discourse levels, consider various text types (e.g., literary, nonfiction, diagrams, audio), and create opportunities for students to engage with and demonstrate their understanding.

Illustrative examples of teacher moves:

- Make the language demands of a task explicit for students
- Model target language (e.g., how to build on another student's idea, how to support an opinion with evidence/reasons)
- Provide sentence frames and language stems that encourage diverse responses and encourage students to provide reasoning *(e.g., I know___because…)*
- Encourage use of students' home languages
- Promote any language register/ discourse with which multilingual learners are comfortable
- Use gestures, models, and graphics/ visuals.

5. **Prioritize Rich, Cognitively Demanding Language and Literacy Experiences:** Providing cognitively demanding instruction means designing opportunities that offer meaningful access for all students to engage in complex tasks—those that allow for multiple solutions, diverse perspectives, and open-ended thinking—through authentic, unscripted dialogue and collaborative exploration.

Illustrative examples of teacher moves:

- Scaffold the complex language structures necessary for cognitively demanding tasks
- Plan opportunities for oral rehearsal and storytelling before writing, conversing, or presenting ideas
- Deemphasize rote memorization and "Googleable" facts
- Plan opportunities for reciprocal teaching
- Support students in justifying their ideas and reasoning with evidence, and critically evaluating information
- Design experiences, assignments, and assessments that allow for student choice in the content, process, product, and/or environment
- Plan daily opportunities for intentional turn and talks, partner work, and group discussions

Intentional Professional Learning for Emergent Multilingual Learner Success

Professional learning structures in SBUSD are strategically designed to create a cohesive and aligned system that fosters capacity building, promotes reflective practices among educators, and empowers them to drive improved outcomes for EMLs.

Professional learning topics related to EML teaching and learning encompass a variety of areas to support educators' development. These include Universal Design for Learning (UDL), instructional strategies for both integrated and designated English Language Development (ELD), effective use of student information systems like ELLevation, and the integration of technology to enhance instructional practices. Additionally, professional learning covers the selection and evaluation of digital and print curricula, with special attention given to materials that offer embedded EML support. Teachers also receive training in administering ELA, ELD, and math diagnostics, as well as analyzing data to address the unique needs of individual students embedded in our Multi-Tiered Systems of Support (MTSS).

Professional Learning Focus Areas

Universal Design for Learning (UDL)

One way in which Professional Learning in SBUSD specifically supports the education of EMLs is through the implementation of Universal Design for Learning. Universal Design for Learning (UDL) ensures that all learning experiences are designed to elevate strengths and remove barriers. While this is essential for all learners, it also requires that a focus remain on the needs of our EMLs. The professional learning plan for SBUSD places an emphasis on UDL for both our elementary and secondary teachers. This professional learning takes the form of facilitated workshops with experts across the year to develop common knowledge, followed by ongoing job-embedded support at the site level. Professional Learning Communities are also utilized in order to apply UDL concepts to classroom planning and practice as grade level teams collaborate regularly throughout the year.

Multi-Tiered Systems of Support (MTSS)

UDL is situated within the larger context of a Multi-Tiered Systems of Support (MTSS). MTSS offers a framework for educators to engage in data-based decision making related to program improvement, high-quality instruction and intervention, social and emotional learning, and positive behavioral supports. MTSS is a system for ensuring that students' needs are met, and UDL is a framework that guides educators to design instruction (within an MTSS framework) in ways that remove barriers and make learning accessible for all students. Both UDL and MTSS are central to the professional learning plan in SBUSD, and work together to ensure that our EMLs have access to the support they need to thrive. See Chapter 3 for more information about MTSS.

Language and Literacy

Both language and literacy are critical components of the district's professional learning plan, now and moving forward, as we continuously strive to improve literacy outcomes for all students in alignment with SBUSD's Literacy Vision (see Appendix E). A significant part of this work involves deepening educators' understanding of how to differentiate between language acquisition challenges and potential learning disabilities—a task that can be difficult, particularly when students are developing English proficiency. Accurately identifying the root cause of a student's learning difficulties is essential to selecting the most appropriate and effective teaching strategies.

To support this, our professional learning has focused on the implementation of multiple evidence-based curricula in our SEI and DLI programs. This includes Wit & Wisdom and Foundations in SEI classrooms, and CKLA Caminos and CKLA in DLI programs. The emphasis has been on implementation with integrity, ensuring that educators build strong content knowledge and pedagogical skills. As their understanding of the curriculum deepens, the focus will shift toward intentionally supporting EMLs—providing necessary scaffolds while maintaining rigor.

This professional learning takes place through facilitator-led training, guided observations for school site leaders, and ongoing site-based coaching. Additionally, Professional Learning Communities (PLCs) are used to analyze student assessments and work samples to inform planning and instruction. By continuing to embed this focus into our professional learning, we aim to ensure that all educators are equipped to meet the diverse needs of our students, with particular attention to the nuanced distinction between language development needs and possible learning disabilities. (See Comparison of Language Differences vs. Disabilities, Appendix G).

Throughout the year, educators and site leaders have access to professional learning related to the previously mentioned topics, in a variety of context

- Non-student District and Site Professional Learning Days (typically in August, October, and March of each school year)
- Instructional Coaching at the site level
- Full day and/or after school workshops
- Regular Professional Learning Communities (PLC) meetings

Additionally, teachers have access to a wide range of opportunities for professional growth, ensuring continuous development. For Dual Language Immersion (DLI) educators, support is provided through many specialized training opportunities, including but not limited to DLI colleague collaborations, the

DLI Summit, DLI Cadre, and other specialized conference opportunities.

Conclusion

In this chapter, we have outlined SBUSD's comprehensive approach to staffing and professional development, specifically tailored to support EMLs. To ensure the intellectual quality of instruction and meaningful access for all EMLs, SBUSD prioritizes the recruitment and retention of qualified educators. This includes requiring appropriate authorizations and providing robust professional learning opportunities. The districts dedication to implementing the California English Learner Roadmap principles, coupled with the strategic alignment of professional learning with the Santa Barbara Unified Instructional Framework, ensures that educators are equipped with the necessary skills and knowledge to deliver rigorous, culturally sustaining instruction. To foster academic success and a sense of belonging for EMLs, SBUSD has created a system that empowers educators to address their EML students diverse needs. This is achieved through initiatives like the Teacher Induction Program, Universal Design for Learning, Multi-Tiered Systems of Support, and a focused approach to language and literacy development. This holistic plan underscores SBUSD's commitment to creating a coherent and effective educational system that values and builds upon the linguistic and cultural assets of its EML students.

Federal Program Monitoring (FPM) Item Alignment

SBUSD aligns to the Federal Program Monitoring, English Learner Program Instrument[59]. The California Department of Education provides LEAs updated FPM items annually[60]. A list of corresponding items is provided in Appendix H.

[59] California Department of Education. (2023, May). English learner 2024–25 program instruments. California Department of Education. Retrieved from https://www.cde.ca.gov/ta/cr/

[60] California Department of Education- Compliance Monitoring https://www.cde.ca.gov/ta/cr/

5 FAMILY ENGAGEMENT

5 Master Plan for Emergent Multilingual Learner (EML) Background and Alignment

Chapter Overview

This chapter offers a comprehensive overview of the opportunities provided to engage families in the implementation and monitoring of programs for English and multilingual learners. It includes a detailed look at authentic and meaningful family-school partnerships within the Santa Barbara Unified School District (SBUSD), highlighting the role of family involvement in both school-level and district-wide opportunities as well as governance structures, such as the Emergent Multilingual Learner Advisory Committee (EMLAC) and the District Emergent Multilingual Learner Advisory Committee (DEMLAC). Additionally, the chapter explores various family learning opportunities and communication processes that support collaboration and active participation.

WHAT DO SCHOOL SITES NEED TO DO?

To effectively develop strong family-school partnerships that support collaboration and participation, school sites:

- Create safe, welcoming spaces to build community and collaboration.
- Strengthen relationships with EML families.
- Establish partnerships with EML families through engagement in School Site Council (SSC) and Emergent Multilingual Learner Advisory Committee (EMLAC).
- Ensure availability of district-approved interpreters and translators for school events.
- Provide Family Engagement Liaisons (FELs) to serve as a vital support system, providing essential guidance and resources to parents/guardians of EMLs.

Master Plan for Emergent Multilingual Learners (EMLs) Background and Alignment

The Santa Barbara Unified School District's (SBUSD) Master Plan for Emergent Multilingual Learners (EMLs) intentionally complements and operationalizes the vision of the Multilingual Excellence Transforming Achievement (META, 2020) plan, builds upon the foundation of the four principles of the CA English Learner Roadmap (ELR) Policy, and complies with state and federal requirements for English Learner (EL) services. While acknowledging the legal and policy term English Learners (ELs), we choose to refer to our students as Emergent Multilingual Learners (EMLs). This choice reflects our commitment to recognizing and building upon the linguistic strengths they bring to our classrooms.

Below is a brief description of the leading guiding documents that are referenced throughout the plan:

- Santa Barbara Unified School District's Multilingual Excellence Transforming Achievement (META, 2020) plan is a strategic and visionary plan for creating diverse multilingual pathways that recognize the strengths and meet the needs of all students. This chapter primarily aligns with META's Strategic Goal 1: Significantly improve Emergent Multilingual engagement and achievement through access to coherent PreK-12 multilingual learning pathways.

- The CA ELR Policy[61] provides guidance to local educational agencies (LEAs) on welcoming, understanding, and educating the diverse population of students who are English learners attending California public schools.

- The California Department of Education (CDE) uses the EL Federal Program Monitoring (FPM) Instrument[62] to conduct FPM reviews of LEAs to ensure they are creating and maintaining programs which meet fiscal and programmatic requirements.

[61]California Department of Education. (2023, May). *English learner 2024–25 program instruments. California Department of Education.* Retrieved from https://www.cde.ca.gov/ta/cr/

[62]California Department of Education- Compliance Monitoring https://www.cde.ca.gov/ta/cr/

The Master Plan is built upon the foundation of the California English Learner Roadmap (ELR) Policy. Each chapter will begin by identifying the specific ELR principles and elements that are most applicable. Chapter 5 is primarily focused on the following ELR principles and elements:

Guiding Principles

Principle 1: Assets- Oriented and Needs Responsive Schools	**Principle 2:** Intellectual Quality of Instruction and Meaningful Access	**Principle 3:** System Conditions that Support Effectiveness	**Principle 4:** Alignment and Articulation Within and Across Systems
1C. School Climate 1D. Family and School Partnerships	2G. Programmatic Choice	3A. Leadership	4A. Alignment and Articulation 4C. Coherency

"We believe we must work toward developing trusting partnerships amongst our school communities, seeking to rely on each other as a unified team. We believe that when we do this hard work successfully, we maximize the probability of student success in our schools and community. In particular, we believe we must work diligently to uncover, acknowledge, and make visible the linguistic, cultural, and additional resources that reside within Emergent Multilingual students, families, and communities. We will incorporate these resources into our educational approaches, and work as authentic partners with families and communities to enhance family/ community leadership. We can accomplish our vision if we persist, persevere, and hold ourselves accountable through mutual responsibility and ownership for the results we want."

~Santa Barbara Unified School District's META Plan[63]

Introduction

At Santa Barbara Unified School District, family and community engagement is a cornerstone of creating asset-oriented and needs-responsive schools for our Emergent Multilingual Learners (EMLs). We recognize the important role families play in supporting the development of English language acquisition for students. The district is committed to collaborating with families to ensure effective communication on identifying, assessing, instructing, and reclassifying English learners. In alignment with state and federal guidelines and research-based practices SBUSD seeks to create opportunities for families to engage in their children's education, particularly those of Emergent Multilingual Learners (EMLs)[64]. Families bring diverse languages, skills, cultures, and experiences, enriching both the school communities and the broader district.

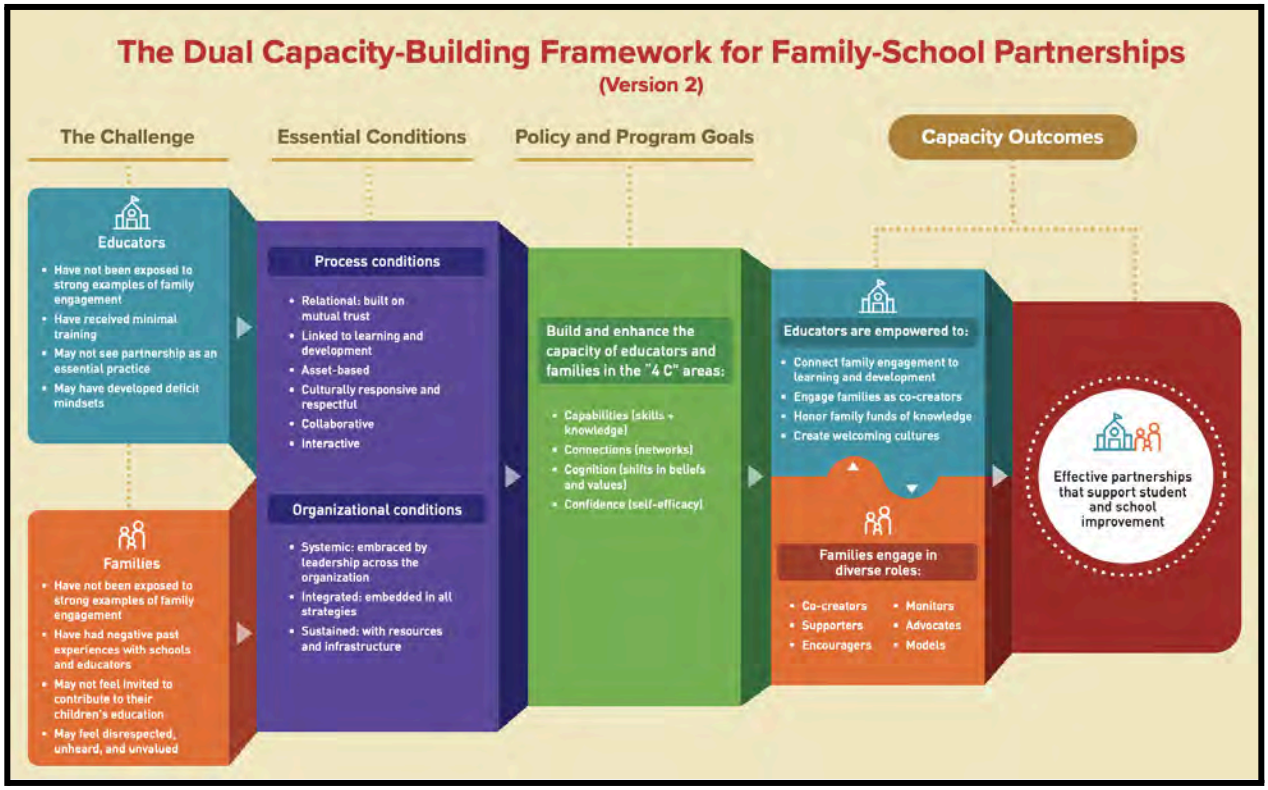
[63] Santa Barbara Unified School District. (2020). Master Plan for Multilingual Education (META Plan) (p. 39). https://www.sbunified.org [64] California Department of Education. (2017). Family Engagement Toolkit: Continuous Improvement Through an Equity Lens. Sacramento, CA: Author https://www.cde.ca.gov/fg/aa/lc/documents/family-engagement.pdf

The Dual Capacity-Building Framework for Family-School Partnerships

Much of the District's current and future work in family and community engagement is guided by Mapp and Bergman's (2019) *Dual Capacity-Building Framework for Family/School Partnerships*, which is based on the premise that, for Family Engagement to become a reality, there must be a focus on building capacity among both families and schools. The framework describes two main types of Essential Conditions and offers research-based guidance for best practice to cultivate and sustain partnerships.

