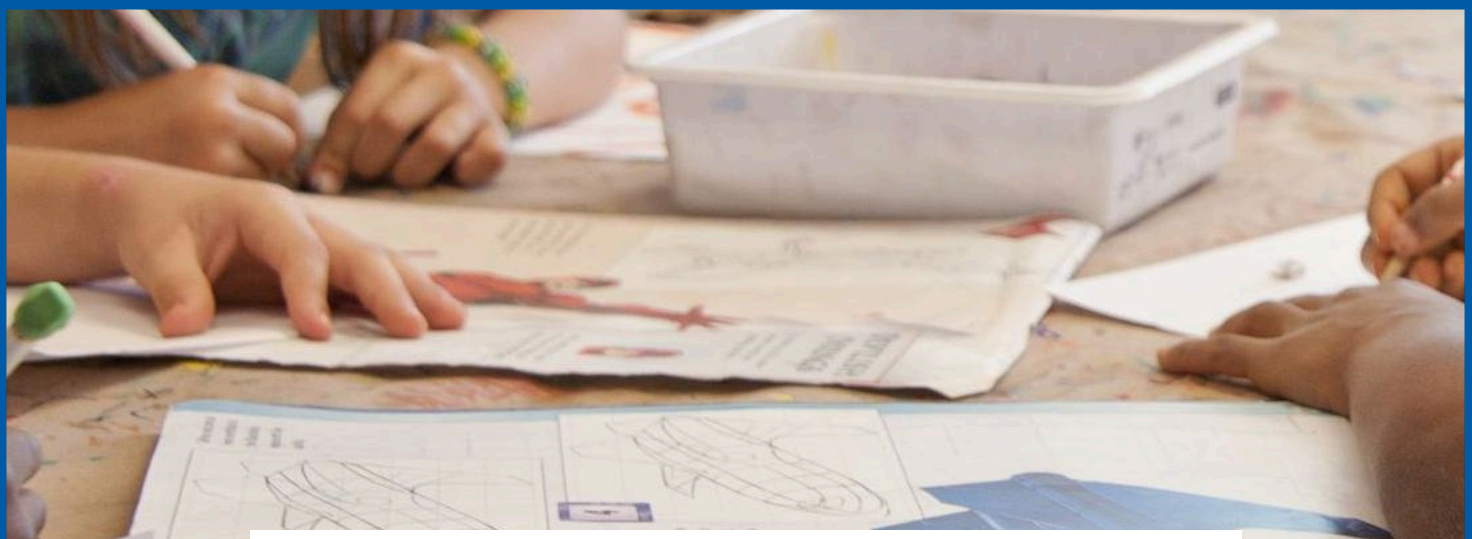


The Master Plan for Multilingual Learners 2025-2026



San Bernardino City Unified School District

MULTILINGUAL PROGRAMS

Acknowledgements

The San Bernardino City Unified School District's Master Plan for Multilingual Learners was approved by the Board of Education on **8/8/2023**.

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The Board of Education appreciates and recognizes the efforts of the Multilingual Programs Department in the creation and revision of this Master Plan for Multilingual Learners.

Multilingual Programs

San Bernardino City Unified School District

Making Hope Happen

TABLE OF CONTENTS

Master Plan for Multilingual Learners

INTRODUCTION 1

I. Involvement 5

- English Learner Advisory Council/ELAC - (I-EL01)
- District English Learner AdvisoryCommittee/DELAC - (I-EL02)

II. Governance & Administration 11

- English Learner Identification & Assessment - (II-EL03)
- Implementation, Monitoring & Revision of Title III Plan - (II-EL04)
- EL Program Inclusion in SPSA Development (school-wide) - (II-EL05)
- Title III Inventory - (II-EL06)

III. Funding 21

- Supplement, Not Supplant with Title III - (III-EL07)
- Time and Effort Requirements (III-EL08)

IV. Standards, Assessment, & Accountability 23

- Evaluation of Title III Funded Services & Programs - (IV-EL09)
- Reclassification - (IV-EL10)

V. Staffing & Professional Development 37

- Teacher EL Authorization - (V-EL11)
- Professional Development Specific to English Learners - (V-EL12)

VI. Opportunity & Equal Educational Access 50

- Language Acquisition Program Options and Parent Choice - (VI-EL13)

VII. Teaching & Learning 85

- English Language Development (ELD) - (VII-EL14)
- Access to the Standards Instructional Programs - (VII-EL15)

The California EL Roadmap Principles 102

APPENDIX 106

Introduction

SBCUSD Master Plan for Multilingual Learners

The Master Plan for Multilingual Learners has been revised and written to comply with Federal Program Monitoring (FPM) guidelines and requirements. This version reflects the District's current practices for the 2025-2026 school year and will be updated on an annual basis. The guidelines set forth by the FPM in the English Learner Program instrument guided this document.

The common goals for English learners in SBCUSD are:

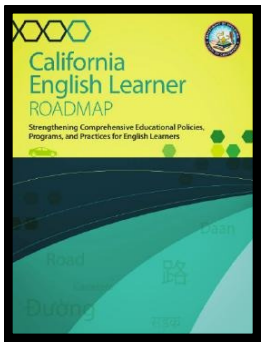
ELs acquire full proficiency in English as rapidly and effectively as possible. *USC* 1703 [f], 6893; *EC* 300 [f]; 5 *CCR* 11302 [a[)

ELs meet state standards for academic achievement. *USC* 1703[f], 6812, 6892; 5 *CCR* 11302 [b];Castañeda v. Pickard [5th Cir. 1981] 648 F. 2d989)

Honor cultural heritage. (ELA/ELD Framework and the CA EL Roadmap)

The California English Learner Roadmap Alignment and Implementation

The San Bernardino City Unified School District has aligned its Master Plan for Multilingual Learners with the four principles of the California Department of Education's (CDE) California English Learners Roadmap.



As you review the chapters of SBCUSD's Master Plan for Multilingual Learners, please observe references to CDE's California English Learner Roadmap and the alignment of the Master Plan to the four principles of the Roadmap. These references will be identified in the top right corner. See figure 1 for details.

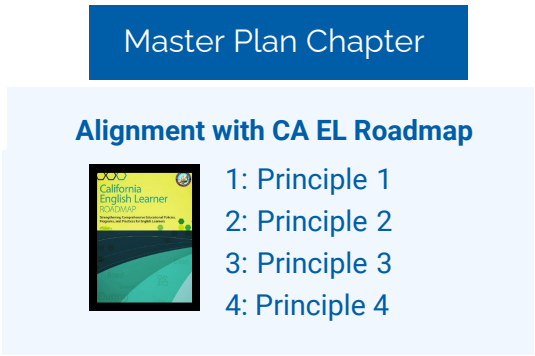
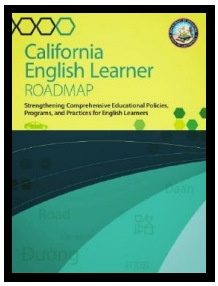


Figure 1
Alignment to CA EL Roadmap

The top right corner of each chapter of the Master Plan includes references to the four principles of the CA EL Roadmap, identifying alignment with chapter contents. More about the CA EL Roadmap principles can be found starting at page 102.

Principles of The California English Learner Roadmap





Principle #1

Assets-Oriented & Needs-Responsive Schools



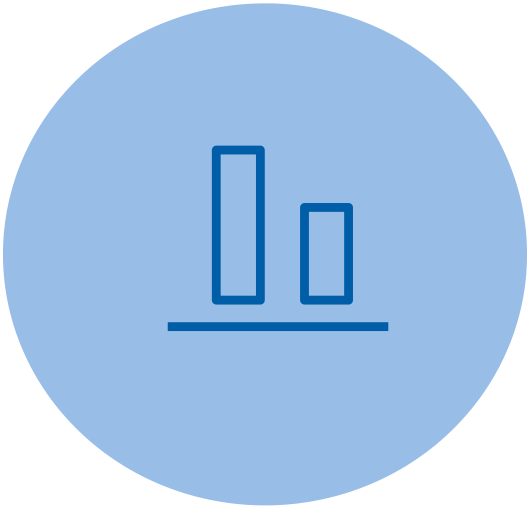
Principle #2

Intellectual Quality of Instruction & Meaningful Access



Principle #3

System Conditions that Support Effectiveness



Principle #4

Alignment & Articulation Within and Across Systems



SBCUSD Mission Statement

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

- high expectations for student and staff performance;
- vital partnerships with families, community and employers;
- culturally proficient schools;
- learning experiences beyond traditional boundaries of where and when;
- safe, respectful, and welcoming environments

Educational Services

Educational Services is dedicated to providing effective, consistent, and structured support in order to ensure the success of all students cradle to career.

Educational Services transforms the community by:

- developing the knowledge, skills, and proficiencies required for college, career, civic and economic success;
- providing strategic, effective support, planning and implementation of professional development and coaching;
- and building and sustaining trusting relationships.

2025-2026 SBCUSD Focus Areas

- Academic Achievement
- College & Career
- Social-Emotional Learning & Wellness
- Family Engagement
- Health & Safety

At a Glance: Key Sections of the Master Plan

I. Involvement

- Calls for actively engaging multilingual learner families and the community, individually and through existing committees and partnerships.

II. Governance & Administration

- Articulates the processes for identifying the language status of students, conducting initial and annual language and academic assessments, and placing English learners and multilingual learners in the most powerful and appropriate programs and pathways.

III. Funding

- Recommends the identification of current and future funding sources to support full implementation of the Master Plan for Multilingual Learners, as well as the incorporation of processes and protocols
- Requires that the Local Control Funding Formula allocations reflect priority for the Master Plan for Multilingual Learners.

IV. Standards, Assessment & Accountability

- Recommends the identification and implementation of strategies, procedures, and protocols to regularly assess and monitor English learner and Spanish learner progress, program/ initiative effectiveness, status of implementation of recommendations, and staff performance; to report progress in these areas.
- Ensures compliance with District, state, and federal requirements.
- Describes the process of reclassifying English learners to document growth in their language status.

V. Staffing & Professional Development

- Establishes professional development and support services.
- Clarifies required staff qualifications and certification, staff recruitment, hiring and placement policies.

VI. Opportunity & Equal Education Access

- Establishes a set of programs to provide multiple language learning options for English learners, multilingual learners and native English speakers.
- Addresses access to specialized services such as Advanced Learner Education and Special Education within a supportive English learner context.

VII. Teaching & Learning

- Identifies the core pedagogical/ instructional practices to be utilized in all English learner classrooms, including Integrated and Designated ELD.
- Identifies the instructional and technological resources available to support optimal English learner and multilingual learner success.

I. Involvement

SBCUSD actively engages all educational partners, including English learner families, multilingual learner families, community members, and District personnel, individually and through existing committee and partnership structures, in active and informed support of the Master Plan for Multilingual Learners.

The following categories are reviewed in this section:

- ELAC and DELAC
- Translation and Interpretation
- Community Involvement
- Partnerships

I.A. English Learner Advisory Committee & District English Learner Advisory Committee

1. Provide annual information to support school site ELACs and DELAC.

At least once a year, the District will provide information to ELACs and DELAC about:

a. Proper formation of the ELAC and DELAC

b. Effective ELAC and DELAC recruitment; strategies to maximize parent representation and involvement;

c. Proper election of members and officers of the ELAC and DELAC, including which school staff, officers, and members should be in attendance at meetings; and

d. Proper function of the ELAC and DELAC, including which school staff, officers, and members should be in attendance at meetings; and the availability of, and the procedures for parents to follow to obtain translation and interpreter services at no cost.

DELAC is available to provide active support of all ELACs as needed based on school/ELAC request. The DELAC committee reserves the right to attend any ELAC meeting at any time in the interest of ensuring that all expected procedures and processes are being followed according to policy.

Alignment with CA EL Roadmap



1D: Family & School Partnerships
2E: Use of Students' Home Languages
2G: Programmatic Choice
4B: Providing Extra Resources

2. Inform parents about ELAC, DELAC, SSC and other pertinent parent advisory council meetings.

Provide parents of English learners with notice of regular meetings of the English Learner Advisory Committees, School Site Councils (SSC), District English Learner Advisory Committee, and all other pertinent parent advisory groups.

ELAC and SSC meetings serve as vehicles for parents of English learners to provide input to individual school sites, while the DELAC makes recommendations to the SBCUSD Board of Education. Encourage parent participation in the various parent advisory groups supported by the District. Additionally, District and school sites should provide support, such as childcare, during meetings.

3. Every school with 21 or more English Learners has a functioning ELAC.

The percentage of parents of English learners on the ELAC must be at least the same percentage as that of English learners at the school. The school-level committee must provide opportunities for parents of English learners to give input on any decisions directly affecting any EL/RFEP funds and programs.

The school must communicate all school advisory decisions to the parents of English learner students. School sites must hold a minimum of 6 ELAC meetings per year.

I. Involvement

a.**Elections**: Each school must conduct an election, notifying all parents of English learners of the election. The election must be held in accordance with the school's ELAC bylaws.

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

b. Responsibilities: These include advising the principal and staff on the development of a Site Plan for English learners and submitting the plan to the SSC for consideration of inclusion in the School Plan for Student Achievement (SPSA); assisting in the development of the school's needs assessment; and assisting in efforts to make parents aware of the importance of regular school attendance.

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

School sites must submit all documentation of ELAC elections, training and ELAC meeting materials (e.g., agendas, presentation materials, sign-in sheets, etc.) to the Multilingual Programs Department.

4. Ensure there is a functioning DELAC.

Whenever the district has 51 or more English learners, it will have a functioning DELAC. A designee of the District, in accordance with DELAC bylaws, will have responsibility for coordinating and conducting the monthly DELAC meetings.

Parents or guardians of English learners not employed by the District must constitute a majority of the DELAC membership. Each school's ELAC shall elect at least one parent member and alternate to the DELAC. DELAC representatives shall report parent information provided at the DELAC meeting to their ELAC or school site committees.

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

a. Development or revision of the District's Master Plan for educational programs and services for English learners. The District Master Plan will take into consideration the school site master plans.

b. Conducting of a district-wide needs assessment on a school-by-school basis.

c. Establishment of District programs, goals and objectives for programs and services for English learners.

d. Development of a plan to ensure compliance with any applicable teacher and/or teacher aide requirements.

e. Review and comment on the District's reclassification procedures.

f. Review and comment on the written notifications required to be sent to parents and guardians (5 CCR Section 11308).

g. If the DELAC acts as the English learner parent advisory committee underCalifornia 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).

I. Involvement

5.English learner program information & SSC/ELAC/DELAC.

The District will work with SSCs, DELAC, and ELACs to ensure that parents receive adequate information about how placement in English learner programs takes place and about the available English learner program models - their goals, structure, and duration.

An annual topic for these parent group meetings will include the benefits of multilingualism, the impact of school practices, as well as community and home practices, on the development of English and multilingualism.

I.B. Translation and Interpretation

1.Assess predominant languages in parent community.

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

2. Provide all written communication to parents in the primary language when 15% or more of the student population speaks a single primary language other than English.

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

3. Provide notice of translation and interpretation services available at school sites and district offices.

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

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

4. Primary language assistance request form.

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

I. Involvement

5. Procedures for timely provision of competent interpretation services.

The District utilizes the following processes and procedures, including the distribution of these processes to District administrators and staff with instructions on effective communication with parents of English learners:

Criteria for Interpreters/Translators: Staff or other individuals who provide oral interpretation must demonstrate the:

a. ability to verbally communicate information accurately in both English and the target language, and to employ the appropriate mode of interpretation;

b. knowledge in both languages of any specialized terms or concepts specific to the program or activity, and any patriculatized vocabulary or phraseology used in the English learner person's country of origin; and

c. understanding and adherence to the responsibility to maintain confidentiality and to refrain from acting as a counselor or advisor or taking on any other role;

d. provide written notice to all school sites and staff that non-district-qualified interpreters, including students and other children, may not provide oral interpretation, except in emergency situations.

Criteria for Written Translations:
These procedures will address the provision of competent and timely written translations and provide criteria for determining which District and school-generated documents should be translated into the District's predominant languages.

On an annual basis, the Multilingual Programs Department will provide training to all staff who offer oral interpretation services.

6. Distribute roster of District interpreter and translators.

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

7. Create a clearinghouse of translated documents.

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

8. Provide periodic required training for district interpreters and translators.

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

9. Develop accountability measures.

The District will develop and implement a system to track information on interpreter and translator services requested, including language and date of the request and date of services provided. The District will evaluate this information annually to assess the adequacy of the District's efforts to meet the communication needs of English learner parents in a timely and effective manner.

I. Involvement

The District will use evaluation forms, information obtained from the ELACs/DELAC, community liaisons, parent organizations, and principal surveys to determine effectiveness of interpreter and translation services, and to determine needed training or modifications.

1.C. Community Involvement

Preparing students for success is a collaborative effort and would not be complete without the support and participation of the local community and educational partners. The Multilingual Programs Department believes in creating partnerships that promote the importance of community, working together, and making hope happen.

SBCUSD's Community Engagement Plan is key to building these relationships and fostering hope for all students.

Hold Community Forums

At least annually, the District will hold a community forum at which it will update the public as to the state of English learner and multilingual learner programs in the District.

- The District shall: a) solicit public comment on the District's English learner and multilingual learner programs; and b) answer questions about the Master Plan for Multilingual Learners and the English learner and multilingual learner programs from members of the public.

- The District will solicit advice from the DELAC, the LCAP committee, and other community groups, particularly those groups that serve English learner and multilingual learner communities, about effective outreach efforts to interested individuals and groups, and about the timing, location, and content of the forum.

1.D. Partnerships

Work Collaboratively

District administrators, teachers, and support staff provide direct connections to services to students and parents and maintain the District teaching and learning infrastructure. The District will work collaboratively with all educational partners, including the employee organizations, to ensure that the employees are engaged and involved in implementation of the Master Plan for Multilingual Learners and clear about their part in ensuring the success of English learners, multilingual learners, and schools.

District Level Professional Learning Network

The Multilingual Programs Department will work collaboratively with various departments in the District to ensure that a lens on English learners and multilingual learners is embedded in their work.

- Collaborate with and advise Elementary and Secondary Instruction, Equity and Targeted Student Achievement, Special Education, and the Accountability and Education Technology Departments to ensure that the needs of English learners and multilingual learners are considered and addressed in District decisions.

- Collaborate to make sure that all support services and school site professional learning plans have embedded English learner and multilingual learner components.

I. Involvement



- Various District departments work in collaboration with the Multilingual Programs Department in order to ensure that professional learning and development that is delivered to school sites includes considerations for English learners and multilingual learners.
- Professional learning communities exist across the central office to assist departments in playing key roles in the successful implementation of the Master Plan for Multilingual Learners, identifying alternate ways of operation when necessary, and organizing to support the District's most underserved/impacted schools in attaining the vision of student success articulated by this plan.
- Partner with Human Resources, Continuous Improvement, Student Services, the Family Engagement Office, the Welcoming and Resource Center, and Business Services to see to secure staffing and funding for MLP programs.

The professional learning networks are guided by the following assumptions:

- some schools have higher needs than others, and they must be organized and structured accordingly to provide the support, monitoring, and relationships needed to get the changes envisioned in the Master Plan.
- Central office support must be flexible and as intensive as needed for as long as is needed to ensure successful implementation of the Master Plan.
- Underserved and low performing schools are impacted by both site and District factors.
- An equity mindset must permeate all decisions by all departments.
- How the District supplements rather than supplant must be considered.

Partner with the City of San Bernardino

SBCUSD will partner with the city of San Bernardino to enlist its support for the Master Plan for Multilingual Learners and to explore access to its many resources. This will include working with the Mayor's office, the city council, its various commissions and task forces, as well as its parks and recreation, library, and cultural organizations.

Partner with Local Civic & Service Organizations

SBCUSD recognizes that civic and service organizations can play an important role in supporting a community's school. SBCUSD will work with local nonprofit organizations, service clubs, community leagues, businesses, churches, community centers, and institutions of higher education to ensure their active support of the Master Plan for Multilingual Learners, including sharing resources and expertise to benefit English learner and multilingual learner students and families.

Additionally, SBCUSD will collaborate with community employers to gain approval for the community's employees to attend events during the work day when feasible.

II. Governance & Administration

Alignment with CA EL Roadmap



1B: English Learner Profiles
2G: Programmatic Choice
3B: Adequate Resources
3C: Assessments
4A: Alignment and Articulation

Chapter II of the Master Plan defines the process for identifying the language status of students, conducting initial and annual language assessments for English learners and multilingual learners, and current and future funding sources to support full implementation of the Master Plan for Multilingual Learners.

The following categories are reviewed in this section:

- Initial Identification & Assessment
- Implementation & Revision of Title III Plan
- English Learner Program Inclusion in the SPSA
- Title III Inventory

II.A. Initial Identification & Assessment of English Learners

SBCUSD's current program placement processes places English learners based upon parental requests, and students' language and program needs. Appropriate placement (see secondary placement charts in Appendix B) depends upon the quality of information parents/guardians receive about a student's language and academic assessments, and the available language program learning models.

District enrollment, identification, and placement processes have been streamlined to ensure consistency across schools in the following ways:

- Enrollment: how students are enrolled, identified as potential English learners and assessed in English and Spanish.
- Assessment: how assessment results are communicated to students, parents, and staff.
- Placement: how program placement recommendations are determined and communicated
- Consultation: how parents are provided a consultation regarding program options, the benefits of particular programs and the likely social, linguistic, and academic results associated with particular programs.

Home Language Survey

Parents/guardians complete a Home Language Survey (HLS) card once per student enrollment in their academic career. The HLS is commonly referred to as the SU-41 form (Appendix A).

The Home Language Survey card and the initial ELPAC (English Language proficiency Assessments of California) results are used to determine a student's language status.

- The initial ELPAC results determine whether a student is designated as an English Learner or as Initial Fluent English Proficient (IFEP). Students identified as IFEP will not receive English language development services and are not identified as English learners.
- If a student has a language other than English listed on the HLS, they are identified as a Potential English learner (TBD, to be determined) and identified in Aeries with X.
- Prior to administration of the initial ELPAC, the District provides written notification to parents or guardians that the student is eligible for the initial assessment.
- The student is then administered the initial ELPAC.
- Students who have English indicated on all four questions are classified as native English speakers and do not take the initial ELPAC.

II. Governance & Administration

In the event that a student has previously been enrolled in another California school district, the language status from the initial school district will be honored.

Additionally, the Language Assessment Center (LAC) monitors all English learner enrollment, completion of the HLS survey cards, designation of EL students, and confirms all information with the California Longitudinal Pupil Achievement Data System (CALPADS). A copy of the Home Language Survey can be found in Appendix A.

2. Pre-Enrollment Assessment & Consultations: Potential English Learners (X)

For students enrolling in biliteracy programs, students in grades 1-12 are assessed with a phonics and decoding screener, a writing prompt (grades 1 and up), and a reading fluency task (grades 2 and up).

Parents are provided a consultation of assessment results and language program options in order to determine the best placement. All parents are provided a written description of program options during the consultation. The Language Assessment Center will maintain the records of program enrollment and requests for five years.

- Parents who choose to not participate in the assessment and consultation process for pre-enrolling students will be mailed a written notification of language program options.
- Written descriptions of language program options will be readily available to parents at school site offices.

For all potential English learners, the initial ELPAC will be administered and assessment results sent to parents within 30 days of enrollment. Parents will receive written notification of the upcoming assessment 10 days in advance of administration of the initial ELPAC.

3. Identification of Newcomer and Immigrant Students

The Language Assessment Center (LAC) verifies the U.S. entry date for all newcomer and immigrant students after students have initially enrolled in school. Newcomer students who have been enrolled in U.S. schools for three years or fewer at the secondary level are provided with an educational interview/survey by Secondary Multilingual Programs personnel to determine educational history, literacy level and instructional needs in order to determine the best placement for students. Please see Appendix Q for a copy of this form.

Newcomer students who are Spanish speakers are provided with an administration of primary language assessment in order to assist school sites with placement and identifying the instructional needs of students. The LAC will administer newcomer students the GATE test for advanced learners (parent permission required).

Secondary Newcomer Students

- If a newcomer D-ELD 1 and D-ELD 2 student is identified as a GATE student, they are eligible to enroll in one or more GATE classes (math or science).
- If a newcomer D-ELD 3 student is identified as GATE, they are eligible to enroll in one or more GATE classes (ELA, math, science, or social studies).

II. Governance & Administration

The Language Assessment Center (LAC)

The Language Assessment Center staff reviews with parents assessment results, all program options, and parents then select the language program of their choice. Parents who choose a biliteracy program option will complete a parent commitment form after being provided a full consultation and assessment/s

All students are placed in a Structured English Immersion classroom until entry into a bilingual program is approved. The Language Assessment Center has brochures, videos and other informational pieces in English and Spanish for parents to view before, during and after the consultation.



Top 5 Non-English Languages Spoken in SBCUSD

- Spanish
- Vietnamese
- Arabic
- Khmer
- Filipino/Tagalog

Student Placement in Dual Immersion, Transitional Bilingual, and Trilingual Immersion Programs

Parents must contact the LAC if interested in enrolling their child in a biliteracy program. Students are placed in biliteracy programs based on the order of completion of an orientation session and *Commitment to Participate* form. It is important to make an appointment with the LAC at your earliest convenience to complete these items, as they are required to reserve a space in any biliteracy program.



II. Governance & Administration

Meeting the Needs of Students Who Opt Out of English Learner Programs or Particular Services

All EL students are entitled to services.
Parents may, however, choose to opt their children out of a school district's EL program or out of particular EL services within an EL program.

School districts may not recommend that parents opt out for any reason.
Parents are entitled to guidance in a language that they can understand about their child's rights, the range of EL services that their child could receive, and the benefits of such services. School districts should appropriately document that the parent made a voluntary, informed decision to opt their child out.

Only the Multilingual Directors can approve the opt-out form.
Parents may communicate with their child's school site that they want to opt their student out of Designated ELD (D-ELD) services. This request must be referred to the appropriate director, either the Elementary Multilingual Programs Director (TK-6th) or the Secondary Multilingual Programs Director (6th-12th) so that a meeting is scheduled to review student information prior to actuating the opt-out option. The opt-form will be provided to parents during the meeting so that it may be completed if parents choose to opt their student out of D-ELD.

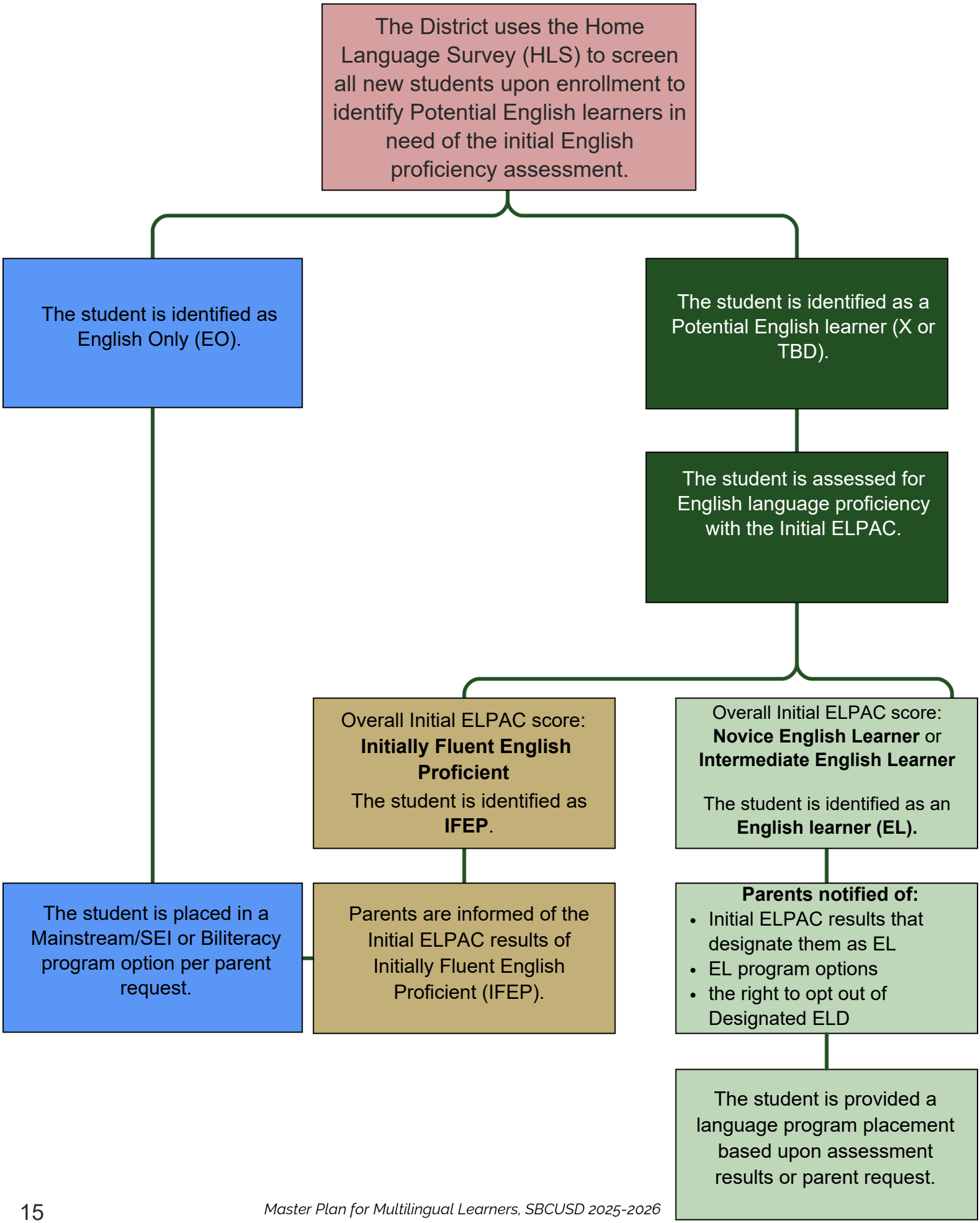
A school district must still take steps to provide opted-out EL students with access to its educational programs, monitor their progress, and offer EL services again if a student is struggling. Although parents may choose to refuse that their child receive English learner services, students will still be administered the English Learner Proficiency Assessment for California (ELPAC) until reclassified.

You may review the English Language Development Program Opt Out Form in Appendix V.





Table 1.1: Flowchart to determine language program placement



II. Governance & Administration

4. Parent Consultations of Language Program Options

Upon initial enrollment, parents are provided a consultation on all available program options. The District's reclassification requirements, as well as SBCUSD graduation and A-G completion rates, are also shared.

For English learners with an IEP (Individualized Education Program), staff will share if, and how, each program meets the objectives of the student's IEP. If the IEP team determines that the student has a need for primary language instruction, then the student will be placed in a biliteracy program as per the IEP.

The LAC staff reviews with parents the assessment results, all program options, and parents then select the language program of their choice. Parents who select a biliteracy program will be provided a full orientation on the details of the biliteracy program and sign a parent commitment form.

The following language programs are reviewed with parents during a consultation:

- Structured English Immersion
- Dual Immersion
- Trilingual Immersion
- Transitional Bilingual Program
- FLES

The Language Assessment Center facilitates placement in biliteracy programs. All students are placed in a Structured English Immersion classroom unless parents have requested a biliteracy program.

The Language Assessment Center (LAC) provides brochures, videos, and other informational resources in English and Spanish for parents to review before, during, and after a consultation.

- In November of 2016, voters in the state wide election passed Proposition 58, the California Education for a Global Economy Initiative. This law provides parents the right to request language acquisitions program that offer students access to a high-quality, research-based language instruction.

Parent Requests for New Programs - Proposition 58

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]).

<u>Schools Not Currently Offering a Biliteracy Program:</u>

- Parents may request a biliteracy program at a school that does not currently offer it by contacting the Language Assessment Center.
- The Language Assessment Center will monitor parent requests and threshold numbers. For additional information on this process, see the Procedures for Responding to Parent Requests for a Language Acquisition Program in the Placement and Exit Procedures of this document.

II. Governance & Administration

5. Initial English Language Proficiency Assessments of California (ELPAC)

The English Language proficiency Assessments of California (ELPAC) is the state English language proficiency assessment that measures a student's listening, speaking, reading, and writing skills in English. Students whose home language is other than English as determined by the Home Language Survey will be assessed with the Initial ELPAC within 30 calendar days of enrollment.

The District will promptly provide written notification to all parents/guardians prior to the administration of the Initial ELPAC.

Within 30 calendar days after initial enrollment, the District will provide written notification to the parent or guardian of the Initial ELPAC results. Parents/guardians will receive a student score report that identifies the student's overall performance level in English and the development of their oral and written language skills. Students are designated one of the following:

- Initial Fluent English Proficient (IFEP)
- Intermediate English Learner (I)
- Novice English Learner (N)

To view a sample scoring report for the Initial ELPAC, click here. A sample of the Initial Notification Letter can be found in Appendix D.

6. Primary Language Assessments

Potential English learners who are native Spanish speakers are provided a primary language assessment during the pre-enrollment process in Spanish.

Assessment of students' primary language is critical for determining appropriate placement.

Newcomers, students requesting a bilingual setting, or other special requests, may also be provided a primary language assessment. For assessment of primary languages not identified here, please contact the Multilingual Programs Department for additional information and support.

7. Annual Parent Notification 

Parents receive an annual notification letter indicating their child's progress in English language development and academic achievement. Parents receive this notification within 30 days of the academic school year. The notification letter includes information in the following areas:

- Academic achievement results
- Academic benchmark levels
- English language proficiency levels
- Graduation rate for English learners
- IEP program on file (if applicable)
- Language acquisition programs
- Language assessment results
- Language program options and goals
- Reclassification criteria

Parents are informed as to whether or not their child is considered to be a Long-Term English Learner (LTEL), and provided with information on the process of selecting a different program Parent Notification letter (Appendix E) must be student in the student's cumulative folder.

II. Governance & Administration

8. Annual English Language Proficiency Assessments of California (Summative ELPAC)

The Summative ELPAC is administered annually to each English learner until they are reclassified. The Multilingual Programs Department and the Accountability and Educational Technology Department provides training to site ELPAC coordinators.

Dually Identified: Special Education students who are also English Learners:
All English learners with an IEP (Individualized Education Program) are administered the Summative ELPAC unless the IEP team determines that the student should take the Alternate ELPAC (if specified in the student's Individualized Education Program [IEP] or Section 504 Plan).

All English learners with IEPs or 504 plans should be provided accommodations and modifications consistent with, and as identified in, their IEP or 504 plans. These modifications and accommodations should be utilized for all assessments administered and must be marked appropriately on the student's IEP.

When a student's IEP or 504 plan specifies that their disability impacts assessment in such that they are unable to complete a domain(s), the student will only be assessed in the domains in which they are able to complete.