The Essential Conditions are: Process Conditions, which are the steps, actions, and procedures involved in any activity or project, and Organizational Conditions, which refer to how schools, districts, or educational programs are set up to support family-school partnerships in ways that are clear, connected to education goals, lasting over time, and spread throughout the district (Partners in Education, 2013).

Figure 5.1 The Dual Capacity- Building Framework for Family-School Partnerships[65]



Fostering Essential Conditions

SBUSD fosters meaningful family and community engagement through systemic approaches led by the Student and Family Services department and Educational Services. By building trusting relationships and recognizing the rich linguistic and cultural assets of families, we emphasize strong partnerships within a positive and inclusive school climate. Our focus is on creating a supportive environment for Emergent Multilingual Learners (EMLs) and their families by:

California Department of Education. (2016). EL Toolkit Chapter 10: Ensuring Meaningful Communication with Limited English Proficient Parents. Sacramento, CA: Author
https://www.ed.gov/teaching-and-administration/supporting-students/english-learner-tool-kit-oela

[65] Mapp, K. L. & Bergman, E. (2019). Dual capacity-building framework for family-school partnerships (Version 2). Retrieved from: www.dualcapacity.org

- Creating safe, welcoming spaces to build community and collaboration.
- Strengthening relationships with EML families
- Establishing partnerships with families by forming a School Site Council (SSC) and an Emergent Multilingual Learner Advisory Committee (EMLAC)
- Aligning resources and services
- Ensuring availability of district-approved interpreters and translators for school events when a language is spoken by at least 15% of EMLs, and where feasible for other languages.

Policy and Program Goals

The **Policy and Program Goals** of the *Dual Capacity-Building Framework* highlight the goals and outcomes that should emerge for educators and families when the Essential Conditions are met. These goals can be used to develop metrics that measure capacity growth among families and educators.

Focused Goals on the 4Cs

In line with the research on the importance of family engagement on student achievement, the Dual Capacity-Building Framework asks us to build and enhance the capacity of families and educators in four areas: capabilities, connections, cognition, and confidence. This responsibility is shared across all levels of the system from district leaders to school site administrators and educators. The focus is on cultivating the family and home assets by providing many targeted opportunities to build their knowledge, strengthen the school-home connection, improve connections, and foster self-efficacy.

To support the Dual Capacity-Building Framework, we are continuing a range of intentional activities that engage EML families, build their knowledge, and strengthen school partnerships. The chart below highlights a sample of current efforts, representing just some of the impactful practices already in place across our schools.

Family-School Partnerships: Fostering Capabilities, Connections, Cognition and Confidence

Elementary Activities	Secondary Activities
Cultural Events (i.e., Dia de Los Muertos, Posadas, etc)	Cultural Events (i.e, Dia de Los Muertos, Dia del Nino, etc.)
Reclassification Celebrations	Reclassification Celebrations
Parent Workshops (i.e, ELPAC, Math Games, Literacy)	Newcomer Family Orientations, EML 9th Grade Orientations
Literacy Nights	A-G Information Nights

It is our goal to continuously improve family engagement in alignment with the Dual Capacity-Building Framework. These activities are examples of how we plan to respond and include:

- Welcome to School Night for New Families – Orientation sessions that introduce families to school systems, key staff, and expectations.
- Family Navigation Workshops – Step-by-step guidance on report cards, state assessment preparation, grading systems, and EML Progress Monitoring & Assessment Plan.
- State Testing and Data Nights – Clear, interactive sessions that explain what assessments measure, how data is used, and its connection to instruction.
- Workshops in the U.S. Educational System – Informational sessions on public school structure, graduation pathways, and parent rights.

While these are some of the activities we are focusing on, they also serve as valuable ideas we will consider implementing at all schools to ensure consistent, high-quality family engagement throughout the district. We will actively engage with principals, teachers, and family liaisons to collaborate and develop additional strategies for continuous improvement in how we support and involve families.

Building Educator Capacity

To support EML students, all program teachers, principals, and support staff will engage in ongoing professional learning focused on multilingual education, the English Learner Roadmap, curriculum best practices, and culturally responsive family engagement. Parent liaisons will also receive training to strengthen communication and support for families.

Language Access

SBUSD is committed to providing multilingual families with timely and relevant information to support full participation in their child's education. The Language Access Unit (LAU) ensures equitable access by offering translation and live interpretation services in English and Spanish, promoting clear communication and inclusive engagement across all school and district activities.

Families Engage in Diverse Roles: Parent Advisory Committees

Santa Barbara Unified is committed to partnering with culturally and linguistically diverse families to support Emergent Multilingual Learners (EMLs). District and school leaders, along with Family Engagement Liaisons (FELs), work to ensure families are well-informed, supported, and engaged. Through coordinated efforts across advisory groups like DEMLAC, LCAP Advisory, and EMLACs, the district fosters collaboration to address the unique needs of EML families and strengthen support systems across all schools.

District Local Control and Accountability (LCAP) Advisory Committee.

Every California school district creates a Local Control and Accountability Plan (LCAP) to outline its goals, actions, and expenditures, aligned with state priorities, including Parent Involvement. The LCAP Advisory Committee is key in ensuring the plan meets the needs of all students, particularly Emergent Multilingual Learners (EMLs). This committee, guided by California Education Code, advises on LCAP goals and actions related to EML programs, reviews drafts, monitors implementation, and works to improve engagement with EML families. The committee's open meetings encourage community input, offering families, including EML families, a chance to influence decisions affecting their children's education. Translation services and accessible meeting notices are provided to ensure inclusion. Additional information about the current year's LCAP and the LCAP process can be found on the district website.

School Site Council Committee (SSC)[66]:

The SSC is a decision-making group made up of parents, teachers, school staff, and—at middle and high schools—students. The SSC plays a key role in guiding how the school uses certain state and federal funds to improve student achievement and overall school success.

Each SSC includes a representative from the Emergent Multilingual Learner Advisory Committee (EMLAC) to ensure the needs of all students, including those learning English, are heard and considered. Together, members study school data—such as test scores, attendance, and student support needs—to identify goals and review the School Plan for Student Achievement (SPSA).

[66] Legal References (California Department of Education - Schoolsite Council - https://www.cde.ca.gov/fg/aa/co/ssc.asp#Role

This plan outlines strategies, services, and spending decisions to support academic growth. The SPSA must align with the district's **Local Control and Accountability Plan (LCAP)** and be updated each year to ensure students receive the best support possible.

Who Serves on the SSC?

The SSC includes school staff and parents or guardians, and at secondary schools, students as well. The council must have an equal number of school and parent/community/student members—with at least 10 total members.

SSC Composition – Elementary Schools:

- School Members (5 total):
  - The principal (or a principal's designee)
  - One school staff member who is not a teacher
  - Three classroom teachers (teachers must make up the majority of school staff members)
- Parent/Community Members (5 total):
  - Parents or guardians of students at the school, or other community members chosen by parents
  - If the school has 21 or more EMLs enrolled, a EML parent of guardian is to be included

SSC Composition – Secondary Schools:

- Same as above, but with students added to the parent/community side, selected by their peers

Responsibilities of the SSC:

1. **Creating and Approving the Plan**: The SSC helps develop and approve the SPSA, including how certain funds will be used. These decisions must be based on the school's needs, as identified through a detailed review of school data. The spending plan must follow state and federal guidelines.
2. **Recommending the Plan for Approva**l: Once the plan is complete, the SSC recommends it—including how funds will be spent—to the district's school board for final approval.
3. **Monitoring the Plan**: Throughout the school year, the SSC checks on how the plan is being carried out to make sure the strategies and services are positively impacting student outcomes.
4. **Making Changes When Needed**: If the school's needs change, the SSC can revise the plan. Any major changes must also be approved by the school board.
   Evaluating Progress: Each year, the SSC reviews the school's progress toward its goals. This includes looking at data, results, and outcomes to see what's working and what needs improvement.
5. **Meeting Local and State Responsibilities**: The SSC also carries out any other duties assigned by the school principal and/ or required by law. Since every school community is unique, the SSC must make sure its decisions reflect the needs of its students.

Every school in the SBUSD is required to have a School Site Council. Elections take place each fall, and all families are encouraged to participate, including Emergent Multilingual Learners (EMLs) parents and guardians.

Emergent Multilingual Learner Advisory Committee (EMLAC):

Santa Barbara Unified School District (SBUSD) is committed to fostering meaningful family engagement and ensuring that the voices of Emergent Multilingual Learner (EML) families are reflected in school decision-making. A key structure supporting this commitment is the Emergent Multilingual Learner Advisory Committee (EMLAC)—a school-based committee that provides parents and guardians an opportunity to contribute to practices and programs that support the success of EML students.

In accordance with the California Education Code, every school with 21 or more English Learners (ELs) must establish a functioning English Learner Advisory Committee. Within SBUSD, this committee is known as EMLAC. The California Department of Education oversees the implementation and compliance of these committees under Education Code Section 35147(c) and Title 5, California Code of Regulations Section 11308(d). Each qualifying school is required to establish its EMLAC by **October 1st** of each year.

Elections and Representation
EMLAC officer elections must be held as early as possible in the school year. All parents or guardians of Emergent Multilingual Learners are eligible to vote. Officer positions include, at a minimum, President, Vice President, Secretary, and Parliamentarian. At its first or second meeting of the year, each school's EMLAC must identify one representative and one alternate to serve on the District Emergent Multilingual Learner Advisory Committee (DEMLAC). These positions are not elected officer roles; rather, the school principal has the flexibility to appoint an EML parent or guardian to serve as the school's representative and/or alternate.

The President, Vice President, Secretary, and Parliamentarian work closely with the school principal or designee to develop meeting agendas and identify topics relevant to EML families. This collaboration ensures that EMLAC meetings are purposeful, aligned with the needs of the school community, and in compliance with federal requirements. The DEMLAC representative and alternate are responsible for reporting back to the principal and EMLAC after attending DEMLAC meetings, ensuring they have the necessary information to contribute to future EMLAC meeting agendas. Each EMLAC is required to hold a minimum of five meetings per year to fulfill its advisory role and maintain active engagement.

Training and Participation
To support EMLAC members in their advisory roles, training is provided by school staff or external partners as needed. Training is developed in consultation with committee members and is designed to build leadership capacity among EML parents and guardians. The goal is not only to share information but also to empower families to take on meaningful leadership roles within the school community.

Role and Responsibilities
EMLAC functions as an advisory body, offering input on school decisions and the allocation of resources that support EML students. It is a nonpartisan group that focuses solely on advocating for the needs of EMLs, without promoting personal or political interests. While its core responsibilities are outlined by the California Department of Education, additional practices may be established locally by SBUSD.

The school principal or designee is responsible for establishing the structure of EMLAC and guiding EML parents and guardians in assuming leadership roles, including facilitating committee meetings. Additionally, the principal and administrative team are required to maintain accurate records of all EMLAC meetings, including agendas and minutes, in compliance with state regulations.

EMLAC Responsibilities:

1. The EMLAC advises the principal and staff on programs and services for EMLs using academic performance measures.

2. The EMLAC shall advice and assist the development or review of:
    a. School's Single Plan for Student Achievement
    b. School's needs assessment
    c. Ways to make parents/guardians aware of the importance of regular school attendance
    d. Ways to meet the social and academic needs of EMLs *(SBUSD)*
    e. Ways to improve communication with families and the broader community *(SBUSD)*

District Emergent Multilingual Learner Advisory Committee (DEMLAC):

California Education Code requires each California public school district with 51 or more English learners to form a District English Learner Advisory Committee.[67] In SBUSD, this committee is named the *District Emergent Multilingual Learner Advisory Committee (DEMLAC)*. School-based EMLACs are established at the beginning of the school year and at that time identify both a *DEMLAC Representative* and an *Alternate* to participate in the District Emergent Multilingual Learner Advisory Committee
(DEMLAC) as the school representative. Throughout the school year, the DEMLAC collective knowledge base is strengthened by equipping the committee with relevant EML program information and student outcome data. This enables them to connect the performance of their individual schools with the broader goals of the program, ultimately enhancing the services they provide. This experience also equips them with the knowledge and background needed to advise the school board on effective strategies for improvement.

In accordance with state guidelines, the purpose of the DEMLAC is to serve in an advisory capacity to the school district's governing board regarding services and programs provided for Emergent Multilingual Learners (EMLs). The DEMLAC shall advise the school district governing board on at least the following tasks[68]:

1. Development of the Master Plan for education programs and services for Emergent Multilingual Learners. The Master Plan will take into consideration the school site plans.
2. Conducting a district wide needs assessment on a school-by-school basis.
3. Establishment of district program, goals, and objectives for programs and services for English learners.
4. Development of a plan to ensure compliance with any applicable teacher and/or teacher aide requirements.
5. Review and comment on the school district reclassification procedures.
6. Review and comment on the written notifications required to be sent to parents/guardians.
7. If the DEMLAC acts as the English learner parent advisory committee under California Education Code Sections 52063(b)(1) and 52062(a)(2), the DELAC shall also review and comment on the development or annual update of the Local Control and Accountability Plan
(LCAP).

SBUSD will provide DEMLAC members with relevant training materials and sessions to support them in fulfilling their advisory responsibilities. The training will be developed in close collaboration with committee members, and funding from appropriate resources will cover all associated costs, including expenses for members' attendance at training events.

This responsibility of supporting families is shared across all levels of the system, from district leaders to school administrators and educators. Each year, SBUSD makes decisions based on available resources, and a key component of our family and community engagement efforts involves critical staff members who work directly with the families of our Emergent Multilingual Learners (EMLs). These staff members, who possess an appreciation for cultural diversity, work diligently to build authentic, positive, and respectful relationships with families, which in turn strengthens the connection between the school and the community. The bilingual Family Engagement Liaisons collaborate with site administrators to support families and connect them with both school and community resources.

Family Engagement Liaisons (FELs)

The Family Engagement Liaison strengthens school-family partnerships to boost student success. They bridge the gap between schools and the community by implementing an engagement program aligned with the District's Family Engagement Framework. The liaison organizes workshops, training, and

[67] Legal References California Education Code, sections 35147, 52062(a)(2), 52063(b), 52069, 62002.5, and 64001(a) California Code of Regulations, Title 5, Section 11308 and 15495(b)

[68] Legal References (California Department of Education - District English Learner Advisory Committee - https://www.cde.ca.gov/ta/cr/delac.asp)

resources to help families support their children's education, recruits and coordinates volunteers, and assists with school registrations. They also support parent advisory committees and school events, ensuring an inclusive environment for all families. By fostering collaboration, the liaison ensures families are actively involved, contributing to a positive school culture that enhances student achievement and well-being.