Accommodations and modifications identified in the IEP or 504 plan should be implemented for all assessments, including the ELPAC and Alternate ELPAC. For more information on English learners with IEPs, please see the Special Education section of this document (Chapter VI).

Long-Term English Learners*: Long-Term EL (LTEL) as defined by Education Code 313.1 refers to an EL student to which all of the following apply:

- Enrolled on Census Day (1st Wednesday of October) in grades 6-12, inclusive; and
- a pupil who has not attained English language proficiency within six years of initial classification as an English learner
- Remained at the same level of English language proficiency for two or more consecutive years, or has regressed to a lower English language proficiency, as determined by the ELPAC, or any successor English language proficiency assessment; and
- For students in grades 6-12, inclusive, has scored at the "Standards Not Met" level on the prior year administration of the CAASPP- ELA

English Learner at Risk of Becoming a Long-Term English Learner*:
An EL student at risk of becoming an LTEL means an EL to which all of the following apply:

- Enrolled in any of grades 3-12, inclusive; and
- Enrolled in schools in the United States for four to five years; and
- Remained at the same level of English language proficiency for two or more consecutive years, or has regressed to a lower English language proficiency, as determined by the ELPAC; and

II. Governance & Administration

- For students in any of grades 3-12, inclusive, who score in the fourth or fifth year at the "Standards Not Met" level on the prior year administration of the CAASPP-ELA, English Language Arts/Literacy component of the SBAC or any successor test.

**Please note that students for whom one or more of the required testing criteria are not available are categorically determined to be an LTEL or an EL at risk of becoming an LTEL.*

9. Monitoring of ELPAC Implementation & Administration

The Accountability and Educational Technology Department will monitor the implementation and administration of both the Initial and Summative ELPAC. The Accountability and Educational Technology Department will frequently generate reports to determine the number of Initial and Summative ELPAC assessments to be administered so that all English learners and potential English learners are properly assessed during the appropriate testing window.

II.B. Implementation & Revision of the Title III Plan

Title III funds are utilized to provide equitable services to all 72 schools in order to ensure that English learners are achieving English proficiency and meeting challenging academic state standards. District and school level documentation includes technical assistant records showing consistent monitoring of the English Learner Program.

Students are given equal opportunities and access to programs designed for English learners. Parents are given information as students enroll and throughout the year.

The Title III plan includes funding for:



- District Personnel
- Supplemental Curriculum
- Professional Development

The minimum required components of the plan include:

- Description of programs and activities to be implemented
- Description of data analysis and how it determines needs
- Description of how funds will be used to meet all annual objectives determined by the state
- Description of how school sites will be held accountable for:
  - Meeting achievement objectives as determined by the state
  - Making progress for ELs as determined by the state
  - Annually measuring the English proficiency for ELs
- Description of how school sites will promote parental and community participation in programs
- Description of how ELs' programs will be implemented to ensure ELs are served
- Assurance that the EL program is based on scientifically based research enabling ELs to meet California State Standards

Elements of the Title III plan have been embedded throughout. To read more about the Title III plan, please see Appendix G. The Title III plan is annually monitored and updated by the Multilingual Programs Department.

II. Governance & Administration

SBCUSD uses Title III funds only to supplement, not supplant, other federal, state and local public funds.

Title III funds are used for direct services to English learners and will not be used to meet state requirements for translation. SBCUSD will assess for reasonable Title III and immigrant funding alignment with the federal supplement, not supplant, requirement.

II.C. English Learner Program Inclusion in the SPSA

The English Learner Program(s) at each school site must be included in the school site's School Plan for Student Achievement (SPSA). The development of the SPSA must include:

- A needs assessment with an analysis of academic performance and language development data to determine EL student and program(s) needs.
- The process for annually evaluating and monitoring implementation and progress toward accomplishing program goals identified in the SPSA, particularly those which address the needs of low-achieving English learners and those English learners at-risk of not meeting state academic content standards.

English learner components to be included in an approved SPSA:

- Goals to improve student outcomes, identified through the needs assessment (see above) which addresses the academic and language proficiency needs of English learners
- Evidence-based strategies, actions, or services to reach goals
- Proposed expenditures based on the projected resource allocation from the District

The local governing board annually revises and approves the SPSA. To see a sample of the EL components of the SPSA template, click here.

1. The LCAP and the SPSA

The Local Control Accountability Plan (LCAP) represents a district's plan to achieve success for its students and the Title III plan represents a district's plan to meet the accountability requirements for English learners. The School Plan for Student Achievement (SPSA) reflects the school level plan to achieve success for its students.

The Master Plan for Multilingual Learners aligns with the District's Multilingual Initiative and reflects a reform agenda with proven approaches for reaching high levels of English learner and multilingual learner success, including a 21st century readiness.

- The recommendations of the Master Plan should have a prominent place in the LCAP and site SPSA. The Title III programs operating at the District level should also be reflecting in the LCAP.

II.D. Title III Inventory

The District maintains an inventory record for each piece of equipment with an acquisition cost of $500 or more per unit that is purchased with state and/or federal funds, including Title III. The record describes the acquisition by type, model, serial number, funding source, acquisition date, cost, location, current condition, transfer, replacement, or disposition of obsolete or unusable equipment.

III. Funding

Funds are allocated following the mandates prescribed by the Education Code, state regulations and District policies. These funds are used to supplement the base educational program (i.e., provide additional resources and services) and not to supplant (i.e., replace) general fund expenditures. The core program is supported by the general fund and categorical programs that do not have "supplement not supplant" restrictions and expenditures are audited annually.

III.1.Funding and Resource Allocation

The funding formula for California schools provides local control over how those funds are expended. Districts receive additional funding for English learners, foster youth, and low-income students. The Master Plan for Multilingual Learners provides a vehicle for transforming schooling for English learners in San Bernardino.

General Fund Resources

SBCUSD general fund resources will be used to provide services and programs for English learners, including English language development and access to the core curriculum.

- The provision of such services and programs by SBCUSD will not be contingent on the receipt of state or federal supplementary funds. Core materials in Language Arts and Mathematics provide universal access supplements to help ensure that ELs have access to the core curriculum. The base program also includes District ELD core materials.

Categorical Funds:

Both the state and federal government provide supplemental funds that are used to support programs and services to ELs. When the program contains **"supplement not supplant"** provisions, these categorical funds should not be used to supplant general funds or other state or local resources.

Title III funds are used for supplementary programs and services for ELs. Activities include the provision of instruction and instructional support services related to English Language Development and academic progress in the core curriculum to ensure that EL students meet grade level standards. Programs also provide additional staff development opportunities to school staff assigned to EL populations.

Title III funds are also used for instructional support, curriculum revision and enhancement, additional opportunities for parental involvement, and related supplemental EL student program activities. This program is intended to support the efforts of each school to improve instructional, auxiliary services, school environment, and school organization to meet the academic and linguistic needs of EL students at that site.

Alignment with CA EL Roadmap



2D: Access to the Full Curriculum
3B: Adequate Resources
4B: Providing Extra Resources
4C: Coherency

2. Additional Funding to Support the Master Plan for Multilingual Learners Implementation

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

III. Funding

3. Site Allocation & Budgeting Guidance to Sites

The District will assess how sites are currently funded and how they are guided in developing their site budgets in order to ensure that sites contribute as appropriate to the site needs as outlined in the Master Plan for Multilingual Learners, especially as they affect site operations, student achievement, and language acquisition.

III. 2. Time and Effort Requirements (Title 1 and Title III)

The District must properly charge and document allowable salaries and wages that are reasonable and necessary in accordance with applicable Title III program requirements and federal accounting requirements.

Policies and Procedures

The Multilingual Programs Department has established written policies and procedures for documenting time and effort of employees who work on federal programs.

Time and Effort Records:

Time and Effort Records are documentation that supports salaries and benefits charged to each program funding source under review in accordance with federal requirements. Examples of documentation includes: personnel activity reports, semiannual certifications, or other comparable records. Budget estimates do not qualify as support.

The Time and Effort Records are kept for any employee whose duties and/or activities were charged to Title III, including extra duties, overtime, or stipends.

Duty Statements:

A duty statement refers to an individual employee's documentation that describes the employee's responsibilities and activities (cost objectives), as agreed to by the employer and employee. The duty statement shall include all positions partially or completely funded with Title III funds. Additionally, duties will be delineated by funding source.

Title III Position Control Report:

A position control report is a budget report of employees identified to be paid in whole, or in part, with federal funds by resource code in the previous and current fiscal year.

This report includes the employee's name, resource code(s), salary or hourly rate, and benefits for all funding sources.

IV. Standards, Assessment & Accountability

SBCUSD will identify and implement strategies, procedures, and protocols to regularly assess and monitor English learner and multilingual learner progress, English learner and multilingual program effectiveness, status of implementation of recommendations, and staff performance; to report progress in all these areas; and to ensure compliance with district, state, and federal requirements.

The following are reviewed in this section:

- Evaluation of Title III-Funded Services and Programs
- Reclassification & Progress Monitoring

IV.A. Evaluation of Title III-Funded Services and Programs

SBCUSD uses a variety of measurement tools outlined in the District assessment matrix, student information system, and English learner data collection systems, to conduct program-level analysis in order to evaluate the effectiveness of Title III-Funded Services and Programs. Data analysis includes student enrollment, key performance indicators (KPIs) achievement, acquisition of English and achievement in meeting grade level standards.

Based on data, the District will determine:

- The degree to which, within a reasonable time, English learners are achieving English language proficiency and academic results comparable to that of average native English speakers in SBCUSD; and English learners achieving on par with students who entered SBCUSD already proficient in English.

- The **effectiveness** of programs and activities in assisting English learners in attaining proficiency in academic content standards.

Alignment with CA EL Roadmap



1A: Language and Culture as Assets
1B: English Learner Profiles
1E: English Learners with Disabilities
3C: Assessments
4A: Alignment & Articulation

- **Any necessary improvements** to English learner programs and activities

- **Whether or not** to eliminate specific EL activities proven to be ineffective for EL and immigrant students.

1. English Learner Progress Indicator

The California School Dashboard provides English learner data for the District and school sites. The dashboard includes the English Learner Progress Indicator (ELPI), which allows all educational partners to take the pulse of English learner success, allowing users to see student progress annually, and providing opportunities for staff to adjust instruction, activities, and budgets accordingly. The Multilingual Programs Department collaborates with site administrators in viewing and analyzing ELPI data in order to determine instructional needs.

2. Monitor Progress of English Learners: District & State Assessments

SBCUSD's Assessment Committee annually reviews and revises District-wide assessment expectations for students at all levels. District and site staff monitor and analyze student data in order to ensure that English learners are making expected progress and meeting District learning expectations.

Formative assessments are utilized to guide instruction and for collaboration meetings between grade-level and subject-area teams. Biliteracy programs should provide standard-aligned formative assessments in both languages by utilizing different assessments in each language, assessing the same or similar standards.

IV. Standards, Assessment & Accountability

English learners are monitored using the following measures:

- State Language proficiency Assessments (Initial & Summative ELPAC)
- State Academic Assessments (CAASPP & CSA)
- District-identified Primary Language Assessments
- District Early Literacy & Numeracy Assessments
- District Standards-Aligned Academic Assessments
- District Assessment of English proficiency Assessment
- English Language Development Portfolio

English Language Proficiency

Each English learner is assessed annually with the Summative ELPAC to determine their progress in acquiring English. The Multilingual Programs Department and the Accountability and Educational Technology Department provide training to site ELPAC coordinators.

School sites provide an optimal testing environment while scheduling a time and location that will ensure student focus. It is recommended that prior to administration of the ELPAC, the site administrators or designee provide each English learner with their current scores in order to inform students on how to achieve at the next proficiency level.

All English learners with IEPs and 504 plans should be provided accommodations and modifications consistent with, and as identified, in their IEP and/or 504 plan(s).

SBCUSD also administers a District assessment to measure English proficiency. English learners in grades 1-12, who are determined, by the school site, as not making appropriate progress in ELD progression, are administered an English language proficiency assessment.

The English language proficiency (ELP) benchmark measures language development across the four domains of listening, speaking, reading and writing.

School sites use the data from the ELP benchmark to make instructional decisions for Integrated and Designated ELD. Sites also have the option of using the ELP to progress monitor English learners throughout the year. It is highly recommended that all long-term English learners (LTELs) and students at-risk of becoming an LTEL, are administered the ELP benchmark until reclassified.

The ELD Portfolio

A final source of language development data is the District-created ELD Portfolio. It is expected that English learners in grades TK-12th are monitored throughout the year with a grade-level specific ELD Portfolio in order to guide instructional decisions while tracking progress towards mastery of the California ELD and ELA standards.

The ELD Portfolio is a formative assessment tool to be used by teachers until the student is reclassified. At the end of each school year, the ELD Portfolio should be filed in the student's cumulative folder. For more information about this document, please contact the Multilingual Programs Department.

IV. Standards, Assessment & Accountability

CAASPP & CSA

Beginning in 3rd grade, all English learners are administered the CAASPP (California Assessment of Student Performance and Progress) to measure academic achievement. English learner students enrolled in U.S. schools for less than 1 year are waived from taking the CAASPP assessment.

English learners and Spanish learners enrolled in biliteracy programs that provide instruction in a language other than English will be assessed annually in the language of instruction.

CSA

All Spanish learners enrolled in biliteracy programs are assessed annually with the CSA, the California Spanish Assessment. Spanish learners in grades 3-12 may take the CSA.

The CSA:

- measures a student's competency in Spanish reading/language arts and provides student-level data in Spanish competency
- evaluates the implementation of Spanish reading/language arts programs at the local level
- provides a high school measure suitable to be used for California's Seal of Biliteracy.

Dually Identified Students: English Learners & Special Education

All English learners with an IEP (Individualized Education Program) are administered the summative ELPAC, unless the IEP team has determined that the student should take the Alternate ELPAC (must be specified in the student's IEP and/or Section 504 plan). Students should be provided accommodations and modifications consistent with, and as identified, in the IEP and/or 504 plan.

These modifications and accommodations should be utilized for all assessments. For more information on dually-identified students, please see the Special Education section of this document.

Additional District Benchmarks & Assessments

SBCUSD has access to additional assessments throughout the academic year to measure student progress in various areas. These assessments differ by grade level and need as not all students complete all assessments identified below.

Elementary

- Early Literacy and Early Numeracy Benchmarks
- District Assessments for ELA, Mathematics, ELP (English language proficiency), and SLA (Spanish language arts)
- STAR Reading for Reclassification and Biliteracy Achievement Awards
- CAST Summative (California Science Test)
- SBAC & CAA, CAA for Science
- California Spanish Assessment (CSA)
- Let's Go Learn Diagnostic - ADAM and DORA
- BASICS Benchmarks for SDC - Moderate to Severe students in Special Education
- GATE Testing
- Physical fitness testing
- Formative assessments
- Cyber-Safety assessments



IV. Standards, Assessment & Accountability

Middle School

- District assessments for ELA, Mathematics, ELP (English language proficiency), and SLA (Spanish language arts)
- SBAC, CAA, CAA for Science
- CAST (California Science Test)
- California Spanish Assessment (CSA)
- PSAT 8/9 College Board Assessments
- STAR Reading for Reclassification and Biliteracy Achievement Awards
- Let's Go Learn Diagnostic - ADAM and DORA Special Education
- BASICS Benchmarks for SDC - Moderate to Severe students
- Physical fitness testing
- Formative assessments •Cyber-safety assessments

High School

- District assessments for ELA, Mathematics, ELP (English language proficiency), and SLA (Spanish language arts)
- SBAC, CAA, CAA for Science
- CAST Summative (California Science Test)
- California Spanish Assessment (CSA)
- PSAT/NMSQT College Board Assessment
- SAT
- Advanced Placement
- International Baccalaureate
- STAR Reading for Reclassification
- Let's Go Learn Diagnostic - ADAM and DORA Special Education
- BASICS Benchmarks for SDC - Moderate to Severe students
- Physical fitness testing
- Formative assessments
- Cyber-safety assessments

3. Monitor Progress of SLD for Spanish Learners in Biliteracy Programs

Beginning in 1st grade, the LAS Links in Español is administered to Spanish learners in Dual Immersion and Trilingual Immersion programs to ensure that students are making appropriate progress in Spanish language development.

It is expected that Spanish learners in grades TK-12 are monitored throughout the academic year with a grade-level specific SLD (Spanish language development) portfolio in order to guide next instructional steps and track progress towards mastery of Spanish language arts (SLA) standards.

The SLD portfolio is utilized for planning effective instruction for Spanish language arts and to provide additional support, intervention, and enrichment. At the end of each school year, the SLD portfolio should be filed in the student's cumulative folder.

4. Culturally & Linguistically Relevant Assessments

Multiple measures of assessments, formal and informal, should be utilized in order to have a comprehensive overview of student progress and instructional needs. Assessments in English and Spanish should be used for biliteracy programs consistent with time allotments of instructional minutes. Assessments in Spanish may be administered to English learners in Structured English Immersion (SEI) classrooms in order to provide a holistic view of student progress in either language, if needed. By utilizing assessments in a student's primary language, educators can review both the academic and linguistic needs while having a more reliable and valid indicator of standard mastery.

IV. Standards, Assessment & Accountability



5. Annual Audit of English Learner Programs and Services

Educational Services personnel under the direction of the administrator leading the Master Plan for Multilingual Learners will conduct an annual internal audit that includes unannounced school site visits, and review data from a random selection of 8-10 school sites (at least 2 high schools, 2 middle schools, and 4 elementary schools).

The auditing team will note the following:

1. **Identification** of English learners
2. **Assessment and placement** of English learners, including special education English learners
3. **Monitoring** of current achievement and success of English learners, RFEP students, and Spanish learners
4. English learner students' **attainment** of English language proficiency and Spanish learner students' **attainment** of Spanish proficiency within a reasonable amount of time
5. **Consistency** and **fidelity** of language learning programs offered
6. **Quality** and **consistency** of target/ primary language, Designated and Integrated ELD instruction for English learners, and Spanish learners in biliteracy programs
7. **Instructional resources**, including library books and other resources for target/primary language, Designated ELD, and SDAIE/ Integrated ELD, at various language proficiency and academic levels
8. **English learners' access** to special education and GATE services
9. **Professional development** for language learning program staff
10. **Parent involvement** and outreach

An audit document for sites visited should include:

- specific language learning profiles for programs
- observations across the 10 categories previously delineated

This audit document will be presented to the Superintendent's cabinet for review.

6. Standing Agenda Item at Superintendent's Cabinet Meetings

Create a standing agenda item at the Superintendent's cabinet meetings to raise and resolve major issues related to English learner access, achievement, and accountability.

7. Design New Implementation Measures

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

8. School Site Access of English Learner Data

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

IV. Standards, Assessment & Accountability

The Multilingual Programs Department utilizes Ellevation to provide district administrators and teachers automated EL program management and data reporting for all English learners and Spanish learners in biliteracy programs.

Ellevation, a data warehouse, assists in streamlining program management of multilingual learners, enabling effective collaboration and differentiating instruction. Administrators and teachers can track individual and class performance on ELPAC, CAASPP, and other formative assessment data; focusing on LTELs and other important sub-groups to drive performance across the district.

Teachers can use Ellevation to identify English and Spanish learner students, monitor progress, and initiate the reclassification process.

9. Site Data Protocols to Monitor Program Effectiveness

The District has developed data protocols for school sites to use when evaluating English learner data.

At a minimum, SBCUSD requires that each school site conducts a data protocol on Summative ELPAC results and CAASPP English learner performance for both English Language Arts and Mathematics.

During a data protocol, schools establish a leadership and grade level team to facilitate data review, analysis, and reflection in order to identify next steps for improving implementation of instruction and student outcomes.

The **District's Data Protocols** guide site teams in four areas of analysis:

1. **Research**: After reviewing and analyzing the data, how did the outcomes change?
2. **Recall:** As a grade level team, what actions did you take to raise student outcomes in this area last year?
3. **Reflect:** How did the actions in Step 2 affect student outcomes?
4. **Respond:** Considering your site's professional learning focus, what high-leverage action might your team commit to this year that will positively impact student outcomes?

Sites also have the option of completing a data protocol for the results of the District's English Language proficiency (ELP) benchmark.

10. SST/MTSS Process for English Learners & Spanish Learners



When an English learner or Spanish learner is not making expected progress in primary language, English language development, Spanish language development, and/or academic achievement, a Pre-SST meeting shall be conducted in order to identify language development goals, provide appropriate support, targeted instruction, and acceleration designed to meet specific needs of each individual student.

The Pre-SST meeting is part of the District's Multi- Tiered System of Supports (MTSS). In every case, the approach taken in the MTSS process will be one that identifies student strengths and interests and uses both to build future success.

IV. Standards, Assessment & Accountability

IV.B. Reclassification & Progress Monitoring

SBCUSD's ELD progression timeline guides teachers and administrators in monitoring the language development of English learners. The Multilingual Programs Department's goal is to reclassify English learners before, or by the end of, their 6th year in a U.S. school.

Years in U.S. Schools (excluding TK)	Emerging	Expanding	Bridging	RFEP
1	Emerging →			Reclassification
2		Expanding →		
3		Expanding →		
4			Bridging	
5			Bridging	
6	*Long-term English Learner if not reclassified by end of 6th year*			

Reclassification Criteria for English Learners in General Education

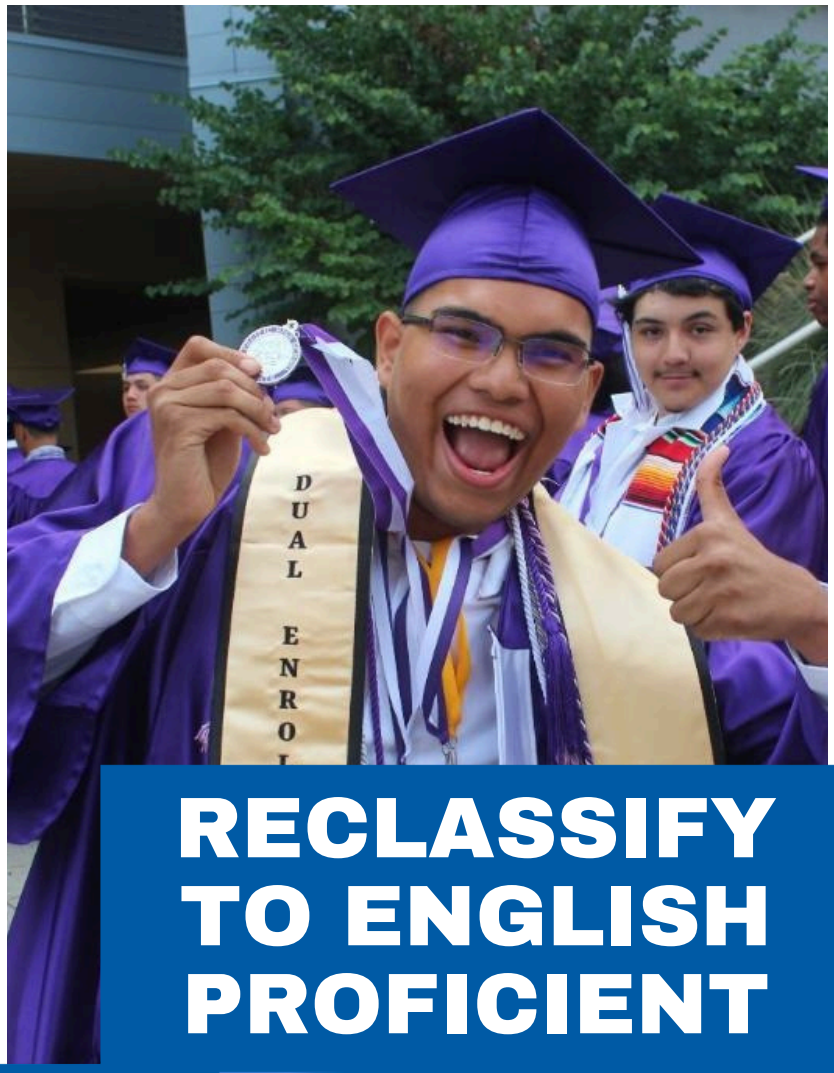
Reclassification Criteria	Requirements
1. Assessment of English Language proficiency	Student must achieve an overall performance level 4 on the English Learner Proficiency Assessment (ELPAC), or an overall performance level 3 on the Alternate ELPAC.
2. Basic Skills Relative to English Proficient Students	Students must meet one of the following: a. **Grade 1:** Percentile Rank of 25 or higher on STAR Early Literacy b. **Grades 2-12:** Percentile Rank of 25 or higher on STAR Reading c. **ELA CAASPP/SBAC:** Standard Met or Standard Exceeded
3. Teacher Evaluation	a. Students in elementary grades must meet grade-level standards in reading and language arts. b. Students in middle and high school must meet grade-level standards in reading/language arts by receiving a "C" grade or better **or** achieve a 2.0 or higher GPA on the most recently posted grades.
4. Parent Opinion & Consultation	State and federal guidelines require a parent consultation regarding the reclassification process. Minimally, three attempts should be made to contact parents by phone or in-person to solicit a consultation prior to reclassification. Parents receive the Parent Notification of Possible Reclassification letter, indicating student(s) are recommended for reclassification and requesting parent input. Parents have a 10-day window to respond. The site ELF documents contact attempts and retains a copy in a central location that is shared with district personnel.

Pathway to Reclassification

San Bernardino City Unified's ELD progression timeline (see below) guides teachers and administrators in monitoring the language development of English learners.

The goal of the Multilingual Programs Department is to reclassify English learner students before, or by the end of, their 6th year in a U.S. school.

SBCUSD has reclassified over 10,000 students in the past several years. A special ceremony is held annually to celebrate the momentous achievement from English learner to English proficient.



RECLASSIFY TO ENGLISH PROFICIENT

RECLASSIFICATION CRITERIA

- Overall ELPAC proficiency Level 4 or Alternate ELPAC 3
- Teacher Evaluation
- Parent Opinion & Consultation
- Comparison of Student Academic Performance

SBCUSD ELD Progression Timeline

Years in U.S. Schools (excluding TK)	Emerging	Expanding	Bridging	RFEP
1	Emerging →			Reclassification
2		Expanding →		
3		Expanding →		
4			Bridging	
5			Bridging	
6	*Long-term English Learner if not reclassified by end of 6th year*			

IV. Standards, Assessment & Accountability

Identification of Reclassification Candidates

On a monthly basis, principals or site designees, in collaboration with the site EL Facilitator (ELF), will regularly review the progress of English learners to determine eligibility or reclassification from English learner to Fluent English Proficient (R-FEP) status.

To accelerate English learners in meeting reclassification criteria, the Multilingual Programs Department provides sites with reclassification data through the data warehouse, Ellevation, identifying students who have initially met reclassification criteria.

Reclassification Process

EL facilitators (ELFs) ensure reclassification forms are completed in Ellevation for reclassification candidates in accordance with parental input at consultation meetings. Site ELFs make every attempt to contact parents of English learners recommended for reclassification. Parents shall receive an invitation for a consultation meeting to review and discuss with the site ELF how their child meets reclassification criteria and to provide their opinions and input on this important decision.

A minimum of three attempts to hold a parent consultation meeting must be made by the site ELF. These attempts shall be documented in Ellevation. Site ELFs will follow the process noted below when providing notification of recommendation for reclassification to parents of English learners.

Process of Notification	Description
Step 1	The *Parent Notification of Possible Reclassification* letter (attempt 1) must be mailed to parents, providing them with a 10-day window to respond. The site ELF documents the attempt to contact and keeps the letter on file in Ellevation.
Step 2	If the parent does not respond within 10 days, the site ELF will make a minimum of 2 additional attempts to contact the parent. Each parent contact attempt will be documented on the Ellevation reclassification form.
Step 3	Once contact is made, site ELFs will schedule a meeting with the parents to review reclassification and to document parent opinion. If parents require translation and interpretation, this service must be scheduled before the meeting.
Step 4	At the consultation meeting, site ELFs review with parents how the child meets the reclassification criteria. Parents are given the opportunity to communicate their opinions regarding reclassification. The date and details of the meeting and outcome are documented on the reclassification form.

IV. Standards, Assessment & Accountability

Completed reclassification forms will be finalized and processed by the Multilingual Programs Department. For English learners who meet the reclassification criteria but the teacher or parent do not approve, and therefore, are not reclassified, or for students not meeting expected progress according to the ELD Progression timeline, a Pre-SST should be initiated. EL facilitators can guide this process in collaboration with the site administration and classroom teacher(s).

ELFs and teachers can also facilitate data chats with students so that students are made aware of the areas in which they need to make growth and are provided with supports and interventions in order to be reclassified.

The district will provide professional development for principals or their designee responsible for identifying students who may be eligible for reclassification. Program specialists and support teachers from the Multilingual Programs Department are available to provide support in identifying areas of concern and next steps for best instructional strategies and practices in order to accelerate language development.

Throughout the year, parents are invited to attend parent-teacher conferences, intervention, and other informational meetings to discuss student progress toward reclassification. In addition, schools should also discuss extended day or extended year opportunities available to help students accelerate progress toward reclassification.

It is recommended that in order to prevent the creation of Long-Term English Learners (LTELs), heterogeneous clustering of LTELs can be used in fourth and fifth grade classrooms. Instruction should have an accelerated focus on specific English language acquisition needs so that students have the greatest opportunity to be reclassified before entering middle school.

In order to avoid linguistic isolation, clusters of LTEL students should also be integrated in classrooms with native English speaking and reclassified fluent-English-proficient (R-FEP) students who are meeting or exceeding grade-level standards. For more information on clustering, please contact the Multilingual Programs Department.

Progress Monitoring

Site Level Monitoring Processes & Protocols

Recurring progress monitoring will occur at the site level under the guidance of the administrator:

- English learner facilitators (ELFs) at each site will help monitor the progress of ELs and R-FEP students through data chats, the MTSS process, and using appropriate monitoring forms.
- The site administrator will meet with grade levels or departments to discuss implementation and determine needs.
- The site administrator will conduct weekly walkthroughs to verify teachers are implementing sound, research-based instructional practices and professional development (see Teaching & Learning chapter).
- Site administrators and teachers participate in instructional rounds focused on ELs as appropriate and necessary.

IV. Standards, Assessment & Accountability

- The site administrator will observe classroom lessons that will include conferencing with, and providing feedback to, teachers to better meet the needs of EL students.
- The site administrator monitors implementation and use of instructional materials for EL students.
- The Multilingual Programs Department provides professional development and training on effective practices for English learners, program models, and the use of instructional resources.
- Site administrators provide time for collaboration between teachers.
- At the secondary level, site administrators, registrars, and counselors monitor student placement to ensure EL students are appropriately placed.

2. Monitoring of Reclassified Students

SBCUSD monitors students once they are reclassified regardless of program placement. The monitoring continues for four years, and data is collected once a year to determine if students are continuing to have academic success. Student data includes language status; benchmark, state and other normed assessments; length of time since reclassification; current academic performance, and teacher evaluation.

If a reclassified student is not meeting all of the monitoring criteria, the school must convene a Student Study Team (Pre-SST) under the MTSS process to evaluate the student's progress (Appendix K). Appropriate acceleration measures are required and may included specialized instructional strategies, extended learning opportunities, tutoring/mentoring, and other approaches. The Multilingual Programs department maintains a copy of the Pre-SST plan.



IV. Standards, Assessment & Accountability

3. Monitoring of Biliteracy Achievement

Biliteracy development and proficiency is a fundamental component of the district's Multilingual Initiative Plan. The Multilingual Programs Department collects documentation throughout the year to monitor the growth of biliteracy achievement and to measure program effectiveness.

Currently, the Multilingual Programs Department offers two opportunities of recognition for biliteracy achievement in support of the District's pathways to biliteracy: the Biliteracy Achievement Awards and the Seal of Biliteracy. The District is in the process of implementing new recognitions for biliterate students in first grade and for students proficient in three or more languages (including all four domains of listening, speaking, reading, and writing).

Students in Structured English Immersion and biliteracy program classrooms can participate in both the Biliteracy Achievement Awards and the Seal of Biliteracy.

Biliteracy Achievement Awards 

SBCUSD has implemented the Biliteracy Achievement Awards since the 2013-2014 academic year for students in third, fifth and eighth grades who demonstrate proficiency in English and another language. Students write an essay on the topic of biliteracy and complete an application. All students in all programs can apply for this recognition.

Recipients attend a recognition ceremony and receive a biliteracy medallion and a certificate noting their achievement. Biliteracy participation awards are presented to students who applied for the achievement awards, but did not meet all criteria.

Seal of Biliteracy 

SBCUSD began awarding the Seal of Biliteracy in July 2012 to graduating seniors who demonstrated proficiency in English and another language.

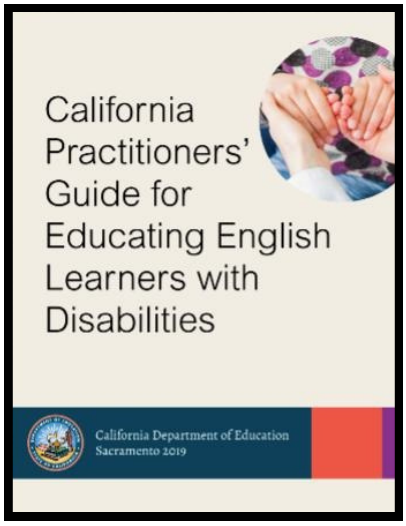
Students who are identified as candidates for the Seal of Biliteracy receive a special medallion to be worn at their graduation ceremony. Students also receive a Seal of Biliteracy insignia on their high school diploma. Any senior in any program meeting the criteria can receive this honor and recognition.

IV. Standards, Assessment & Accountability

Reclassification for English Learners with Disabilities

The California Department of Education (CDE) provides guidance to local education agencies (LEA) on how to responsibly implement the four criteria for reclassification for English learners with disabilities.

Chapter 9 in the California Practitioner's Guide for Educating English Learners with Disabilities summarizes information and provides additional research to guide and inform districts and IEP teams in regards to making decisions regarding reclassification



Pathways of Potential Reclassification for Dually-Identified Students

English learner students are reclassified as fluent English proficient (R-FEP) when they demonstrate that they have obtained the necessary English skills to be academically successful without specialized support.

Because English learners with disabilities have a unique set of experiences and may not follow a singular path to reclassification, the MLP department is recommending three distinct pathways to reclassification. You can see these three pathways in further detail in Chapter 6 of this document.

Requirements for Reclassification

Reclassification criteria, pursuant to California Education Code (EC) 313 (f) guides us in establishing the reclassification policy and procedures.

1. **ELP Assessment**
   - ELPAC Overall Performance Level 4 is required, **or**
   - Alternate ELPAC Overall Level 3
2. **Teacher Evaluation**
   - To include, but not limited to, a review of the student's curriculum mastery;
3. **Parent Consultation**
   - Meaningful parent involvement, parent opinion and consultation in the redesignation process;
4. **Student Performance**
   - Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.