Commitment to Continuous Improvement

In addition to obtaining input from families and community partners during the LCAP processes, SBUSD collects information annually to inform parent and guardian needs. Examples of this include the Climate and Culture Survey and EML Family Needs Assessment.

Climate and Culture Survey

To inform the district's multi-tiered system of support (MTSS), a climate and culture survey is administered twice a year, fall and spring. Climate is the perceptions and experiences of individuals in an environment. Culture is the shared values, beliefs and behaviors that create the experiences in an environment.

The survey is administered to students, families and staff. The survey platform is Panorama Education. The platform allows for ease in reviewing site and district level data, comparing sites' and subgroups' experiences, progress monitoring growth, triangulating experiences between students, families, and staff, as well as instant access to survey responses at the end of the survey window. The district administers the survey twice a year to allow for mid-year course correction and real-time progress monitoring to improve school climate and culture.

Panorama survey responses are compared against other schools and districts nationally, who also use the Panorama platform. This allows us to put our results in context with results across districts nationally.

In the Family Engagement section of the survey, measured areas include: meeting in person with teachers, being involved in parent groups, discussing the school with other parents/guardians, perceived levels of belonging and trust, helping out at the school, visiting the school, and being involved in fundraising. Since spring 2024, there has been positive growth in each of these areas.

EML Family Needs Assessments

An EML needs assessment is a vital tool for understanding the strengths and needs of our EML students and families. It provides valuable information for school improvement planning and helps create a more welcoming and supportive school climate. This assessment is a key part of the school planning process for EMLs, informing the EML Advisory Committee (EMLAC) and the School Site Council (SSC). The SSC uses the needs assessment data, along with other information, to develop the Single Plan for Student Achievement.

Our EML Family Needs Assessment takes a comprehensive approach, gathering input from students (as appropriate), and parents/guardians through questionnaires. These questionnaires seek feedback on several important areas:

- Parent/guardian awareness of school resources.
- The home-school relationship.
- Satisfaction with the educational program.
- Parent/guardian awareness of how to address school related concerns.
- Perceptions of equity among school staff.
- Perceptions of teacher expectations.
- Measures to improve student academic success.
- Student study habits at home.
- Participation in after-school programs, such as tutoring.

SBUSD compiles and analyzes the EML Needs Assessment results, presenting findings as percentages of responses within approximately 60 days. Families will be informed of the timeline for distributing, collecting, and sharing data.

This input is vital for supporting EML students. The feedback is essential for informed decision-making and improving programs and services. Participation in the needs assessment directly contributes to a better educational experience for our EML students

Conclusion

This chapter highlights the Santa Barbara Unified School District's dedication to family and community engagement for Emergent Multilingual Learners (EML). By adhering to the California ELR Roadmap principles and utilizing frameworks like the Dual Capacity-Building Framework, the district aims to empower multilingual families as active partners in education. Efforts include providing language support through the Translation & Interpretation Unit, fostering leadership opportunities for multilingual parents/guardians, and promoting collaboration through various committees. The district focuses on building trust, valuing cultural assets, and offering continuous support from early childhood through graduation, emphasizing the importance of family engagement in student success.

Federal Program Monitoring (FPM) Item Alignment

SBUSD aligns to the Federal Program Monitoring, English Learner Program Instrument[69]. The California Department of Education provides LEAs updated FPM items annually[70]. A list of corresponding items is provided in Appendix H .

[69] California Department of Education. (2023, May). *English learner 2024–25 program instruments. California Department of Education.* Retrieved from https://www.cde.ca.gov/ta/cr/

[70] California Department of Education- Compliance Monitoring https://www.cde.ca.gov/ta/cr/

6 EVALUATION, ACCOUNTABILITY AND FUNDING

6 EVALUATION, ACCOUNTTABILITY AND FUNDING

Chapter Overview

SBUSD is committed to providing Emergent Multilingual Learners (EML) students a high-quality education through the enactment of a comprehensive program evaluation and accountability process, as well as ongoing collaboration among students, families and educators at both the school site and district levels. Through rigorous, standards-aligned instruction and comprehensive support, the district ensures EMLs achieve English fluency, content mastery as well as promoting bilingualism and biliteracy. Beyond meeting state and federal requirements, the district continuously strengthens its EML programs, ensuring that all learners receive the attention, resources, and opportunities needed to empower multilingual learners to thrive academically and socially.

WHAT DO SCHOOL SITES NEED TO DO?

To effectively monitor, evaluate, and strengthen EML programs, school sites:

- Regularly monitor the implementation of the Master Plan elements, including programs, services, and student progress.
- Understand and implement practices outlined in the Instructional Framework and the EML 5 Key Practices.
- Facilitate/participate in professional learning to effectively meet the needs of EMLs.
- Guide EML families in understanding the complexities of the school system to enhance overall engagement and involvement, particularly in EMLAC.
- Use culturally relevant and linguistically responsive pedagogy to support diverse learning needs.
- Track and assess EML progress, adjusting instruction as necessary to ensure success.

Master Plan for Emergent Multilingual Learners (EMLs) Background and Alignment

The Santa Barbara Unified School District's (SBUSD) Master Plan for Emergent Multilingual Learners (EMLs) intentionally complements and operationalizes the vision of the Multilingual Excellence Transforming Achievement (META, 2020) plan, builds upon the foundation of the four principles of the CA English Learner Roadmap (ELR) Policy, and complies with state and federal requirements for English Learner (EL) services. While acknowledging the legal and policy term English Learners (ELs), we choose to refer to our students as Emergent Multilingual Learners (EMLs). This choice reflects our commitment to recognizing and building upon the linguistic strengths they bring to our classrooms.

Below is a brief description of the leading guiding documents that are referenced throughout the plan:

- Santa Barbara Unified School District's Multilingual Excellence Transforming Achievement (META, 2020) plan is a strategic and visionary plan for creating diverse multilingual pathways that recognize the strengths and meet the needs of all students. This chapter primarily aligns with META's Strategic Goal 1: Significantly improve Emergent Multilingual engagement and achievement through access to coherent PreK-12 multilingual learning pathways.

- The CA ELR Policy [71]provides guidance to local educational agencies (LEAs) on welcoming, understanding, and educating the diverse population of students who are English learners attending California public schools.

- The California Department of Education (CDE) uses the EL Federal Program Monitoring (FPM) Instrument[72] to conduct FPM reviews of LEAs to ensure they are creating and maintaining programs which meet fiscal and programmatic requirements.

[71]California Department of Education. (2023, May). English learner 2024–25 program instruments. California Department of Education Retrieved from *https://www.cde.ca.gov/ta/cr/*

[72]California Department of Education- Compliance Monitoring *https://www.cde.ca.gov/ta/cr/*

The Master Plan is built upon the foundation of the California English Learner Roadmap (ELR) Policy. Each chapter will begin by identifying the specific ELR principles and elements that are most applicable. Chapter is primarily focused on the following ELR principles and elements:

Guiding Principles

Principle 1: Assets- Oriented and Needs Responsive Schools	**Principle 2:** Intellectual Quality of Instruction and Meaningful Access	**Principle 3:** System Conditions that Support Effectiveness 3.A: Leadership 3.C: Assessments	**Principle 4:** Alignment and Articulation Within and Across Systems 4.A: Alignment and Articulation 4.C: Coherency

Introduction

An important component of the Santa Barbara Unified School District's goal of ensuring that all EML students are provided is to provide equitable opportunities within an inclusive, equitable environment that supports academic success and personal growth. Aligned with the Equal Educational Opportunities Act (EEOA)[73] and the Castañeda v. Pickard[74] framework, the district ensures compliance with legal guidelines that call for effective instructional support, sufficient resources, and ongoing evaluation to meet the needs of our Emergent Multilingual Learners. However, our approach goes beyond mere legal compliance. By providing rigorous, standards-aligned instruction and targeted support, the district strives to prepare EMLs with strong English language skills, academic abilities, and personal growth, while also encouraging the development of their primary language when applicable.
The district's Master Plan for Emergent Multilingual Learners celebrates the linguistic and cultural assets by centering the essence of the META values and beliefs delineated below (META, p. 38–39), which drive the evaluation, reflection and accountability aspects of this plan:

Empowerment through Multilingualism & Sociocultural Competence: This emphasizes the importance of multilingualism and sociocultural competence as essential skills for individuals and communities. By supporting Emergent Multilingual Learners to become proficient in multiple languages, the goal is to unlock their potential and foster cognitive, cultural, and social growth. The focus is on creating inclusive, engaging learning environments that celebrate students' diverse linguistic and cultural identities.

Safe, Inclusive, & Relationship-Driven Learning Communities: The belief here is that creating safe, supportive, and inclusive environments is key to academic success. Schools aim to foster trust, respect, and belonging, enabling students to explore their identities. Building strong relationships with students, families, and staff ensures collaboration toward achieving equity and excellence, where every voice is heard and every individual is empowered.

Advocacy, Collaboration, & Shared Responsibility for Equity: This focuses on the need for advocacy and collaboration to achieve equity, particularly for Emergent Multilingual Learners. By working together with families, staff, and communities, the goal is to create personalized, inclusive educational pathways that honor linguistic and cultural diversity. Collective responsibility ensures that every student receives the support needed to succeed.

[73]Equal Educational Opportunities Act (EEOA) - 20 U.S.C. § 1703(f)

[74]Creating Schools and Systems That Support Asset-Based, High-Quality Instruction for Multilingual Learners. In California Department of Education (Ed.). Improving Education for Multilingual and English Learner Students: Research to Practice (pp. 413-504). https://www.cde.ca.gov/sp/ml/improvingmleleducation.asp

Santa Barbara Unified School District evaluates its EML programs with a focus on assessing the effectiveness of its practices in fostering an inclusive, supportive, and equitable learning environment for all students. The district will measure its success based on the following key areas:

1. Emergent Multilingual Learner Program Implementation
2. Staffing & Professional Learning
3. Student Performance: Adequate progress towards English Proficiency & Reclassification
4. Student Performance: Literacy and Academic Achievement
5. Family/Parent Engagement
6. Safe and Affirming Environments (SEL)
7. College and Career Readiness

Through these evaluative measures, the Santa Barbara School District ensures that its commitment to supporting English Learners is not just a legal obligation, but a central part of its mission to create an inclusive and empowering educational experience for all students. This comprehensive evaluation will guide continuous improvements and keep the district focused on its goal of providing equitable, high-quality education for every student.

Roles and Responsibilities in Supporting Emergent Multilingual Learners (EMLs)

SBUSD is committed to engaging educational partners in supporting Emergent Multilingual Learners (EMLs). To enhance collaboration and strengthen evaluation efforts, the district will establish a Master Plan Guiding Coalition during the 2025–2026 school year. This coalition will be responsible for reviewing the implementation of the plan and revising its components to ensure that processes, accountability systems, and the overall quality of language acquisition programs are effectively evaluated. These evaluations will be guided by targeted criteria co-developed with the committee.

The coalition will be composed of approximately 5–6 members, including core authors of the plan, teachers, and a DEMLAC executive member. In its first year, the coalition will focus on building a shared understanding of the Master Plan by ensuring its content is accessible and by developing supplemental resources to support its implementation.

The district's efforts towards strengthening our collective responsibility are outlined in the table below detailing the roles necessary to implement equitable programs and instruction for EML students.

Key Roles in Supporting EMLs:

6.1 Key Roles in Supporting EMLs

Role	Responsibilities
Assistant Superintendent of Education Services Director, Educational Equity & Multilingual Learner Services & (in collaboration with District Leadership): Human Resource, ETS, Student Family Services Business Office Accountability and Assessment Office	● Establish, engage, and provide strategic direction for the Master Plan Implementation ● Ensure alignment of programs and services with federal and state requirements for Emergent Multilingual Learners (EMLs). ● Provide guidance and oversight to site administrators in developing and implementing EML-related goals within School Plans for Student Achievement (SPSAs), ensuring that the goals of the English Learner (EL) Roadmap are fully integrated across district plans and strategies to build capacity for effective implementation. ● Monitor the implementation of EML programs and services across school sites, including regular analysis of student achievement data. ● Design and deliver professional development to build staff capacity in meeting the needs of EMLs. ● Support and lead the work of DEMLAC, ensuring its advisory role and responsibilities are upheld in alignment with the district's Master Plan. Guide and empower EML parents and guardians in understanding the school system, fostering increased engagement and participation
Principal Assistant Principals Counselors Deans	● Develop a deep understanding of the school's EML demographics and EML typologies to better support family engagement strategies. ● Ensure alignment with EML goals in the School Plan for Student Achievement (SPSA), ensuring that the goals of the English Learner (EL) Roadmap are fully integrated across school plans and strategies to build capacity for effective implementation. ● Support, foster and monitor attendance and completion of professional development to build staff capacity in meeting the needs of EMLs. ● Support and lead the work of EMLAC in collaboration with EML families, ensuring its advisory role and responsibilities are upheld in alignment with the district's Master Plan. Guide and empower EML parents and guardians in understanding the school system, fostering increased engagement and participation

Teachers & Instructional Staff	Teachers: ● Understand the instructional implications for Structured English Immersion and Dual Language Immersion (chapter 1 and 2) ● Implement instructional strategies aligned with the Instructional Framework and the EML 5 Key Practices to effectively address the academic and linguistic needs of Emergent Multilingual Learners (chapter 4). ● Employ culturally relevant and linguistically responsive pedagogy to support the diverse learning styles, backgrounds, and identities of EML students. ● Monitor, track, and assess EML progress, making data-informed adjustments to instruction to promote continuous growth and success (chapter 3) ● Collaborate regularly with colleagues, instructional coaches, and support staff to design and deliver targeted instruction tailored to EMLs' language development and content-area needs. ● Communicate clearly with parents/guardians about student progress in all subjects and the reclassification criteria and how these relate to students' outcomes across academic domains (i.e., parent-teacher conferences, informal connections, etc.) ● Ensure families understand their child's current English language proficiency levels. ● Engage in meaningful, ongoing communication with EML families to foster strong partnerships, support student achievement, and cultivate a sense of belonging in the school community (chapter 5).
	Teachers Guidance to Support Staff (Curriculum Specialist, Paraprofessional, others) ● Work with EMLs requiring additional academic or emotional support. ● Provide targeted services to ensure EMLs can access the general education curriculum. ● Serve as liaisons between the school and EML families to address concerns or needs effectively.
Parent Engagement & Family Liaisons	● Promote and support parent leadership by encouraging active participation in school committees such as the PTA, School Site Council (SSC), and the English Learner Multilingual Advisory Committee (EMLAC). ● Ensure EML families are familiar with and can access school communication tools; provide paper invitations and personalized phone calls as needed to foster inclusive communication. ● Build basic knowledge of the Master Plan for Emergent Multilingual Learners ● Support families as a bridge to understanding and enhancing the support provided academic and social-emotional domains.
EMLAC	● Reviews site-level data on program effectiveness and student achievement on an annual basis to frame recommendations for SPSA annually as part of its advisory role ● Reviews EML Needs Assessment data ● Reviews site and district-level EML state assessment data

	● Advises on EML language acquisition programs and supports at the site level
DEMLAC	Provides advisory to the following tasks: ● Development of the Master Plan for education programs and services for English learners. The Master Plan will take into consideration the school site plans. ● Conducting a district wide needs assessment on a school-by-school basis. ● Establishment of district program, goals, and objectives for programs and services for English learners. ● Development of a plan to ensure compliance with any applicable teacher and/ or teacher aide requirements. ● Review and comment on the school district reclassification procedures. ● Review and comment on the written notifications required to be sent to parents/guardians. ● If the DEMLAC acts as the English learner parent advisory committee under California Education Code Sections 52063(b)(1) and 52062(a)(2), the DELAC shall also review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP).

Evaluation Plan and Focus Areas:

The evaluation process for these programs is guided by specific questions that focus on data inquiry and analysis. Operationalizing and standardizing the annual evaluation of programs and services for Emergent Multilingual Learners (EMLs) is an iterative process involving our educational partners as we work collaboratively to achieve the goals that have been outlined throughout our Master Plan. The following key areas of program evaluation will guide our inquiry and inform the next actionable steps.

Table 6.2 Program Evaluation

Program Evaluation Focus Areas	EML Program Evaluation Questions	Source of Evidence/Metrics
Emergent Multilingual Learner Program Implementation	To what extent is the Master Plan utilized by teachers, administrators, and parents/guardians as a tool to meet the needs of EMLs and staff and to meet state and federal requirements? Additionally, how are areas of concern identified, evaluated and addressed to provide intervention, support and training?	Annually: -School Program Reviews -Surveys Ongoing: -Site Visits -Learning Walks -Instructional Schedule Review
Staffing & Professional Learning	How effectively does SBUSD provide Professional Learning, resources, and guidance for educators of EML students? To what extent do SBUSD educators feel	Annually: -Professional Learning Surveys (District and site-specific)

	prepared to respond to EML students' linguistic, literacy, academic and sociocultural needs?	Ongoing: - Learning Walks - Grade level leads or department chair meeting feedback -Instructional Coaches feedback -EML Leads Feedback -other educator group meeting feedback
Student Performance: Adequate progress towards English Proficiency & Reclassification	What trends in data exist in the annual progression of EML English proficiency that indicates adequate progress towards growth benchmarks meeting or exceeding the minimum expectations? To what extent are EML students meeting reclassification criteria to exit these programs within a reasonable timeframe? How do these trends differ for students who are LTELs, dually identified, newcomers, and how does our system respond to their specific needs?	Annually: -ELPAC scores -English Learner Progress Indicator (ELPI) Growth -STAR Reading -K-2 Reading Screener Ongoing: -Interim ELPAC -dELD curriculum assessment results -Literacy Development benchmarks -grade-level standards
Student Performance: Literacy and Academic Achievement	What trends in data exist in the annual progression of EML Literacy mastery that indicates adequate progress towards growth benchmarks meeting or exceeding the minimum expectations? How do these trends differ for students who are LTELs, dually identified, newcomers?	Annually: -STAR Reading levels -ELA CAASPP -Math CAASPP Ongoing: -Language Appraisal Team Monitoring -formative/summative curriculum assessments -STAR Reading levels -Interim ELA CAASPP -Interim Math CAASPP -grade level approximation
Family/Parent Engagement	To what extent has the rate of parent engagement in EMLACs increased for families of EMLs?	Annual: -Principal Review of EML Needs Assessment -Principal Review of EML

	To what extent do families of EMLs report effective communication regarding the monitoring and support of their child's linguistic, literacy and academic progress?	Enrollment to % of EML Parent Engagement Ongoing: -Participation of parent training or meetings
Safe and Affirming Environments (SEL)	How do teachers evaluate whether their competency allows them to address EMLs' and RFEPs' linguistic, cultural, social-emotional, and academic needs?	Panorama Survey Results - Student Survey - Parent Survey
College and Career Readiness, Completion of A-G Courses	Are clear objectives established and achieved for monitoring compliance with A–G requirements and linked learning pathways among emerging multilingual learners?	CA Dashboard Indicator

Monitoring Program Implementation:

Santa Barbara Unified School District (SBUSD) is committed to continuous improvement efforts that will result in improved academic outcomes for our Emergent Multilingual Learners (EMLs and the goal is to strive beyond the goals of compliance towards more authentically designing learning experiences that will prepare students for academic success. We are charged to remove instructional *language barriers* as mandated by the Lau Remedies, a responsibility further clarified by the three-pronged *Castañeda v. Pickard* framework[75]. The US Court of Appeals for the Fifth Circuit concluded that an appropriate educational approach for Emergent Multilingual Learners (EMLs requires the following:

1. The educational approach must be based on sound educational theory
2. The educational approach must must be implemented effectively with sufficient resources and personnel, and
3. The educational approach must be evaluated to determine its effectiveness in eliminating language barriers

As affirmed in multiple guidance documents from the California Department of Education[76], the three pronged *Castañeda v Pickard* framework aligns with a system used in California for continuous improvement process: Plan, Do, Study, Act (PDSA) and a practice and commitment for the SBUSD educators. SBUSD engages in a process of reflection, accountability, and continuous improvement to ensure that outcomes for Emergent Multilingual Learners (EMLs) are achieved. This process, guided by the Plan-Do-Study-Act (PDSA) model, led by school administration teams to ensure responsiveness to needs. Administrators are expected to follow the procedures and systems of accountability specified in the Master Plan to ensure the effectiveness of programs. The following table illustrates the alignment between these approaches:

[75] The LEA establishes and implements a process and criteria to determine the effectiveness of the program(s) for ELs. (20 USC §1703(f), 6841; Castañeda v. Pickard (5th Cir. 1981) 648 F.2d 989)

[76] Creating Schools and Systems That Support Asset-Based, High-Quality Instruction for Multilingual Learners. In California Department of Education (Ed.). Improving Education for Multilingual and English Learner Students: Research to Practice (pp. 413-504). https://www.cde.ca.gov/sp/ml/improvingmleleducation.asp

Table 6.3 Castañeda v Pickard Framework and PDSA Cycle alignment

Castañeda v Pickard Framework	PDSA Cycle for Continuous Improvement
The educational approach must be based on sound educational theory	Plan Phase: leaders set direction and purpose, assess local needs and causal determinants of greatest need, and selects evidence-based actions and services that responds the greatest need
The educational approach must be implemented effectively with sufficient resources and personnel	Do & Study Phase: leaders implement and monitor their work by analyzing progress, meeting to discuss the progress, and provide status reports to stakeholders
The educational approach must be evaluated to determine its effectiveness in eliminating language barriers	Act Phase: leaders continue to study phase and move into Act Phase by reflecting on whether strategies used achieved desired outcomes and adjusting as necessary

These systems help collect and analyze a range of data (summative, formative, quantitative, and qualitative) to assess the effectiveness of programs in collaboration with the educational partners included in the roles and responsibilities section of this chapter and using our focus area evaluation questions. This process will guide future actions for Emergent Multilingual Learners. Similarly, our teachers engage in Professional Learning Communities and employ the PDSA cycles of improvement.

Professional learning communities (PLCs) serve as one of the district's key monitoring tools, offering opportunities for collaboration in lesson planning, implementation, assessment, and tracking the success of EMLs. These PLCs focus on answering guiding questions that help ensure the continuous improvement and success of Emergent Multilingual Learners within the district:

- What will students learn?
- How will we know they have learned it?
- How will we respond when students don't learn it?
- How will we respond when students do learn it?

The professional learning communities (PLCs) are focused on collaboratively established student learning goals and outcomes that guide their work. These goals and outcomes are documented in the School Plan for Student Achievement (SPSA). Within each PLC, specific evidence is systematically gathered to assess the effectiveness of implementation cycles. This data is analyzed regularly as each cycle concludes, helping sites set measurable goals based on current performance, which can be monitored through various forms of evidence.

In addition to the PLC framework, other mechanisms are in place to track program implementation and success. These include timely data analysis by district leadership, school administrators, and teacher PLCs, as well as input from parent advisory groups. Success indicators are based on both summative and quantitative data, such as progression towards reclassification, ELPAC results, and CA School Dashboard metrics related to ELA, Math, English Learner Progress Indicator (ELPI), and attendance.

Classroom Level Implementation Monitoring Systems

ELLevation is a district-wide digital platform designed to support and monitor the progress of Emergent Multilingual Learners (EMLs). It serves as a key tool for tracking both language acquisition and academic performance, enabling educators to make informed, data-driven decisions that support student success.

The platform also plays a critical role in monitoring students who have been reclassified, ensuring they continue to meet academic benchmarks comparable to their native English-speaking peers. By centralizing data, ELLevation streamlines the tracking of EML progress and facilitates the reclassification process, allowing teachers, support staff, and administrators to deliver targeted, effective support that contributes to long-term academic achievement.

Family Communication and Engagement Monitoring Systems

To build strong school-family-community partnerships and ensure equitable access for all Multilingual families, these systems prioritize two-way communication and make reasonable efforts to provide information in Multilingual families' home languages. This includes actively soliciting family feedback on school initiatives, and establishing clear channels for families to voice concerns and collaborate on solutions.

The goal of family engagement is to support students by coordinating efforts across departments to improve their well-being, attendance, social skills, linguistic, literacy, academic performance, and behavior at home and school. This collaboration also boosts parents' sense of efficacy and strengthens community support for schools. The District Emergent Multilingual Learner Advisory Committee
(DEMLAC) conducts an annual survey to assess systems that ensure equitable opportunities for all students. The survey data helps identify factors affecting student access, opportunities, and outcomes, while also providing insights specific to each school.

Funding and Resource Allocation

The Santa Barbara Unified School District (SBUSD) is dedicated to providing quality education, especially for Emergent Multilingual Learners (EMLs), by utilizing local, state, and federal funding. Through the Local Control and Accountability Plan (LCAP)[77], the district tailors its goals, metrics, services, and resources to meet students' needs, with a focus on language acquisition and academic success. General funds support essential services, while supplemental funds enhance programs for English proficiency and academic support for EMLs. This local control allows SBUSD to customize strategies to improve outcomes for diverse learners.

District and site-level expenditure decisions are aligned with the SBUSD Master Plan for Emergent Multilingual Learners (EMLs), as well as other key district and site-level policies, planning, and budgeting documents. These include, but are not limited to:

- Professional Learning Plan Initiatives
- Multi-Tiered Systems of Support (MTSS) Initiative
- Instructional Framework Initiative
- Professional Learning Communities (PLC) Initiative
- Local Control and Accountability Plan (LCAP)
- School Plans for Student Achievement (SPSA)
- English Learner Federal Program Monitoring (FPM) Instrument

[77] Santa Barbara Unified School District, Local Control and Accountability Plan (LCAP) - https://www.sbunified.org/about/lcp

Conclusion

As part of the development of the Master Plan, the Santa Barbara Unified School District is in the process of standardizing our comprehensive implementation plan to ensure Emergent Multilingual Learners (EMLs) receive high-quality instruction and aligned instructional programs. This ongoing effort involves refining strategies, resource allocation, and evaluation methods. This proactive approach will align the district's practices with its aspirational goals and legal requirements, guiding continuous improvements in meeting the needs of all students, especially EMLs. As previously stated, the district is committed to fostering an inclusive and supportive environment for EMLs by prioritizing equity, academic excellence, and cultural responsiveness. This ensures EMLs not only meet state and federal standards but also develop the skills necessary for success in both academics and social interactions. Through ongoing program evaluation, collaboration, and a commitment to continuous improvement, the district is creating opportunities for all learners to thrive, reinforcing its mission to provide a high-quality education that meets the needs of every student.

Federal Program Monitoring (FPM) Item Alignment

SBUSD aligns to the Federal Program Monitoring, English Learner Program Instrument[8]. The California Department of Education provides LEAs updated FPM items annually[9]. A list of corresponding items is provided in Appendix H.

[78] *California Department of Education. (2023, May). English learner 2024–25 program instruments. California Department of Education.* Retrieved from https://www.cde.ca.gov/ta/cr/

[79] California Department of Education- Compliance Monitoring https://www.cde.ca.gov/ta/cr/

California Department of Education
August 2024

Sample Letter

Local Educational Agency (LEA) Name:

Multilingual Learners in Transitional Kindergarten

To the parent(s)/guardian(s) of:

Last Name: First Name:

Date of Birth:

School: State Student ID #:

Date:

Dear Families:

Thank you for completing the Home Language Survey (HLS) during enrollment. From your HLS responses, we see that your child may have had experiences with multiple languages. This information helps us ensure that our teachers and school staff can effectively support your child's English language development, including informing teaching strategies and instructional resources.

Research demonstrates the cognitive, economic, and long-term academic benefits of multilingualism and multiliteracy. The languages and cultures that students bring with them are an asset to their learning communities.

Once your child enters kindergarten, they will be administered the Initial English Language Proficiency Assessments for California (ELPAC) or the Initial Alternate ELPAC to determine their English language proficiency.