Reclassification of English Learners with Disabilities

English learners who are also identified for special education services will be considered for reclassification according to the criteria listed below. Additionally, attainment of linguistically appropriate English language development goals written into IEPs will help guide the IEP team and the Multilingual Programs Director when considering a dually-identified English learner for reclassification.

1.	**Assessment of English Language proficiency** Using an objective assessment instrument including, but not limited to the ELPAC, is one of four criteria in state law per EC Section 313(f) to be used by LEAs in determining whether or not an English learner should be reclassified as R-FEP. The IEP team can use the scores from the Alternate ELPAC to measure the student's English Language proficiency. **Required:** Student must receive an Overall Level 4 on the ELPAC, **or** Student must receive an Overall Level 3 on the Alternate ELPAC: Although the Alternate ELPAC measures the student's ELP in accordance with the student's IEP, the Alternate ELPAC results are not comparable to ELPAC results, in general, or for the purposes of Title III accountability, in particular. They can be used, however, for reclassification consideration, as outlined in this section.
2.	**Student's Score on Assessment of Basic Skills** The IEP team should specify in the student's IEP an assessment of basic skills to meet the guidelines for reclassification (e.g., the California Alternate Assessment). The IEP team may consider using other assessments that are valid and reliable and designed to compare basic skills of English learners with disabilities to native English speakers with similar disabilities to determine if the English learner with disabilities has sufficiently mastered the basic skills for reclassification consideration. These assessments must be written into the IEP as measures of basic skills.
3.	**Teacher Evaluation** Use formative and summative assessments aligned to IEP goals as well as the student's classroom performance based on their academic and ELD goals.
4.	**Parental Opinion and Consultation** The parent or guardian is a participant on the IEP team and will receive the possibility of reclassification consultation through an IEP meeting and must agree with the recommendation for reclassification.

Requests for reclassification are submitted to the Director of Multilingual Programs for final approval. After dually-identified English learners have been reclassified, they will continue to be monitored for four years, once a year, through their IEP goals.

V. Staffing & Professional Development

The Multilingual Programs Department is committed to providing targeted, relevant, and evidence-based professional learning to all administrators, teachers and staff in order to build capacity of methodologies, strategies, and instructional practices needed to teach and support English learners and multilingual learners.

The current SBCUSD Professional Development Framework is a collaborative effort across District departments to best meet the needs of diverse students.

The following categories are reviewed in this section:

- Staff Qualifications/Certification
- Recruitment, Hiring, Placement/Assignment
- Professional Development

V.A. Staff Qualifications/Certifications

The District ensures that all teaching personnel whose assignment includes English learners will hold appropriate certification to provide the necessary instructional services for English learners.

Teachers assigned to provide ELD, SDAIE, and primary language instruction must be properly authorized or actively pursuing authorization, with a signed agreement on file in the Personnel Department. Hiring and placement of teachers are based on student and program needs. The District only hires staff with the authorizations required to serve English learner students.

Alignment with CA EL Roadmap



1C: School Climate
1D: Family and School Partnerships
2C: High Expectations
2E: Use of Students' Home Languages
3A: Leadership
3B: Adequate Resources
3D: Capacity Building
4B: Providing Extra Resources
4C: Coherency

1. Primary Language

Teachers assigned to teach in the primary language shall hold the appropriate CTC bilingual teaching authorization.

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

In cases in which there is a documented shortage of qualified primary language teachers holding the appropriate CTC authorizations, especially in cases of low-frequency languages, the District will make every effort to establish teacher preparation/induction programs to assist otherwise-qualified candidates in attaining the appropriate certification.

Once candidates are placed in a classroom, they are provided with regular classroom-based support from expert teachers as well as additional support, such as coaching, university classes, etc. The District will strengthen the existing career ladder program for classified staff who would like to become certificated.

V. Staffing & Professional Development

2. ELD

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

3. Spanish & Other District Target Language(s) Professional Development

The Multilingual Programs Department shall continue the development of programs to support existing staff in developing high levels of proficiency in Spanish and other target languages.

The opportunities for professional learning and development may include courses, tutorials, summer intensive programs, study abroad, online education, and other comparable learning environments. These opportunities will be readily available to staff who service biliteracy programs, and native-English speaking staff who are interested in learning a second language.

All new Dual Immersion teachers and administrators will attend a four-part professional learning sequence. This essential training builds a strong foundation in research-based practices, connects educators to the biliteracy community, and provides ongoing guidance and collaboration. Participation is highly encouraged.

Part 1: Biliteracy Foundations Professional Development
Part 2: Dual Immersion Classroom Visits
Part 3: Planning with a Program Specialist
Part 4: Ongoing Coaching and Support

Administrators and teachers teaching in the primary language may receive coaching and professional learning in the target language to strengthen academic language skills.

Rosetta Stone is available to all District staff to build proficiency in another language. Contact the Multilingual Programs Department for details.

4. Bilingual Examination Reimbursement Program

The District shall inform teachers about the Bilingual Examination Reimbursement Program and continue to reimburse bargaining unit members for the cost of not more than (1) complete set of examinations for the Spanish Bilingual Authorization (BILA), and will expand this to include any target/primary language utilized in the Multilingual Initiative programs, or anticipated to be needed for current or future programs.

5. Stipends

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

On an annual basis, the District shall provide a stipend to classroom teachers, bilingual psychologists, and certificated support staff who hold appropriate teaching bilingual authorization.

Classroom Teachers:
A stipend is provided to classroom teachers with a bilingual teaching authorization who teach in the primary language in a biliteracy program. These teachers provide instruction in a primary language to students enrolled in biliteracy programs.

The stipend is a base salary that is equal to (5) per diems above the base pay. In addition, teachers may earn an additional per diem to attend (1) day of in-service meetings prior to the beginning of the work year (i.e., the annual Pre-Service for Biliteracy Teachers).

V. Staffing & Professional Development

Classroom teachers in the following programs qualify for this stipend:

- Newcomer
- Deaf and Hard of Hearing (DHH)
- Transitional Bilingual
- Dual Immersion
- Trilingual Immersion

Teachers must hold one of the following bilingual teaching authorizations:

- Bilingual Specialist Credential
- Bilingual Certificate of Competence
- Bilingual Cross-Cultural Language and Academic Development Credential or Certificate (BCLAD)
- Multiple Subject Credential with Bilingual Emphasis
- Passed the American Sign Language proficiency Interview

Bilingual Psychologists

Bilingual psychologists who hold a bilingual teaching authorization (currently BILA, BCLAD credential or certificate], or BCC) shall be paid (5) additional per diem days for completion of a full year of service.

Bilingual psychologists also have the opportunity to earn an additional per diem day by attending the annual Pre-Service for Biliteracy Teachers.

Certificated Support Staff

Program specialists, MTSS TOSAs, program facilitators, resource teachers and support teachers who provide evidence of holding the Bilingual Specialist Credential, the Bilingual Certificate of Competence, the Bilingual Cross-Cultural Language and Academic Certificate or Credential, or have passed the American Sign Language proficiency Interview, shall be paid a base salary that is equal to (5) per diems above the base pay.

These certificated support staff members are also eligible for compensation for attendance at (1) day of in-service meetings prior to the beginning of the work year (i.e., the annual Pre-Service for Biliteracy Teachers) at the per diem rate.

V.B. Recruitment, Hiring and Placement/Assignment

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

Bilingual counselors should be considered for schools with biliteracy programs and/or significant English learner student populations. Bilingual special education teachers and staff should also be considered for positions at schools with biliteracy programs.

Bilingual Certification/Authorization/World Languages Certification

Human Resources will develop a general and special education teacher candidate recruitment process that seeks and identifies applicants for teaching positions who possess one or more of the following qualifications:

- BCLAD
- Bilingual Authorization
- World Languages Certification
- Demonstrated expertise in teaching language learners, and high-level bilingual/biliterate skills.



V. Staffing & Professional Development

3. Screening Process

Human Resources will consider utilizing a screening and interview process that takes into account, among other things, a candidate's verbal and written proficiency in the target language, their background working with diverse students, including English learners and other language learners, and their level of certification (if applicable).

4. Recruiting Diverse, Bilingual, Multilingual and Multicultural Educators

The District's Human Resources Department will consider implementing strategies to recruit and attract diverse, bilingual, multilingual, and multicultural educators. These strategies may adapt to changing circumstances, and include:

- **Strengthening relationships with local institutions of higher education.** The close relationship between SBCUSD and the university programs will allow District input into course development so that candidates exit with the skills necessary to be effective English learner educators in an urban district.
- **Operating a Paraprofessional-To-Teacher Program (PTTP),** to draw on community resources and grow local teachers in areas of need.
- **Operating a program to identify community members** who were educators in their countries of origin and supporting these educators in attaining California certification.
- **Recruiting at events** targeting multilingual educators, such as California Association of Bilingual Education (CABE) Statewide Conference.
- **Establishing a SBCUSD Teaching Careers Pathway** beginning at the middle school level.
- **Continue to grow** the teacher career pathway at the high school level to include racially, ethnically, and linguistically diverse students; and to include a component for cultivating future biliteracy educators.
- **Establish a pathway** for African-American, and other racially and ethnically diverse educators who want to attain proficiency in Spanish, to teach in biliteracy programs.
- **Recruit at events** targeting racially and ethnically diverse and multicultural educators as well as biliteracy educators from diverse racial and ethnic backgrounds.
- **Increase the racial and ethnic diversity** of teachers in biliteracy programs.



V. Staffing & Professional Development

5. Hiring and Staffing

The District will work with the collective bargaining unit to support the assignment of the most expert and experienced teachers to teach the English learner populations with the greatest needs, and teachers with near-native levels of bilingual/biliterate skills to teach in English learner programs that provide primary language instruction.



Schools with Biliteracy Programs:

The District will ensure that each school with a dual language or biliteracy program is staffed by an administrator who is bilingual/biliterate in the target language in order to facilitate effective communication in the target language with parents, staff, and students, and to conduct professional learning sessions in that language.

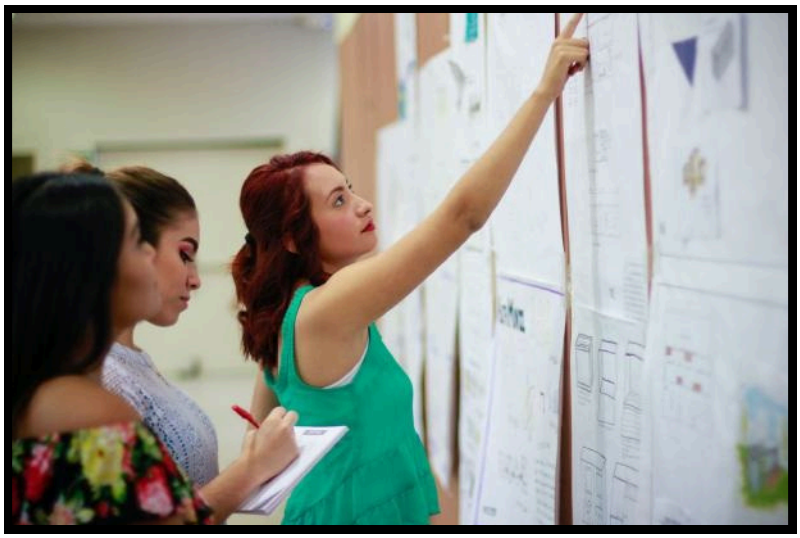
Instructional Support Personnel:

Educational Assistant IIIs (EA IIIs) are to directly support English learners in the classroom, including recently arrived immigrant English learners, and shall be assigned to support English learner students with the greatest needs.

6. Educator Exchange Programs

In collaboration with the appropriate governmental entities, the District will consider establishing teacher and principal exchange programs with countries where the English learner program primary languages are spoken.

These programs will include orientation, ongoing support, and mentoring for candidates coming to the District. To address District teacher shortages, MLP will identify countries with a surplus of teachers with the required language and content skills and establish recruitment programs.



V. Staffing & Professional Development

V.C. Professional Development

The Multilingual Programs Department develops, coordinates, and facilitates professional development based on research demonstrating the effectiveness of increasing English learners' proficiency in English, best practices for multilingual learning, and teacher content and pedagogical knowledge and skills.

Teachers will become well-versed in:

1. The **distinction between** Integrated and Designated ELD
2. **Effective** ELD practices
3. **Content area** instruction
4. The **guiding principles** of dual language education
5. **Foundations** of effective dual language programs
6. **Effective practices** for biliteracy development



Figure 2
Cycle of SBCUSD Professional Learning Model

All professional development offered by the Multilingual Programs Department follows a sequence of implementation guided by the District's Professional Learning Model.



SBCUSD Professional Learning Model

The District's Professional Learning Model assists the Multilingual Programs Department in meeting the following goals when implementing professional development:

- **Improve instruction and assessment** of English learners and multilingual learners.
- **Build capacity** for teachers, principals, and other school leaders to understand and use the curriculum, assessments and instructional strategies for English learners and multilingual learners.
- **Increase students' English language proficiency** and/or substantially increase the teacher's subject matter knowledge, teaching knowledge, and teaching skills as demonstrated through classroom observation.
- **Be of sufficient intensity and duration** to have a positive and lasting impact on the teacher's performance in the classroom in order to greatly improve student outcomes.

1. Learn

In this phase of learning, teachers are introduced to the new concept, skill or standard. Time is given to properly understand the concept, skill or standard by breaking it into smaller parts: Common Language; Standards/Framework Application; Progression of Standard; Integration and Higher Levels of Thinking (Blooms, DOK, Costas).

2. Plan

In the second phase, time is given to plan the new concept, skill or standard. Teachers need time to plan with partners, other grade level/subject level peers, and to individually process the new concept, skill or standard taught.

Formula:
1 hour of professional learning
= 1 hour of collaboration

3. Practice

In this phase of learning, teachers work to implement what they have learned and planned. Administrators will use this phase of learning to conduct targeted observations and give the teacher low-inference feedback specifically tied to the professional learning focus and targeted to the "Learn" and "Plan" phases. Instructional rounds and lesson studies extend this phase.

4. Refine

Refinement of the professional learning foci uses observational feedback, lesson study, and instructional rounds to refine instructional practice through staff discussions based on practice and findings. Student work should be analyzed alongside other data sets to assist in additional learning and planning phases for next steps.



V. Staffing & Professional Development

Throughout the year, staff and administrators have access to a wide variety of professional learning opportunities.

- After-school skill clinics
- Annual Pre-Service (an interactive and motivational day of in-service to begin each academic school year) for teachers in biliteracy, multilingual and SEI programs.Full day in-service sessions
- Instructional Rounds
- Lesson Study
- Live Webinars
- Online modules/courses for asynchronous learning
- Online resources, including free web and cloud-based data storage systems
- Opportunities for teachers to network and plan instruction
- Program Review
- Site-based and classroom modeling, coaching and training
- Teacher Observation





Professional Learning Topics

- Academic Language Development (English, Spanish, and other target languages)
- Building on Primary Language Critical Components of Effective Bilingual Programs
- Designing Core Curriculum
- Differentiated Instruction
- Formative Assessment
- Genre-Based Writing
- Guided Language Acquisition (GLAD)
- Kagan
- Integrated and Designated ELD
- IEPs for English Learners
- Long-Term English Learners
- Monitoring English Learner Progress (use of the ELD Portfolio, Part III Portfolio, SLD Portfolio, and the MTSS Process)
- Program Review
- Oral Language Development
- Reclassification Criteria
- Scaffolds for Dually Identified English Learners (ELs in Special Education)
- Students At-Risk of Becoming LTELs
- Student Engagement for Diverse Learners
- Text Complexity and Close Reading
- Universal Design for Learning

V. Staffing & Professional Development

Research & Evidence-Based Strategies and Practices

Professional learning sessions designed to improve English learner, Spanish learner, and multilingual learner instruction will include research, and evidence-based strategies and practices to best equip teachers, administrators, and support staff.

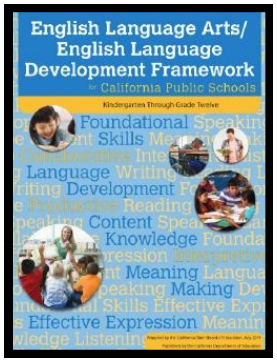
District professional learning sessions for English learner, Spanish learner, and multilingual learner instruction are based on recommendations from the CA ELD/ELD framework and the *Guiding Principles for Dual Language Education*, respectively.



The Three Pillars of Dual Immersion, *Guiding Principles for Dual Language Education*

The **CA ELA/ELD Framework** identifies the following as best practices:

- Academic Conversations: *(Think-Pair-Share;Think-Write-Pair-Share; Quick Write/Quick Draw; Literature/Learning Circles; Inside-Outside Circles; Discussion Web; Expert Group Jigsaw; Structured Academic Conversations; Opinion Formation Cards; Socratic Seminar)*
- Bloom's Taxonomy and Webb's Depth of Knowledge (DOK)
- Collaborative Conversations
- Collaborative Learning
- Culturally and Linguistically Responsive Pedagogy
- Direct Instruction
- Flexible grouping
- Formative assessments
- Inquiry-based learning
- Reading closely with text-dependent questions
- Scaffolding
- Sentence unpacking and sentence deconstruction

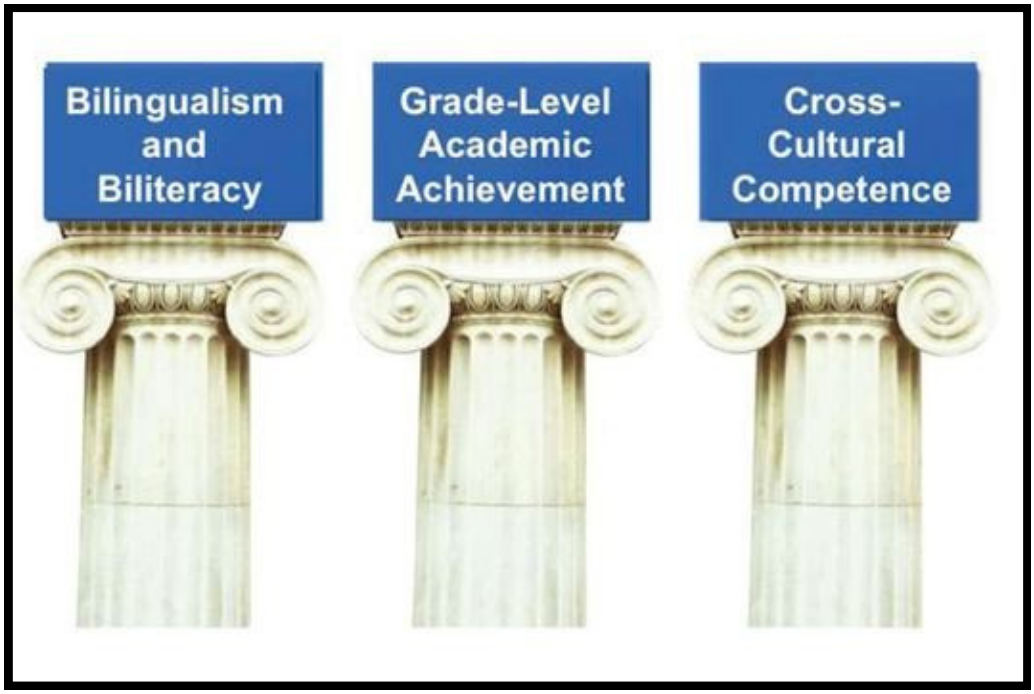




Professional learning opportunities include a variety of on-site, off-site and virtual support to schools in providing effective instruction across the content areas for English learners and multilingual learners. Some training may require a trainer-of-trainers (ToT) model while others may involve whole staff, grade-level, department, or individual support.

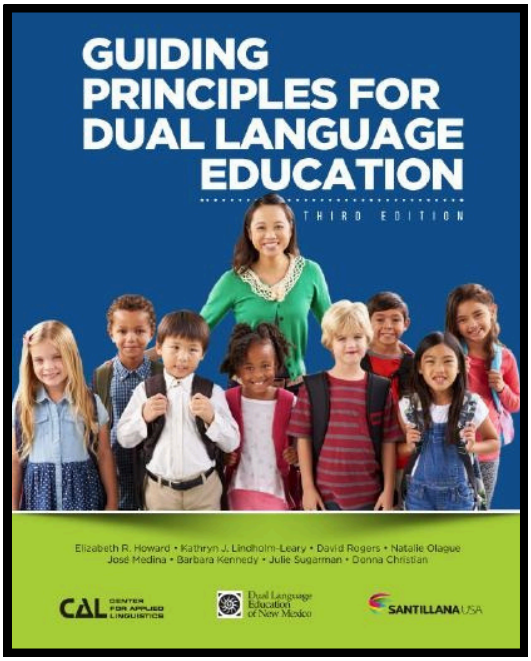
Program specialists and support teachers from the Multilingual Programs Department train general education teachers, primary language teachers, administrators and support staff on Integrated ELD, Designated ELD, and methods of implementing differentiated instruction to provide English learners and multilingual learners access to grade-level curriculum.

Three Pillars of Dual Language Education



Copyright 2016 Center for Applied Linguistics (Reference: CAL Center for Applied Linguistics; *Guiding Principles for Dual Language, 3rd Edition*)

San Bernardino City Unified School District's Dual Language programs are based on research and upon the three pillars and seven strands of effective Dual Language programs as identified by the Center for Applied Linguistics (CAL).



Seven Strands of Effective Dual Language Programs

1. **Program Structure**
2. **Curriculum**
3. **Instruction**
4. **Assessment and Accountability**
5. **Staff Quality and Professional Development**
6. **Family and Community**
7. **Support and Resources**

V. Staffing & Professional Development

Monitoring of Professional Development

It is expected that administrators ensure that their staff receives professional development from the Multilingual Programs Department throughout the school year in order to stay up-to-date with English learner and multilingual learner considerations and effective instructional practices.

Program specialists and support teachers from the Multilingual Programs Department are trained to monitor and coach site staff for consistent implementation of programs to promote uniformity, quality of approach, and practice in classroom instruction.

To ensure consistency, instructional rounds/walkthroughs will be conducted at sites in collaboration with staff from the Multilingual Programs Department to assess areas of strength and to identify a problem of practice in order to continue to develop quality ELD instruction and quality instructional settings for multilingual learners.

District-Level English Learner and Multilingual Learner Professional Development

Each participant of a District-level professional development session hosted by the Multilingual Programs Department will be assigned a Multilingual Learner Coach who will provide follow-up opportunities for professional development coaching cycles.

Assigned coaches maintain records of all coaching cycles and professional development opportunities. Once a trimester, a representative from the Multilingual Programs Department management team will conduct an audit of all coaching logs to ensure appropriate opportunities are provided to all teachers who have attended District-level English learner and multilingual learner professional development.

In addition, the Multilingual Programs Department will collaborate with site principals to schedule instructional rounds or walkthroughs using the ELD and SLD "What to Look Fors" observation form.

A walkthrough team consisting of site administrator(s), a management team representative from the Multilingual Programs Department, and a English Learner Coach will conduct a minimum of 1 walkthrough per year (observing teachers who have attended District-level EL and multilingual learner PD).

The Multilingual Programs Department management team representative will collect the ELD and SLD "What to Look Fors" observation forms and send results to the site administrator(s). General results of the walkthrough will be shared with participant teachers within one month of the visit.

Program Review for Dual Immersion Programs

The Multilingual Programs Department offers a Dual Immersion Program Review professional learning sequence to all Dual Immersion school sites.

Using the *Guiding Principles for Dual Language Education*, the program review includes:

- self-reflection
- planning
- continual improvement cycles

V. Staffing & Professional Development

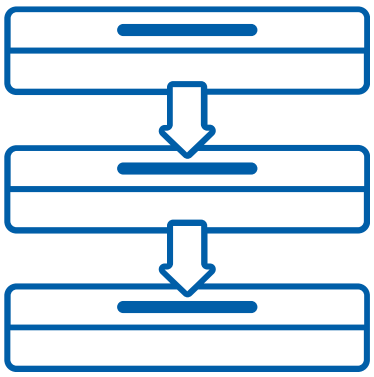
Site Level English Learner Professional Development

The Multilingual Programs Department will work with site principals to determine that site level English learner, Spanish learner, and/or multilingual learner professional development is of sufficient intensity and duration, and that a focus on English learners, Spanish learners, and/or multilingual learners is embedded into the professional work plan.

Site-level professional development for English learners, Spanish learners and/or multilingual learners must be provided and school site administrators will monitor implementation of site-level PD.

The Multilingual Programs Department supports site level data analysis. Program specialists and support teachers are available to meet with site administrator(s) to determine learning foci and to develop the professional development.

To facilitate this work, the Multilingual Programs Department has developed a data analysis process for school sites, using ELPAC Summative data to identify site needs for professional development.





Timeline and Monitoring Process

Once per trimester (Nov./Feb./May) the Multilingual Programs Department will request from all school sites documentation identifying existing and planned professional development that includes an English learner, Spanish learner, and/or multilingual learner focus. The Multilingual Programs Department can assist sites in developing this focus, if needed.

The Multilingual Programs Department reviews documentation and provides written feedback within one month if the professional development is determined to not be of sufficient duration or intensity.

Within one month of collecting site level documentation (by Dec./Mar./June), the Multilingual Programs Department will submit a monitoring report to the Assistant Superintendent of Educational Services of the schools who have met or not met the monitoring requirement.

Please see a breakdown of the Timeline and Monitoring Process on the next page to see further details on required documentation.

Site Level Timeline & Monitoring Process of English Learner & Multilingual Learner Professional Development



MOU PD Calendar

Administrator(s) must submit to the Multilingual Programs Department a copy of the MOU PD calendar for the academic year identifying dates and professional development learning topics related to English learners, Spanish learners, and/or multilingual learners.



Agendas, Materials, Sign-in Sheets

For all PD sessions related to English learners, Spanish learners and/or multilingual learners, school sites shall maintain copies of:

- agendas
- materials
- sign-in sheets



Site-level Monitoring

- Site-level monitoring of the English learner, Spanish learner, and/or multilingual learner professional development implementation.
- Submit 3 examples per monitoring period (Nov., Feb., May) to the Multilingual Programs Department.
- Administrator(s) will use the ELD and SLD "What to Look Fors" observation forms or an equivalent EL monitoring form aligned to site foci.

VI. Opportunity and Equal Education Access

Alignment with CA EL Roadmap



1A: Language and Culture as Assets
1B: English Learner Profiles
1C: School Climate
1E: English Learners with Disabilities
2B: Intellectually Rich, Standards-Based Curriculum
2C: High Expectations
2D: Access to the Full Curriculum
2E: Use of Students' Home Languages
2G: Programmatic Choice
3C: Assessments
4A: Alignment and Articulation
4C: Coherency

SBCUSD is committed to the learning and educational growth of all students. SBCUSD has a variety of language program options that promote and develop English proficiency, biliteracy, and multilingual learning.

Parents or guardians may select a language acquisition program that best suits their child. This is accomplished when parents or guardians of 30 students or more per school, and parents or guardians of 20 students or more in any grade level, request a language acquisition program that is designed to provide language instruction. The school site shall be required to offer such a program to the extent possible (20 U.S.C. Section 631 2 [e] [3] [A] [viii] [III]; EC Section 310[a]).

This section will review:

- TK-12 Language Program Options
- Dual Immersion
- Placement & Exit Procedures
- Specialized Service
- Advanced Learner Education (Gifted and High Achieving)
- Dually-Identified Students (English Learners with Disabilities)

Introduction

SBCUSD currently offers a variety of English learner programs and multilingual program models for language development, including:

- Structured English Immersion
- Dual Immersion
- Trilingual Immersion
- Transitional Bilingual
- FLES

All programs are designed for students to develop proficiency in English and to provide grade-level academic content.

Some programs focus primarily on English language development (Structured English Immersion), while others are designed to develop literacy in the student's primary language and in English (Transitional Bilingual, Dual Immersion, Trilingual Immersion).

The District has developed new curriculum models to address the particular needs of specialized English learner student populations, providing specialized instruction for:

- Newly arrived immigrant students with limited, interrupted, inadequate, or no prior schooling
- Newcomer secondary students at the high-school level who are newly enrolled in the U.S. educational system (The International Academy)
- English learners who enter middle and high school after having been enrolled in U.S. schools since Kindergarten or first grade but are struggling academically and have little or no primary language literacy (LTEL program).

Recommended Guidelines for All English Learner & Multilingual Programs	
Avoid Linguistic Isolation	Avoid linguistic isolation by incorporating opportunities for interactions among native English speakers, English learners, and multilingual learners.
Provide Effective English Language Development	Provide English learners with Integrated and Designated ELD in all content areas throughout the day, targeted by proficiency level, until they are reclassified.
Utilize Curriculum Aligned to CA State Standards	Utilize CA state standards for ELA, Mathematics, ELD, The Next Generation Science Standards, Social Science, Common Core en Español and state-adopted curriculum materials as they are available.
College Prep & Support Programs for Secondary Students	Access to a college preparatory/support program, such as AVID or PUENTE, for middle and high school English learners and make available in the primary language whenever possible.
Rich & Affirming Learning Environment	Create a safe, affirming, and enriched environment for English learners and multilingual learner students.
Empowering Pedagogy	Use culturally and linguistically responsive pedagogy to maximize learning, assess, and develop students' multilingual voices, providing leadership opportunities for English learners and multilingual learners.
Challenging & Relevant Curriculum	Use well-articulated, age-appropriate, multilingual curriculum that is cognitively complex, coherent, relevant, challenging and builds a full range of language, literacy and communication skills.
High-Quality Instructional Resources	Provide and utilize a broad array of high-quality standards-aligned instructional resources in English and primary languages, delivering equitable access to core curriculum and academic language.
Valid & Comprehensive Assessment	Build and implement valid and comprehensive multilingual/multicultural multiple measure assessment systems designed to promote re ective practice and data-informed planning.

Recommended Guidelines for All English Learner & Multilingual Programs	
High Quality Professional Preparation & Support	Provide coherent, comprehensive, and ongoing professional preparation and support programs, creating professional learning communities for administrators, teachers and staff.
Powerful Family & Community Engagement	Implement strong family and community engagement programs that build leadership capacity, value, and draw upon community knowledge and cultural/linguistic resources.
Advocacy-Oriented Administrative Leadership Systems	Provide advocacy-oriented administration and leadership that institutes system-wide mechanisms to focus all educational partners on the diverse linguistic needs/assets of students.

Proposition 58

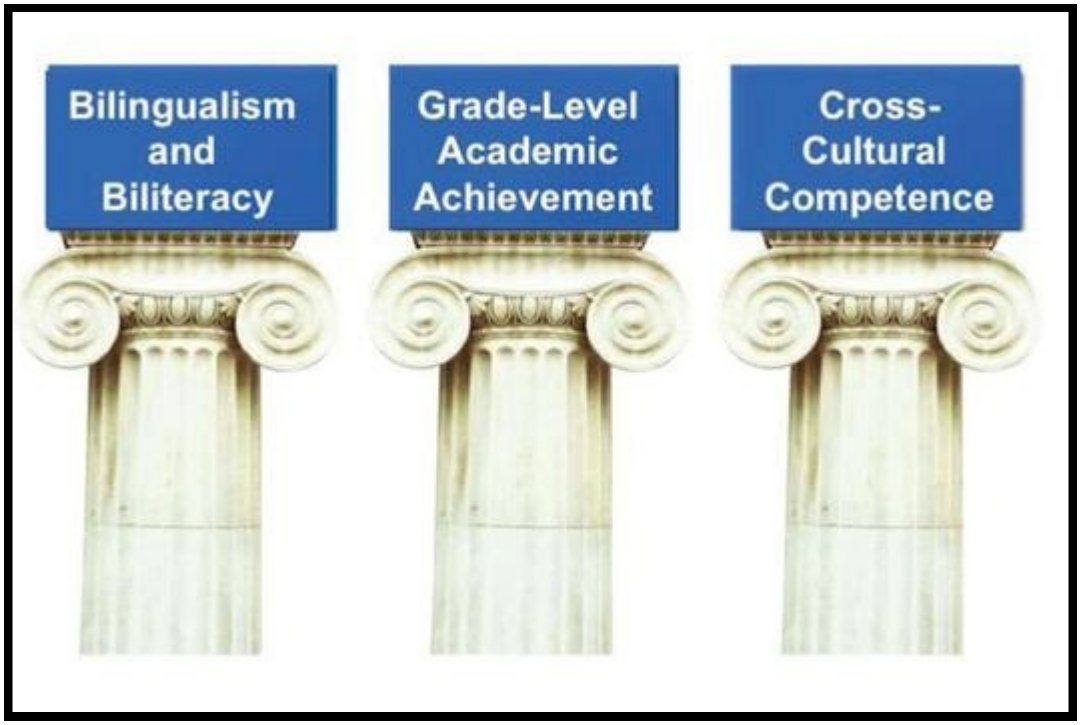
Proposition 58 defines language acquisition programs as educational programs designed for English learners to ensure English acquisition as rapidly and effectively as possible, and to provide instruction to these students on the state-adopted academic content and English language development (ELD) standards through Integrated and Designated ELD. Language acquisition programs include English proficiency Language Acquisition Programs and Biliteracy Programs. Parents receive written notifications of the language program options described in school site parent handbooks and during enrollment and consultation meetings.

SBCUSD offers the following language acquisition programs:

- Structured English Immersion (SEI)
- Dual Immersion (DI)
- Transitional Bilingual Program (TBP)
- Trilingual Immersion Program (TIP)
- Foreign Language in Elementary Schools (FLES)

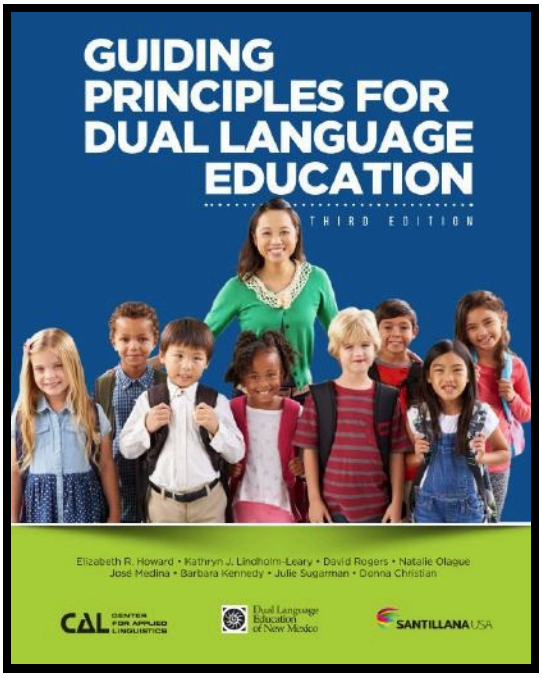
VI. Opportunity and Equal Education Access

Three Pillars of Dual Language Education



Copyright 2016 Center for Applied Linguistics (Reference: CAL Center for Applied Linguistics; *Guiding Principles for Dual Language, 3rd Edition*)

San Bernardino City Unified School District's Dual Language programs are based on research and upon the three pillars and seven strands of effective Dual Language programs as identified by the Center for Applied Linguistics (CAL).