If you have any questions or need more information, please contact us at:

Sincerely,

Name:

School or LEA Name:

Email Address:

Emergent Multilingual Learner (EML) Terminology Reference Sheet

Acronym	Term	Meaning
EML	**Emergent Multilingual Learner (aka English Learner)**	A student in kindergarten through grade 12 for whom there is a report of a language other than English on the Home Language Survey (HLS) and who, upon initial assessment in California using an appropriate state assessment (currently the English Language Proficiency Assessments for California [ELPAC]; and from additional information when appropriate, is determined to lack the clearly defined English language skills of listening, speaking, reading, and/ or writing necessary to succeed in the school's regular instructional programs.
TBD	**To Be Determined**	A student in kindergarten through grade 12 for whom there is a report of a primary language other than English on the HLS and for whom the district has not completed the assessment process. The assessment process must be completed within 30 days of initial enrollment.
Newcomer	**New to the US school system**	Newcomer is an umbrella term for foreign-born students who have recently (0-12 months) arrived in the United States. Newcomer students may include, but are not limited to, asylees, refugees, unaccompanied youth, undocumented youth, migratory students, and other immigrant children and youth identified by the local educational agencies (LEAs).
IFEP	**Initially Fluent English Proficient**	A student in kindergarten through grade 12 for whom a language other than English is reported on the HLS and who, upon initial assessment in California using an appropriate state assessment (currently the ELPAC; and from additional information when appropriate, is determined to be proficient in English.
At-Promise EMLs	**At-Promise EMLs (aka At-Risk EML)**	An EML student to which all of the following apply: (1) is enrolled on Census Day (the first Wednesday in October) in grades 3 to 12, inclusive; and (2) has been enrolled in a U.S. school for four or five years; and (3) has scored at the intermediate level or below (level 3 or below) on the prior year administration of the ELPAC; and (4) for students in grades 3 to 9, inclusive, has scored in the fourth or fifth year at the “Standard Not Met” level on the prior year administration of the California Assessment of Student Performance and Progress (CAASPP)-English Language Arts/Literacy (ELA).In addition, please note the following: (1) students for whom one or more of the required testing criteria are not available are categorically determined to be “At-Risk”; and (2) the assessment component of “At-Risk” determination for students in grades 10–12, inclusive, is based solely on the ELPAC criteria outlined above; and (3) the CAASPP-ELA component of “At-Risk” determination is not applied to students in grade 3, as outlined in Education Code Section 313.1(b)(1)(D), because the CAASPP-ELA is administered in grades 3 to 8, inclusive, and 11, so students enrolled in grade 3 on Census Day will not have prior year CAASPP-ELA test scores available. For more information see California Education

		Code (EC) 313.1.
LTEMLs	**Long Term Emergent Multilingual Learner (aka LTEL)**	An EML student to which all of the following apply: (1) is enrolled on Census Day (the first Wednesday in October) in grades 6 to 12, inclusive; and (2) has been enrolled in a U.S. school for six or more years; and (3) has remained at the same English language proficiency level for two or more consecutive prior years, or has regressed to a lower English language proficiency level, as determined by the ELPAC; and (4) for students in grades 6 to 9, inclusive, has scored at the "Standard Not Met" level on the prior year administration of the CAASPP-ELA. In addition, please note the following: (1) students for whom one or more of the required testing criteria are not available are categorically determined to be an LTEL; and (2) the assessment component of LTEL determination for students in grades 10–12, inclusive, is based solely on the ELPAC criteria outlined above. For more information see EC 313.1.
Reclassified Monitored	**Reclassified Fluent English Proficient (RFEP)**	A student in kindergarten through grade 12 who, upon entering public school in California, is identified as an EL and subsequently reclassified/redesignated in California, per EC 313, as proficient in English. EC 313 criteria include, but are not limited to, an assessment of English proficiency in listening, speaking, reading, and writing as currently measured by the ELPAC, teacher evaluation of curriculum mastery, parental opinion/consultation, and student's performance of basic skills, as measured by the CAASPP-ELA that demonstrates sufficient proficiency in English to participate effectively in a curriculum designed for students of the same age whose native language is English. Student who has been Reclassified English Fluent Proficient (RFEP) under 4 years and needs to be monitored for progress.
Reclassified Fully Exited	**Reclassified Fluent English Proficient (RFEP)**	A student in kindergarten through grade 12 who, upon entering public school in California, is identified as an EML and subsequently reclassified/redesignated in California, per EC 313, as proficient in English. EC 313 criteria include, but are not limited to, an assessment of English proficiency in listening, speaking, reading, and writing as currently measured by the ELPAC, teacher evaluation of curriculum mastery, parental opinion/consultation, and student's performance of basic skills, as measured by the CAASPP-ELA that demonstrates sufficient proficiency in English to participate effectively in a curriculum designed for students of the same age whose native language is English. Student who has been Reclassified English Fluent Proficient (RFEP) 5+ years.
Ever EML	**All EML & RFEP Students**	A student who is currently an EML or who was formerly designated as an EML, but who has now been reclassified fluent English proficient (RFEP). They are lifelong language learners.

Elevating Primary Language Assets to Foster English Proficiency

SBUSD's instructional programs for Emergent Multilingual Learners highlight the intentional use of the student's primary language as a tool for learning content and language in English, while addressing important aspects of social-emotional learning and culturally and linguistically responsive teaching. Strategic use of primary language aligns with the **SBUSD Instructional Framework**, because it builds on linguistic and cultural funds of knowledge EMLs students already possess.

- In the ***Structured English Immersion*** instructional program, we foster learning with strategic infusion of primary language when this is possible, especially during emergent stages of language acquisitions, including our **Newcomer** population. There is intentionality when using primary language to build cultural, linguistic and content knowledge**,** and also achieve English proficiency.
- In our ***Dual Language*** instructional program, we intentionally use the synergy between two languages to build full biliteracy and strong cultural and socio-emotional competence for EMLs.

Elevating primary language knowledge for content and language learning depends to a large degree on the knowledge of the teachers and staff at a school. Fortunately, this knowledge can be supported and built up over time with simple and widely available tools (e.g. Google Translate or charts that show similarities and differences in the phonemes and sound letter correspondences between English and other languages).

A. Translanguaging: primary and multiple languages asset

> *"Translanguaging is the act performed by bilinguals of accessing different linguistic features or various modes of what are described as autonomous languages, in order to maximize communicative potential,"* (Garica, 2009).

Translanguaging is the way multilingual individuals process language. Used strategically, translanguaging will not interfere with students' ability to become confident and proficient speakers of English. Translanguaging refers to the language practices of multilingual language learners, taking the position that language learners are constantly drawing on all of their language resources to make meaning and communicate.

Translanguaging **is NOT**…	Translanguaging **IS**....
Based on the idea that a bilingual person is two monolinguals in one, with each language linked to and used in separate spaces/cultures	Based on the idea that a bilingual person is one person with complex language and cultural resources that are fluid, changing and useful in all contexts
A traditional grammar-translation approach where	Drawing on all the language resources available to

García, Ofelia (2009). Education, multilingualism and translanguaging in the 21st century. In: Ajit Mohanty, Minati Panda, Robert Phillipson and Tove Skutnabb-Kangas (eds). *Multilingual Education for Social Justice: Globalising the local*. New Delhi: Orient Blackswan, pp. 128-145.

students translate texts and/or are given translations of texts. (This method of language acquisition has been proven ineffective through decades of research).	make meaning of texts, which may include translation at various points in the learning process, but *with the ultimate goal of building language skills in target language*.
Based on a view of language learning spaces devoid of home language resources.	Based on research that new language is learned in relationship with home language practices.
Only useful for teachers who speak a student's home language	Useful for all teachers, as all teachers can provide space and opportunities for students' languages to be celebrated

In addition to Translanguaging practices, below we describe several strategies for leveraging primary language for learning.

B. Acknowledge & Value to Use of Primary Language to Leverage Participation in Class Activities

Once a teacher gathers information about a student's primary language skills in listening, speaking, reading and writing, the student can be encouraged to use those resources to process and participate in core activities. Periodically, these responses could be shared through translation in partnership with a bilingual student, or by serving as the basis for a piece of writing in English.

C. Bridging: Transfer of Concepts and Skills from One Language to Another

Once a concept is learned in one language, it can be transferred to another, often in a simple process of relabeling. The most obvious example of this practice is the use of cognates: if we know a student knows the word "*información"* in Spanish, then we can help them to understand that the word "information" sounds almost the same and means the same thing in English. An important aspect of bridging between languages is contrastive analysis, or building students' metacognitive awareness of both the similarities and differences between the two languages.

D. Build Home-School Connections & Sense of Belonging

Communication with parents in their primary language can be used regularly as a tool to:

- Increase parent awareness of what is going on at school
- Enlist support for homework routines and student commitment to learning throughout the day
- Erich the classroom and school by including the cultural repertoire of parents.

E. Celebrating Multilingualism

Celebration and use of languages besides English in the classroom and across the school will create support for the language identity of EMLs while promoting the importance of multilingualism for all. All schools with EMLs should be aware of and supportive of the **California Seal of Biliteracy**.

Please see TK-12 Translation of Core Materials Request Guidance for more information on the appropriateness of providing primary language materials based on English language acquisition.

García, Ofelia (2009). Education, multilingualism and translanguaging in the 21st century. In: Ajit Mohanty, Minati Panda, Robert Phillipson and Tove Skutnabb-Kangas (eds). *Multilingual Education for Social Justice: Globalising the local*. New Delhi: Orient Blackswan, pp. 128-145.

Santa Barbara Unified
Every child, every chance, every day.

Literacy Vision (24-25)

***All* of our students can and will read accurately and fluently by third grade**

SBUSD is dedicated to developing critical thinkers, proficient readers, and effective writers and communicators who seek and contribute knowledge and thrive in their communities.

- **Students develop critical foundational skills.** By using a structured approach to teaching early literacy skills (including explicit and systematic instruction in phonemic awareness, phonics, word recognition,and fluency) A*ll* of our students can and will read accurately and fluently by third grade.

- **Students engage with complex, grade-level texts** By reading challenging texts in which students are able to see themselves (mirrors) and learn about the world (windows), we can empower them with the idea that reading builds knowledge. All of our students, beginning in Kindergarten, build their knowledge, gain confidence with complex texts, and develop the vocabulary necessary for skilled reading.

- **Students' writing and discussion is rounded in evidence** All students need daily opportunities to discuss and write about informational and literary texts in order to meet the demands of college and career. We give all of our students the support they need to read texts closely and for different purposes, then challenge them to speak and write about what they have read using evidence to support their ideas.

- **Students do the thinking.** We know that our students need to do the reading, listening, speaking, and writing *themselves* in order to gain the skills necessary to succeed. We believe that all of our students can and will succeed if we provide opportunities to engage with grade-level work with appropriate support.

SBUSD Elementary EML Progress Monitoring & Assessment Plan

See Master Plan for EMLs, Chapter 3: Student Progress Monitoring, Annual Assessment and Reclassification for more details

*****Initial ELPAC Assessments are administered within the first 30 days of enrollment year-round***

	Elementary Trimesters	RFEP Monitoring Forms	MTSS Practices	EML Profile Monitoring*	STAR Reading Assessment Testing Windows	ELPAC Goal Setting Chats* & Test Preparation	CA State ELPAC Assessment and ELPI Reports Released**
August	**Trimester 1 (Aug 20 - Nov 14)** *Grades & Progress towards RFEP Status is Communicated to Families*		Progress Monitoring Meeting #1		STAR #1		
September				EML Profile Monitoring #1		ELPAC Student-Teacher Chat #1 (3-6)	
October		RFEP Form #1			STAR #2		
November							
December	**Trimester 2 (Nov 17 - March 27)** *Grades & Progress towards RFEP Status is Communicated to Families*		Progress Monitoring Meeting #2	EML Profile Monitoring #2		ELPAC Chat Student-Teacher #2 (3-6) Interim ELPAC	CA Dashboard ELPI Reports (Dec.)
January		RFEP Form #2				ELPAC Task Type Practice	
February			Progress Monitoring #3		STAR #3		
March							
April	**Trimester 3 (Mar 30 - Jun 10)** *Grades & Progress towards RFEP Status is Communicated to Families*		Progress Monitoring Meeting #4	EML Profile Monitoring #3		ELPAC Testing	
May		RFEP Form #3				ELPAC Testing	ELPAC Outcomes
June					STAR #4		ELPAC Outcomes

SBUSD Secondary EML Progress Monitoring & Assessment Plan

See Master Plan for EMLs, Chapter 3: Student Progress Monitoring, Annual Assessment and Reclassification for more details

*****Initial ELPAC Assessments are administered within the first 30 days of enrollment year-round***

	High School Terms	RFEP Monitoring Forms	MTSS Practices	EML Profile Monitoring*	STAR Reading Assessment Testing Windows	ELPAC Goal Setting Chats* & Test Preparation	ELPAC (Interim and Summative Assessments)**	CA State ELPAC Assessment and ELPI Reports Released**
August	**Term 1 (Aug. 20 - Oct. 17)**		Progress Monitoring Meeting #1		STAR #1			
September				EML Profile Monitoring #1		ELPAC Chat #1 (6-12)		
October		RFEP Form #1					Interim ELPAC #1	
November	**Term 2 (Oct. 21 - Jan. 16)** *Grades & Progress towards RFEP Status is Communicated to Families by ALD Teacher/EML Lead Reporting*		Progress Monitoring Meeting #2					
December				EML Profile Monitoring #2		ELPAC Chat #2 (6-12)		ELPI Reports (Dec.)
January		RFEP Form #2			STAR #2	ELPAC Task Type Practice- Term 2	Interim ELPAC #2	
February	**Term 3 (Jan. 20 - Mar. 27)** *Grades & Progress towards RFEP Status is Communicated to Families by ALD Teacher/EML Lead Reporting*		Progress Monitoring Meeting #3		STAR #3	ELPAC Task Type Practice- Term 3		
March				EML Profile Monitoring #3			Interim ELPAC #3	
April	**Term 4 (Mar. 30- Jun. 10)**		Progress Monitoring Meeting #4			ELPAC Testing		
May		RFEP Form #3				ELPAC Testing		ELPAC Outcomes
June								ELPAC Outcomes

Student Success Team (SST) Process Map

Overview of SST Phases

*Prior to referral to SST, teachers and school sites should ensure that site MTSS practices are implemented, with students receiving tiers of support in their area(s) of need.

Before the SST

- Student Success Team (SST) verifies due diligence with high-quality Tier 1 instruction and interventions before referring students to SST. This includes dELD and iELD for EMLs.
- SST completes preparatory work to engage family and gather relevant information in support of student

During the 1st Meeting of the SST Process

- SST, including the student's family, collaborate on an action plan for tiers of support within the school's MTSS framework, including monitoring action plan implementation and student progress

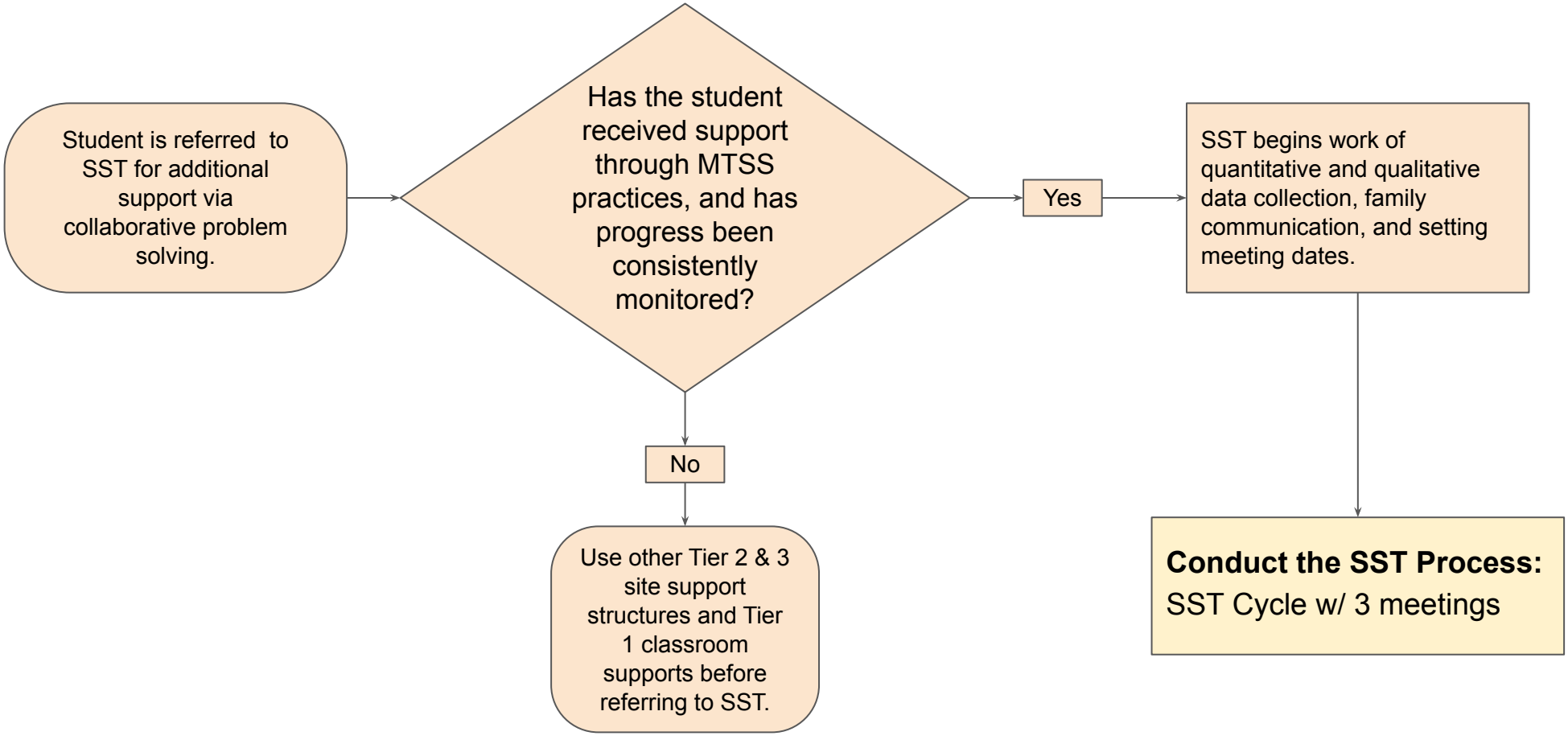
Follow Up SST & Additional Cycles

- SST, including the student's family, continue to be responsive, collaborate on plans for support, and monitor the plan implementation and the student's progress

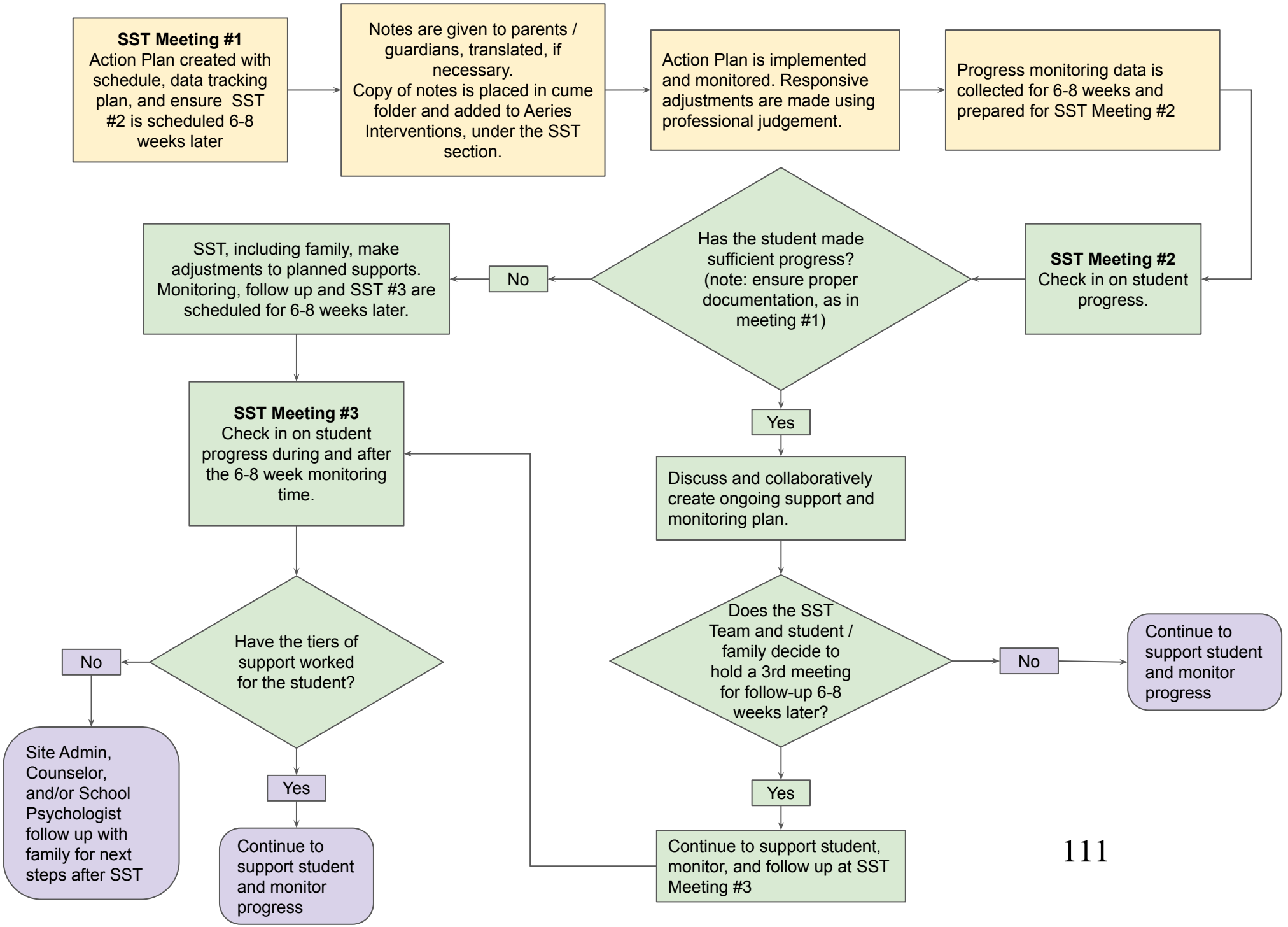
After the SST

- Staff and family continue to work on supporting student needs, whether by maintaining, increasing, or changing the types of support as dictated by the situation

Before the First Student Success Team Meeting



SST Meeting Cycle: 3 Meetings



Differentiating language and literacy acquisition from disability can be difficult for some educators. The following table illustrates learning behaviors that a student might exhibit in class, followed by corresponding indicators of whether that behavior could represent a language difficulty or a potential learning disability. By determining the root of each student's difficulties, educators can select the most appropriate and effective teaching and learning strategies to use.

COMPARISON OF LANGUAGE DIFFERENCES VERSUS DISABILITIES

This tool is taken from Meeting the Needs of English Learners with Disabilities: Resource Book by Jarice Butterfield, Ph. D., Santa Barbara County SELPA, on behalf of the SELPA Administrators of California Association. In the tool below, L1 refers to the student's native language and L2 refers to the student's second language (English). It is reprinted with permission of Dr. Butterfield.

Oral Comprehension/Listening

Learning Behavior Manifested	Indicators of a Language Difference due to 2nd Language Acquisition	Indicator of a Possible Learning Disability
Student does not respond to verbal directions	Student lacks understanding of vocabulary in English but demonstrates understanding in L1	Student consistently demonstrates confusion when given verbal directions in L1 and L2; may be due to processing deficit or low cognition
Student needs frequent repetition of oral directions and input	Student is able to understand verbal directions in L1 but not L2	Student often forgets directions or needs further explanation in L1 and L2 (home & school); may be due to an auditory memory difficulty or low cognition
Student delays responses to questions	Student may be translating question in mind before responding in L2; gradual improvement seen over time	Student consistently takes a longer time period to respond in L1 & L2 and it does not change over time; may be due to a processing speed deficit

Speaking/Oral Fluency

Learning Behavior Manifested	Indicators of a Language Difference due to 2nd Language Acquisition	Indicator of a Possible Learning Disability
Student lacks verbal fluency (pauses, hesitates, omits words)	Student lacks vocabulary, sentence structure, and/or self-confidence	Speech is incomprehensible in L1 and L2; may be due to hearing or speech impairment
Student is unable to orally retell a story	Student does not comprehend story due to a lack of understanding and background knowledge in English	Student has difficulty retelling a story or event in L1 and L2; may have memory or sequencing deficits
Student does not orally respond to questions, or does not speak much	Lacks expressive language skills in English; it may be the silent period in 2nd language acquisition	Student speaks little in L1 or L2; student may have a hearing impairment or processing deficit

Phonemic Awareness/Reading

Learning Behavior Manifested	Indicators of a Language Difference due to 2nd Language Acquisition	Indicator of a Possible Learning Disability
Student does not remember letter sounds from one day to the next	Student will initially demonstrate difficulty remembering letter sounds in L2 since they differ from the letter sounds in L1, but with repeated practice over time will make progress	Student doesn't remember letter sounds after initial and follow-up instruction (even if they are common between L1/L2); may be due to due a visual/auditory memory deficit or low cognition
Student is unable to blend letter sounds in order to decode words in reading	The letter sound errors may be related to L1 (for example, L1 may not have long and short vowel sounds); with direct instruction, student will make progress over time	Student makes letter substitutions when decoding not related to L1; student cannot remember vowel sounds; student may be able to decode sounds in isolation, but is unable to blend the sounds to decode whole word; may be due to a processing or memory deficit
Student is unable to decode words correctly	Sound not in L1, so unable to pronounce word once decoded	Student consistently confuses letters/words that look alike; makes letter reversals, substitutions, etc. that are not related to L1; may be processing or memory deficit

Reading Comprehension and Vocabulary

Learning Behavior Manifested	Indicators of a Language Difference due to 2nd Language Acquisition	Indicator of a Possible Learning Disability
Student does not understand passage read, although may be able to read w/ fluency and accuracy	Lacks understanding and background knowledge of topic in L2; is unable to use contextual clues to assist with meaning; improvement seen over time as L2 proficiency increases	Student doesn't remember or comprehend what was read in L1 or L2 (only applicable if student has received instruction in L1); this does not improve over time; this may be due to a memory or processing deficit
Does not understand key words/ phrases; poor comprehension	Lacks understanding of vocabulary and meaning in English	The student's difficulty with comprehension and vocabulary is seen in L1 and L2

Writing

Learning Behavior Manifested	Indicators of a Language Difference due to 2nd Language Acquisition	Indicator of a Possible Learning Disability
Errors made with punctuation/ capitalization	The error patterns seen are consistent with the punctuation and capitalization rules for L1; student's work tends to improve with appropriate instruction in English	Student consistently or inconsistently makes capitalization and punctuation errors even after instruction; this may be due to deficits in organization, memory or processing
Student has difficulty writing grammatically correct sentences	Student's syntax is reflective of writing patterns in L1; typical error patterns seen in 2nd language learners (verb tense, use of adverbs or adjectives); improves over time	The student makes random errors such as word omissions, missing punctuation; grammar errors are not correct in L1 or L2; this may be due to a processing or memory deficit
Student has difficulty generating a paragraph or writing essays but is able to express his or her ideas orally	Student is not yet proficient in writing English even though they may have developed verbal skills; student makes progress over time and error patterns are similar to other 2nd language learners	The student seems to have difficulty paying attention or remembering previously learned information; the student may seem to have motor difficulties and avoids writing; student may have attention or memory deficits

Spelling

Learning Behavior Manifested	Indicators of a Language Difference due to 2nd Language Acquisition	Indicator of a Possible Learning Disability
Student misspells words	Student will "borrow" sounds from L1; progress seen over time as L2 proficiency increases	Student makes errors such as writing the correct beginning sound of words and then random letters or correct beginning and ending sounds only; may be due to a visual memory or processing deficit
Student spells words incorrectly; letters are sequenced incorrectly	Writing of words if reflective of English fluency level or cultural thought patterns; words may align to letter sounds or patterns of L1 (sight words may be spelled phonetically based on L1)	The student makes letter sequencing errors such as letter reversals that are not consistent with L1 spelling patterns; may be due to a processing deficit

Mathematics

Learning Behavior Manifested	Indicators of a Language Difference due to 2nd Language Acquisition	Indicator of a Possible Learning Disability
Student manifests difficulty learning math facts and/or math operations	Student lacks comprehension of oral instruction in English; student shows marked improvement with visual input or instructions in L1	Student has difficulty memorizing math facts from one day to the next and requires manipulatives or devices to complete math problems; may have visual memory or processing deficits
Student has difficulty completing multiple-step math computations	Student lacks comprehension of oral instruction in English; student shows marked improvement with visual input or instructions in L1	Student forgets the steps required to complete problems from one day to the next, even with visual input; student reverses or forgets steps; may be due to a processing or memory deficit
Student is unable to complete word problems	Student does not understand mathematical terms in L2 due to English reading proficiency; student shows marked improvement in L1 or with visuals	Student does not understand how to process the problem or identify key terms in L1 or L2; may be a processing deficit/reading disability

Handwriting

Learning Behavior Manifested	Indicators of a Language Difference due to 2nd Language Acquisition	Indicator of a Possible Learning Disability
Student is unable to copy words correctly	Lack of experience with writing the English alphabet	Student demonstrates difficulty copying visual material to include shapes, letters, etc. This may be due to a visual/motor or visual memory deficit

Behavior

Learning Behavior Manifested	Indicators of a Language Difference due to 2nd Language Acquisition	Indicator of a Possible Learning Disability
Student appears inattentive and/or easily distracted	Student does not understand instructions in English due to level of proficiency	Student is inattentive across environments even when language is comprehensible; may have attention deficits
Student appears unmotivated and/or angry; may manifest internalizing or externalizing behavior	Student does not understand instruction due to limited English and does not feel successful; student has anger or low self-esteem related to 2nd language acquisition	Student does not understand instruction in L1 or L2 and across contexts; may be frustrated due to a possible learning disability
Student does not turn in homework	Student may not understand directions or how to complete the homework due to lack of English proficiency; student may not have access to homework support at home	Student seems unable to complete homework consistently even when offered time and assistance with homework during school; this may be due to a memory or processing deficit

Source: Butterfield, J. (2014). Meeting the needs of English learners with disabilities: Resource book. Goleta, CA: Santa Barbara County Special Education Local Plan Area (SELPA), on behalf of the SELPA Administrators of California Association.
Retrieved from http://www.sbcselpa.org/wp-content/uploads/2014/06/EL-Resource-Book-Revised-6-14.pdf

Appendix H
Federal Program Monitoring Alignment

The state may review how schools and county offices use certain funds to make sure they follow the law. If there are any issues, a report will explain what needs to be fixed. The California Department of Education, through its Federal Program Monitoring office, oversees these reviews either in person or online.

The following sections show how each part of this Master Plan aligns with the elements reviewed during the FPM process.