Seven Strands of Effective Dual Language Programs

1. **Program Structure**
2. **Curriculum**
3. **Instruction**
4. **Assessment and Accountability**
5. **Staff Quality and Professional Development**
6. **Family and Community**
7. **Support and Resources**

VI. Opportunity and Equal Education Access

Advantages of a Multilingual Education

According to the U.S. Department of Education, multilingualism and multilingual education provides several educational, sociocultural, cognitive and economic advantages for students who develop fluency in more than one language.

Educational	Sociocultural	Cognitive	Economic
•Comparable or higher achievement of students in dual language programs as compared to students in English-only programs •Improved learning outcomes in various subjects •Associated with increased high school graduation rates among children of immigrants •Leads to increased levels of creativity •Promotes higher levels of abstract thought and reasoning •Engenders enhanced metalinguistic awareness to support the learning of languages in the future	•Greater understanding of other world cultures •Increased empathy and development •Enhanced connection to heritage cultures •Promotes global awareness, reduced discrimination, improved self-esteem, and stronger cross-group relationships	•Increased executive function with attention control and task switching (mental flexibility) •May delay the onset of age-related cognitive decline and the onset of illnesses, such as Alzheimer's disease •Increased intellectual flexibility	•More job opportunities in multiple public and private sectors •Greater business opportunities •Increases occupational status and earning potential •Language skills are in high demand for employment with the Federal Government

VI. Opportunity and Equal Education Access

Overview of Language Program Options

SBCUSD has several language program options available for district schools.

Structured English Immersion

A language acquisition program for English learners in which nearly all classroom instruction is provided in English. This program is available at all schools.

Dual Language Immersion

A language learning program and academic instruction provided to native speakers of English and native speakers of another language.

Transitional Bilingual/Biliteracy

Provides instruction for English learners utilizing English and students' native language for literacy and academic instruction, with the goals of language proficiency and academic achievement in English.

Trilingual Immersion

Promotes bilingualism and biliteracy in English and Spanish for both native English speakers and English learner students starting in Kindergarten, while introducing Vietnamese as a third language.

FLES: Foreign Language In Elementary Schools

Provides instruction for non-native speakers of the target language during a designated period of the school day or after-school program dedicated to language study.

Foreign Language In Middle Schools Schools

An elective for middle school students who are non-native speakers of the target language.

Heritage Language

Provides instruction in English and another language for non-English speakers or students with limited literacy skills in their first language.

Long-Term English Learner (LTEL)

Provides instruction in English with an accelerated focus on specific English language acquisition needs so that English learners have the greatest opportunity to be reclassified

Newcomer Support

Provides instruction in English to newly arrived English learners with specific supports to help students adjust to learning English and content in a new language

VI. Opportunity and Equal Education Access



Parent Choice & Language Acquisition Programs



Structured English Immersion

At a minimum, English learners are provided 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.

Selecting Language Acquisition Programs

Parents or legal guardians of students enrolled may choose a language acquisition program that best suits their child. A "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 both in English and another language.

Annual Notification

The annual notice of parent and guardian rights and responsibilities notifies parents of the language acquisition programs available in SBCUSD. Parents of all students enrolling in the District after the beginning of the academic school year are provided the notice of rights and responsibilities described above upon enrollment. This annual notification includes the following information:

- a description of any language acquisition programs provided, including structured English immersion
- identification of any language to be taught in addition to English, when the program model includes instruction in another language
- the information in section 5 CCR Section 11309[c]
- the process to request establishment of a language acquisition program
- specifies the language(s) to be taught, and may include the program goals, methodology used, and evidence of the proposed program's effectiveness

Establishment of a Language Acquisition Program

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.

When the parents of 30 students or more are enrolled in a school, or when the parents of 20 students 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 District 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.

VI. Opportunity and Equal Education Access

Structured English Immersion (SEI)	
Overview	• A language acquisition program for English learners in which nearly all classroom instruction is provided in English. • This program is available at all schools.
Characteristics	• On a daily basis, students are provided targeted Integrated and Designated ELD to their English proficiency levels and access to grade- level academic content • Core curriculum and presentation are specially designed for pupils who are learning English. • Additional supplemental materials can be used to provide additional supports during ELD instruction
Goals	• Develop English proficiency as rapidly as possible • Achieve at or above-grade level academic performance
Staffing	• Teachers are trained in various differentiation strategies and best practices so that they may scaffold, target instruction, and make content comprehensible at all levels of English proficiency. • Classes are taught by a teacher with a Commission on Teacher Credentialing (CTC) authorized ELD certification.

VI. Opportunity and Equal Education Access





Based on the extensive research on bilingual education, 90/10 biliteracy programs yield the highest levels of proficiency in both languages.

Dual Language Immersion (DI)

Overview	• The Dual Immersion (DI) program is designed to help English learners, reclassified (R-FEP) students, initially English proficient (I-FEP)students and native English speakers, develop proficiency and academic competence in English and Spanish. • Available at: (ES) Anton, Bing Wong, Bonnie Oehl, Bradley, Brown, Cypress, Gomez, Henry, Jones, Lankershim, Lincoln, Lytle Creek, Marshall, Monterey, Muscoy, Paakuma, Riley, Rio Vista, Roberts, Roosevelt, Urbita, Vermont, Warm Springs, Wilson • Secondary: Arrowview Middle School, Serrano Middle School , San Bernardino High School
Characteristics	• 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). • 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. • English learners receive Integrated and Designated ELD targeted to their proficiency level on a daily basis. • It is recommended that two Dual Immersion teachers at the same grade level switch classes during the English instructional block in order to maintain a clear separation of language. Self-contained DI teachers must maintain fidelity to the English and Spanish instructional minutes allotments so that there is a clear distinction of English and Spanish instructional time for both students and staff. Secondary • At the secondary level, students continue to study academic content in the target language for at least three periods in a day (one of which is Spanish language arts (SLA). The Multilingual Programs Department continues to work with school sties in the development of courses in Spanish at the secondary level in order to support the continuation of the Dual Immersion program.
Goals	• Become biliterate (Listening, Speaking, Reading and Writing) in Spanish and English • Develop high academic achievement and success in Spanish and English • Develop cross-cultural competence, respect and appreciation
Staffing	• Teachers are trained in various differentiation strategies and best practices so that they may scaffold, target instruction, and make content comprehensible at all levels of English and Spanish proficiency. • Classes are taught by a teacher with a (CTC) Bilingual Authorization in the target language

VI. Opportunity and Equal Education Access

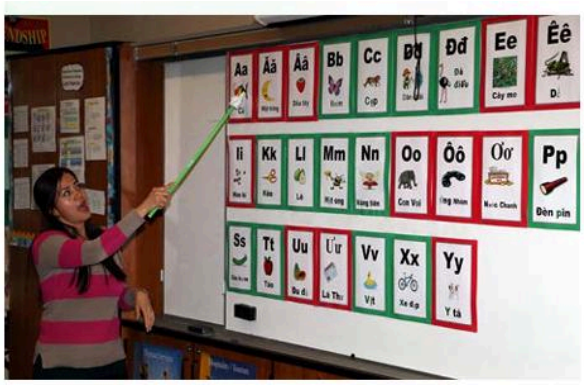


Based on the extensive research on bilingual education, 90/10 biliteracy programs yield the highest levels of proficiency in both languages.

Transitional Bilingual Program (TBP)	
Overview	• Primary language instruction is used as a vehicle to help students transition to English proficiency. • Only available at the elementary level. (Lytle Creek, Vermont, Warm Springs)
Characteristics	• In Transitional Kindergarten and Kindergarten, 90% of instruction is delivered in Spanish. • Instruction in English increases by 10% each year. • By the fourth grade, students receive 90 minutes of Spanish and all other instruction is provided in English. • By fifth grade, instruction is taught overwhelmingly in English. • English learners receive daily Integrated and Designated ELD targeted to their proficiency levels.
Goals	• English learners develop English language proficiency and literacy as soon as possible while learning academic content in their primary language.
Staffing	• Teachers are trained in various differentiation strategies and best practices so that they may scaffold, target instruction, and make content comprehensible at all levels of English and Spanish proficiency. • Classes are staffed by teachers with CTC Bilingual Authorization in Spanish.

VI. Opportunity and Equal Education Access



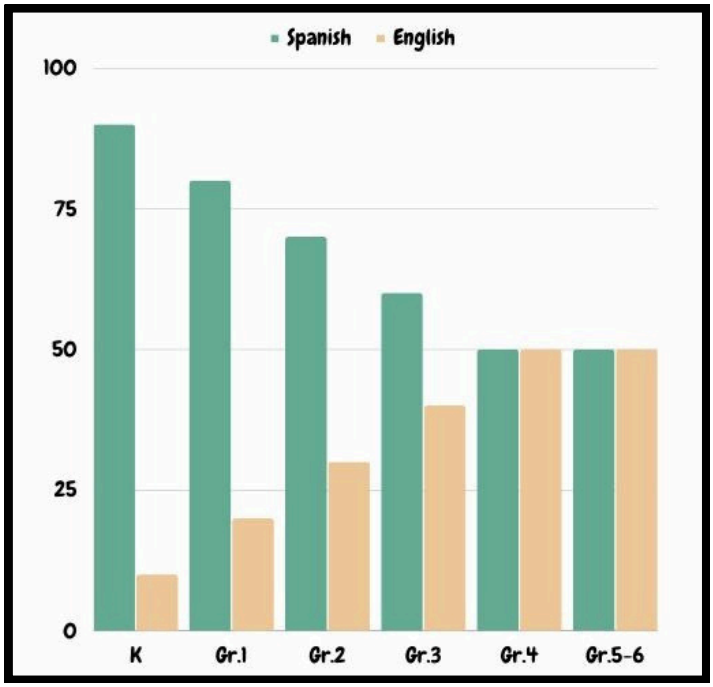


Based on the extensive research on bilingual education, 90/10 biliteracy programs yield the highest levels of proficiency in both languages.

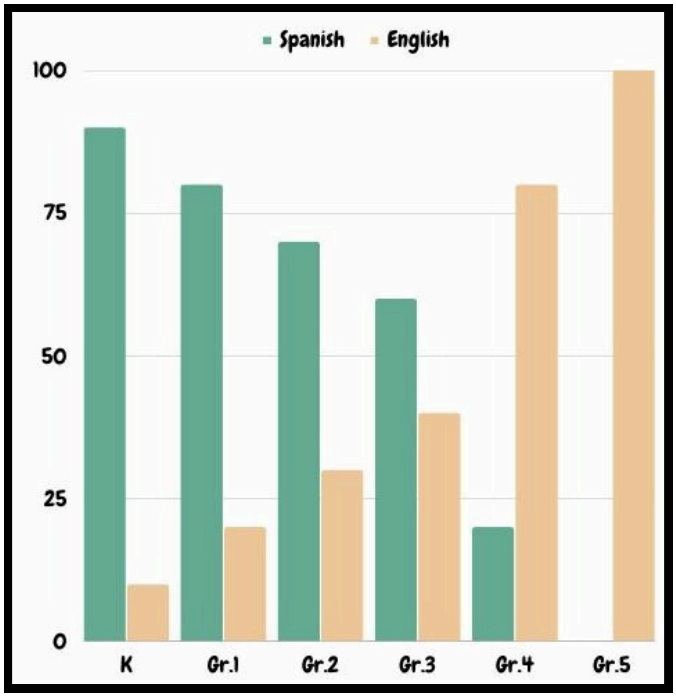
Trilingual Immersion Program (TIP)	
Overview	• Trilingual Immersion is a unique and enriching educational program that promotes bilingualism and biliteracy in English and Spanish for both native English speakers and English learner students starting in Kindergarten, while introducing Vietnamese as a third language. • Only available at Belvedere Elementary.
Characteristics	• The Trilingual Immersion program began in 2018 at Belvedere Elementary. • Each class consists 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) or reclassified fluent English proficient students (R-FEP). • Belvedere Elementary follows an 80/10/10 model. Starting in Kindergarten, students spend 80% of their instructional day immersed in Spanish, 10% in Vietnamese, and 10% in English. Each year thereafter, English language instruction is increased by 10%. • As students enter the upper grades, they receive 50% of instruction in English, 40% in Spanish, and 10% in Vietnamese. • Vietnamese instruction remains at 10% of the instructional day regardless of the grade level. • Vietnamese instruction is delivered through engaging activities in visual and performing arts, making it possible for students to demonstrate cross-cultural competency and global awareness. Familiarity with Vietnamese is not required.
Goals	• Students attain high levels of academic bilingualism and biliteracy in Spanish and English while attaining conversational fluency in Vietnamese by the end of 6th grade.
Staffing	• Teachers are trained in various differentiation strategies and best practices so that they may scaffold, target instruction, and make content comprehensible at all levels of English and Spanish proficiency. • Classes are staffed by teachers with CTC Bilingual Authorization in Spanish.

VI. Opportunity and Equal Education Access

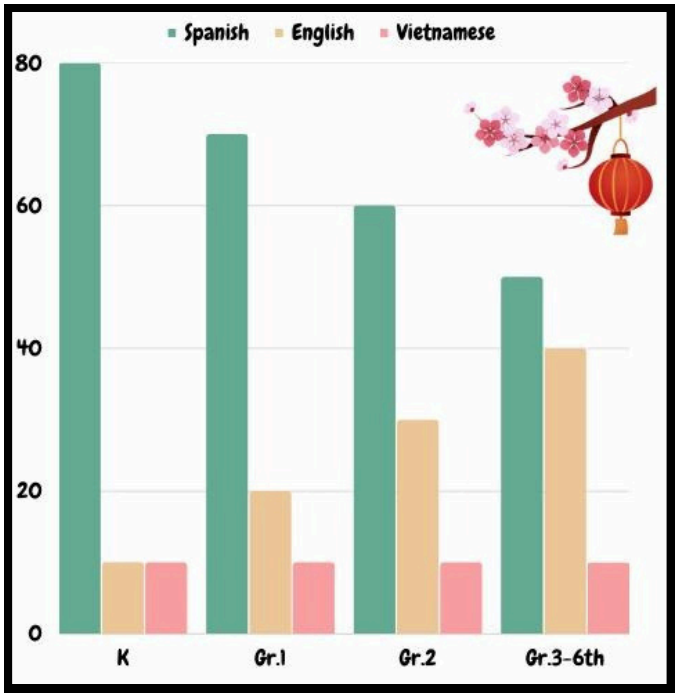
Dual Language Immersion



Transitional Bilingual Program



Trilingual Immersion Program



VI. Opportunity and Equal Education Access

Foreign Language In Elementary Schools (FLES)

A foreign language in elementary school (FLES) program is a designated period of time, either during the school day or after-school, where students engage in the study of a foreign language.

FLES programs foster a climate of collaboration and cross-cultural understanding and respect. Students develop strong interpersonal skills that help them appreciate and respect other cultures.

Spanish enrichment programs consist of 60 -120 minutes a day of Spanish instruction, depending on the grade level. School sites interested in having a FLES program may contact the Multilingual Programs Department for additional information.

Foreign Language In Middle Schools

Students enrolled in middle school have the opportunity to learn a foreign language by taking an elective. Foreign language classrooms are staffed by teachers with CTC Bilingual Authorization or world languages credentials in the heritage language.

Secondary Heritage Language Program (Middle/High School)

The secondary heritage languages program is a proposed program designed to help heritage language speakers develop competency in their heritage language through a yearly sequence of progressive courses, from Year 1 Heritage Languages (i.e., Spanish for Spanish speakers to AP World Languages).

Students selecting this program may also participate in target language courses (Dual Immersion, Maintenance Bilingual/Biliteracy, or World Languages).

At the secondary level, this program may be integrated into various career programs so that students have the opportunity to focus their language skills and development in a specific career area. Secondary Heritage Language classrooms are staffed by teachers with CTC Bilingual Authorization or world languages credentials in the heritage language.

Long-Term English Learner Program

It is recommended that in order to prevent the creation of Long-Term English Learners, heterogeneous clustering can be used for fourth and fifth grade classrooms. Instruction should have an accelerated focus on specific English language acquisition needs so that students have the greatest opportunity to be reclassified before entering middle school. For more information on clustering, please contact the Multilingual Programs Department.

Secondary

The Long-Term English Learner (LTEL) program is designed for students who enroll in SBCUSD middle and high schools as English learners despite being classified as an EL student for more than 5 years.Their needs are distinctly different from immigrant students who are more newly arrived, and the curriculum is tailored to students who are orally fluent in English, making minimal progress (or losing ground) in English proficiency, and struggling academically.

The program includes:

- Designated ELD course focused on English for academic purposes, emphasizing writing skills and reading comprehension based on relevant literature
- a native speakers language arts/literacy class

VI. Opportunity and Equal Education Access

- a comparative linguistics course (approved for A-G credit)
- Integrated ELD academic courses and a mix of career oriented and visual/performing arts electives
- a success skills enrichment course

Long-term English learners are monitored regularly through the use of the ELD Acceleration Plan. This program will also include the provision of supplemental summer school and/or extended day programs.

In addition, long-term English learners shall be exposed to college and career academic pathways through their grade-level language arts class and their ELD classes.

These classes for long-term English learners are staffed with teachers who have CTC Bilingual Authorization in the target language and/or ELD Authorization, depending on whether the classes are conducted in English or the target language.

Newcomer Support

A newcomer is defined as an English learner who has entered the United States within the last three years and whose English proficiency is at the Emerging level.

SBCUSD has a variety of newcomer supports through district schools. In addition to the following support programs, the Multilingual Programs Department provides training throughout the year in order to best equip teachers, administrators, and support staff with instructional practices and pedagogy to meet the needs of newcomer students.

The Language Assessment Center verifies the U.S. entry date for all newcomer students after they have initially enrolled. Newcomer students who have been enrolled in U.S. schools for three years or fewer, at the secondary level, are provided with an educational interview and survey to determine their educational history, literacy level and instructional needs in order to determine the best placement.

Elementary Newcomer Support Program (self-contained proposed program)

The Elementary Newcomer Support Program is designed for TK-5 newcomer students whose language is not part of an existing Dual Language or Maintenance Bilingual/Biliteracy program.

This program would be provided in a self-contained classroom at the student's home school in a setting where students are grouped minimally by three grade spans: TK-K, Grades 1-2, and Grades 3-5.

The program aims to help recently arrived immigrant English learner students adjust to their new language and culture while continuing to develop their home language skills. It is a one-year program (with the possibility of a second year for students in grades 3-5, if necessary), and provides students with a period of adjustment and orientation before entering one of the other language learning programs.

It includes:

- intensive instruction in both practical and academic English through Designated and Integrated ELD (which may be provided by their classroom teacher or, if the teachers team, from the teacher responsible for teaching English learners at that specific level

VI. Opportunity and Equal Education Access

of English proficiency [each school designated a structure for ELD instruction]

- a wellness program that specializes in attending to the special emotional and physical health needs of newly arrived immigrant children and their families
- a program of orientation to the school district and the American education system and to the histories, cultures, and geographies of the local community and the nation
- a program of primary language development and support using teachers and instructional aides (where available), community mentors, and online resources

Secondary Newcomer Support

Newcomer support is provided within the English Language Development (ELD) classroom setting with appropriate curriculum, digital resources, and other relevant materials.

Educational Assistant IIIs and student interns are available to help provide access for newly arrived students with ELD and content area instruction.

Newcomer Support programs and classes are staffed with teachers who possess a CTC Bilingual Authorization and/or ELD Authorization, depending on whether they are teaching in English or the target language.

When primary language teachers are not available, support will be provided through the use of primary language paraprofessionals, community mentors, and online resources under the guidance of a CTC authorized teacher or administrator.

The International Academy

Newcomer students arrive with a variety of literacy and primary language background. The International Academy is designed to specifically address the needs of newcomer students with tailored instruction in two self- contained classrooms, learn content in English and Spanish, have intensive ELD, and are mainstreamed for PE, electives and Spanish foreign language classes.

This innovative program allows students to earn credit recovery in a safe and nurturing environment while maintaining their primary language.

- Students are placed in the International Academy for one year. During transition, they are evaluated in order to determine the best placement moving forward.
- The International Academy shall be staffed by teachers with CTC Bilingual Authorization in Spanish and/or ELD Authorization. For more information, please contact the Multilingual Programs Department.

Demonstration Schools & Professional Learning School Networks

The District will identify demonstration schools that are examples of quality implementation of English learner and multilingual learner programs.

Selected sites will provide other schools with opportunities to visit and observe best instructional practices and settings. School networks will be established to include both demonstration schools and high need/underperforming schools in order to cultivate success for English learner and multilingual learner students.

VI. Opportunity and Equal Education Access

VI.B. Placement and Exit Procedures

Upon initial enrollment, parents are provided a consultation that reviews the following:

- all language program options available
- District reclassification requirements
- District graduation rates
- District A-G completion rates

Additionally, for English learners with an IEP (Individualized Education Program), staff will discuss if, and how, each program will meet the needs and objectives of the student's IEP.

If the IEP team has determined that the student has a need for primary language instruction, then that student shall be placed in an alternative program that will provide primary language instruction as per the IEP.

Language Assessment Center

The Language Assessment Center staff shall review with parents their student's assessment results and all program options. Parents then select the language program of their choice for their student.

Parents who select a biliteracy program option shall sign a parent commitment form after receiving a full consultation.

The Language Assessment Center facilitates placement. All students are placed in an SEI classroom until entry into a biliteracy program is approved. The Language Assessment Center has brochures, videos, and other informational material in English and Spanish for parents to view before, during, and after the consultation.

Newcomer English Learners in Elementary Programs

English learners who have been enrolled in U.S. schools for three years or fewer are provided primary language assessment as well as assessment of English language development.

Parents are provided a consultation of all available program options and student placement is determined based on parent consultations and language assessment results.

Upon a student's placement in their classroom, teachers are notified of assessment results and, if possible, the student's educational history.

The District provides a variety of supports for elementary newcomer students, including but not limited to:

- Support from itinerant educational assistants
- Support materials in student's primary language
- Teacher coaching support from the Multilingual Programs Department program specialists and/or EL support teachers



VI. Opportunity and Equal Education Access

Newcomer English Learners in Secondary Programs

The Multilingual Programs Department's guidelines for English learner student placement reflects California's ELA/ELD framework and meets the needs of students in secondary schools.

These guidelines address appropriate placement in English learner programs and courses as well as ELD (English Language Development).

All English learners, regardless of proficiency levels, need ELD until they are reclassified. This is a state and federal mandate.

The Multilingual Programs Department incorporates the analysis of foreign transcripts, when available, into the initial assessment process for newly arrived students from foreign schooling systems.

The department also provides school sites with information regarding academic mastery and earned credits to assist in appropriate placement and assignment of academic credits.

English learner typologies, home language, and English proficiency will be considered with assigning courses.

Secondary Multilingual Program Specialists review student placements at each secondary site at the start of each semester to confirm that students are enrolled in the appropriate setting. When schedules do not reflect proper placement guidelines the secondary Multilingual Program Specialists will communicate with counselors, EL facilitators, and administrators to made the appropriate adjustments.

Secondary placement charts can be found in Appendix B.

- All secondary newcomer English learners are given an educational survey to determine their level of prior schooling and literacy skills.
- Newcomer English learners enrolling in secondary schools are also provided with the option of attending the District's International Academy.
- Newcomers enrolled at a school without an International Academy may opt to transfer to the academy, however transportation is not provided.

Placement for Biliteracy Programs

Secondary placement charts can be found in Appendix B.

- All secondary newcomer English learners are given an educational survey to determine their level of prior schooling and literacy skills.
- Newcomer English learners enrolling in secondary schools are also provided with the option of attending the District's International Academy.
- Newcomers enrolled at a school without an International Academy may opt to transfer to the academy, however transportation is not provided.

Procedures for Responding to Parent Requests for a Language Acquisition Program

Under Proposition 58, each school is required by law to take the following steps when responding to parent requests for a language acquisition program:

1.	The Language Assessment Center shall maintain a written record of all parent requests, whether in writing or made verbally. A parent whose pupil is enrolled in a school for attendance in the following school year, may submit a request. Each school shall assist parents in clarifying requests, as needed. The Language Assessment Center will maintain all written records, including verbal requests, which shall include the date of request, the parent and child name, a description of the request, and grade level.
2.	The Language Assessment Center will maintain written records of all parent requests for five years from the date of the request. On a weekly basis, the Language Assessment Center will monitor the threshold numbers in order to determine site notification.
3.	If the program is available, the student will be placed into the requested program at the school site within 7 days, or placed on a waiting list. If desired, the student can be placed into the requested program at another school site if it is not available at the current site or if space is not available at an existing site (transportation will be provided.)
4.	At a District level, the Language Assessment Center will monitor parent requests on a weekly basis in order to monitor the following threshold numbers: • 30 or more requests from parents of students enrolled in the school, or, • 20 or more requests from parents in the same grade level enrolled in the school, requesting the same or substantially similar type of language acquisition program The Language Assessment Center will determine the feasibility of creating a new program or expanding a program at an existing site.

Proposition 58

Proposition 58 defines language acquisition programs as educational programs designed for English learners to ensure English acquisition as rapidly and effectively as possible, and to provide instruction to these students on the state-adopted academic content and English language development (ELD) standards through Integrated and Designated ELD.

VI. Opportunity and Equal Education Access

Timeline and Process

Actions to Take Within 10 Days

Educational partners must be notified in writing of the parent requests for a language acquisition program. Within 10 days of reaching the threshold numbers, the District will notify, in writing, the parents of students attending the school, the school's teachers, administrators, and the District English Learner Parent Advisory Committee, and Parent Advisory Committee, of the parents' requests for a language acquisition program.

Within 60 calendar days of meeting threshold numbers, the results of the feasibility study must be provided in writing to the following educational partners:

- all parents of students attending the school
- teachers and staff at the school
- school administrators

Possible outcomes of the feasibility study are:

- The school has a program already in place but it will be expanded in order to accommodate the requests
- The school has met the requirements and the program may be implemented in the new school year. The Multilingual Programs Department will provide support to the school with all aspects of program implementation.
- The school has met most of the requirements and can implement the program after a year of planning to ensure that all requirements are met.
- The school has not met the requirements and is not ready to implement the program.

Actions to Take Within 60 Calendar Days

The Multilingual Programs Department and school site administration team will conduct a feasibility study to determine if the requested language program can be implemented at the site. The study includes, but is not limited to,:

- ☐ Review of parent request documentation
- ☐ Identification of costs and resources necessary to implement any new language acquisition program
- ☐ Determination of whether curriculum in the requested language is, or will be, available
- ☐ An analysis of whether the District can provide professional development to support implementation of the requested program
- ☐ Determination of whether qualified staff are or will be available to teach the program
- ☐ Determination of availability of classroom space at the school site
- ☐ Analysis of whether sufficient time exists to properly implement the requested program
- ☐ Opportunities for parent and community engagement to support the proposed program goals

*If it is determined to not be feasible to expand or implement a program, the Multilingual Programs Department will provide a written explanation of why the program cannot be provided or expanded.

In the case that the requested program will be expanded or implemented, the Multilingual Programs Department will create a timeline of actions necessary in order to begin program implementation.

VI. Opportunity and Equal Education Access

Placement of Students with Disabilities into a Biliteracy Program

As stated in the *Guiding Principles for Dual Language Education*, 3rd Edition, Center for Applied Linguistics,

"*Students with special education needs or learning disabilities are typically accepted into dual language programs. . . students are typically not moved from the dual language program because of special education or learning disability need.*"

The decision to place a student with disabilities into a biliteracy program is based upon the individual needs of the student and the decision of the IEP team.

Students with Disabilities Currently Placed in a Biliteracy Program

Students with disabilities should not be withdrawn from biliteracy programs solely on the basis of a disability.

Students already participating in a biliteracy program who are identified as struggling or underachieving should first be monitored by the Multi-Tiered System of Support process.

If an IEP meeting is held and the student participating in the biliteracy program is found eligible for special education services, the IEP team must consider whether the biliteracy program is the least restrictive environment for the student, and if so, what supports and services a student will need.

The IEP team must also consider the level of participation in the biliteracy program that is most appropriate for a given student. At some school sites, it may be possible for a student to participate in the biliteracy program for a portion of the day.

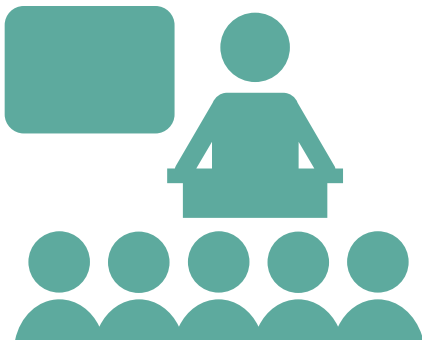
Biliteracy programs utilize the core curriculum and do not typically offer self-contained special education classrooms of any kind, so students with disabilities attending biliteracy programs will participate in the general education setting.

IEP teams must also consider each student's individual needs. There are students with disabilities with moderate to severe disabilities who participate in core curriculum classes with modifications and supports for whom biliteracy programs may be appropriate.

Students Newly Enrolled in a Biliteracy Program

Students with disabilities arriving to a biliteracy program may need a 30-day IEP meeting held if the student was previously served in a self-contained, special education classroom on either the core or alternate curriculum.

The IEP team must consider what type of support the student needs in order to be successful in the biliteracy programs and whether that is the appropriate setting for the student.



VI. Opportunity and Equal Education Access

Exit Procedures

Parents who initially choose a bilingual program option and who wish to later exit their student from the bilingual program, must be provided an exit consultation prior to exiting the bilingual program.

Staff from the Multilingual Programs Department will contact parents prior to the meeting in order to address their concerns regarding exiting the program as well as provide the support necessary for students to be successful in a bilingual setting.

Parents who wish to exit the program must attend an exit meeting with the classroom teacher, school administrator or designee, and a representative from the Multilingual Programs Department.

Parents will be informed of the exit meeting requirement during their initial consultation of program options.

VI.C. Specialized Programs

English learners also have equal access to specialized services and programs, such as the Advanced Learners Education program and Specialized Education services.

The District will take the following steps to provide equal access to these programs and services:

Advanced Learners Program (ALP)

The District will ensure that English learners have an equitable opportunity to participate in the Advanced Learner Program at all District schools. The District recommends that this takes place through the following steps:

Ensure qualified English learners have an equitable opportunity to participate.

The District will review, and if necessary, revise its procedures for identifying English learners in each school who may be able to qualify for ALP, and that describe the ALP referral process.

Training will be provided regarding the Advanced Learners Program referral process.

2. Implement parent outreach strategies.

The District will implement parent outreach strategies to inform parents of English learners in their primary language about the ALP, including what the program offers, the referral process, and how to obtain more information.

These strategies will include, but not be limited to, ALP information in the predominant primary languages on the District's website and placing an item regarding the ALP on the agenda of at least one SSC/ELAC meeting at each school site annually.

3. Monitor English learner participation in advanced learner programs.

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

- Student data: this system will include tracking the following information for each student referred to ALP in mid-spring semester:
  - school, grade, language proficiency status (EL, I-FEP, R-FEP, EO), eligibility finding, and placement decision.

VI. Opportunity and Equal Education Access

Comparative data from two consecutive years will track changes in identification patterns/trends, including disaggregation by language status, language, grade, school, and ALP identification category.

- School data: at least once a year, the District will review that year's data as well as consecutive/multiple year data to determine District-wide and school percentage (amount) of English learners referred to, identified for, and receiving ALP services and whether these are proportionate to English learner populations within the larger district/school population. Where school data reveals disproportions, strategies will be developed to assist those schools in increasing English learner ALP referrals to, identification for, and participation in ALP services.

- Provide ALP settings that include Multilingual Programs: The District will ensure that ALPs include multilingual program options for all ALP identified language learners.

Dually-Identified Learners: Special Education and English Learners

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

Access to Dual Immersion and Maintenance Bilingual/Biliteracy Programs

The Special Education Department and the Multilingual Programs Department will collaborate to establish Dual Immersion and Maintenance Bilingual/Biliteracy program options for English learners qualifying for special education services.

The two departments will work together to provide training to department and school site staff about the development of culturally and linguistically appropriate IEP goals aligned with California's English Language Development (ELD) standards, appropriate accommodations, and supports for state assessments, program placement, and services for dually-identified students.

As part of the placement of English learners with disabilities into Dual Immersion and Maintenance Bilingual/Biliteracy programs, staff will ensure that the IEP contains culturally and linguistically appropriate goals that are based on the the California English Language Development (ELD) standards.

2. Appropriate Language Acquisition Services

Notwithstanding the list below, services will be determined based on the individual needs of the student, as required by state and federal law:

- Instruction by a teacher who holds a CTC Bilingual Authorization in the target language and special education certification. This model can be used for all levels of proficiency, and can be organized as a self-contained class, learning center or a resource program.

- Team-teaching by a teacher who holds a CTC Bilingual Authorization in the target language and a special education certified teacher. This model can be used for all levels of proficiency, and can be organized as a self-contained or a resource program.

VI. Opportunity and Equal Education Access

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

3. Particular needs of English learner students in the Special Education referral, evaluation, and placement process

The following actions are designed to address English learner needs at all points in the special education process:

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

- Providing a consultation with at least 1 certificated staff member with a CTC Bilingual or ELD Authorization for MTSS meetings concerning English learner students.
- Fully considering the language background and all language-related issues of English learner students, including lack of academic progress in an appropriate English learner program, and carefully document English learner student information when making the decision to assess English learner students for special education placement.
- Using MTSS forms that include information about the student's primary language proficiency assessment results, educational history, and English Language proficiency Assessment (ELPAC) scores. These forms shall be completed and fully considered with respect to each MTSS meeting held for English learner students.

VI. Opportunity and Equal Education Access

Evaluation of English Learner Students for Special Education

Individualized Education Program (IEP) teams will take into account each student's particular needs as an English learner, such as the need for special language assistance, when determining appropriate special education services:

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

2. Upon parental request, the District will translate IEPs for parents of English learner students in a timely fashion.

3. When the District notifies the parent of an English learner student of an IEP meeting, the notice will be in the parent's primary language and will inform the parent of the right to request an interpreter at the IEP meeting. This notice will explain to the parent how to request an interpreter. When parents make such requests with reasonable notice, the District will provide adequate interpreter services at IEP meetings.

All special education teachers also hold the appropriate CTC Bilingual or ELD Certification

The District will reaffirm its commitment to hiring special education teachers, those candidates who also hold a CTC Bilingual Authorization, and as its secondary priority, hiring special education teachers with a CTC ELD certification. If such candidates are not available, the District will make hiring of new special education teachers contingent on commitment to pursue a CTC Bilingual Authorization or ELD certification.