Chapter 1: Initial Identification, Initial Assessment and Placement	
II. Governance and Administration	
EL 03: EL Identification and Assessment	3.0 Each LEA must properly identify and assess all students who have a home language other than English. (20 United States Code [U.S.C.] 6823[b][2]; *EC* sections 313, 60810) 3.1 At or before the time of a student's initial California enrollment, an LEA shall conduct, in writing, a home language survey (HLS) to identify whether the primary or native language of the student is a language other than English. (20 U.S.C. 6823[b][2]; 5 *CCR* Section 11518.5[a]) 3.2 If a parent or guardian HLS response indicates a primary or native language other than English, and the LEA determines the student is eligible for initial assessment, the LEA shall promptly notify the parent or guardian, in writing, prior to the administration of the English Language Proficiency Assessments for California (ELPAC) initial assessment. (20 U.S.C. 6823[b][2]; 5 *CCR* Section 11518.5[c]) 3.3 The LEA shall administer the ELPAC initial assessment to each student eligible for the initial assessment, locally produce the official score in accordance with the directions of the test contractor, and notify the parent or guardian, in writing, of the results of the initial assessment within 30 calendar days after the student's initial date of California enrollment. (20 U.S.C. 6823[b][2]; *EC* Section 313; 5 *CCR* Section 11518.5[d]) 3.4 Each LEA must annually assess the English language proficiency (ELP) and academic progress of each EL. An LEA shall administer the ELPAC summative assessment during the annual summative assessment window. (20 U.S.C. sections 6311[b][2][G], 6823[b][3][B]; *EC* sections 313, 60810; 5 *CCR* sections 11306, 11518.15[a]) 3.5 When administering an initial or summative ELPAC assessment to a pupil with a disability, the LEA shall provide designated supports or accommodations, in accordance with the pupil's individualized education program (IEP) or Section 504 plan. When a pupil's IEP or Section 504 plan specifies that the pupil has a

	disability that precludes assessment such that there are no appropriate accommodations for assessment in one or more of the domains (listening, speaking, reading, and writing), the pupil shall be assessed in the remaining domains in which it is possible to assess the pupil. (5 *CCR* Section 11518.25) 3.6 When a pupil's IEP team determines that the pupil has a significant cognitive disability such that the pupil is unable to participate in the initial or summative assessment, or a section of either test, even with resources, the pupil shall be assessed using the Alternate ELPAC, as specified in the pupil's IEP. (5 *CCR* Section 11518.30
VI. Opportunity and Equal Educational Access	
EL 13: Program Options and Parent Choice	13.0 School districts and county offices of education must, at a minimum, provide EL students with a structured English immersion (SEI) program. SEI programs provide nearly all classroom instruction in English, but with curriculum and a presentation designed for students who are learning English. (EC sections 305[a][2], 306[c][3]) 13.1 Parents or legal guardians of students enrolled in the school may choose a language acquisition program that best suits their child. "Language acquisition program" refers to educational programs designed for English learners to ensure English acquisition as rapidly and as effectively as possible. Such programs must include instruction on the state-adopted academic content standards, including the ELD standards. Language acquisition programs shall be informed by research and must lead to grade level proficiency and academic achievement in both English and another language. (EC sections 306[c], 310[a]; 5 CCR sections 11300[d], 11309[c]) 13.2 The annual notice of parent and guardian rights and responsibilities shall also notify parents of the language acquisition and language programs available in the LEA. The annual notice must be distributed as required by EC sections 48980 and 48981. Parents of all pupils enrolling in an LEA after the beginning of the academic school year shall be provided the notice of rights and responsibilities described above upon enrollment. The annual notice of parent and guardian rights and responsibilities shall include all of the following: a. A description of any language acquisition programs provided, including Structured English Immersion; b. Identification of any language to be taught in addition to English, when the program model includes instruction in another language; c. The information set forth in section 5 CCR Section 11309[c]; d. The process to request establishment of a language acquisition program e. If the LEA offers language programs, the notice shall specify the language(s) to be taught, and may include the program goals, methodology used, and evidence of the proposed program's effectiveness. (EC sections 305, 306, 310, 48980, 48981, and 5 CCR Section 11310; 20 U.S.C. sections 1703[f], 6311 and 6318)

	13.3 Schools in which parents or legal guardians of 30 students or more per school, or the parents or legal guardians of 20 students or more in any grade request a language acquisition program designed to provide language instruction must be required to offer such program to the extent possible. (EC Section 310[a]) 13.4 When the parents of 30 pupils or more are enrolled in a school, or when the parents of 20 pupils or more in the same grade level are enrolled in a school, request the same or substantially similar type of a language acquisition program, the LEA shall respond by taking actions to demonstrate the timelines and requirements in 5 CCR Section 11311[h] are met by the LEA. 13.5 In the case where the LEA determines it is not possible to implement a language acquisition program requested by parents, the LEA shall provide in written form an explanation of the reason(s) the program cannot be provided and may offer an alternate option that can be implemented at the school. (5 CCR Section 11311[h][3][B])
Chapter 2: Instructional Programs & Services for EMLs, including Multilingual Pathways	
VI. Opportunity and Equal Education Access	
EL 13: Language Acquisition Program Option and Parent Choice	13.1 Parents or legal guardians of students enrolled in the school may choose a language acquisition program that best suits their child. "Language acquisition program" refers to educational programs designed for English learners to ensure English acquisition as rapidly and as effectively as possible. Such programs must include instruction on the state-adopted academic content standards, including the ELD standards. Language acquisition programs shall be informed by research and must lead to grade level proficiency and academic achievement in both English and another language. (*EC* sections 306[c], 310[a]; 5 *CCR* sections 11300[d], 11309[c]) 13.2 The annual notice of parent and guardian rights and responsibilities shall also notify parents of the language acquisition and language programs available in the LEA. The annual notice must be distributed as required by *EC* sections 48980 and 48981. Parents of all pupils enrolling in an LEA after the beginning of the academic school year shall be provided the notice of rights and responsibilities described above upon enrollment. The annual notice of parent and guardian rights and responsibilities shall include all of the following: a. A description of any language acquisition programs provided, including Structured English Immersion; b. Identification of any language to be taught in addition to English, when the program model includes instruction in another language; c. The information set forth in section 5 *CCR* Section 11309[c]; d. The process to request establishment of a language acquisition program e. If the LEA offers language programs, the notice shall specify the language(s) to be taught, and may include the program goals, methodology used, and evidence of the proposed program's effectiveness.

	f. (*EC* sections 305, 306, 310, 48980, 48981, and 5 *CCR* Section 11310; 20 U.S.C. sections 1703[f], 6311 and 6318) 13.3 Schools in which parents or legal guardians of 30 students or more per school, or the parents or legal guardians of 20 students or more in any grade request a language acquisition program designed to provide language instruction must be required to offer such program to the extent possible. (*EC* Section 310[a]) 13.4 When the parents of 30 pupils or more are enrolled in a school, or when the parents of 20 pupils or more in the same grade level are enrolled in a school, request the same or substantially similar type of a language acquisition program, the LEA shall respond by taking actions to demonstrate the timelines and requirements in 5 *CCR* Section 11311[h] are met by the LEA. 13.5 In the case where the LEA determines it is not possible to implement a language acquisition program requested by parents, the LEA shall provide in written form an explanation of the reason(s) the program cannot be provided and may offer an alternate option that can be implemented at the school. (5 *CCR* Section 11311[h][3][B])
Ch. 3 Student Progress Monitoring, Annual Assessment And Reclassification	
II. Governance and Administration	
EL 03: EL Identification and Assessment	3.0 Each LEA must properly identify and assess all students who have a home language other than English. (20 United States Code [U.S.C.] 6823[b][2]; *EC* sections 313, 60810) 3.1 At or before the time of a student's initial California enrollment, an LEA shall conduct, in writing, a home language survey (HLS) to identify whether the primary or native language of the student is a language other than English. (20 U.S.C. 6823[b][2]; 5 *CCR* Section 11518.5[a]) 3.2 If a parent or guardian HLS response indicates a primary or native language other than English, and the LEA determines the student is eligible for initial assessment, the LEA shall promptly notify the parent or guardian, in writing, prior to the administration of the English Language Proficiency Assessments for California (ELPAC) initial assessment. (20 U.S.C. 6823[b][2]; 5 *CCR* Section 11518.5[c]) 3.3 The LEA shall administer the ELPAC initial assessment to each student eligible for the initial assessment, locally produce the official score in accordance with the directions of the test contractor, and notify the parent or guardian, in writing, of the results of the initial assessment within 30 calendar days after the student's initial date of California enrollment. (20 U.S.C. 6823[b][2]; *EC* Section 313; 5 *CCR* Section 11518.5[d])

	3.4 Each LEA must annually assess the English language proficiency (ELP) and academic progress of each EL. An LEA shall administer the ELPAC summative assessment during the annual summative assessment window. (20 U.S.C. sections 6311[b][2][G], 6823[b][3][B]; *EC* sections 313, 60810; 5 *CCR* sections 11306, 11518.15[a]) 3.5 When administering an initial or summative ELPAC assessment to a pupil with a disability, the LEA shall provide designated supports or accommodations, in accordance with the pupil's individualized education program (IEP) or Section 504 plan. When a pupil's IEP or Section 504 plan specifies that the pupil has a disability that precludes assessment such that there are no appropriate accommodations for assessment in one or more of the domains (listening, speaking, reading, and writing), the pupil shall be assessed in the remaining domains in which it is possible to assess the pupil. (5 *CCR* Section 11518.25) 3.6 When a pupil's IEP team determines that the pupil has a significant cognitive disability such that the pupil is unable to participate in the initial or summative assessment, or a section of either test, even with resources, the pupil shall be assessed using the Alternate ELPAC, as specified in the pupil's IEP. (5 *CCR* Section 11518.30
IV. Standards, Assessment, and Accountability	
EL 10: Reclassification	10.0 Each LEA must reclassify English learners to proficient in English by using a process and criteria that includes, but is not limited to the following: a. Assessment of ELP. (EC Section 313[f][1]; 5 CCR Section 11303[a]) b. Teacher evaluation that includes, but is not limited to, the student's academic performance. The term "teacher" refers to the classroom teacher and other certificated staff with direct responsibility for teaching or placement decisions of the student. (EC Section 313[f][2]; 5 CCR Section 11303[b]) c. Opportunities for parent opinion, consultation, and involvement during the reclassification process. (EC Section 313[f][3]; 5 CCR Section 11303[c]) d. Comparison of student's performance in basic skills against an empirically established range of performance in basic skills, based upon the performance of English proficient students of the same age, which demonstrates whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English. (EC Section 313[f][4]; 5 CCR sections 11302, 11303[d]) 10.1 Regardless of the physical form of such record and to ensure transfer of documentation, each LEA must maintain the following in the student's permanent record: a. Language and academic performance assessments; b. Participants in the reclassification process; and

	c. Any decisions regarding reclassification. (5 CCR Section 11305) 10.2 Each LEA must monitor the progress of reclassified pupils for a minimum of four years to ensure correct classification, placement, and additional academic support, as needed. (20 U.S.C. Section 6841[a][4][5]; 5 CCR Section 11304)
VII. Teaching and Learning	
EL 15: Access to Standard Instructional Program	15.0 Academic instruction for EL students in grades TK–12 must be designed and implemented to ensure that EL students meet the LEA's content and performance standards for their respective grade levels within a reasonable amount of time. Academic instruction may be facilitated by the SBE EL Roadmap policy. 15.1 Each LEA must ensure that EL students in middle and high school are not denied participation in the standard instructional program, meaning they cannot be denied any of the following: a. Enrollment in the standard instructional program, which, at a minimum, consists of: i. Core curriculum courses (reading/language arts, mathematics, science, and history/social science), ii. Courses required to meet state and local high school graduation requirements, and iii. Courses required for middle school grade promotion; b. Enrollment in a full course load of courses that are part of the standard instructional program, and c. Enrollment in courses that are not part of the standard instructional program but either meet the subject matter requirements for purposes of recognition for college admissions, or are advanced courses, such as honors or advanced placement courses. 15.2 Each LEA must monitor student academic progress and provide additional and appropriate educational services to EL students in grades TK–12 for the purposes of overcoming language barriers in each subject matter. Actions to overcome content academic barriers must be taken before the deficits become irreparable. (20 U.S.C. sections 1703 [f], 6825 [c][1][B]; EC sections 305[a][2], 310; 33126, 60811.8; 5 CCR Section 11302[b]; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989,)
Chapter 4: Staffing and Professional Development	
V. Staffing and Professional Development	
EL 11: Teacher EL Authorization	11.0 Teachers assigned to provide ELD and instruction in subject matter courses in which EL students are enrolled must have the appropriate authorizations and be fluent in English. (20 U.S.C. Section 6826 [c]; *EC* sections 44253.1, 44253.2, 44253.3, 44253.4, 44253.5, 44253.6, 44253.7, 44253.10; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1012–1013; 5 *CCR* Section 11309[c][2])

EL 12: Professional Development Specific to English Learners	12.0 Each LEA must provide sufficient professional development (PD) to effectively implement the LEA's EL program. (5 *CCR* 11309(c)(2); Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1012–1013) 12.1 PD is provided to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel, that is: a. Designed to improve the instruction and assessment of EL students; b. Designed to enhance the ability of teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for EL students; c. Effective in increasing the student's English language proficiency or substantially increasing the teacher's subject matter knowledge, teaching knowledge, and teaching skills as demonstrated through classroom observation; and d. Of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teacher's performance in the classroom. (20 U.S.C. Section 6825[c][2][A–D])
Chapter 5: Family Engagement	
I. Involvement	
EL 01: English Learner Advisory Committee (ELAC)	1. 0 A school site with 21 or more English learners (EL) students must have a functioning ELAC that meets the following requirements: a. Parent members are elected by parents or guardians of EL students. b. Parents of EL students constitute at least the same percentage of the committee membership as their children represent of the student body. c. The ELAC shall be responsible for assisting in the development of the schoolwide needs assessment and ways to make parents aware of the importance of regular school attendance. d. The ELAC shall advise the principal and staff in the development of a site plan for EL students and submit the plan to the school site council for consideration for inclusion in the School Plan for Student Achievement (SPSA). e. The ELAC receives training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities. (California *Education Code* [*EC*] sections 52176[b][c], 62002.5; Title 5, *California Code of Regulations* [5 *CCR*] Section 11308) 1.1 A school may designate an existing school-level advisory committee, or subcommittee of such advisory committee, to fulfill the legal responsibilities of ELAC, if the advisory body meets the criteria in paragraph "b", above. (*EC* Section 52176[b]; 5 *CCR* Section 11308[d])

	1. 2 Each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC) or participants in a proportionate regional representation scheme when there are 31 or more ELACs in the local educational agency (LEA). (5 *CCR* Section 11308[b])
EL02: District English Learner Advisory Committee (DELAC)	2.0 Each LEA with 51 or more EL students must form a DELAC unless the district designates for this purpose a subcommittee of an existing districtwide advisory committee. Parents or guardians, or both, of pupils of limited English proficiency who are not employed by the district shall constitute a majority of the DELAC. (*EC* sections 52176[a], 62002.5; 5 *CCR* Section 11308) 2.1 The DELAC shall advise the school district governing board on all of the following tasks: a. Development of an LEA master plan, including policies, per the State Board of Education (SBE) EL Roadmap Policy, guiding consistent implementation of EL educational programs and services that takes into consideration the SPSAs. b. Conducting of an LEA-wide needs assessment on a school-by-school basis. c. Establishment of LEA program, goals, and objectives for programs and services for EL students per the SBE-adopted EL Roadmap Policy. d. Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements. e. Review and comment on the LEA's reclassification procedures. f. Review and comment on the written notifications required to be sent to parents and guardians. (5 *CCR* Section 11308) g. Under the local control funding formula, LEAs with at least 50 EL students and whose total enrollment includes at least 15 percent EL students must establish a DELAC, and that DELAC must carry out specific responsibilities related to the Local Control and Accountability Plan (LCAP), including providing input regarding the LEA's existing language acquisition programs and language programs, and, where possible, the establishment of other such programs. If the DELAC acts as the ELAC under *EC* sections 52063(b)(1) and 52062(a)(2), the DELAC shall also review and comment on the development or annual update of the LCAP. (5 *CCR* Section 11301) 2.2 Each LEA must provide appropriate training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal advisory responsibilities. (5 *CCR* Section 11308[d]) 2.3 The consolidated application must also include certifications by appropriate district advisory committees, including the DELAC, that the application was developed with review and advice of those committees. (*EC* Section 64000[c])