Expand the pool of teachers with multiple authorizations to provide services to dually-identified students

The District will encourage current teachers to pursue additional authorizations (Special Education, GATE, and Bilingual/ELD) to serve targeted populations, support the recruitment of new teachers who possess multiple/additional authorizations, and partner with local universities in these efforts.



VI. Opportunity and Equal Education Access

Assessing English Learners with Disabilities - Federal Guidance

In accordance with the ED guidance issued in July of 2014, the Education Department requires that all English learners with disabilities participate in the state's ELP assessment, as determined by the IEP team:

- In the regular state ELP assessment (ELPAC) without universal tools, designated supports, and accommodations.

2. In the regular state ELP assessment (ELPAC) with universal tools, designated supports, and accommodations determined by the IEP team or Section 504 team.

3. In the alternate ELP assessment (Alternate ELPAC), if the IEP team determines that the student is unable to participate in the regular ELP assessment (ELPAC) with or without universal tools, designated supports, and accommodations.

Initial and Summative Alternate ELPAC

The California Department of Education developed the Alternate ELPAC with two purposes:

- The Initial Alternate ELPAC provides information to determine a student's initial classification as an English learner (EL) or as initial fluent English proficient (I-FEP) and
- The Summative Alternate ELPAC provides information on student annual progress toward ELP and support decisions for students to be redesignated fluent English proficient (R-FEP).

The Alternate ELPAC is aligned with the 2012 California English Language Development Standards via the English Language Development Connectors, which are reduced in depth, breadth, and complexity for this population.

The Alternate ELPAC replaces all locally determined alternate assessments and provides a consistent, standardized measurement of ELP across the state for students with the most significant cognitive disabilities.

Preparing for Test Administration

The following information are suggestions from the California Department of Education regarding preparation for administering the Initial Alternate ELPAC and Summative Alternate ELPAC:

- Have individualized education program (IEP) teams determine well in advance of the testing window which English language proficiency assessment is most appropriate for their students.

- If the student is determined to have the most significant cognitive disabilities and their primary language is other than English, then they should be assigned:
  - the Initial Alternate ELPAC upon enrolling in a California school for the first time, or
  - if they are already an English learner, the Summative Alternate ELPAC

VI. Opportunity and Equal Education Access

Participation in the Alternate ELPAC - State and Federal Guidance

The learning characteristics of students with significant cognitive disabilities represent a broad range, and assignment to alternate assessments is based on the cognitive disability, not the category of a student's disability.

Therefore information considered by the IEP team to make a determination as to whether the student has a significant cognitive disability is the first consideration before selecting an alternate assessment that provides student access to state assessments, promotes participation, and elicits the student's best performance.

With respect to students identified with a specific learning disability, the IEP team determination that the student has been identified with a specific learning disability rules out the consideration of the student being identified as cognitively impaired.

IEP teams must consider a student's individual characteristics when determining whether a student with a disability should participate in general statewide assessments, with or without accessibility resources, or participate in the alternate assessments.

In addition, parents must be clearly informed that their child's achievement is being measured against alternate achievement standards and of "how participation in such assessments may delay or otherwise affect the student from completing the requirements for a regular high school diploma" (Code of Federal Regulations, Title 34, [34 CFR] Section 300.160 [d][1]). While many of the students taking alternate assessments are not on a "diploma track" this "does not preclude a student with the most significant cognitive disabilities who takes an alternate assessment from attempting to complete the requirements for a regular high school diploma" (34 CFR Section 300.160[d][2]).y

Alternate ELPAC

This assessment is delivered online in a one- on-one setting. The student will interact with a trained test examiner who will collect and record responses. The Alternate ELPAC is untimed; test items will be administered to the student over the course of one or more testing sessions, as needed, for the student to complete proficiency assessment in all domains (Reading, Writing, Speaking, and Listening).

The design of the Alternate ELPAC is linear (i.e., not adaptive). It assesses a student's proficiency in English while allowing for a range of receptive and expressive communication modes, including assistive devices, gestures, and so forth. The Alternate ELPAC will adopt a multitiered accessibility resources model so that the assessment will measure language proficiency, not technology ability.

Approved universal tools, designated supports, and accommodations are listed in *Matrix Four: Universal Tools, Designated Supports*, and Accommodations for the ELPAC, which is located on the CDE website.

Domain exemptions are not available for the Alternate ELPAC. If the student is not responding, the test examiner can pause the test and return when the student is ready. More information can be found on the Response Options for Alternate Assessments document.

Participation in the Alternate ELPAC

Once a student is identified for an alternate assessment, they will then take the alternate assessment for all standardized state assessments, including the CAA ELA, Math, and Science assessments, and the Alternate ELPAC. IEP teams should use the Alternate Assessment Decision Confirmation Worksheet to determine whether a student is eligible to participate in the CAAs or Alternate ELPAC. To participate in the CAAs or the Alternate ELPAC, a student must meet ALL three of the following criteria:

1.	The student has a significant cognitive disability. Review of the student's school records indicates a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior essential for a person to live independently and to function safely in daily life. Having a significant cognitive disability is not determined by an IQ test score; rather, a holistic understanding of the student is required. Students identified with a specific learning disability cannot also be identified as cognitively impaired, as the determination of a specific learning disability rules out cognitive impairment. IEP teams should be careful to consider the following: • Conceptual skills: language and literacy; money, time, and number concepts; and self-direction • Social skills: interpersonal skills, social responsibility, self-esteem, gullibility, naivete (i.e., wariness), social problem solving, and the ability to follow rules/obey laws and to avoid being victimized • Practical skills: activities of daily living (personal care), occupational skills, health care, travel/transportation, schedules/routines, safety, use of money, use of the telephone. As part of the IEP team decision, the team should also consider the following: • community environment typical of the student's peers and culture • linguistic diversity • cultural differences in the way people communicate, move and behave
2.	The student is learning content derived from the CA CCSS or the CA NGSS or is acquiring proficiency as identified in the 2012 ELD Standards. Goals and instruction listed in the IEP for the student are linked to the grade-level CA CCSS, CA NGSS, or 2012 CA ELD Standards and address knowledge and skills that are appropriate and set high expectations for this student. The student's disability or multiple disabilities affect how instruction is presented and how the student accesses curriculum derived from the CA CCSS, CA NGSS, and/or 2012 ELD Standards. The content the student is learning is derived from the CA CCSS, CA NGSS, or 2012 CA ELD Standards, and appropriately breaks the standards into smaller achievable steps. The National Center and State Collaborative has derived these smaller steps from the CCSS to guide instruction, and they are called Core Content Connectors. Science Connectors also were derived from the CA NGSS standards. A Connector is a representation of the essential "core" content of a given state instructional standard. Each Connector was identified by examining learning progressions aligned with the CA CCSS or CA NGSS to determine the critical content for students with the most significant cognitive disabilities.

Source: California Department of Education, 2023

For questions, contact the California Assessment of Student Progress and Performance Office

Participation in the Alternate ELPAC

Once a student is identified for alternate assessment, they will then take the alternate assessment for all standardized state assessments, including the CAA ELA, Math, and Science assessments, and the Alternate ELPAC. IEP teams should use the Alternate Assessment Decision Confirmation Worksheet to determine whether a student is eligible to participate in the CAAs or Alternate ELPAC. To participate in the CAAs or the Alternate ELPAC, a student must meet ALL three of the following criteria:

3.	The student needs extensive, direct individualized instruction and substantial supports to achieve measurable gains in the grade-level and age-appropriate curriculum, including the following: • Instruction and support that are not of a temporary or transient nature • Substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings The IEP team also should consider the following information to determine whether the CAAs are appropriate for an individual student: • Description of the student's curriculum and instruction, including data on progress and classroom work samples • Examples of performance on assessment tasks to compare with classroom work • Results of districtwide assessments • Results of individualized reading assessments IEP information, including: • Present levels of academic achievement and functional performance, goals, and short-term objectives • Circumstances of a student with individualized and substantial communication needs or modes (from multiple data sources) • Circumstances of a student who may be learning English as a second or other language (i.e., an EL), which may interfere with an accurate assessment of the student's academic, social, or adaptive abilities

Examples of inappropriate criteria: Some issues may affect a student's learning experience and ability to learn but are not appropriate to consider during the decision-making process for the CAAs and the Alternate ELPAC. Do not use the following as criteria for participation/eligibility for alternate assessment decisions:

- A disability category or label
- Poor attendance or extended absences
- Native language/social/cultural or economic difference
- Expected poor performance on the general education assessment
- Academic and other services the student receives
- Educational environment or instructional setting
- Percent of time the student receives special education
- Student identification as an EL; as with the percent of time a student receives special education, this is a consideration of how the student's English fluency may affect the student's performance—as opposed to their disability
- Low reading level/achievement level
- Disruptive behavior
- Impact of test scores on the accountability system
- Administrator decision
- Anticipated emotional distress
- Need for accommodations to participate in assessment

Source: California Department of Education, 2023

For questions, contact the California Assessment of Student Progress and Performance Office

VI. Opportunity and Equal Education Access

Roles of the IEP Team

The IEP team is an essential component in establishing the appropriate academic and functional goals, determining the specifically designed instructional program to meet the unique needs of all English learners with disabilities, and making decisions about how students can participate in the state ELP assessment (ELPAC).

The following components must be included in the IEP and discussed at the IEP meeting. This information needs to be reviewed, discussed and updated annually:

1.What are the **present levels** of academic achievement?

2.Does the student need primary language **support?**

3.Where will **ELD services** be provided?

4.What are the **linguistically appropriate goals** (LAGOS) for every academic goal?

5.Will the student be administered the **ELPAC or Alternate ELPAC?**

6.Which **supports and accommodations** will be provided during administration?

7.What **type of program** will the student participate in?

a. SEI
b. Bilingual (Dual Immersion, Trilingual, Transitional)

In accordance with the CDE guidance, the IEP team is responsible for:

- **Making decisions** about the content of the student's IEP, including whether a student must take a regular state assessment (in this case, the ELPAC), with or without appropriate universal tools, designated supports and/or accommodations, or the Alternate ELPAC.
- **Developing an IEP for each student with a disability**, including each EL with a disability, at an IEP team meeting, which includes school officials and the child's parents/guardians. The Individuals with Disabilities Education Act (IDEA) regulation in Code of Federal Regulations, Title 34, (34 CFR) Section 300.321(a) specifies the participants to be included on each child's IEP team.
- It is essential that IEP teams for ELs with disabilities include persons with expertise in English language acquisition and other professionals, such as speech-language pathologists, who understand how to differentiate between English proficiency development and a disability.
- Ensuring that ELs' parents or guardians understand and are able to meaningfully participate in IEP team meetings at which the child's participation in the annual state ELP assessment is discussed.
- If a parent whose primary language is other than English is participating in IEP meetings, the IDEA regulations require each public agency to take whatever action necessary to ensure that the parent understands the proceedings of the IEP team meeting, including arranging for an interpreter (34 CFR Section 300.322[e]). When parents themselves are ELs, Title VI of the Civil Rights Act of 1964 also requires that the LEA effectively communicate with parents in a manner and form they can understand, such as by providing free interpretation and/or translation services.

VI. Opportunity and Equal Education Access

Roles of the IEP Team

- **Ensuring that all ELs, including those with disabilities**, participate in the annual state ELP assessment, with or without universal tools, designated supports, and accommodations or take the Initial ELPAC or the Alternate ELPAC for the Summative ELPAC, if necessary.
- An IEP team cannot determine that a particular EL student with a disability should not participate in the annual state ELP assessment.

However, IEP teams can make the determination, on a student-by-student basis, that the Alternate ELPAC be administered instead of the Summative ELPAC. If the student has accommodations and supports for CAASPP testing, please consider similar or the same accommodations and supports for ELPAC or Alternate ELPAC.

English learners with disabilities must take the ELPAC with any accommodations specified in their IEP or take the Alternate ELPAC, as documented in their IEP, every year, until they are reclassified.

Special Education & Section 504 FAQs

1. What services and types of instruction must ELs receive when following an IEP or a Section 504 Plan?

Answer: An IEP or Section 504 team must determine which services are appropriate based on the English learner's particular disability and level of English proficiency. Regardless of services prescribed, English learners must also receive ELD instruction.

Per EC 56345: "For individuals whose native language is other than English, linguistically appropriate goals, objectives, programs, and services shall be included in the IEP contents."

2. Does a student's individualized education program (IEP) or 504 plan take precedence over provisions for English learners in the California Education code?

Answer: No. The requirements in a student's IEP or Section 504 Plan are federal requirements as are the provisions for English learners. The Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act (Section 504) require that an LEA provide to English learners with disabilities both the language assistance and disability-related services to which they are entitled under federal law.

The LEA must inform parents of EL students with IEPs how the language instruction education program meets the objectives of the child's IEP. Even if the parent declines disability-related services under IDEA or Section 504, that student with a disability remains entitled to all EL rights and services.

3. Who should be a part of the IEP team?

Answer: To ensure that English learners with disabilities receive services that meet their language and special education needs, at least one member of the IEP team should be a professional with training and expertise in second language acquisition and with an understanding of how to differentiate between the student's limited English proficiency and the student's disability.

VI. Opportunity and Equal Education Access

Special Education & Section 504 FAQs continued

4. For ELs with an IEP or Section 504 Accommodation Plan, can administration of assessments, parent notifications, and evaluation results be provided only in English?

Answer: No. State and federal laws continue to require that parent notifications for ELs be provided in a language and/or format the parent understands, unless it is not practicable.

Student assessments must be conducted in the language most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally. Even where it is clearly not feasible or appropriate to comply with the above requirements, the student must receive valid alternative assessments.

The results of the assessments must be presented to the parents in a language and/or format that they can understand (5 CCR § 3040(b); EC § 56320(a); 20 U.S.C. § 6312(g)(1)(A)(vii)).

5.Who should refer an EL for Special Education and under what circumstances?

Answer: All instructional personnel are responsible for referring an EL student through the locally adopted referral process if a disability is suspected.

Parents may also request an assessment in writing. IEP teams must determine:

- whether an EL student meets the eligibility criteria for special education;
- what special education services are required;
- that the learning difficulty is not an aspect of cultural or linguistic diversity.

Students should not be referred for special education solely on the basis of not understanding or being limited in their ability to understand English.

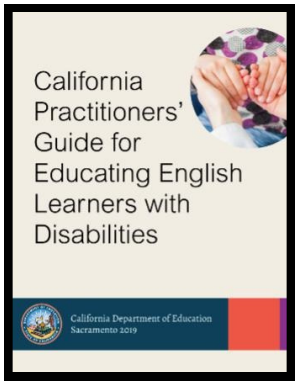
6. What credentials or qualifications are required for teachers of ELs with disabilities?

Answer: All linguistic and academic services for ELs with disabilities described in their IEPs or Section 504 Accommodation Plans must be provided by qualified teachers who have credentials that authorize instruction to students with disabilities and ELs.

Special education instruction must be provided by:

- a teacher with both a special education and the appropriate EL authorization or certificate (BCLAD, CLAD, SB 1969, or SB 2913); or
- a team of teachers who collectively possess the appropriate credentials.

For more information and/or guidance, please refer to California's Practitioner's Guide for Educating English Learners with Disabilities and contact the Multilingual Programs Department and the Special Education Department

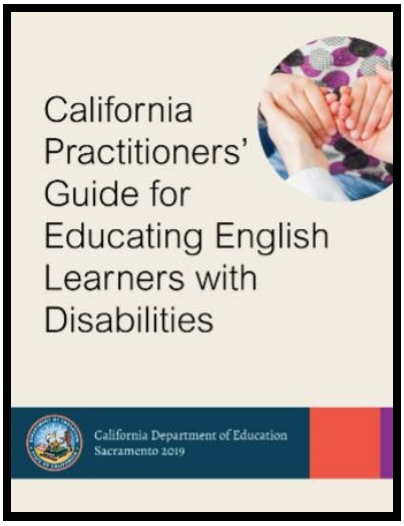


VI. Opportunity and Equal Education Access

Reclassification for English Learners with Disabilities

The California Department of Education (CDE) provides guidance to local education agencies (LEA) on how to responsibly implement the four criteria for reclassification for English learners with disabilities.

Chapter 9 in the California Practitioner's Guide for Educating English Learners with Disabilities summarizes information and provides additional research to guide and inform districts and IEP teams in regards to making decisions regarding reclassification



Pathways of Potential Reclassification for Dually-Identified Students
English learner students are reclassified as fluent English proficient (R-FEP) when they demonstrate that they have obtained the necessary English skills to be academically successful without specialized support.

Because English learners with disabilities have a unique set of experiences and may not follow a singular path to reclassification, the MLP department is recommending three distinct pathways to reclassification.

Requirements for Reclassification
Reclassification criteria, pursuant to California *Education Code* (EC) 313 (f) and Title V California *Code of Regulations* (5 *CCR*) Section 11303 have remained unchanged, the following four criteria guides us in establishing the reclassification policy and procedures.

Note: For mild to moderate special education English learners, It is recommended to wait between 5-6 years of student enrollment before a student is reclassified.

1. **ELP Assessment**
   - Use of an objective assessment instrument, including, but not limited to the state test of English language development;
   - ELPAC Overall Score Level 4 or Alternate ELPAC Level 3 required

2. Teacher Evaluation
   - To include, but not limited to, a review of the student's curriculum mastery;

3. Parent Involvement
   - Meaningful parent involvement, parent opinion and consultation in the redesignation process;

4. Student Performance
   - Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.

Reclassification of English Learners with Disabilities

English learners who are also identified for special education services will be considered for reclassification according to the criteria listed below. Additionally, attainment of linguistically appropriate English language development goals written into IEPs will help guide the IEP team and the Multilingual Programs Director when considering a dually-identified English learner for reclassification.

1.	**Assessment of English Language proficiency** Using an objective assessment instrument including, but not limited to the ELPAC, is one of four criteria in state law per EC Section 313(f) and Title V California Code of Regulations (5 CCR) Section 11303 to be used by LEAs in determining whether or not an English learner should be reclassified as R-FEP. The IEP team can use the scores from the Alternate ELPAC to measure the student's English Language proficiency. **ELPAC** Student must receive an Overall Level 4 **Alternate ELPAC** Student must receive an Overall Level 3 Although the Alternate ELPAC measures the student's ELP in accordance with the student's IEP, the Alternate ELPAC results are not comparable to ELPAC results, in general, or for the purposes of Title III accountability, in particular. They can be used, however, for reclassification consideration, as outlined in this section.
2.	**Student's Score on Assessment of Basic Skills** The IEP team should specify in the student's IEP an assessment of basic skills to meet the guidelines for reclassification (e.g., the California Alternate Assessment). The IEP team may consider using other assessments that are valid and reliable and designed to compare basic skills of English learners with disabilities to native English speakers with similar disabilities to determine if the English learner with disabilities has sufficiently mastered the basic skills for reclassification consideration. These assessments must be written into the IEP as measures of basic skills.
3.	**Teacher Evaluation** Use formative and summative assessments aligned to IEP goals as well as the student's classroom performance based on their academic and English Language Development IEP goals.
4.	**Parental Opinion and Consultation** The parent or guardian is a participant on the IEP team and will receive the possibility of reclassification consultation through an IEP meeting and must agree with the recommendation for reclassification.

Requests for reclassification are submitted to the Director of Multilingual Programs for final approval. After dually-identified English learners have been reclassified, they will continue to be monitored for four years, once a year, through their IEP goals.

VI. Opportunity and Equal Education Access

Pathways to Reclassification for English Learners with Disabilities

Pathways 1 and 2 are contingent on attainment of Reclassification Criterion 1. If a student does not meet Criterion 1, they do not qualify for reclassification at this time.

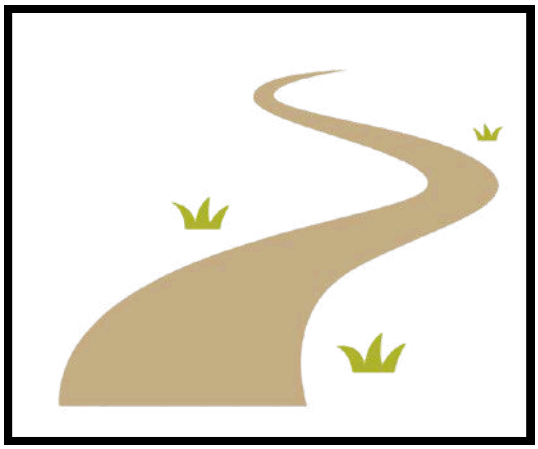
Pathway 1:
English learners with disabilities who are able to demonstrate English language proficiency on the ELPAC in all four domains (Listening, Speaking, Reading, Writing) with or without accommodations.

Pathway 2:
English learners with significant cognitive impairments are assessed using the Alternate ELPAC

Pathway 3:
English learners with disabilities whose disabilities preclude assessment in one or more domains on the English language proficiency assessments and there are no appropriate accommodations for the affected domain(s).

Evidence of exhaustion of every accommodation for the affected domain will need to be documented and presented for review.

Please review the ELPAC Administration Student Accessibility Checklist, under domain exemptions, for information from the CDE on who will qualify for this pathway.



All conversations regarding the pathways to reclassification shall take place at the student's IEP team meeting, taking into consideration the student's English language development proficiency, present levels, goals, objectives, and services.

IEP Teams Considering Domain Exemptions for the ELPAC:

- Domains which are accessible, with the use of universal, designated and/or accommodations, shall be administered.
- Only when a Domain is not accessible, the IEP team may determine that a Domain exemption is necessary.
- For an Overall ELPAC score to be generated, only one domain from the Oral Language Composite (Listening or Speaking) and one from the Written Language Composite (Reading or Writing) may be exempted.

VI. Opportunity and Equal Education Access

Pathways to Reclassification for English Learners with Disabilities

There is no rush to reclassify English learners or English learners with disabilities.

The district aims to provide the best ELD service for each English learner, therefore, educational partners are encouraged to review all data points to determine reclassification readiness.

Once a student is reclassified, they no longer receive EL services. Though they are monitored thereafter for four years, monitoring is not equivalent to provision of EL services.

For more information and guidance on reclassifying English learners with disabilities, please contact the Multilingual Programs Department.

ELPAC Accessibility Resources As a final reminder, there are several resources available regarding ELPAC accessibility.

IEP teams are encouraged to review these resources at the beginning of each school year.

These resources can be found by visiting: https://www.elpac.org/resources/accessibility-resources/

IEP Team Reflective Questions for Reclassification

As IEP teams prepare to have conversations regarding possible pathways to reclassification for an English learner with disabilities, it may benefit the team to consider the following questions.

Questions to Consider for IEP Teams

- What documentation was available related to the student's unique disability and its impact on learning?
- What evidence was presented to indicate the student received sound EL instruction (both Integrated and Designated)?
- What additional documentation did your team feel is needed in order to determine if reclassification is appropriate?



VII. Teaching & Learning

The core pedagogical and instructional practices expected to be utilized in all English learner and multilingual learner classrooms are identified in this chapter, as well as the instructional and technological resources available to support optimal English learner success.

ELD is not an afterthought or silo, and as such, EL considerations are foundational to every instructional setting, practice and resource.

The following topics are reviewed in this section:

- English Language Development & CCSS
- Core Pedagogical & Instructional Resources
- Instructional Resources
- Technology

Alignment with CA EL Roadmap



2A: Integrated and Designated ELD
2B: Intellectually Rich, Standards-Based Curriculum
2C: High Expectations
2D: Access to the Full Curriculum
2F: Rigorous Instructional Material
2G : Programmatic Choice
3C: Adequate Resources
3C: Assessments
3D: Capacity Building
4A: Alignment and Articulation
4B: Providing Extra Resources

A. English Language Development & CCSS

All educational partners, specifically teachers and English learner students themselves, must be well-informed about academic and language development expectations that will ensure student success in meeting reclassification criteria, attaining 21st century learning skills, becoming college and career ready, meeting A-G requirements, and college completion.

English language development (ELD) is **critical** and **foundational** in all English learner programs.

The CCSS ELA/ELD standards shall be used strategically by all teachers during content instruction (Integrated ELD) throughout the day to ensure that EL students are fully supported to access rich content knowledge.

The ELA/ELD standards are also used to support English learner students in developing language proficiency (Designated ELD), in a protected time, (a minimum of 30 minutes a day, based on student need), in order to be successful in content instruction.

Designated ELD should build *into and from* content instruction.

All English learners shall be provided with ELD until they are reclassified to fluent English proficient.

- All English learners are provided Integrated ELD in all content areas, taught in English throughout the day.
- All English learners are also provided at least 30 minutes of Designated ELD, per day, leveled by English proficiency, according to student need, until reclassification.

English learners **must** be provided with scaffolds and supports to meet grade level academic standards and appropriate language development instruction so that they are reclassified in a timely manner.

VII. Teaching & Learning

ELD instruction must be designed for ELs to develop proficiency in English as rapidly and effectively as possible and to meet state priorities. Title III funds shall be used to supplement the standard instructional ELD program.

Integrated ELD

The main objective of Integrated ELD is to provide content instruction with differentiated learning experiences aligned to Part 1 of the ELD standards.

It is instruction in which the CA ELD standards are used in tandem with the state-adopted academic content standards. Integrated ELD includes specially designed academic instruction in English

Effective and appropriate ELD instruction includes:

- the use of content and ELD standards aligned with the District's sequence and timeline of standards instruction
- high-leverage scaffolding strategies to provide access to the content
- heterogeneous grouping to ensure that English learners interact with peers who have a more advanced mastery of the English language and who also serve as age- appropriate models
- the use of Part 1 of the ELD Portfolio to help guide instruction and to monitor student progress
- further monitoring using District assessments, curriculum-embedded assessments and other formative assessments

Designated ELD

The main objective of Designated ELD is to provide instruction targeted to students' English proficiency levels with an emphasis on grammatical structures, academic language and discourse practices, all of which are identified within the Part II of the ELD standards.

Effective an appropriate Designated ELD instruction includes

- the use of ELD standards aligned with the District's sequence and timeline of standards instruction
- differentiated high-leverage language acquisition strategies designed to accelerate English language proficiency
- homogenous small group instruction by proficiency level, based on language needs
- lessons developed based on language demands that stem from content area instruction
- a focus on academic vocabulary, grammatical understanding, and discourse practices
- the use of Part II of the ELD Portfolio and ELD standards to guide instruction and monitor student progress
- further monitoring for language growth using the District's English language proficiency benchmark, curriculum assessments, and other formative language assessments.

VII. Teaching & Learning

English Language Development Lessons:

- ☐ Build English fluency by following a scope and sequence of language skills from simple to complex structures.
- ☐ Are integrated into the rigorous thematic units of study.
- ☐ Activate students' prior knowledge and build background knowledge (as needed) to connect to the content, thus frontloading the language and introducing language components (i.e., vocabulary, structures, grammar, etc.) necessary for understanding and comprehension of the content/ELD lesson.
- ☐ Provide daily opportunities for students to practice and engage in academic listening, speaking, reading, and writing opportunities.
- ☐ Focus on forms and features of the English language using scaffolding techniques.
- ☐ Include flexible, cooperative groups.
- ☐ Include frequent checking for understanding.
- ☐ Allow teachers to take advantage of opportunities that arise throughout the day in order to expand students' language skills.

It is imperative that students who are not making expected progress in language development, according to the English Learner progression timeline, have a rigorous, timely, and effective academic and/or language ntervention through the MTSS process.

What Are Language Forms and Functions?

When planning Integrated and Designated ELD instruction, it's integral to identify the specific language students will need in order to engage in the academic tasks of the lesson(s).

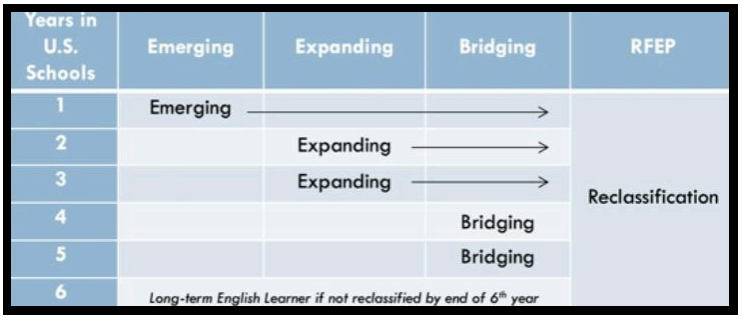
Functions A language function is the purpose or "reason" language is used, reflecting the "why" of an oral or written expression.

Although there are several language functions English learner students will need to master as they develop English proficiency, there are six essential language functions (SEAL, 2020).

1.Sequence and process
2.Description
3.Categorization and Classification
4.Quantification
5.Comparing and Contrasting
6.Cause and Effect

Forms Language forms are the "how" and "what" or language, that is, the structure of the oral or written expression.

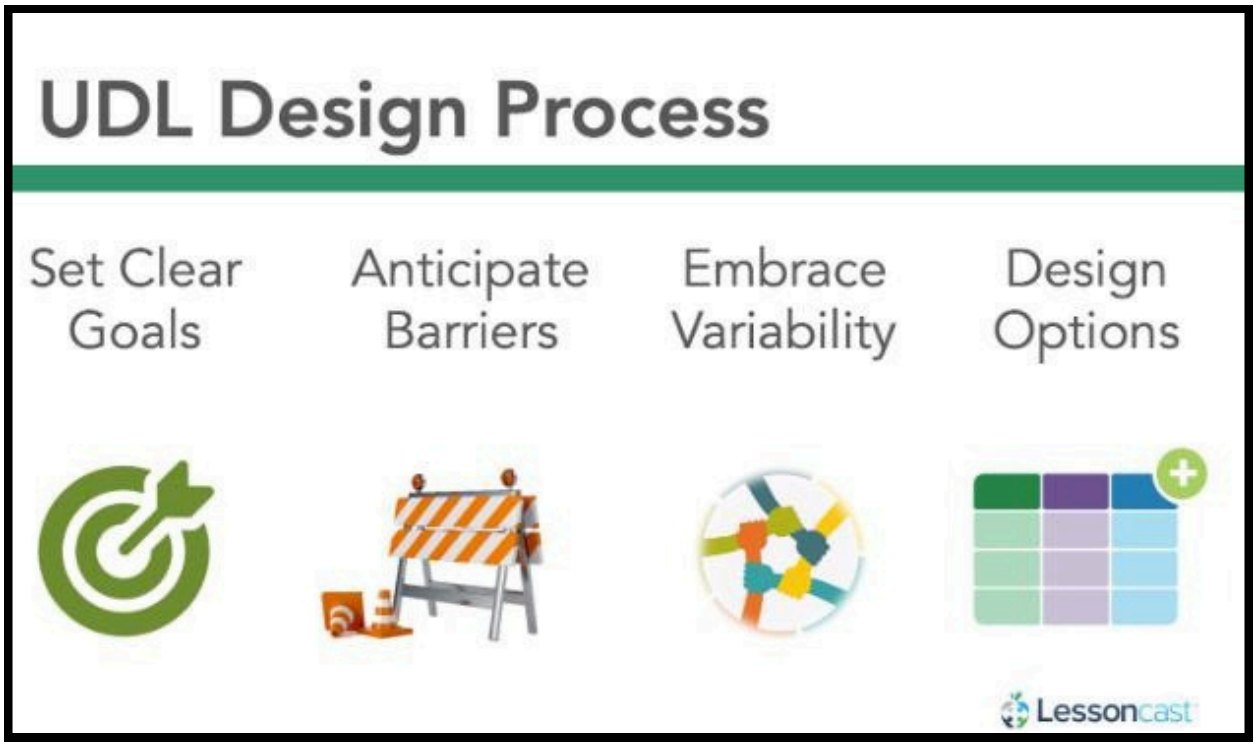
Forms can be vocabulary terms, syntax and grammar.