VI. Opportunity and Equal Educational Access	
EL 13: Program Options and Parent Choice	13.0 School districts and county offices of education must, at a minimum, provide EL students with a structured English immersion (SEI) program. SEI programs provide nearly all classroom instruction in English, but with curriculum and a presentation designed for students who are learning English. (EC sections 305[a][2], 306[c][3]) 13.1 Parents or legal guardians of students enrolled in the school may choose a language acquisition program that best suits their child. "Language acquisition program" refers to educational programs designed for English learners to ensure English acquisition as rapidly and as effectively as possible. Such programs must include instruction on the state-adopted academic content standards, including the ELD standards. Language acquisition programs shall be informed by research and must lead to grade level proficiency and academic achievement in both English and another language. (EC sections 306[c], 310[a]; 5 CCR sections 11300[d], 11309[c]) 13.2 The annual notice of parent and guardian rights and responsibilities shall also notify parents of the language acquisition and language programs available in the LEA. The annual notice must be distributed as required by EC sections 48980 and 48981. Parents of all pupils enrolling in an LEA after the beginning of the academic school year shall be provided the notice of rights and responsibilities described above upon enrollment. The annual notice of parent and guardian rights and responsibilities shall include all of the following: f. A description of any language acquisition programs provided, including Structured English Immersion; g. Identification of any language to be taught in addition to English, when the program model includes instruction in another language; h. The information set forth in section 5 CCR Section 11309[c]; i. The process to request establishment of a language acquisition program j. If the LEA offers language programs, the notice shall specify the language(s) to be taught, and may include the program goals, methodology used, and evidence of the proposed program's effectiveness. (EC sections 305, 306, 310, 48980, 48981, and 5 CCR Section 11310; 20 U.S.C. sections 1703[f], 6311 and 6318) 13.3 Schools in which parents or legal guardians of 30 students or more per school, or the parents or legal guardians of 20 students or more in any grade request a language acquisition program designed to provide language instruction must be required to offer such program to the extent possible. (EC Section 310[a]) 13.4 When the parents of 30 pupils or more are enrolled in a school, or when the parents of 20 pupils or more in the same grade level are enrolled in a school, request the same or substantially similar type of a language acquisition program, the LEA shall respond by taking actions to demonstrate the timelines and requirements in 5 CCR Section 11311[h] are met by the LEA.

	13.5 In the case where the LEA determines it is not possible to implement a language acquisition program requested by parents, the LEA shall provide in written form an explanation of the reason(s) the program cannot be provided and may offer an alternate option that can be implemented at the school. (5 CCR Section 11311[h][3][B])
Ch. 6 Evaluation, Accountability And Funding	
II. Governance and Administration	
EL 04: Implement, Monitor & Revise Title III Plan	4.0 Each LEA and consortium receiving Title III funds must annually update, implement, and monitor a Title III plan for the use of funds in a subgrant year. 4.1 The LEA or consortium receiving Title III funds must use these supplemental funds to implement effective approaches and methodologies for teaching EL students and immigrant children and youth. Each LEA must use Title III funds to: a. Increase the ELP of EL students by providing effective language instruction educational programs that meet the needs of EL students and demonstrate success in increasing: i. ELP; and ii. Student academic achievement; (20 U.S.C. Section 6825[c][1][A–B]) b. Provide effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel, that is: i. Designed to improve the instruction and assessment of EL students; ii. Designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for EL students; iii. Effective in increasing children's ELP or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and iv. Of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom, except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher's supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any LEA employing the teacher, as appropriate. (20 U.S.C. Section 6825[c][2][A–D]) c. Provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for EL students, which:

	i. Shall include parent, family, and community engagement activities; and ii. May include strategies that serve to coordinate and align related programs. (20 U.S.C. Section 6825[c][3][A–B]) 4.2 Authorized subgrantee activities may use funds by undertaking one or more of the following activities: a. Upgrading effective EL instructional strategies; (20 U.S.C. Section 6825[d][1]) b. Improving EL instructional programs through supplemental curricula, instructional materials, educational software, and assessment procedures; (20 U.S.C. Section 6825[d][2]) c. Providing to EL students: i. Tutorials and academic or career and technical education; and ii. Intensified instruction, which may include materials in a language that the student can understand, interpreters, and translators. (20 U.S.C. Section 6825[d][3]) d. Developing and implementing effective preschool, elementary, or secondary school language instruction programs coordinated with other relevant programs and services; (20 U.S.C. Section 6825[d][4]) e. Improving the ELP and academic achievement of EL students; (20 U.S.C. Section 6825[d][5]) f. Providing community participation programs, family literacy services, parent and family outreach, and training activities to EL students and their families to: i. Improve the English language skills of EL students; and ii. Assist parents and families in helping their children to improve their academic achievement and become active participants in the education of their children. (20 U.S.C. Section 6825[d][6][A–B]) g. Improving the instruction of EL students, which may include EL students with a disability, by providing: i. The acquisition or development of educational technology or instructional materials; ii. Access to, and participation in, electronic networks for materials, training, and communication; iii. Incorporation of resources into curricula and programs; and (20 U.S.C. Section 6825[d][7][A–C]) h. Offering early college high school or dual or concurrent enrollment programs to help EL students achieve success in post-secondary education. (20 U.S.C. Section 6825[d][8]) i. Carrying out other activities that are consistent with the purposes of this section. (20 U.S.C. Section 6825[d][9]) 4.3 Immigrant children and youth means individuals who: a. Are aged 3 through 21; b. Were not born in any U.S. State; and

	c. Have not been attending one or more schools in any one or more U.S. State for more than three full academic years. (20 U.S.C. Section 7011[5]) 4.4 Each LEA receiving Title III Immigrant funds must provide enhanced instructional opportunities for immigrant children and youth, which may include: a. Family literacy, parent and family outreach, and training activities for parents and families; b. Recruitment of and support for personnel, including teachers and paraprofessionals, who have been trained, or are being trained, to provide services to immigrant children and youth; c. Provision of tutorials, mentoring, and academic or career counseling; d. Identification, development, and acquisition of curricular materials, educational software, and technologies; e. Basic instructional services directly attributable to the presence of immigrant children and youth in the LEA, including payment of costs of additional classroom supplies, transportation, or other attributable services; f. Instructional services designed to assist the achievement of immigrant children and youth in United States schools, such as programs of introduction to the educational system and civics education; and g. Activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to offer comprehensive community services to parents and families of immigrant children. (20 U.S.C. Section 6825[e][1][A–G])
EL 05: EL Program Inclusion in the SPSA (Schoolwide)	5.1(b)The development of the SPSA shall include the following actions: identification of the process for annually evaluating and monitoring implementation and progress toward accomplishing program goals identified in the SPSA, including those which address the needs of EL students not meeting or at risk of not meeting challenging state academic content standards. (20 U.S.C. 6314[b][6]; 34 *Code of Federal Regulations* [CFR] Section 200.25[a]; *EC* Section 64001[g][2][B])

Glossary

A

Assets-Oriented – A perspective that views students' linguistic and cultural backgrounds as strengths.

Alternate ELPAC – An alternative assessment for English language proficiency, designed for students with significant cognitive disabilities.

Academic Achievement – Student performance as measured against grade-level standards.

B

Biliteracy – The ability to read and write proficiently in two languages.

Bilingual Authorization/BCLAD – A credential that authorizes instruction in two languages.

C

California Alternate Assessment (CAA): A state-approved exam designed to assess those students with significant cognitive disabilities who cannot participate in the Smarter Balanced Assessments, even with accommodations and/or modifications.

California English Learner Roadmap (ELR): The California English Roadmap State Board of Education Policy: Educational Programs and Services for English Learners was passed by the State Board of Education on July 12, 2017. This policy is intended to assist the California Department of Education in providing guidance to districts, county offices of education and others in order to welcome, understand, and educate the diverse population of students who are English Learners attending California public schools.

CAASPP – California Assessment of Student Performance and Progress; a system of assessments including ELA, math, and science.

California Department of Education (CDE): Oversees the public school system in California and enforces education law, regulations, and school improvement programs.

Culturally and Linguistically Sustaining Practices –Culturally and linguistically sustaining pedagogies and practices exist wherever education sustains the lifeways of communities who have been and continue to be damaged and erased through schooling. As such, CLSP explicitly calls for schooling to be a site for sustaining—rather than eradicating—the linguistic and cultural ways of being of communities of color.

D

Designated ELD – Specific, protected instructional time focused solely on developing English language skills.

Disciplinary Language: Disciplinary language is otherwise known as "academic language" or "content language". It refers to the specialized ways of using language (vocabulary, grammar, syntax, discourse and rhetorical structures) that are characteristic of academic disciplines such as science, history, mathematics and literature. As Jeff Zwiers (2008) points out, it is the language "used in school to learn

and talk about content." Explicit instruction of disciplinary language is essential for all students, particularly for Emergent Multilingual Learners

District Emergent Multilingual Learner Advisory Committee (DEMLAC): A district-level advisory committee with parent representatives from each school that advises the district's School Board on programs and services for Emergent Multilinguals.

Dual Language Immersion (DLI) – A bilingual program model designed to develop academic proficiency in two languages.

Dually Identified - Students who are identified as both English learners (ELs) and students with disabilities (SWDs) are referred to as dually identified students.

E

ELPAC (Initial and Summative) – The English Language Proficiency Assessments for California, used to assess and monitor English language development.

ELR Principles – The four guiding principles of the English Learner Roadmap, including asset-orientation and systems alignment.

Emergent Multilingual Learners (EMLs) – Students acquiring English as an additional language, emphasizing their multilingual potential.

English Learner (EL) – A legal term for students learning English, often used interchangeably with EML.

Emergent Multilingual Learner Advisory Committee (EMLAC): A site-level committee that advises the principal and school staff on programs and services for Emergent Multilingual Learners.

English Only (EO) – Classification for students whose home language is English.

English Learner Profiles – Descriptions showing an Emergent Multilingual Learner's (EMLs) progress towards becoming fluent in English (RFEP), based on ELPAC scores, reading levels, ELA grades, and time in U.S. schools.

English Language Development (ELD): Systematic, daily, leveled, standards-based instruction in the English language for students who have been identified as Emergent Multilingual Learners. Designated ELD refers to a specific course or period of instruction when the focus is directly on ELD. Integrated ELD refers to instruction when ELD is integrated into content instruction. Both types of ELD are required by state law to be provided to Emergent Multilingual Learners.

F

Family Engagement – The involvement of families in educational decision-making and student learning support.

Federal Program Monitoring (FPM) – A process used by the CDE to ensure compliance with federal and state education programs.

Funds of Knowledge: The concept of "funds of knowledge" is based on a simple premise: people are competent and have knowledge, and their life experiences have given them that knowledge. The claim is that first-hand research experiences with families allow one to document this competence and knowledge, and that such engagement provides many possibilities for positive pedagogical actions. The funds of knowledge approach facilitates a systematic and powerful way to represent communities in terms of the resources they possess and how to harness them for classroom teaching. (Norma González, Luis C. Moll, Cathy Amanti, 2007)

G

Guiding Coalition – A leadership team tasked with evaluating and improving EML program implementation and outcomes.

H

Home Language Survey (HLS): A questionnaire, required in California public schools, to be completed by parents at the time of registration, which elicits information about the language background of the child, to determine the primary language of the student.

I

Integrated ELD (iELD) – English language instruction embedded across all subjects during the school day.

Individualized Education Program (IEP) – A legal document outlining special education services for eligible students.

Initially Fluent English Proficient (IFEP) - Students classified as IFEP are those who, upon their initial English Language Proficiency Assessment for California (ELPAC), are deemed to be fluent in English.

Instructional Framework – A structured outline of high-quality instructional practices prioritized by a district.

L

Language Appraisal Team (LAT) – A team that supports assessment and planning for EMLs, especially those not progressing as expected.

Language Proficiency – A student's ability to use language effectively in listening, speaking, reading, and writing.

Long-Term Emergent Multilingual Learners (LTEMLs) – Students who remain classified as EML for an extended period (6+ years in the US school system) without meeting reclassification criteria.

Local Control and Accountability Plan (LCAP): The finance system for K-12 education in the state of California is known as the Local Control Funding Formula (LCFF). One of the major components of the LCFF is the Local Control and Accountability Plan (LCAP), which is a three-year plan that describes the goals, actions, services, and expenditures to support student outcomes that address local and state priorities.

Local Education Agency (LEA): Usually refers to a school district, but may also refer to a County Office of Education.

M

META Plan – Multilingual Excellence Transforming Achievement; a strategic framework for EML success in SBUSD.

Multi-Tiered System of Supports (MTSS) – A framework providing academic, behavioral, and social-emotional support across levels of student need.

N

Newcomer: A student who is a recent immigrant to the United States (i.e., has been in the U.S. for less than 12 months).

P

Primary Language (L1): The language that has been identified as the student's native or home language.

Primary Language Support – Use of students' home language to aid English instruction, distinct from full bilingual education.

Programmatic Choice – The availability of instructional models like SEI and DLI for EML students.

R

Reclassification – The process of changing a student's status from English Learner to Reclassified Fluent English Proficient (RFEP).

Reclassified Fluent English Proficient (RFEP) – A student who has met all state criteria for English proficiency.

S

School Site Council (SSC): A site governing body, consisting of the principal and elected representatives from parents/guardians and staff members at the school, which oversees the development, approval, and implementation of the School Plan for Student Achievement (SPSA).

Single Plan for Student Achievement (SPSA): A plan approved by the school site council (SSC), which outlines the goals, actions, timelines, and resources for continuous school improvement.

Structured English Immersion (SEI) – An instructional model for EMLs with content delivered mainly in English using strategies for language learners.

Sociocultural Competence: Sociocultural competence is a term that, according to the Center for Applied Linguistics, encompasses identity development, cross-cultural competence, and multi-cultural appreciation.

Summative Assessment – Evaluations administered at the end of a period to measure student learning outcomes.

T

Tiered Instruction – Differentiated teaching strategies based on students' varying academic needs.

Transitional Kindergarten (TK) – A grade level before kindergarten that serves as a bridge between preschool and K-12 schooling.