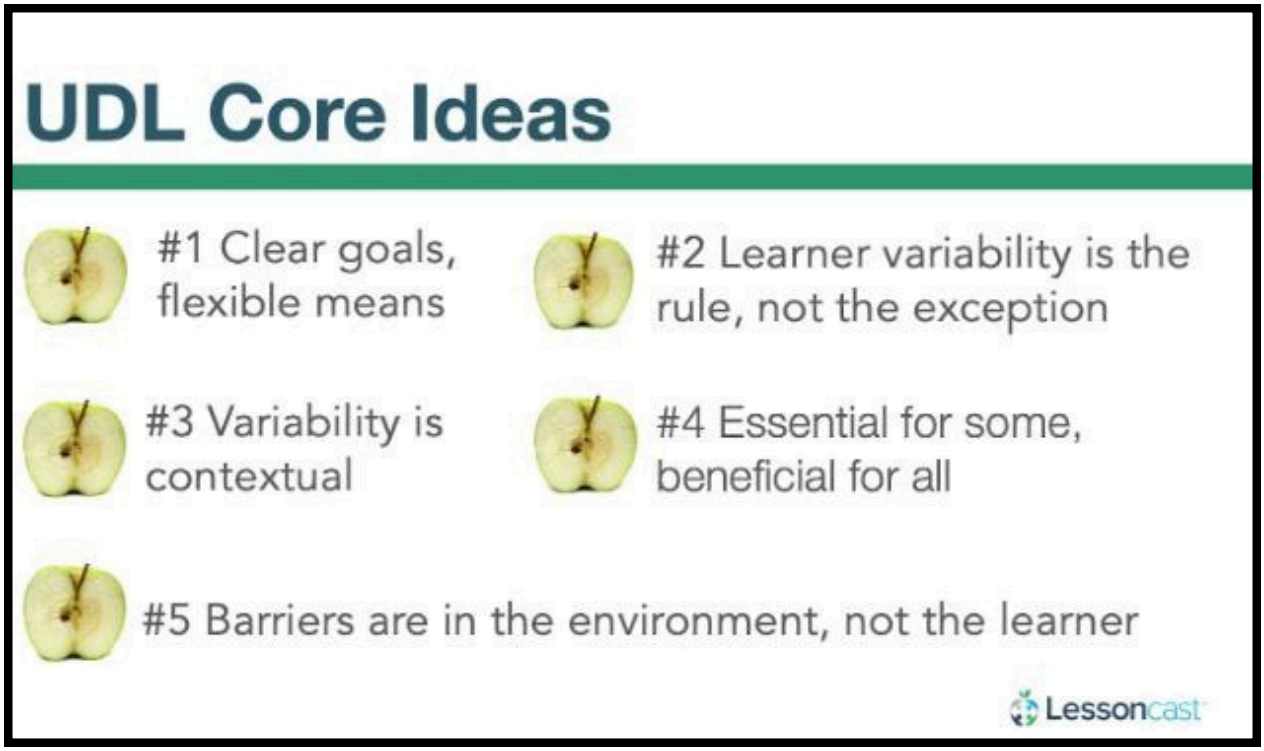


VII. Teaching & Learning

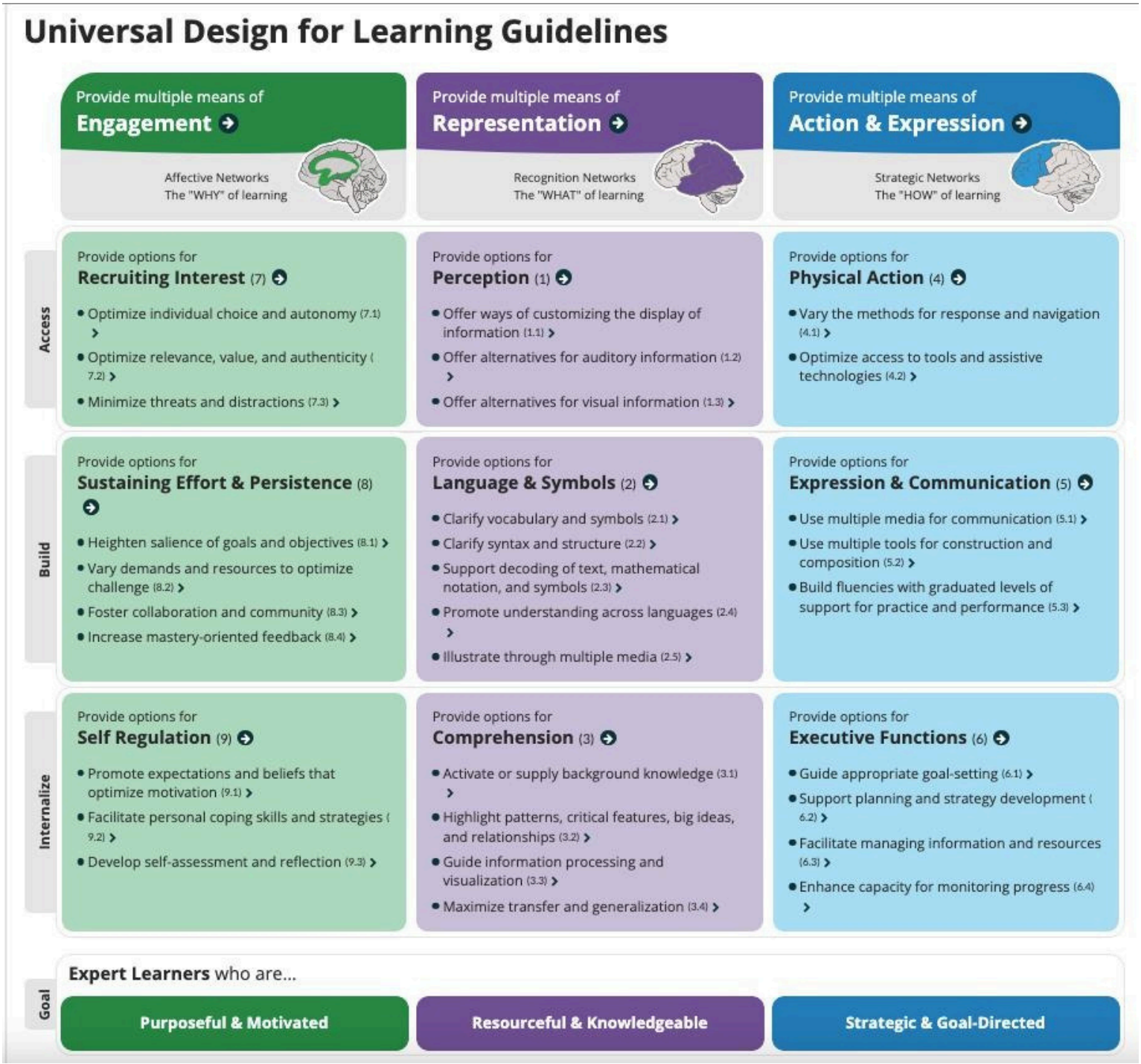
Universal Design for Learning

For the 2025-2026 school year, San Bernardino Unified School District is focused on setting the foundation of Universal Design for Learning, specifically on the UDL design process, the UDL core ideas, and the UDL learning guidelines.





VII. Teaching & Learning



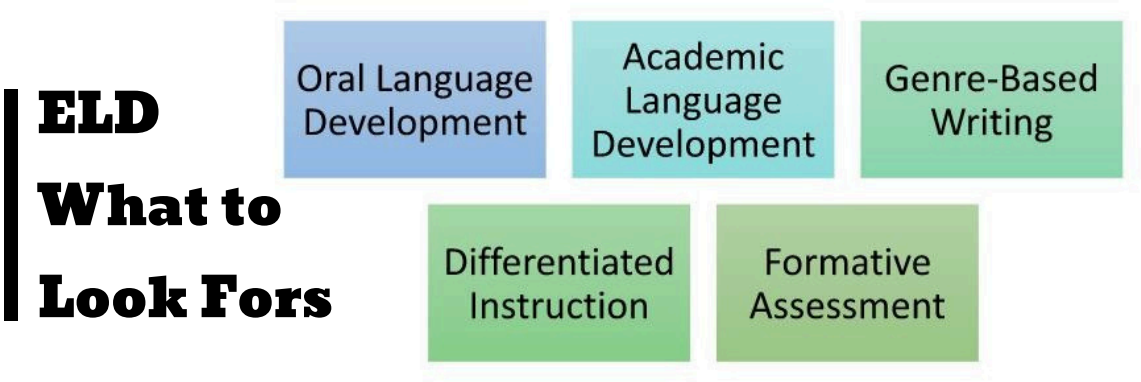
CAST (2018). Universal Design for Learning Guidelines version 2.2.

VII. Teaching & Learning

B. Core Pedagogical & Instructional Materials

All English learners must have full access to high-quality curriculum and instruction for all content standards in all disciplines as they concurrently progress through the continuum of English language development.

The Multilingual Programs Department has developed 5 pedagogical practices that should be evident in ELD instruction for English learners and in SLD (Spanish language development) for Spanish learners.



The "What To Look Fors" document describes each of these practices and provides details of what teacher and student behaviors look like in each of the pedagogical practices. Please view the ELD and SLD "What To Look Fors" documents in Appendix L and M.

District and school site staff will be trained and coached in the usage of the ELD and SLD "What To Look Fors" during instructional rounds. Instructional rounds are used to gather data on implementation progress within language learning programs.

Each of the "What To Look Fors" pedagogical practices are identified below. The Multilingual Programs Department will provide professional learning opportunities to focus on supporting each of these categories and student behaviors.

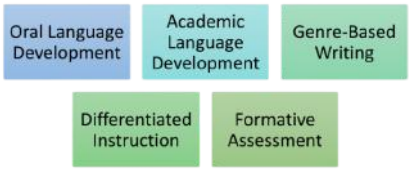
Oral Language Development

•Students work in a variety of strategic grouping configurations (i.e., partners, triads, cooperative groups) to engage in extended language practice, throughout the day and in all content areas.

•Students use differentiated sentence frames to produce a variety of sentences consistent with their English language proficiency levels, orally and in writing.

•Students use differentiated sentences and response frames during collaborative conversations.

VII. Teaching & Learning



Academic Language Development

•Students apply general academic and content-specific vocabulary orally and in writing across content areas.

•Students use morphological analysis to make predictions and to determine the meaning of unknown words.

•Students produce functional language using differentiated sentences and response frames, orally and in writing, in both Integrated and Designated ELD.

Genre-Based Writing

•Students use graphic organizers to deconstruct and identify the components of various types of texts to generate authentic writing.

•Students engage in pre-writing activities to brainstorm, plan, and organize their writing using multiple sources.

•Students engage in peer and independent revisions based on previous Designated ELD lessons taught to date.

Differentiated Instruction

•Students reference and use a variety of self-selected tools to access and understand grade-level content.

•Students work with teachers in a small group setting to practice and reinforce academic skills/standards. During whole group and small group instruction, students access content instruction with the help of ELD scaffolds.

•Students work with teachers in a small group setting to practice and reinforce ELD skills and standards.

Formative Assessments

•Students monitor their learning through metacognitive tools such as rubrics, self-reflection, peers, teacher feedback/guidance, in order to set goals and improve their learning, as they progress through academic and language goals.

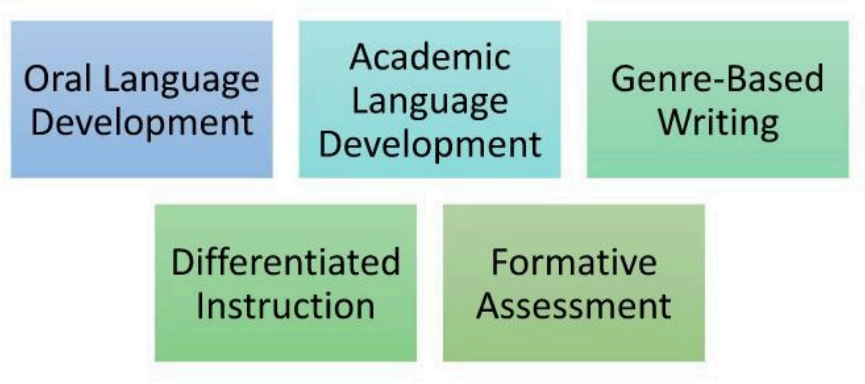
VII. Teaching & Learning

Spanish Language Development What to Look Fors

Integrated and Designated Spanish language development (SLD) provides Spanish learners with access to the core curriculum. The main objective of integrated SLD is to provide content instruction with differentiated learning experiences aligned to the SLD standards and the main objective of designated SLD is to provide instruction targeted to students' proficiency levels with an emphasis on grammatical structures, academic language, and discourse practices.

The Multilingual Programs Department has developed 5 pedagogical practices that should be evident in SLD instruction for English learners and Spanish learners.

SLD What to Look Fors



The "What To Look Fors" document describes each of these practices and provides details of what teacher and student behaviors look like in each of the pedagogical practices. Please view the ELD and SLD "What To Look Fors" documents in Appendix L and M.

District and school site staff will be trained and coached in the usage of the ELD and SLD "What To Look Fors" during instructional rounds. Instructional rounds are used to gather data on implementation progress within language learning programs.

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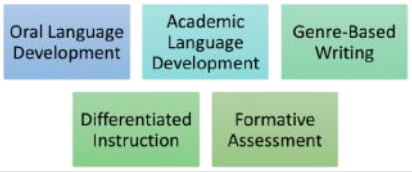
Oral Language Development

•Students work in a variety of strategic grouping configurations (i.e., partners, triads, cooperative groups) to engage in extended language practice, throughout the day and in all content areas.

•Students use differentiated sentence frames to produce a variety of sentences consistent with their Spanish language proficiency levels, orally and in writing.

•Students use differentiated sentences and response frames during collaborative conversations.

VII. Teaching & Learning



Academic Language Development

•Students apply general academic and content-specific vocabulary orally and in writing across content areas.

•Students use morphological analysis to make predictions and to determine the meaning of unknown words.

•Students produce functional language using differentiated sentences and response frames, orally and in writing, in both Integrated and Designated SLD.

Genre-Based Writing

•Students use graphic organizers to deconstruct and identify the components of various types of texts to generate authentic writing.

•Students engage in pre-writing activities to brainstorm, plan, and organize their writing using multiple sources.

•Students engage in peer and independent revisions based on previous Designated SLD lessons taught to date.

Differentiated Instruction

•Students reference and use a variety of self-selected tools to access and understand grade-level content.

•Students work with teachers in a small group setting to practice and reinforce academic skills/standards. During whole group and small group instruction, students access content instruction with the help of SLD scaffolds.

•Students work with teachers in a small group setting to practice and reinforce SLD skills and standards.

Formative Assessments

•Students monitor their learning through metacognitive tools such as rubrics, self-reflection, peers, teacher feedback/guidance, in order to set goals and improve their learning, as they progress through academic and language goals.

VII. Teaching & Learning

Core Curriculum & Strategies

In order for teachers to better know their students and establish meaningful relationships, the Multilingual Programs Department will support teachers in developing culturally responsive pedagogy and the inclusion of students' cultural heritage in instruction through the provision of professional development on culturally responsive instructional strategies, curriculum, and instructional resources.

English Learner professional development will be developed in collaboration with District departments, teachers, and other educational partners.

Curricula/Materials for Integrated ELD

- Content specific curriculum and materials
  - Digital ELA & SLA Curriculum Guides (Digital Library)
  - Digital Math, Science, and Social Studies Curriculum Guides (Digital Library)



Curricula/Materials for Designated ELD

Elementary

- Wonders ELD and Wonders ELA/ELD Teacher Editions
- ELA/ELD Scope and Sequence from Wonders
- Content curriculum (science, social studies, math, GLAD units)

Secondary

- Levels 1-4: mandatory Designated ELD period
- Materials:

Middle Schools:

- Designated ELD 1 (D-ELD 1) Vista Higher Learning-Get Ready!
- Designated ELD 2 (D-ELD 2) Vista Higher Learning- Bridges A/B
- Designated ELD 3 (D-ELD 3) Vista Higher Learning- Bridges C

High Schools:

- Designated ELD 1 (D-ELD 1) Vista Higher Learning- Get Ready!
- Designated ELD 2 (D-ELD 2) HMH English 3D - Course B
- Designated ELD 3 (D-ELD 3) HMH English 3D - Course C

Regardless of curriculum, the Multilingual Programs Department recommends essential ELD instructional strategies that should be used in all instructional settings for all English learners.

To best support effective English learner academic instruction and English language development, the Multilingual Programs Department Program Specialists and Support Teachers will assist sites by coaching and modeling for teachers on how to most effectively serve English learner students.

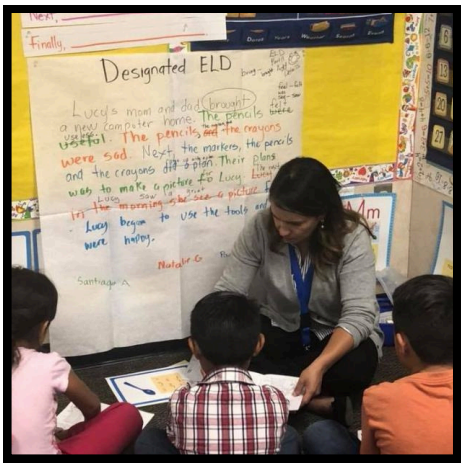
STRATEGIES



Essential ELD Instructional Strategies

- Building academic vocabulary in all lessons
- Cooperative learning
- Creating lesson closure and opportunities for reflection
- Fostering meaningful student collaboration that focuses on academic and linguistic growth
- Grouping for leveled instruction
- Multiple opportunities for close reading activities to better negotiate and comprehend informational text
- Oral language development
- Practicing with multiple opportunities and showing mastery in a variety of ways
- Prepared lessons with learning intentions and content
- Using Depths of Knowledge to create cognitively demanding activities
- Using primary language support when applicable
- Using thoughtful questioning strategies that foster critical thinking, including text-dependent questions

C. Instructional Resources



CCSS for ELA/Literacy, is to understand the need to provide access to all the content in the standards for ELA/Literacy, and the overarching goal to develop the capacities of individuals to be broadly literate and ready for college, career, and citizenship. This includes engaging and motivating students with well-designed, comprehensive, and integrated curriculum that promotes collaboration and inquiry.

The following identified shifts for the ELA/ELD and content area standards should be considered to guide instructional material selection:

- Building knowledge through content-rich non-fiction
- Reading, writing, and speaking grounded in evidence from text, both literary and informational
- Regular practice with complex text and academic language

Adapted from California Department of Education (2015), Chapter 12 English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten through Grade Twelve

VII. Teaching & Learning

1.Most Effective Standards-Aligned English Learner Instructional Resources

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

The Multilingual Programs Department provides professional development and support for teachers for effective implementation of the following educational resources:

Elementary:

- Capstone E-Books (cultural proficiency)
- Estrellita
- Hopscotch Books
- Imagine
- Kagan Structures
- Language & Literacy Tool
- OCDE Project GLAD
- PRIM Handbook (Pre-Referral Intervention Manual)
- Raz Plus
- Rosetta Stone

Secondary:

- English 3D
- Vista Higher Learning
- Avant
- Ellevation

2. Develop a District-wide plan to increase the standards-aligned primary language instructional resources.

The District will collaborate with various educational partners to determine which core Spanish language instructional resources that align with the California CCSS en Español (Spanish Language Arts and Mathematics) shall be used in the English learner and multilingual learner programs.

The District's goal is to be able to centrally identify and purchase these core resources with input from educational partners. The District will develop a plan to phase in identification, purchase, and use of parallel core primary language instructional resources in other languages used in the District's English learner, biliteracy and multilingual learner programs.

3. Expand the library holding at each site and in each classroom to reflect sufficient primary language print and digital materials

There is a direct correlation between high quality school library programs and student achievement. More access to books for students and families results in increased and higher quality reading. Yet, English learners and multilingual learners often have little access to books and other reading material in the primary language and languages other than English.

The District will support the expanded acquisition of reading materials for school and classroom libraries, which includes guiding school sites in allocating funds to purchase materials in support of this effort. Library reading materials should be made available to parents/families to increase reading in the home. Professional development will be provided to certificated and classified staff, including librarians and library aides.

VII. Teaching & Learning

4.Identify community language resources and make those accessible to staff and students in English learner programs.

Create a directory or other compendium of community language resources and make this available to staff, students, and parents as a way of expanding access to language learning.

Collaborate with tribal leaders, universities, colleges, business, and community partners in the identification process. Utilize these community language resources as a vehicle for strengthening school/community interaction and partnership.

D. Technology

In accordance with the California ELA/ELD framework, SBCUSD supports the Multilingual Programs Department with technology that promotes language development and 21st century skills. The CA ELD standards demand technology skills, including the following:

1.Use communicative technology to interact with others.
2.Use technology for publishing.
3.Use technology to develop graphics.
4.View multimedia.

The framework further states:

> *"Its wide use demands critical thinking, it expands and enriches opportunities for communication and collaboration, it is a powerful tool for creativity and innovation, and it can contribute to global awareness and competence. Furthermore, technology as a tool for learning and expression can contribute to progress in each of the themes of the CA CCSS for ELA/ELD and the CA ELD standards: meaning making, language development, effective expression, content knowledge, and foundational skills."* (Ch.10 ELA/ELD framework)

To meet these demands, the District adheres to and builds upon the SBCUSD Technology Plan, its mission statement, guiding principles, and resources, as it pertains to meeting the needs of English learners and multilingual learners.

SBCUSD believes in the following guiding principles:

Technology is a tool to support development of higher order thinking skills, problem solving, communication, and collaboration; and to improve student motivation, attitude, and interest in learning:

1.To be used effectively, technology must be integrated throughout the curriculum and not treated as a separate subject.
2. Meaningful technology use encourages active, independent, life-long learning.
3.When used appropriately, technology helps facilitate learning.
4. All students and teachers must have equitable, appropriate access to technology.
5.Teachers and administrators must be supported in their use of technology with consistent, timely professional development, coaching, and technical assistance.
6.Technology is no substitute for good teaching.

The District has adopted the International Society for Technology in Education Standards (ISTE) for administrators, teachers and all students, including English learners, as the primary guide for integrating technology into the curriculum.

Teachers and all students across the District have access to a variety of web-based and server-based resources. The District integrates these resources into their trainings and provides suggestions on how to incorporate them into classroom instruction to support English Language Development and language learning.

VII. Teaching & Learning

Technology Resources

•**Aeries:** a comprehensive student information system with a web-based component allowing teachers to input attendance, interventions, grade information online; parents have access to view attendance and grade information

•**Aeries Intervention:** a component of Aeries that houses Student Study Team (SST) meetings and student progress trackig

•**APEX A-G:** credit recovery program for high schools

•**Discovery Education (DE) Streaming:** standards-based digital video on-demand service

•**Ellevation:** a data management system that organizes all English learner and Spanish learner information and data into a single dashboard for teachers, administrators, and specialists.

•**Edivate**: on-demand professional learning resource

•**Final Site**: website content management system used to develop and post web pages to the District's website

•**Footsteps 2 Brilliance**: for pre-k through 3rd grade students; a mobile technology platform that allows comprehensive literacy apps to be accessed online or offline from any mobile device or computer

•**Google Classroom:** a suite of online tools for teachers to create and assign assignments, review work submitted by students, and return graded work. It also facilitates communication and collaboration through content authoring and sharing tools, discussion boards, video calls, face-to-face lessons, and private messaging components

•**Google Workspace for Education**: email client program that includes calendar, contacts, and task components

•**Imagine Learning**: an individualized, multimodal language and literacy software program designed for English learners, struggling readers, students with disabilities, and early childhood education students.

•**iMovie, iPhoto, and GarageBand:** multimedia creation software suite for music, photos, and movies (Apple devices only)

•**K-16 Bridge:** online curriculum tool for students and teachers

VII. Teaching & Learning

Technology Resources

•**Microsoft 365** (including Word, Excel, PowerPoint): Pages,Keynote, Numbers (word processing, spreadsheet, and presentation software)

•**Online resources** from textbook publishers

•**ProQuest eLibrary:** subscription service at all secondary schools that provides access to more than 2,000 full text magazines, newspapers, books, and transcripts, along with thousands of maps, pictures, and audio/video files

•**STAR Reading:** online computer adaptive assessment program

•**Special Education Information System (SEIS):** comprehensive system that provides centralized, online management of IEPs and special education records

•**Typing Club:** online program to teach touch typing

The Multilingual Programs Department offers on-going training to teachers regarding specific resources for English learners and multilingual learners. Some of these resources include:

- **District's English language proficiency benchmark**: a formative assessment that measures a student's English language proficiency
- **Ellevation:** a data management system that organizes all English learner and Spanish learner information and data into a single dashboard for teachers, administrators, and specialists
- **iLit:** a print and digital literacy program for intervention and English language development
- **Imagine Español**: a Spanish instruction and assessment system that provides authentic Spanish literacy
- **LAS Links in Español:** an online and research-based Spanish language proficiency assessment that measures the Spanish speaking, listening, reading and writing comprehension skills for students in grades K-12
- **Raz Plus:** a comprehensive blended learning platform that includes curricular support for teachers to improve students' reading skills

The Multilingual Programs Department offers specific resources for English learners and multilingual learners. Some of these resources include:

- **Avant Assessment:** an online suite of language proficiency and placement assessments
- **Rosetta Stone:** English is available to students and families learning English. Spanish is available to students and families learning Spanish.

VII. Teaching & Learning

In addition, English learner and multilingual learner courses and resources are offered online to all District teachers to further support and enhance English language, biliteracy, and multilingual instruction.

For more information on District policy with regards to teacher and student access to appropriate technology, the District-adopted International Society for Technology in Education (ITSE) Standards and issues related to ethics, privacy, plagiarism, and cyber bullying, please see the current SBCUSD Technology Plan.

Due to the ever-changing nature of technology, this section is updated continuously, as MLP strives to find the most effective technological resources and materials for students, staff, and administrators.





CONCLUSION

The Master Plan for Multilingual Learners ensures that English learners and multilingual learners are fully included when providing guidance to SBCUSD schools and community about how best to serve English learners and multilingual learners, honoring the protections guaranteed them by state, federal regulations and case law.

The Multilingual Programs Department will continue to build on current successes, deepen partnerships and collaborations, and explore possibilities about how to best invest in English learner and multilingual learner students' futures through building their capacities.

Through a collective effort, the Multilingual Programs Department will move multilingual learning into a new arena. This collaboration will provide many opportunities for leaders, teachers, students, parents, and community partners to share their practice, learn from one another, and together, engage in an innovative design of 21st century pathways for English learners' and multilingual learners' success.

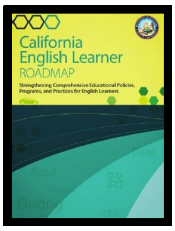
The Multilingual Programs Department strives to make an incredible and sustainable impact for students, families, schools, and communities in San Bernardino.

Based on research, best practices, and overwhelming evidence, the Multilingual Programs Department believes that this Master Plan for Multilingual Learners will yield positive results, outcomes, and reach far beyond what can be imagined today.

San Bernardino City Unified School District
MULTILINGUAL PROGRAMS

California English Learner Roadmap

A Closer Look at the 4 Principles





Principle #1: Assets-Oriented and Needs-Responsive Schools

Preschools and schools are responsive to different English learner (EL) strengths, needs, and identities and support the socio-emotional health and development of English learners. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.

Element 1A: Language and Culture as Assets

The languages and cultures English learners bring to their education are assets for their own learning and are important contributions to learning communities. These assets are valued and built upon in culturally responsive curriculum and instruction and in programs that support wherever possible, the development of proficiency in multiple languages.

Element 1B: English Learner Profiles

Recognizing that there is no single EL profile and no one-size-fits-all approach that works for all English learners, programs, curriculum, and instruction must be responsive to different EL student characteristics and experiences. EL students entering school at the beginning levels of English proficiency have different needs and capacities than do students entering at intermediate or advanced levels. Similarly, students entering kindergarten versus in later grades have different needs.

The needs of long-term English learners are vastly different from recently arrived students (who in turn vary in their prior formal education).

Districts vary considerably in the distribution of these EL profiles, so no single program or instructional approach works for all EL students.

Element 1C: School Climate

School climates and campuses are affirming, inclusive, and safe.

Element 1D: Family and School Partnerships

Schools value and build strong family and school partnerships.

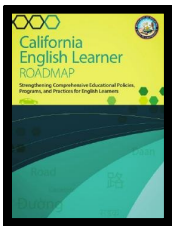
Element 1E: English Learners with Disabilities

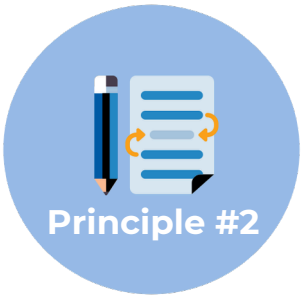
Schools and districts develop a collaborative framework for identifying English learners with disabilities and use valid assessment practices. Schools and districts develop appropriate individualized education programs (IEPs) that support culturally and linguistically appropriate training to teachers, thus leveraging expertise specific to English learners.

The IEP addresses academic goals that take into account student language development, as called for in state and national policy recommendations.

California English Learner Roadmap

A Closer Look at the 4 Principles





Principle #2: Intellectual Quality of Instruction and Meaningful Access

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.

Element 2A: Integrated and Designated English Language Development (ELD)

Language development occurs in and through subject matter learning and is integrated across the curriculum, including integrated ELD and designated ELD (per the English Language Arts ELA/ELD Framework).

Element 2B: Intellectually Rich, Standards-based Curriculum

Students are provided a rigorous, intellectually rich, standards-based curriculum with instructional scaffolding that increases comprehension and participation and develops student autonomy and mastery.

Element 2C: High Expectations

Teaching and learning emphasize engagement, interaction, discourse, inquiry, and critical thinking with the same high expectations for English learners as for all students in each of the content areas.

Element 2D: Access to the Full Curriculum

English learners are provided access to the full curriculum along with the provision of appropriate English learner (EL) supports and services.

Element 2E: Use of Students' Home Languages

Students' home language is understood as a means to access subject matter content, as a foundation for developing English, and, where possible, is developed to high levels of literacy and proficiency along with English.

Element 2F: Rigorous Instructional Material

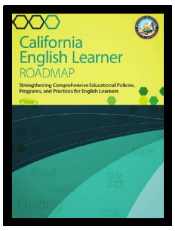
Rigorous instructional materials support high levels of intellectual engagement. Explicit scaffolding enables meaningful participation by English learners at different levels of English language proficiency. Integrated language development, content learning, and opportunities for bilingual/biliterate development are appropriate according to the program model.

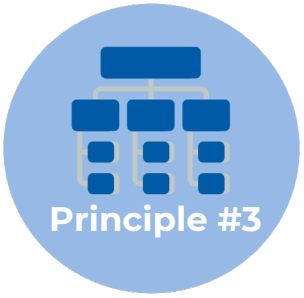
Element 2G: Programmatic Choice

English learners are provided choices of research-based language support/development programs (including options for developing skills in multiple languages) and are enrolled in programs designed to overcome language barriers and provide access to the curriculum.

California English Learner Roadmap

A Closer Look at the 4 Principles





Principle #3: System Conditions that Support Effectiveness

Each level of the school system (state, county, district, school, preschool) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement. Each level of the system provides resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of English learners.

Element 3A: Leadership

Leaders establish clear goals and commitments to English learners by providing access, growth toward English proficiency, and academic engagement and achievement. Leaders maintain a systemic focus on continuous improvement and progress toward these goals - over and above compliance via the EL Master Plan and English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC) regulations.

Element 3B: Adequate Resources

The school system invests adequate resources to support the conditions required to address EL needs.

Element 3C: Assessments

A system of culturally and linguistically valid and reliable assessment supports instruction, continuous improvement, and accountability for attainment of English proficiency, biliteracy, and academic achievement.

Element 3D: Capacity Building

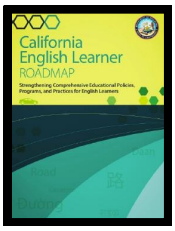
Capacity building occurs at all levels of the system, including leadership development to understand and address the needs of English learners.

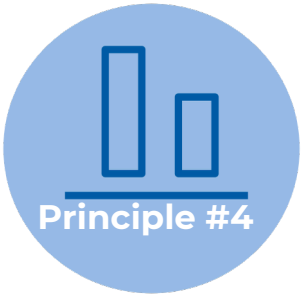
Professional learning and collaboration time are afforded to teachers. The system makes robust efforts to address the teaching shortage and build a recruitment and development pipeline of educators skilled in addressing the needs of English learners, including bilingual teachers.



California English Learner Roadmap

A Closer Look at the 4 Principles





Principle #4: Alignment and Articulation Within and Across Systems

English learners experience a coherent, articulated, and aligned set of practices, and pathways across grade levels and educational segments, beginning with a strong foundation in early childhood and appropriate identification of strengths and needs, and continuing through to reclassification, graduation, higher education, and career opportunities.

These pathways foster the skills, language(s), literacy, and knowledge students need for college- and career-readiness and participation in a global, diverse, multilingual, twenty-first century world.

Element 4A: Alignment and Articulation

English learner (EL) educational approaches and programs are designed for continuity, alignment, and articulation across grade levels and system segments beginning with a strong foundation in early childhood (preschool) and continuing through elementary and secondary levels onto graduation, postsecondary education, and career preparation.

Element 4B: Providing Extra Resources

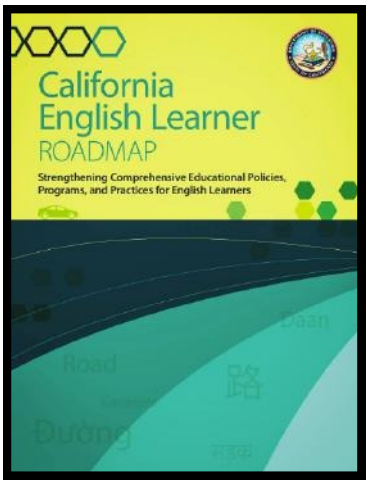
Schools plan schedules and resources to provide extra time in school (as needed) and build partnerships with after-school and other entities to provide additional support for English learners, to accommodate the extra challenges English learners face in learning English and accessing/mastering all academic subject matter.

Element 4C: Coherency

EL educational approaches and programs are designed to be coherent across schools within districts, across initiatives, and across the state.

"Our California English Learner Roadmap offers a vision, it is a beacon, an example to the rest of the country of what it means to honor equity, to ensure meaningful access and to embrace our wonderfully diverse population."

Dr. Laurie Olsen Co-Chair,
English Learner
Roadmap Working Group



APPENDIX

Master Plan for Multilingual Learners

Appendix A: Home Language Survey (SU-41)
Appendix B: Secondary English Learner Placement Charts For Middle And High School
Appendix C: Bilingual/Biliteracy Program Entry And Exit Procedures
Appendix D: Initial Notification Letter
Appendix E: Annual Notification Letter Language
Appendix F: Program Brochures: Dual Immersion & Trilingual Immersion
Appendix G: Title III Services
Appendix H: Parent Notification Of Recommendation For Reclassification
Appendix I: Reclassification Form
Appendix J: Monitoring Form For Reclassified Students
Appendix K: Pre-SST Plan
Appendix L: English Language Development "What To Look For" Pedagogical Practices
Appendix M: Spanish Language Development "What To Look For" Pedagogical Practices
Appendix N: Dual Immersion Instructional Minutes
Appendix O: Trilingual Immersion Instructional Minutes
Appendix P: Transitional Bilingual Instructional Minutes
Appendix Q: Educational Interview For Secondary Newcomer Students
Appendix R: Request For Translation & Interpretation Services
Appendix S: English Learner Typologies
Appendix T: Abbreviations & Acronyms Of Terms Referenced
Appendix U: Description Of Language Programs
Appendix V: English Language Development Opt Out Form

San Bernardino City Unified School District
MULTILINGUAL PROGRAMS

APPENDIX

Master Plan for Multilingual Learners

Appendix A: Home Language Survey (Su-41)

SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT

Name _____
LAST *FIRST* *MIDDLE*

We are required to report to various governmental agencies statistics about the total student population of district schools. The following information will be handled confidentially and will appear only as a code on other records.

Home Language Survey - 017

DO NOT complete this form if the student has previously attended any school in the State of California.

Which language did this student learn when he or she first began to talk? _____

What language does this student most frequently use at home? _____

What language do you use most frequently to speak to this student? _____

Name the language most often spoken *by the adults* at home. _____

_____ _____
SIGNATURE OF PARENT OR GUARDIAN Date

SU-41 (Rev. 9/19)

Distrito Escolar Unificado de la Ciudad de San Bernardino

Nombre _____
apellido *primer nombre* *segundo nombre*

Nos es requerido reportar a varias agencias gubernamentales, estadísticas sobre la población estudiantil total de las escuelas del distrito. La siguiente información será confidencial y aparecerá únicamente como código en otros registros.

Encuesta del idioma hablado en el hogar – 017

NO LLENE este formulario si el estudiante asistió previamente a cualquier escuela en el estado de California.

¿Qué idioma aprendió este alumno cuando él o ella comenzó a hablar? _____

¿Qué idioma utiliza más frecuentemente este alumno en el hogar? _____

¿Qué idioma utiliza usted más frecuentemente al hablar con este alumno? _____

Nombre el idioma más a menudo hablado *por los adultos* en el hogar: _____

_____ _____
FIRMA DEL PADRE/GUARDIAN Fecha

SU-41 Sp (Rev. 9/19)

White/File In Pupil's CUM Folder **Yellow/Forward to Language Assessment Center**

APPENDIX

Master Plan for Multilingual Learners

Appendix B: Secondary English Learner Placement Charts

MULTILINGUAL PROGRAMS

MIDDLE SCHOOL ELD Placement Flow Chart

Newcomers: A student that has been enrolled in U.S. schools up to two years. Newcomer students must be enrolled in Structured English Immersion courses including; ELA (L), Science (L), History (L), and Mathematics (L). In addition, Newcomer students must be enrolled in a designated ELD course, ELD1.

Long-Term English Learners (LTELs): A student that has been classified as an English Learner for 6 years or more; has remained at the same proficiency level for two or more years on the English language development test, and scores far below basic or below basic on the ELA standards-based achievement test. In addition to a grade-level ELA (L) course, LTEL students with ELPAC overall levels 1, 2, and 3, must be enrolled in a designated ELD course.

Special Note: It is not appropriate to place LTEL students with an ELPAC Overall level 1 in a designated ELD 1 class since language proficiency needs are different than those of a Newcomer student.

For students with ELPAC Overall Levels 1, 2 and 3

MIDDLE SCHOOL ELA (L) Course Placement (Integrated ELD)
- ELA 6 (L) E 027
- ELA 7 (L) E 047
- ELA 8 (L) E 067

AND

MIDDLE SCHOOL ELD Course Placement
- ELD 1 E 011
- ELD 2 E 012
- ELD 3 E 013

For students with ELPAC Overall Level 4

MIDDLE SCHOOL ELA (L) Course Placement (Integrated ELD)
- ELA 6 (L) E 027
- ELA 7 (L) E 047
- ELA 8 (L) E 067

AND

MIDDLE SCHOOL ELD Course Placement
- ELD 3 E 013

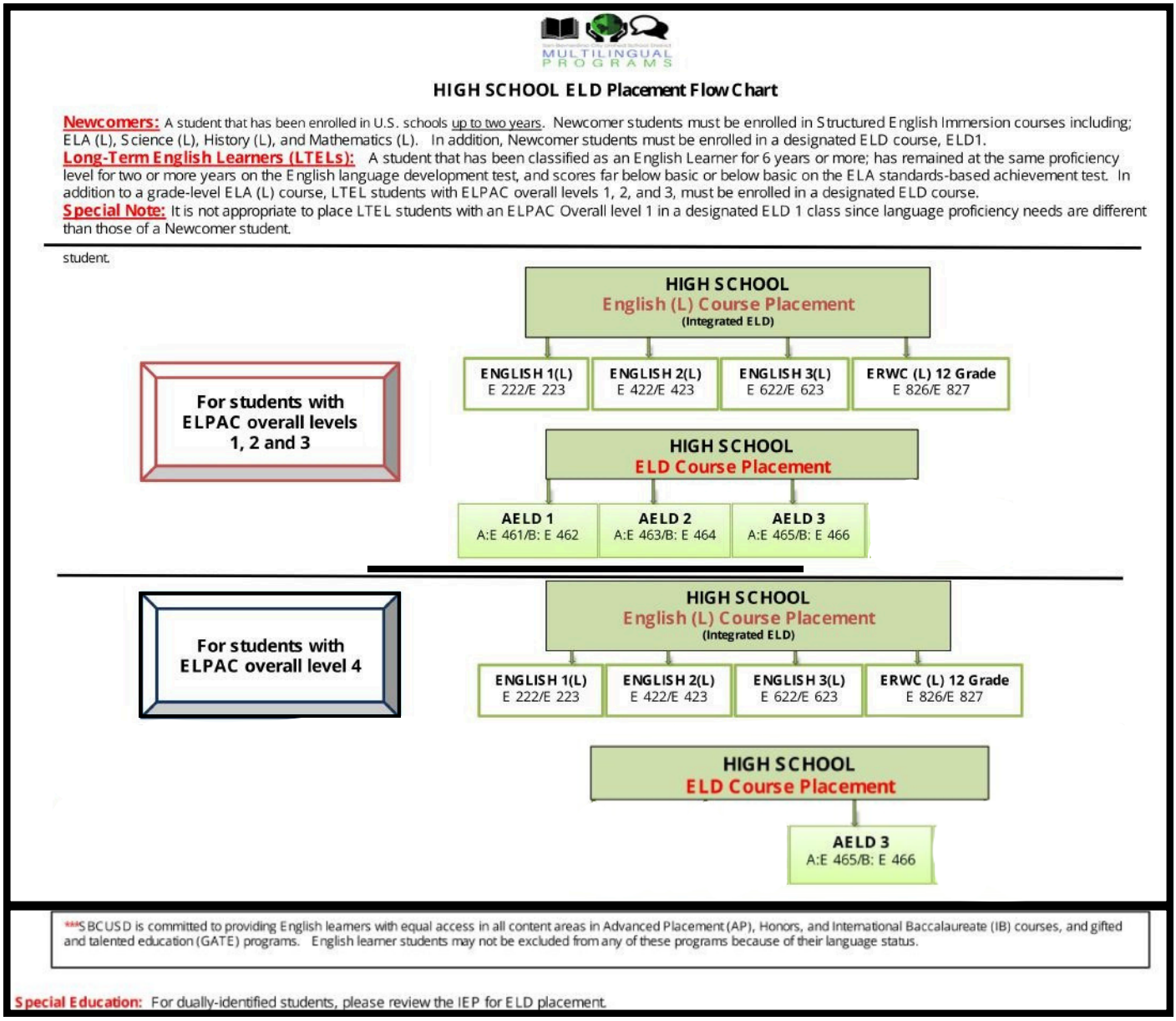
***SBCUSD is committed to providing English learners with equal access in all content areas in Advanced Placement (AP), Honors, and International Baccalaureate (IB) courses, and gifted and talented education (GATE) programs. English learner students may not be excluded from any of these programs because of their language status.

Special Education: For dually-identified students, please review the IEP for ELD placement.

APPENDIX

Master Plan for Multilingual Learners

Appendix B: Secondary English Learner Placement Charts



APPENDIX

Master Plan for Multilingual Learners

Appendix C: Bilingual/Biliteracy Program Entry And Exit Procedures

The following procedures for entrance and exit of Transitional Bilingual, Trilingual, and Dual Immersion programs are based on board-approved policy as well as state and/or federal requirements:

1. When a student is enrolled at a school, sites will email or send a copy of each student's Home Language Survey (SU-41) and the first two pages of the student registration form (E-90) to the language assessment center (LAC). This procedure also applies to students whose home language includes English on all four questions of the Home Language Survey, in order to ensure that each student's language status has been verified and coded correctly in aeries. The Home Language Survey (SU-41) is completed digitally at the time of student enrollment and mirrors the state-provided paper version. Paper copies maintained at school sites are limited to those received from students who transfer from other districts. The content and wording of the survey are determined by the California Department of Education (CDE).
2. The LAC staff will contact parents of students whose Home Language Survey (SU-41) indicates a language other than English on any of the four questions. Parents will be provided with an appointment for student language assessment as well as a parent consultation of program options.

<u>English learners, potential English learners and R-FEP students</u>

The following procedures for English learners, potential English learners and R-FEP students apply to both magnet and non-magnet programs:

1. Based on state and federal statutes, English learners, potential English learners and R-FEP students are provided an assessment of English language proficiency upon initial enrollment. An assessment of proficiency in the student's primary language is also administered.
2. Parents are also provided with an orientation of program options for English learners prior to placement. A consultation of all program options (i.e., SEI, MB, TB, DI, TI) is provided to parents. Parents are also provided with a written description of program options as well as a written description of assessment results.
3. Parents of English learners, potential English learners and R-FEP students may request placement in a biliteracy program by contacting the LAC. Requesting to participate in a bilingual setting does not automatically grant approval of entry into the program. Once the request is approved, parents sign a parent commitment form.
4. Procedures for bilingual/biliteracy program placement are the following: a. Kindergarten: English learners and potential English learners who have been provided with the initial language assessment and parent consultation through the LAC are authorized for placement in a bilingual program. Kindergarten students who began placement in one setting (i.e., Structured English Immersion) for more than three months and request a change to a bilingual setting will be administered additional assessment prior to approval to enter a bilingual program.

APPENDIX

Master Plan for Multilingual Learners

Appendix C: Bilingual/Biliteracy Program Entry And Exit Procedures

b. First grade and above: All English learners, English only, potential English learners and R-FEP students will be administered multiple assessments in both languages prior to entry in a bilingual program. Depending on the grade level and ability of each student, these assessments include but are not limited to the following: phonics/decoding survey, assessment of reading comprehension, fluency assessment, writing assessment and other diagnostic measures.

Additional information is collected by the LAC for each student, including but not limited to the following information: student mobility, previous program enrollment, consistency in language programs, etc. The collection of this information is to ensure that placement in a bilingual program is an appropriate placement for each student.

c. LAC staff will contact parents to share assessment results and will approve, recommend to SEI, or provisionally approve entry for students into a bilingual program. Students who are provisionally approved will be re-administered the battery of assessments within eight weeks in order to determine whether a bilingual program is an appropriate placement.

d. Students who do not have bilingual/biliteracy programs available at their home school will be placed by the Language Assessment Center based on available space at school sites with bilingual programs. Students will be placed in programs in close proximity to their home school or by parent request. The Language Assessment Center secretary will place a b-code on such students and will facilitate enrollment and transportation.

e. Administrators and/or teachers who are concerned that a bilingual program is not an appropriate placement for a student may contact the Language Assessment Center at any time to discuss their concerns. A meeting will be conducted with the parent, site administration and a representative from the Multilingual Programs Department to determine whether or not the bilingual program is an appropriate placement.

f. English learners, potential English learners and R-FEP students with limited proficiency in Spanish are recommended for placement in a Dual Immersion program.

g. English learners, potential English learners and R-FEP students will be placed temporarily in a Structured English Immersion classroom until approval for entry into a bilingual program has been granted through the LAC.

h. Per education code, requests for placement in a bilingual program must be approved or denied within 20 days. Sites are encouraged to contact the LAC if the process needs to be expedited for a particular student. The LAC will make every effort to approve or deny placement in a bilingual within 7 days or sooner.

APPENDIX

Master Plan for Multilingual Learners

Appendix C: Bilingual/Biliteracy Program Entry And Exit Procedures

5. Procedures for the recommendation of Structured English Immersion placement are the following:

a. Parents will be provided with assessment results and informed in writing of the reason(s) that entry into a biliteracy program has been denied. Parents will also be provided with the procedures for the denial of entry into a biliteracy program.

b.Parents who wish to appeal the denial of entry into a biliteracy program may appeal the decision to the Coordinator and/or Director. A meeting will be set up with the parent to discuss their appeal.

c.If the Coordinator and/or Director uphold the denial of entry into a biliteracy program, parents will be informed of the reason for denial of entry. Parents will also be informed that they have the right per education code to appeal the decision to the school board.

6. Teachers, administrators and office staff will be informed in writing of the approval, provisional approval or denial of placement in a biliteracy program. Assessment results will be sent to the student's teacher. LAC staff will re-administer the assessment within eight weeks to all students who have been placed provisionally.

APPENDIX

Master Plan for Multilingual Learners

Appendix D: Initial Notification Letter

San Bernardino City Unified
Initial Parent Notification Letter

Student:
Student ID#:

Initial Parent Notification Letter
Federal Title I or Title III and State Requirements

Student Information

Student		**Student ID#**		**Grade Level**	
Date of Birth		**School**		**Native Language**	
EL Status:		**Individualized Education Plan (IEP)**			

Dear Parent(s) or Guardian(s)

A language other than English was noted on your child's Home Language Survey when your child first enrolled in our school. State and federal laws require us to assess your child and notify you of your child's proficiency level in English. We are required to inform you of the language acquisition program options available. From these options, you may choose the one that best suits your child (California Education Code [EC] Section 310). This letter also explains the criteria for a student to exit the English learner (EL) status (20 United States Code [U.S.C.] Section 6312[e][3][A][ii]).

English Language Proficiency Tests

Test Name & Date	Results
ELPAC Initial 9/11/2025	Overall: 1 | 2 | 3 — 1 (335) Oral Language: 1 | 2 | 3 — 1 Written Language: 1 | 2 | 3 — 1

Language Proficiency Status

Based on results of the English language proficiency assessment, your child has been identified as an English learner student.

All children, regardless of English proficiency, are eligible to participate in all school-wide programs. If your child has an Individualized Education Plan (IEP), or a 504 plan, the language instruction educational program will be utilized in coordination with your child's existing plan.

APPENDIX

Master Plan for Multilingual Learners

Appendix D: Initial Notification Letter

Reclassification (Exit Criteria)

The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. This district's reclassification criteria are listed below.

Exit Criteria

Your child's English language development will be assessed annually until he/she meets specific academic achievement requirements.

Exit Criteria Category	Exit Criteria Standard
English Language Proficiency Assessment	English Language Proficiency Assessment (ELPAC) Overall level 4 or Alternate ELPAC Overall level 3
Comparison of Performance in Basic Skills	(Grade 1) Must score On Watch or above on STAR Early Literacy; (Grades 2-12) Must score On Watch or above on STAR reading or ELA CAASPP/SBAC (Must score Standard Met or Standard Exceeded)
Teacher evaluation	Elementary School: Meets grade-level standards in reading and language arts; Middle School: Meets grade-level standards in reading/language arts with current grade of "C" or better OR maintains a 2.0 overall GPA or better on most recently posted grades; High School: Meets standards in English with current grade of "C" or better OR maintains a 2.0 overall GPA or better on most recently posted grades.
Parental Opinion and Consultation	Parental Opinion and Consultation

Students who exit the program are monitored for academic success for 4 years.

Graduation Rate for English Learners 20 U.S.C. Section 6312[e][3][A][vi])

The expected rate of graduation for students in this program is 85.2 percent. The graduation rate displayed on the Graduate Data report, available on the California Department of Education DataQuest web page at https://dq.cde.ca.gov/dataquest/

Choosing a Language Acquisition Program

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

Language Acquisition Programs Offered

A description of the language acquisition programs provided in the San Bernardino City Unified School District is provided below. Please contact the Language Assessment Center at (909) 891-1037 if you would like additional information about language program options.

- **Structured English Immersion (SEI) Program:**

A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for students who are learning English. At minimum, students are offered Designated ELD and provided access to grade level academic subject matter content with Integrated ELD. This program is available at all grade levels.

- **Dual Immersion Program:**

A language acquisition program that provides language learning and academic instruction in English and Spanish for native speakers of English and native speakers of Spanish, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. This program begins in Transitional Kindergarten/Kindergarten (TK/K) and continues through twelfth grade.

- **Trilingual Immersion Program:**

A language acquisition program that provides language learning and academic instruction in English and Spanish for native speakers of English and native speakers of Spanish, with the goals of high academic achievement, first and second language proficiency, cross-cultural understanding and conversational fluency in a third language, Vietnamese. This program is currently only available in grades K-6.

- **Transitional Bilingual Program:**

APPENDIX

Master Plan for Multilingual Learners

Appendix D: Initial Notification Letter

A language acquisition program for English learners that provides instruction to pupils utilizing English and Spanish for literacy and academic instruction, enabling an English learner to achieve English proficiency and meet state-adopted academic achievement goals. This program begins in TK/K and continues to sixth grade, with students transitioning to all instruction in English in the fifth grade. Students will continue to receive instruction in Spanish as needed in fifth and sixth grades, if the student has not been reclassified.

Establishing a Language Acquisition Program

The Language Assessment Center will provide consultations in order to assist parents/guardians in selecting among various programs and methods of instruction that best suit their child. Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible. (EC Section 310[a])

Parent Rights

Parents may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan. Parents have the right to have their child immediately removed from a language acquisition program upon request. Please contact the Language Assessment Center at (909) 891-1037 if you have any questions about assessment results or language program options.

Declining EL Program or Services

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

Contact Us

For general questions, please contact the SBCUSD Multilingual Programs department. Elementary: (909) 891-1007, Secondary: (909) 891-1013

APPENDIX

Master Plan for Multilingual Learners

Appendix D: Initial Notification Letter (Spanish)

San Bernardino City Unified
Carta de notificación inicial para padres

Nombre:
N° de identificación del estudiante:

Carta de notificación inicial para padres

Requisitos del Título I o Título III de las reglamentaciones federales y requisitos estatales

Información del estudiante

Nombre		N° de identificación del estudiante		Grado	
Fecha de nacimiento		Escuela		Idioma natal	
Tipo de Servicio EL		Programa de Educación Personalizada (IEP)			

Estimados padres o tutores legales

En la Encuesta de Idioma del Hogar de su hijo/a completada al momento de su ingreso en nuestra escuela figura un idioma distinto al inglés. La legislación estatal y federal exige que evaluemos a su hijo/a y le notifiquemos qué nivel de dominio del inglés tiene. Tenemos la obligación de informarle cuáles son las opciones de programa de adquisición del lenguaje disponibles. De estas opciones, puede elegir la más adecuada para su hijo/a (Código de Educación de California [EC], art. 310). Esta carta también explica los criterios para que un estudiante deje de tener estatus de aprendiz de inglés (EL) (20 United States Code [U.S.C.] Section 6312[e][3][A][ii]).

Pruebas de Dominio del Idioma Inglés

Nombre y fecha de la prueba	Resultados
ELPAC Initial 8/29/2025	General: 1 | 2 | 3 — 1 (154); Lenguaje Oral: 1 | 2 | 3 — 1; Lenguaje Escrito: 1 | 2 | 3 — 1

Calificación del dominio del idioma

Basado en los resultados de la evaluación del dominio del inglés, se ha identificado a su hijo/a como aprendiz de inglés.

APPENDIX

Master Plan for Multilingual Learners

Appendix D: Initial Notification Letter (Spanish)

Todos los niños, independientemente de su competencia en el idioma inglés, son elegibles para participar en los programas escolares. Si su hijo/a tiene un Plan de Educación Personalizada (IEP, por sus siglas en inglés) o un plan 504, el programa de enseñanza de idioma se implementará en forma coordinada con el plan preexistente de su hijo/a.

Reclasificación (criterios para la salida del programa)

El objetivo de los programas de adquisición de lenguaje es que los estudiantes logren dominar el inglés lo más pronto posible y que cumplan con las medidas de logros académicos estatales. Los criterios de reclasificación en este distrito son los siguientes:

Criterios de salida del programa

Todos los años se evaluará el desarrollo de su hijo/a en el manejo del idioma inglés hasta que obtenga y alcance, por lo tanto, el nivel académico requerido.

Categoría de criterios de salida	Estándar de criterios de salida
Evaluación de Dominio del Idioma Inglés	Examen Estatal del Desarrollo del Idioma Inglés (ELPAC) nivel 4 o ELPAC Alternativa nivel 3.
Comparación de rendimiento en habilidades básicas	(Grado 1) El estudiante logra el nivel En Observación (PR 25) o superior en "STAR Early Literacy" (alfabetización temprana de STAR); o (Grados 2-12) el estudiante debe lograr el nivel En Observación (PR 25) o superior en la lectura de STAR; o el estudiante debe Lograr (3) o Exceder (4) el estándar en el CAASPP/SBAC de lectura
Evaluación docente	Primaria: Cumple con los estándares de nivel de grado en lectura y artes del lenguaje; Secundaria: Cumple con los estándares a nivel de grado en lectura/artes del lenguaje con una calificación actual de "C" o superior O mantiene un promedio académico (GPA) total de 2.0 o superior en las calificaciones más recientemente publicadas; Preparatoria: Cumple con los estándares en inglés con una calificación actual de "C" o superior O mantiene un promedio académico (GPA) total de 2.0 o superior en las calificaciones más recientemente publicadas.
Opinión y consulta parental	Consulta y opinión de los padres

A los estudiantes que salen del programa se les hace un seguimiento de rendimiento académico durante 4 años.

Tasa de graduación para estudiantes que aprenden inglés (20 U.S.C. Section 6312[e][3][A][vi])

La tasa de graduación prevista para estudiantes de este programa es 85.2 por ciento. La tasa de graduación que figura en el informe de Datos de Graduados, disponible en el sitio web de búsqueda de datos del Departamento de Educación de California (DataQuest), https://dq.cde.ca.gov/dataquest/

Elegir un programa de adquisición del lenguaje

Los padres o tutores legales pueden elegir un programa de adquisición del lenguaje más adecuado para su hijo/a (EC Section 310). Los programas de adquisición del lenguaje son programas educativos diseñados para garantizar que la adquisición del inglés se produzca lo más rápido y eficazmente posible. Le proporcionan enseñanza a aprendices de inglés basada en los estándares de contenido académico adoptados por el Estado, incluidos los estándares de desarrollo del idioma inglés (ELD) (20 U.S.C. Section 6312[e][3][A][iii],[v]); EC Section 306[c]).

Programas de adquisición de lenguaje que se ofrecen

En seguida encontrará una descripción de los programas de adquisición de lenguaje que ofrece el Distrito Escolar Unificado de la Ciudad de San Bernardino. Por favor comuníquese con el Centro de Evaluación de Idiomas al 909-891-1037 si gustaría obtener más información sobre los programas disponibles.

- **Programa de Inmersión Estructurada en Inglés (SEI, por sus siglas en inglés):**

Un programa de adquisición de lenguaje para aprendices de inglés en donde casi toda la instrucción en el aula se proporciona en inglés, pero con un currículo y una presentación diseñada para los estudiantes que están aprendiendo inglés. Como mínimo, a los estudiantes se les ofrece desarrollo de inglés ELD Designado y acceso al contenido académico apropiado para su nivel de grado con ELD Integrado. Éste programa está disponible en todos los grados.

- **Programa de Inmersión Dual:**

APPENDIX

Master Plan for Multilingual Learners

Appendix D: Initial Notification Letter (Spanish)

Un programa de adquisición de lenguaje que proporciona el aprendizaje y la instrucción académica para hispanohablantes y angloparlantes, con los objetivos de un alto logro académico, dominio del primer y segundo idioma y comprensión intercultural. Este programa se inicia típicamente en kindergarten transicional o kindergarten (TK/K) * y continúa hasta el duodécimo grado.

- **Programa de Inmersión Trilingüe:**

Un programa de adquisición de lenguaje que proporciona aprendizaje de idiomas e instrucción académica en inglés y español para hablantes nativos de inglés y hablantes nativos de español, con los objetivos de un alto rendimiento académico, dominio del primer y segundo idioma, comprensión intercultural y fluidez conversacional en un tercer idioma, vietnamita. Actualmente, este programa solo está disponible en los grados K-6.

- **Programa Bilingüe Transicional:**

n programa de adquisición de lenguaje para aprendices del inglés que proporciona instrucción en inglés y español para la alfabetización y la instrucción académica, permitiendo que aprendices de inglés logren dominio del inglés y cumplan las metas de logro académico adoptadas por el estado. Este programa se inicia en TK/K y continúa hasta el sexto grado, con los estudiantes haciendo la transición en quinto grado a una instrucción completamente en inglés. Si los estudiantes no han sido reclasificados continuarán recibiendo instrucción en español en quinto y sexto grado como sea necesario.

Estableciendo un programa de adquisición de lenguaje

El Centro de Evaluación de Idiomas proporcionará una consulta para ayudar a los padres/tutores a que, de entre varios programas y métodos de instrucción, puedan seleccionar el que sea más adecuado. Las escuelas en las que los padres o tutores legales de 30 alumnos o más por escuela o los padres o tutores legales de 20 alumnos o más en cualquier grado soliciten un programa de adquisición de lenguaje diseñado para proporcionar enseñanza del idioma, tendrán que ofrecer tal programa en la medida posible. (EC sección 310[a])

Derechos de padre

Los padres pueden dar su opinión sobre los programas de adquisición del lenguaje durante el desarrollo del Plan de Responsabilidad de Control Local. Los padres tienen el derecho de que su hijo/a sea retirado inmediatamente de un programa de adquisición de lenguaje cuando lo soliciten. Por favor comuníquese con el Departmento de Programas Multilingües al 909-891-1013 si tiene alguna pregunta referente a los resultados de asesoramiento u opciones de programas educativos.

Rechazando programas o servicios para estudiantes aprendices de inglés

Aunque las escuelas tienen la obligación de servir a todos los estudiantes aprendices de inglés, los padres o tutores de estudiantes aprendices de inglés tienen el derecho de rechazar u optar que su hijo/a no participe en un programa bilingüe o en algún servicio específico para estudiantes aprendices de inglés que ofrece la escuela. Si los padres o tutores deciden que sus hijos/as no participarán en un programa o servicio específico para estudiantes aprendices de inglés, los estudiantes conservarán su calificación de aprendices de inglés. La escuela sigue obligada a tomar los pasos afirmativos requeridos por el Título VI de la Ley de Derechos Civiles de 1964 y tomarán las acciones apropiadas requeridas por la Ley de Igualdad de Oportunidad Educativa de 1974 para proporcionar a los estudiantes aprendices de inglés acceso a programas educativas (20 U.S.C. secciones 1703[f], 6312[e][3][A][viii]).

Contáctenos

Para preguntas generales, comuníquese con el departamento de Programas Multilingües de SBCUSD. Primaria: (909) 891-1007, Secundaria: (909) 891-1013

APPENDIX

Master Plan for Multilingual Learners

Appendix E: Annual Notification Letter

San Bernardino City Unified
Annual Parent Notification Letter

Student:
Student ID#:

Annual Parent Notification Letter

Federal Title I or Title III and State Requirements

Student Information

Student		Student ID#		Grade Level	
Date of Birth		School		Native Language	
Individualized Education Plan (IEP)					

Annual Assessment and Notification

Dear Parent(s) or Guardian(s): Your child continues to be identified as an English learner. Each year, we are required to assess your child and notify you of your child's proficiency level in English. We must also describe available language acquisition program options for which you may choose the one that best suits your child. This letter also contains the criteria for a student to exit the English learner program. (20 United States Code [U.S.C] Section 6312[e][3][A] [i], [vi]).

English Language Proficiency Tests

Test Name & Date	Results
ELPAC Summative 2/5/2025	Overall: 1 | 2 | 3 | 4 — 1 (1452) Listening: 1 | 2 | 3 — 1 Speaking: 1 | 2 | 3 — 2 Oral Language: 1 | 2 | 3 | 4 — 2 (1450) Reading: 1 | 2 | 3 — 1 Writing: 1 | 2 | 3 — 1 Written Language: 1 | 2 | 3 | 4 — 1 (1453)

Individualized Education Program (IEP)

A description of how your child's program placement will contribute to meeting the objectives of the IEP is contained in the current IEP (20 U.S.C. Section 6123[e][3][A][vii]).

APPENDIX

Master Plan for Multilingual Learners

Appendix E: Annual Notification Letter

All children, regardless of English proficiency, are eligible to participate in all school-wide programs. If your child has an Individualized Education Plan (IEP), or a 504 plan, the language instruction educational program will be utilized in coordination with your child's existing plan. Your child currently has an IEP.

Reclassification (Exit Criteria)

The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. This district's reclassification criteria are listed below.

Exit Criteria

Your child's English language development will be assessed annually until he/she meets specific academic achievement requirements.

Exit Criteria Category	Exit Criteria Standard
English Language Proficiency Assessment	English Language Proficiency Assessment (ELPAC) Overall level 4 or Alternate ELPAC Overall level 3
Comparison of Performance in Basic Skills	(Grade 1) Must score On Watch or above on STAR Early Literacy; (Grades 2-12) Must score On Watch or above on STAR reading or ELA CAASPP/SBAC (Must score Standard Met or Standard Exceeded)
Teacher evaluation	Elementary School: Meets grade-level standards in reading and language arts; Middle School: Meets grade-level standards in reading/language arts with current grade of "C" or better OR maintains a 2.0 overall GPA or better on most recently posted grades; High School: Meets standards in English with current grade of "C" or better OR maintains a 2.0 overall GPA or better on most recently posted grades.
Parental Opinion and Consultation	Parental Opinion and Consultation

Students who exit the program are monitored for academic success for 4 years.

Academic Achievement Results

The following standardized test results demonstrate your child's academic achievement during the 2024-2025 academic year:

Standardized Test Results

Test Name & Date	Grade Level	Results
STAR Reading		
NWEA MAP Reading		
NWEA MAP Mathematics		
i-Ready Diagnostic ELA		
i-Ready Diagnostic Math		

APPENDIX

Master Plan for Multilingual Learners

Appendix E: Annual Notification Letter

NWEA MAP Mathematics
NWEA MAP Mathematics
NWEA MAP Reading
STAR Reading
NWEA MAP Science

Graduation Rate for English Learners 20 U.S.C. Section 6312[e][3][A][vi])

The expected rate of graduation for students in this program is 85.2 percent. The graduation rate displayed on the Graduate Data report, available on the California Department of Education DataQuest web page at https://dq.cde.ca.gov/dataquest/

Choosing a Language Acquisition Program

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

Language Acquisition Programs Offered

A description of the language acquisition programs provided in the San Bernardino City Unified School District is provided below. Please contact the Language Assessment Center at (909) 891-1037 if you would like additional information about language program options.

- **Structured English Immersion (SEI) Program:**

A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for students who are learning English. At minimum, students are offered Designated ELD and provided access to grade level academic subject matter content with Integrated ELD. This program is available at all grade levels.

- **Dual Immersion Program:**

A language acquisition program that provides language learning and academic instruction in English and Spanish for native speakers of English and native speakers of Spanish, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. This program begins in Transitional Kindergarten/Kindergarten (TK/K) and continues through twelfth grade.

- **Trilingual Immersion Program:**

A language acquisition program that provides language learning and academic instruction in English and Spanish for native speakers of English and native speakers of Spanish, with the goals of high academic achievement, first and second language proficiency, cross-cultural understanding and conversational fluency in a third language, Vietnamese. This program is currently only available in grades K-6.

- **Maintenance Bilingual Program:**

A language acquisition program that provides language learning and academic instruction for English learners and reclassified students who are native speakers of Spanish, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. This program begins in TK/K and continues through the sixth grade.

- **Transitional Bilingual Program:**

APPENDIX

Master Plan for Multilingual Learners

Appendix E: Annual Notification Letter

A language acquisition program for English learners that provides instruction to pupils utilizing English and Spanish for literacy and academic instruction, enabling an English learner to achieve English proficiency and meet state-adopted academic achievement goals. This program begins in TK/K and continues to sixth grade, with students transitioning to all instruction in English in the fifth grade. Students will continue to receive instruction in Spanish as needed in fifth and sixth grades, if the student has not been reclassified.

Establishing a Language Acquisition Program

The Language Assessment Center will provide consultations in order to assist parents/guardians in selecting among various programs and methods of instruction that best suit their child. Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible. (EC Section 310[a])

Parent Rights

Parents may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan. Parents have the right to have their child immediately removed from a language acquisition program upon request. Please contact the Language Assessment Center at (909) 891-1037 if you have any questions about assessment results or language program options.

Declining EL Program or Services

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

Contact Us

For general questions, please contact the SBCUSD Multilingual Programs department. Elementary: (909) 891-1007, Secondary: (909) 891-1013.

APPENDIX

Master Plan for Multilingual Learners

Appendix E: Annual Notification Letter (Spanish)

San Bernardino City Unified
Carta anual de notificación para padres

Nombre:
N° de identificación del estudiante:

Carta anual de notificación para padres

Requisitos del Título I o Título III de las reglamentaciones federales y requisitos estatales

Información del estudiante

Nombre		N° de identificación del estudiante		Grado	
Fecha de nacimiento		Escuela		Idioma natal	
Programa de Educación Personalizada (IEP)					

Notificación y evaluación anual

Estimados padres o tutores: Su hijo/a sigue siendo un aprendiz del inglés. Cada año, estamos obligados a evaluar a su hijo y notificarle del nivel de dominio del inglés. También debemos describir las opciones de programas de adquisición de lenguaje disponibles para que usted pueda escoger la mejor para su hijo. Este aviso también contiene los criterios para la salida del programa para aprendices del inglés. (20 Código de los Estados Unidos [U.S.C] sección 6312[e][3][A][i], [vi]).

Pruebas de Dominio del Idioma Inglés

Nombre y fecha de la prueba	Resultados
ELPAC Summative 5/5/2025	General: 1 | 2 | 3 | 4 — 2 — (1470) Escuchar: 1 | 2 | 3 — 2 Hablar: 1 | 2 | 3 — 3 Lenguaje Oral: 1 | 2 | 3 | 4 — 3 — (1468) Leer: 1 | 2 | 3 — 2 Escribir: 1 | 2 | 3 — 2 Lenguaje Escrito: 1 | 2 | 3 | 4 — 2 — (1472)

APPENDIX

Master Plan for Multilingual Learners

Appendix E: Annual Notification Letter (Spanish)

Plan de Educación Individualizado

Se adjunta una descripción de cómo el programa asignado a su hijo/a cumplirá con los objetivos del IEP. (20 U.S.C. sección 6312[e][3][A][vii])

Todos los niños, independientemente de su competencia en el idioma inglés, son elegibles para participar en los programas escolares. Si su hijo/a tiene un Plan de Educación Personalizada (IEP, por sus siglas en inglés) o un plan 504, el programa de enseñanza de idioma se implementará en forma coordinada con el plan preexistente de su hijo/a.

Reclasificación (criterios para la salida del programa)

El objetivo de los programas de adquisición de lenguaje es que los estudiantes logren dominar el inglés lo más pronto posible y que cumplan con las medidas de logros académicos estatales. Los criterios de reclasificación en este distrito son los siguientes:

Criterios de salida del programa

Todos los años se evaluará el desarrollo de su hijo/a en el manejo del idioma inglés hasta que obtenga y alcance, por lo tanto, el nivel académico requerido.

Categoría de criterios de salida	Estándar de criterios de salida
Evaluación de Dominio del Idioma Inglés	Examen Estatal del Desarrollo del Idioma Inglés (ELPAC) nivel 4 o ELPAC Alternativa nivel 3.
Comparación de rendimiento en habilidades básicas	(Grado 1) El estudiante logra el nivel En Observación (PR 25) o superior en "STAR Early Literacy" (alfabetización temprana de STAR); o (Grados 2-12) el estudiante debe lograr el nivel En Observación (PR 25) o superior en la lectura de STAR; o el estudiante debe Lograr (3) o Exceder (4) el estándar en el CAASPP/SBAC de lectura
Evaluación docente	Primaria: Cumple con los estándares de nivel de grado en lectura y artes del lenguaje; Secundaria: Cumple con los estándares a nivel de grado en lectura/artes del lenguaje con una calificación actual de "C" o superior O mantiene un promedio académico (GPA) total de 2.0 o superior en las calificaciones más recientemente publicadas; Preparatoria: Cumple con los estándares en inglés con una calificación actual de "C" o superior O mantiene un promedio académico (GPA) total de 2.0 o superior en las calificaciones más recientemente publicadas.
Opinión y consulta parental	Consulta y opinión de los padres

A los estudiantes que salen del programa se les hace un seguimiento de rendimiento académico durante 4 años.

Resultados de los logros académicos

Los próximos resultados de pruebas estandarizadas demuestran los logros académicos de su hijo/a durante el año escolar 2024-25:

Claves

Star Reading- Prueba de lectura Star; Star Math- Prueba de matemáticas Star; Grade Equivalency- Equivalente al grado; IRL- Nivel de lectura de instrucción; Percentile Rank- Rango del percentil; Scale Score- Calificación a escala; Unified Score- Calificación unificada

Resultados de pruebas estandarizadas

Nombre y fecha de la prueba	Grado	Resultados
NWEA MAP Reading		
NWEA MAP Mathematics		
NWEA MAP Reading - Spanish		

APPENDIX

Master Plan for Multilingual Learners

Appendix E: Annual Notification Letter (Spanish)

STAR Early Literacy

NWEA MAP Mathematics

NWEA MAP Reading

STAR Early Literacy

Tasa de graduación para estudiantes que aprenden inglés (20 U.S.C. Section 6312[e][3][A][vi])

La tasa de graduación prevista para estudiantes de este programa es 85.2 por ciento. La tasa de graduación que figura en el informe de Datos de Graduados, disponible en el sitio web de búsqueda de datos del Departamento de Educación de California (DataQuest), https://dq.cde.ca.gov/dataquest/

Elegir un programa de adquisición del lenguaje

Los padres o tutores legales pueden elegir un programa de adquisición del lenguaje más adecuado para su hijo/a (EC Section 310). Los programas de adquisición del lenguaje son programas educativos diseñados para garantizar que la adquisición del inglés se produzca lo más rápido y eficazmente posible. Le proporcionan enseñanza a aprendices de inglés basada en los estándares de contenido académico adoptados por el Estado, incluidos los estándares de desarrollo del idioma inglés (ELD) (20 U.S.C. Section 6312[e][3][A][iii],[v]); EC Section 306[c]).

Programas de adquisición de lenguaje que se ofrecen

En seguida encontrará una descripción de los programas de adquisición de lenguaje que ofrece el Distrito Escolar Unificado de la Ciudad de San Bernardino. Por favor comuníquese con el Centro de Evaluación de Idiomas al 909-891-1037 si gustaría obtener más información sobre los programas disponibles.

- **Programa de Inmersión Estructurada en Inglés (SEI, por sus siglas en inglés):**

Un programa de adquisición de lenguaje para aprendices de inglés en donde casi toda la instrucción en el aula se proporciona en inglés, pero con un currículo y una presentación diseñada para los estudiantes que están aprendiendo inglés. Como mínimo, a los estudiantes se les ofrece desarrollo de inglés ELD Designado y acceso al contenido académico apropiado para su nivel de grado con ELD Integrado. Éste programa está disponible en todos los grados.

- **Programa de Inmersión Dual:**

Un programa de adquisición de lenguaje que proporciona el aprendizaje y la instrucción académica para hispanohablantes y angloparlantes, con los objetivos de un alto logro académico, dominio del primer y segundo idioma y comprensión intercultural. Este programa se inicia típicamente en kindergarten transicional o kindergarten (TK/K) * y continúa hasta el duodécimo grado.

- **Programa de Inmersión Trilingüe:**

Un programa de adquisición de lenguaje que proporciona aprendizaje de idiomas e instrucción académica en inglés y español para hablantes nativos de inglés y hablantes nativos de español, con los objetivos de un alto rendimiento académico, dominio del primer y segundo idioma, comprensión intercultural y fluidez conversacional en un tercer idioma, vietnamita. Actualmente, este programa solo está disponible en los grados K-6.

APPENDIX

Master Plan for Multilingual Learners

Appendix E: Annual Notification Letter (Spanish)

• **Programa de Mantenimiento Bilingüe:**

Un programa de adquisición de lenguaje que proporciona aprendizaje de idiomas e instrucción académica para aprendices de inglés y estudiantes hispanohablantes reclasificados, con las metas de alto rendimiento académico, dominio de primer y segundo idioma, y comprensión intercultural. Este programa comienza en el TK/K y continúa hasta el sexto grado.

• **Programa Bilingüe Transicional:**

Un programa de adquisición de lenguaje para aprendices del inglés que proporciona instrucción en inglés y español para la alfabetización y la instrucción académica, permitiendo que aprendices de inglés logren dominio del inglés y cumplan las metas de logro académico adoptadas por el estado. Este programa se inicia en TK/K y continúa hasta el sexto grado, con los estudiantes haciendo la transición en quinto grado a una instrucción completamente en inglés. Si los estudiantes no han sido reclasificados continuarán recibiendo instrucción en español en quinto y sexto grado como sea necesario.

Estableciendo un programa de adquisición de lenguaje

El Centro de Evaluación de Idiomas proporcionará una consulta para ayudar a los padres/tutores a que, de entre varios programas y métodos de instrucción, puedan seleccionar el que sea más adecuado. Las escuelas en las que los padres o tutores legales de 30 alumnos o más por escuela o los padres o tutores legales de 20 alumnos o más en cualquier grado soliciten un programa de adquisición de lenguaje diseñado para proporcionar enseñanza del idioma, tendrán que ofrecer tal programa en la medida posible. (EC sección 310[a])

Derechos de padre

Los padres pueden dar su opinión sobre los programas de adquisición del lenguaje durante el desarrollo del Plan de Responsabilidad de Control Local. Los padres tienen el derecho de que su hijo/a sea retirado inmediatamente de un programa de adquisición de lenguaje cuando lo soliciten. Por favor comuníquese con el Departmento de Programas Multilingües al 909-891-1013 si tiene alguna pregunta referente a los resultados de asesoramiento u opciones de programas educativos.

Rechazando programas o servicios para estudiantes aprendices de inglés

Aunque las escuelas tienen la obligación de servir a todos los estudiantes aprendices de inglés, los padres o tutores de estudiantes aprendices de inglés tienen el derecho de rechazar u optar que su hijo/a no participe en un programa bilingüe o en algún servicio específico para estudiantes aprendices de inglés que ofrece la escuela. Si los padres o tutores deciden que sus hijos/as no participarán en un programa o servicio específico para estudiantes aprendices de inglés, los estudiantes conservarán su calificación de aprendices de inglés. La escuela sigue obligada a tomar los pasos afirmativos requeridos por el Título VI de la Ley de Derechos Civiles de 1964 y tomarán las acciones apropiadas requeridas por la Ley de Igualdad de Oportunidad Educativa de 1974 para proporcionar a los estudiantes aprendices de inglés acceso a programas educativas (20 U.S.C. secciones 1703[f], 6312[e][3][A][viii]).

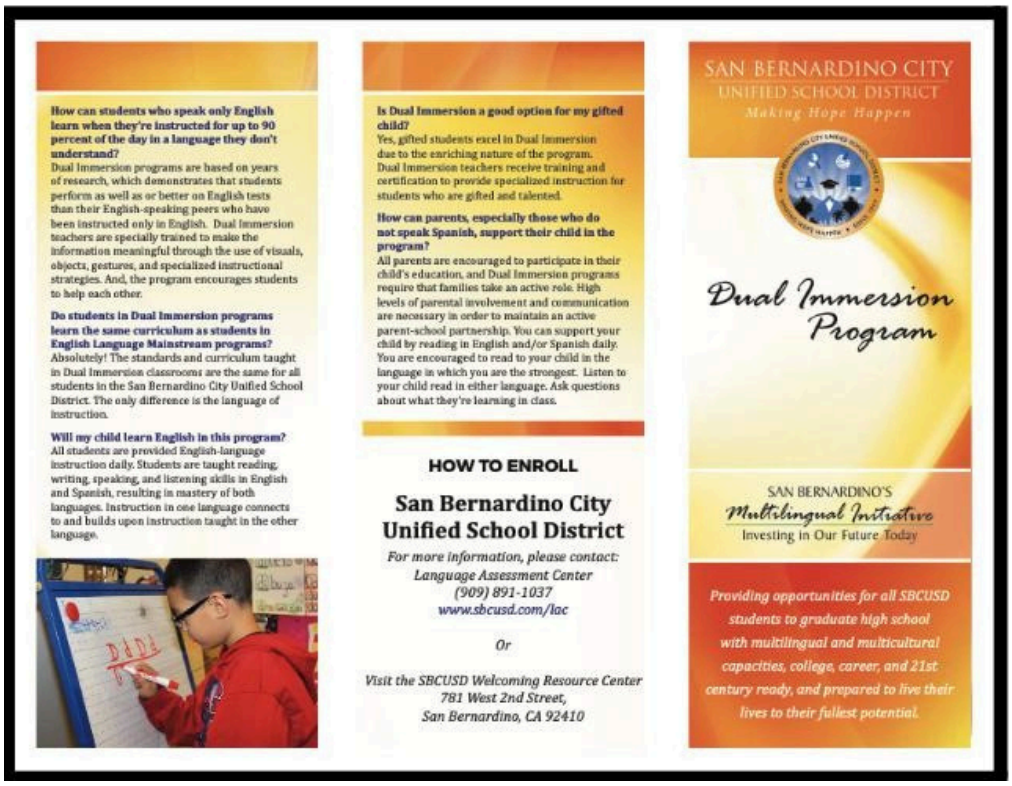
Contáctenos

Para preguntas generales, comuníquese con el departamento de Programas Multilingües de SBCUSD. Primaria: (909) 891-1007, Secundaria: (909) 891-1013.

APPENDIX

Master Plan for Multilingual Learners

Appendix F: Language Program Brochures: Dual Immersion & Trilingual Immersion



How can students who speak only English learn when they're instructed for up to 90 percent of the day in a language they don't understand?
Dual Immersion programs are based on years of research, which demonstrates that students perform as well as or better on English tests than their English-speaking peers who have been instructed only in English. Dual Immersion teachers are specially trained to make the information meaningful through the use of visuals, objects, gestures, and specialized instructional strategies. And, the program encourages students to help each other.

Do students in Dual Immersion programs learn the same curriculum as students in English Language Mainstream programs?
Absolutely! The standards and curriculum taught in Dual Immersion classrooms are the same for all students in the San Bernardino City Unified School District. The only difference is the language of instruction.

Will my child learn English in this program?
All students are provided English-language instruction daily. Students are taught reading, writing, speaking, and listening skills in English and Spanish, resulting in mastery of both languages. Instruction in one language connects to and builds upon instruction taught in the other language.

Is Dual Immersion a good option for my gifted child?
Yes, gifted students excel in Dual Immersion due to the enriching nature of the program. Dual Immersion teachers receive training and certification to provide specialized instruction for students who are gifted and talented.

How can parents, especially those who do not speak Spanish, support their child in the program?
All parents are encouraged to participate in their child's education, and Dual Immersion programs require that families take an active role. High levels of parental involvement and communication are necessary in order to maintain an active parent-school partnership. You can support your child by reading in English and/or Spanish daily. You are encouraged to read to your child in the language in which you are the strongest. Listen to your child read in either language. Ask questions about what they're learning in class.

HOW TO ENROLL

San Bernardino City Unified School District

For more information, please contact:
Language Assessment Center
(909) 891-1037
www.sbcusd.com/lac

Or

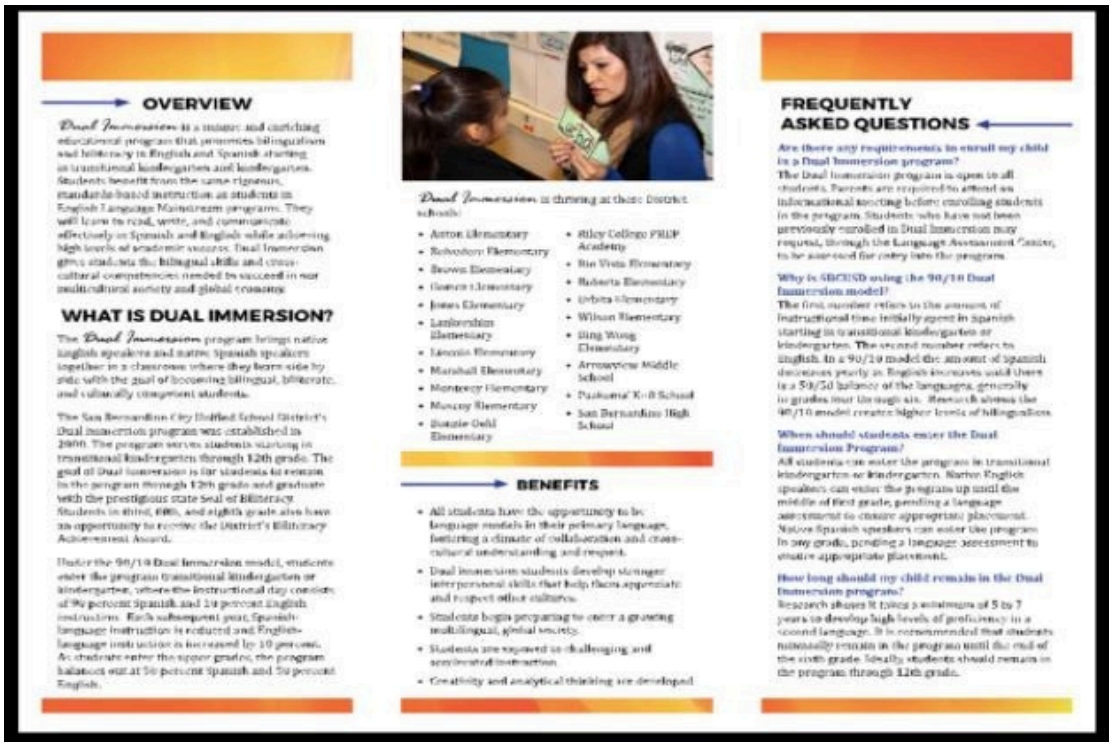
Visit the SBCUSD Welcoming Resource Center
781 West 2nd Street,
San Bernardino, CA 92410

SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT
Making Hope Happen

Dual Immersion Program

SAN BERNARDINO'S
Multilingual Initiative
Investing in Our Future Today

Providing opportunities for all SBCUSD students to graduate high school with multilingual and multicultural capacities, college, career, and 21st century ready, and prepared to live their lives to their fullest potential.



OVERVIEW

Dual Immersion is a unique and enriching educational program that promotes bilingualism and biliteracy in English and Spanish starting in transitional kindergarten and kindergarten. Students benefit from the same rigorous, standards-based instruction as students in English Language Mainstream programs. They will learn to read, write, and communicate effectively in Spanish and English while achieving high levels of academic success. Dual Immersion gives students the bilingual skills and cross-cultural competencies needed to succeed in our multicultural society and global economy.

WHAT IS DUAL IMMERSION?

The *Dual Immersion* program brings native English speakers and native Spanish speakers together in a classroom where they learn side by side with the goal of becoming bilingual, biliterate, and culturally competent students.

The San Bernardino City Unified School District's Dual Immersion program was established in 2000. The program serves students starting in transitional kindergarten through 12th grade. The goal of Dual Immersion is for students to remain in the program through 12th grade and graduate with the prestigious state Seal of Biliteracy. Students in third, fifth, and eighth grade also have an opportunity to receive the District's Biliteracy Achievement Award.

Under the 90/10 Dual Immersion model, students enter the program transitional kindergarten or kindergarten, where the instructional day consists of 90 percent Spanish and 10 percent English instruction. Each subsequent year, Spanish-language instruction is reduced and English-language instruction is increased by 10 percent. As students enter the upper grades, the program balances out at 50 percent Spanish and 50 percent English.

Dual Immersion is thriving at these District schools:

- Arrow Elementary
- Belvedere Elementary
- Brown Elementary
- Garcia Elementary
- Jones Elementary
- Lankershim Elementary
- Lincoln Elementary
- Marshall Elementary
- Monterey Elementary
- Muscoy Elementary
- Rosalie Gehl Elementary
- Riley College PREP Academy
- Rio Vista Elementary
- Roberts Elementary
- Urbita Elementary
- Wilson Elementary
- Ying Wong Elementary
- Arrowview Middle School
- Pacific K-8 School
- San Bernardino High School

BENEFITS

- All students have the opportunity to be language models in their primary language, fostering a climate of collaboration and cross-cultural understanding and respect.
- Dual Immersion students develop stronger interpersonal skills that help them appreciate and respect other cultures.
- Students begin preparing to enter a growing multilingual, global society.
- Students are exposed to challenging and enriched instruction.
- Creativity and analytical thinking are developed.

FREQUENTLY ASKED QUESTIONS

Are there any requirements to enroll my child in a Dual Immersion program?
The Dual Immersion program is open to all students. Parents are required to attend an informational meeting before enrolling students in the program. Students who have not been previously enrolled in Dual Immersion may request, through the Language Assessment Center, to be assessed for entry into the program.

Why is SBCUSD using the 90/10 Dual Immersion model?
The first number refers to the amount of instructional time initially spent in Spanish starting in transitional kindergarten or kindergarten. The second number refers to English. In a 90/10 model the amount of Spanish decreases yearly as English increases until there is a 50/50 balance of the languages, generally in grades four through six. Research shows the 90/10 model creates higher levels of bilingualism.

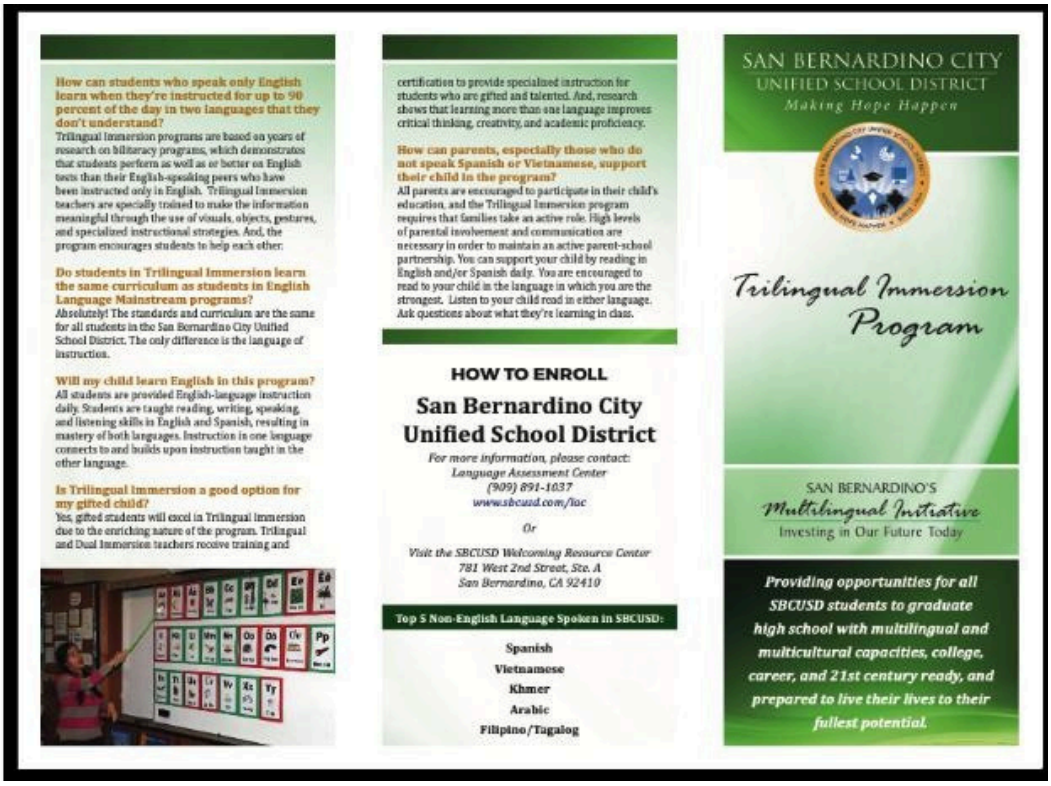
When should students enter the Dual Immersion Program?
All students can enter the program in transitional kindergarten or kindergarten. Native English speakers can enter the program up until the middle of first grade, pending a language assessment to ensure appropriate placement. Native Spanish speakers can enter the program in any grade, pending a language assessment to ensure appropriate placement.

How long should my child remain in the Dual Immersion program?
Research shows it takes a minimum of 5 to 7 years to develop high levels of proficiency in a second language. It is recommended that students nationally remain in the program until the end of the sixth grade. Ideally, students should remain in the program through 12th grade.

APPENDIX

Master Plan for Multilingual Learners

Appendix F: Language Program Brochures: Dual Immersion & Trilingual Immersion



How can students who speak only English learn when they're instructed for up to 90 percent of the day in two languages that they don't understand?
Trilingual Immersion programs are based on years of research on biliteracy programs, which demonstrates that students perform as well as or better on English tests than their English-speaking peers who have been instructed only in English. Trilingual Immersion teachers are specially trained to make the information meaningful through the use of visuals, objects, gestures, and specialized instructional strategies. And, the program encourages students to help each other.

Do students in Trilingual Immersion learn the same curriculum as students in English Language Mainstream programs?
Absolutely! The standards and curriculum are the same for all students in the San Bernardino City Unified School District. The only difference is the language of instruction.

Will my child learn English in this program?
All students are provided English-language instruction daily. Students are taught reading, writing, speaking, and listening skills in English and Spanish, resulting in mastery of both languages. Instruction in one language connects to and builds upon instruction taught in the other language.

Is Trilingual Immersion a good option for my gifted child?
Yes, gifted students will excel in Trilingual Immersion due to the enriching nature of the program. Trilingual and Dual Immersion teachers receive training and certification to provide specialized instruction for students who are gifted and talented. And, research shows that learning more than one language improves critical thinking, creativity, and academic proficiency.

How can parents, especially those who do not speak Spanish or Vietnamese, support their child in the program?
All parents are encouraged to participate in their child's education, and the Trilingual Immersion program requires that families take an active role. High levels of parental involvement and communication are necessary in order to maintain an active parent-school partnership. You can support your child by reading in English and/or Spanish daily. You are encouraged to read to your child in the language in which you are the strongest. Listen to your child read in either language. Ask questions about what they're learning in class.

HOW TO ENROLL

San Bernardino City Unified School District

For more information, please contact:
Language Assessment Center
(909) 891-1037
www.sbcusd.com/lac

Or

Visit the SBCUSD Welcoming Resource Center
781 West 2nd Street, Ste. A
San Bernardino, CA 92410

Top 5 Non-English Language Spoken in SBCUSD:

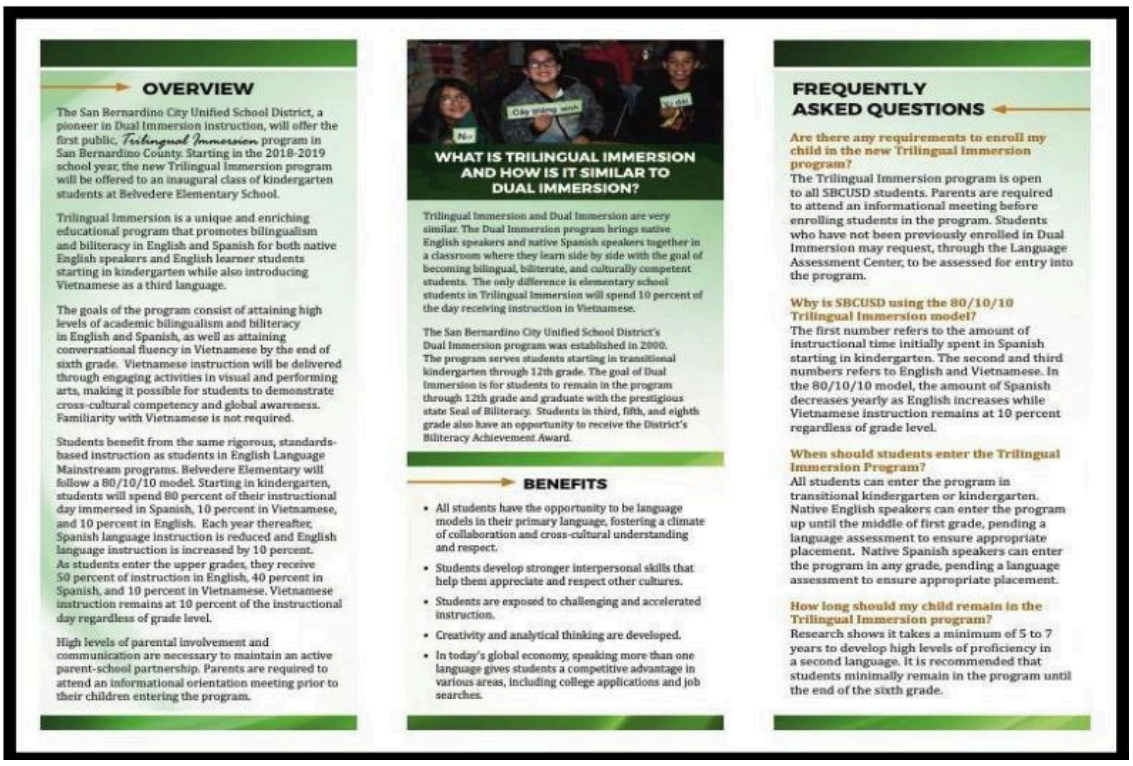
Spanish
Vietnamese
Khmer
Arabic
Filipino/Tagalog

SAN BERNARDINO CITY
UNIFIED SCHOOL DISTRICT
Making Hope Happen

Trilingual Immersion Program

SAN BERNARDINO'S
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Investing in Our Future Today

Providing opportunities for all SBCUSD students to graduate high school with multilingual and multicultural capacities, college, career, and 21st century ready, and prepared to live their lives to their fullest potential.



OVERVIEW

The San Bernardino City Unified School District, a pioneer in Dual Immersion instruction, will offer the first public, *Trilingual Immersion* program in San Bernardino County. Starting in the 2018-2019 school year, the new Trilingual Immersion program will be offered to an inaugural class of kindergarten students at Belvedere Elementary School.

Trilingual Immersion is a unique and enriching educational program that promotes bilingualism and biliteracy in English and Spanish for both native English speakers and English learner students starting in kindergarten while also introducing Vietnamese as a third language.

The goals of the program consist of attaining high levels of academic bilingualism and biliteracy in English and Spanish, as well as attaining conversational fluency in Vietnamese by the end of sixth grade. Vietnamese instruction will be delivered through engaging activities in visual and performing arts, making it possible for students to demonstrate cross-cultural competency and global awareness. Familiarity with Vietnamese is not required.

Students benefit from the same rigorous, standards-based instruction as students in English Language Mainstream programs. Belvedere Elementary will follow a 80/10/10 model. Starting in kindergarten, students will spend 80 percent of their instructional day immersed in Spanish, 10 percent in Vietnamese, and 10 percent in English. Each year thereafter, Spanish language instruction is reduced and English language instruction is increased by 10 percent. As students enter the upper grades, they receive 50 percent of instruction in English, 40 percent in Spanish, and 10 percent in Vietnamese. Vietnamese instruction remains at 10 percent of the instructional day regardless of grade level.

High levels of parental involvement and communication are necessary to maintain an active parent-school partnership. Parents are required to attend an informational orientation meeting prior to their children entering the program.

WHAT IS TRILINGUAL IMMERSION AND HOW IS IT SIMILAR TO DUAL IMMERSION?

Trilingual Immersion and Dual Immersion are very similar. The Dual Immersion program brings native English speakers and native Spanish speakers together in a classroom where they learn side by side with the goal of becoming bilingual, biliterate, and culturally competent students. The only difference is elementary school students in Trilingual Immersion will spend 10 percent of the day receiving instruction in Vietnamese.

The San Bernardino City Unified School District's Dual Immersion program was established in 2000. The program serves students starting in transitional kindergarten through 12th grade. The goal of Dual Immersion is for students to remain in the program through 12th grade and graduate with the prestigious state Seal of Biliteracy. Students in third, fifth, and eighth grade also have an opportunity to receive the District's Biliteracy Achievement Award.

BENEFITS

- All students have the opportunity to be language models in their primary language, fostering a climate of collaboration and cross-cultural understanding and respect.
- Students develop stronger interpersonal skills that help them appreciate and respect other cultures.
- Students are exposed to challenging and accelerated instruction.
- Creativity and analytical thinking are developed.
- In today's global economy, speaking more than one language gives students a competitive advantage in various areas, including college applications and job searches.

FREQUENTLY ASKED QUESTIONS

Are there any requirements to enroll my child in the new Trilingual Immersion program?
The Trilingual Immersion program is open to all SBCUSD students. Parents are required to attend an informational meeting before enrolling students in the program. Students who have not been previously enrolled in Dual Immersion may request, through the Language Assessment Center, to be assessed for entry into the program.

Why is SBCUSD using the 80/10/10 Trilingual Immersion model?
The first number refers to the amount of instructional time initially spent in Spanish starting in kindergarten. The second and third numbers refers to English and Vietnamese. In the 80/10/10 model, the amount of Spanish decreases yearly as English increases while Vietnamese instruction remains at 10 percent regardless of grade level.

When should students enter the Trilingual Immersion Program?
All students can enter the program in transitional kindergarten or kindergarten. Native English speakers can enter the program up until the middle of first grade, pending a language assessment to ensure appropriate placement. Native Spanish speakers can enter the program in any grade, pending a language assessment to ensure appropriate placement.

How long should my child remain in the Trilingual Immersion program?
Research shows it takes a minimum of 5 to 7 years to develop high levels of proficiency in a second language. It is recommended that students minimally remain in the program until the end of the sixth grade.

APPENDIX

Master Plan for Multilingual Learners

Appendix G: Title III Services

SBCUSD receives Title III funding, which is kept centrally and utilized to provide equitable services to all 72 schools to help ensure English learners are achieving English proficiency and meeting challenging state academic standards. District level and school level documentation includes technical assistance records showing consistent monitoring of the English learner programs. Students are given equal opportunities and access to programs designed for English learners. Parents are given information as students enroll and throughout the year.

District Personnel

SBCUSD utilized Title III funds for personnel (support teachers, program specialists, and academic coaches) who work directly with teachers to provide teacher coaching and mentoring on how to increase students' English proficiency and academic achievement.

To address the concerns of Long-Term English Learners (LTELs) and to assist in meeting their needs, additional personnel has been assigned to work at the sites, directly with individual teachers. After professional development sessions, support teachers provide follow-up modeling and coaching at designated elementary sites. At the middle school level, a program specialist concentrates on providing lesson development, modeling, and coaching teachers assigned to Designated and Integrated ELD classrooms.

Paraprofessionals, such as Education (ED) Assistants, ensure primary language instructional support when needed and provide assistance with Integrated and Designated English Language Development instruction in grades K-12, throughout the entire district. They also assist the area of ELD Standards, foundational reading skills, the use of ELD Portfolios, following teacher directions in holding effective small group sessions, and working with individual students helping to provide access to core curriculum.

College interns primarily assist LTEL K-12 students in providing access to content core material, tutoring through data chats, instructional support, and work with individual students in content knowledge.

Supplemental Curriculum

Digital and supplemental curriculum and resources are used for English Language Development and for helping to access other academic content areas. Curriculum and materials include:

- Secondary: English 3D and Vista Higher Learning
- Elementary: Imagine Learning and iStation
- Language Assessment: AVANT – a web-based assessment that measures proficiency and determines language proficiency in four domains

APPENDIX

Master Plan for Multilingual Learners

Appendix G: Title III Services

Professional Development
Appropriate Professional Development is determined after careful analysis of the CAASPP and ELPAC data. The assessments, along with local measures, recognize the growth of English learner students and demonstrates the gaps that need to be addressed. English Language Development (ELD) professional development is provided with a focus on effective language instruction that includes: Training on the English Language Development (ELD) standards, Integrated and Designated ELD, curriculum and intervention materials, ELD portfolios, and the use of digital resources. A series of Secondary PD opportunities focuses on Integrated and Designated ELD strategies within the content areas.

All administrators receive ongoing, evidence-based professional development with a focus on effective language instruction that includes: ELD standards, Integrated and Designated ELD, ELD Portfolios, progress monitoring of EL students, and valuable walkthrough observations. Using Title III support, teachers build a repertoire of instructional strategies that assist the English learner in better achieving the standards, as they become proficient in the English language. Professional development is accompanied by on-going coaching throughout the school year. This allows educators to practice and receive feedback on their new learnings.

Some of the professional development may include:

- **Project Guided Language Acquisition (GLAD)**: is a model that is an integral part of ongoing professional development of teachers and an essential component in building vocabulary and content knowledge.
- **Kagan and Collaborative Circles** is an ongoing PD series for teaching staff. An independent consultant provides teachers with ways to use collaborative learning strategies emphasizing engagement, interaction, discourse, inquiry, and critical thinking.
- **Skill Clinics** are offered to extend and deepen teacher skills, strategies, and improve academic vocabulary skills. The learning is then applied in lesson planning and lesson delivery.
- **Pre-service training:** provides teachers, Program Specialist, Program Facilitators, Resource Teachers and and Support Teachers who hold a Bilingual Cross-Cultural Language and Academic Development (BCLAD) Authorization or equivalent, who teach in the Biliteracy Program settings, additional specialized biliteracy training, focused on effective English learner strategies as well as improving Spanish academic vocabulary skills.
- **English learner parents** receive professional development by attending English learner Conferences such as the California Association for Bilingual Education (CABE) conference; La Cosecha, a dual immersion conference, and many more. By being included in the professional development process, parents can learn how to support their English learner students via strategies received from professional development sessions and events.

APPENDIX

Master Plan for Multilingual Learners

Appendix H: Parent Notification Of Recommendation For Reclassification

SAN BERNARDINO CITY
UNIFIED SCHOOL DISTRICT
Making Hope Happen

Mauricio Arellano
Superintendent

March 15, 2024

Dear Parent or Guardian of _____

Congratulations! Your student was redesignated as Reclassified Fluent English Proficient (RFEP) on _____ .

In order to ensure that your student continues to maintain academic progress, SBCUSD Multilingual Programs department monitors our RFEP students. This process happens once per year for an equivalent of four years, after reclassification.

As a part of this process, your student's academic progress is monitored by the following criteria:

- 2.0 grade point average
- "C" or higher in English/ELA

At this time, your student has met progress in the above areas based on first semester grades. If you have any questions about the monitoring process, please contact your school site's English Learner Facilitator.

Sincerely,

Tex Acosta

Tex Acosta
Secondary Director, Multilingual Programs Department

Multilingual Programs Department-Secondary

4030 Georgia Blvd • San Bernardino, CA 92407 • (909) 891-1013

APPENDIX

Master Plan for Multilingual Learners

Appendix H: Parent Notification Of Recommendation For Reclassification

SAN BERNARDINO CITY
UNIFIED SCHOOL DISTRICT
Making Hope Happen

Mauricio Arellano
Superintendent

15 de marzo de 2024

Querido padre o tutor de _____

¡Felicidades! Su estudiante fue recategorizado como Reclasificado como proficiente en inglés (RFEP) en _____.

Para asegurar que su estudiante continúe progresando académicamente, el SBCUSD departamento de Programas Multilingüe monitorea nuestros estudiantes RFEP. Este proceso sucede una vez al año para un equivalente de cuatro años después de la fecha de reclasificación.

Como parte de este proceso, su estudiante es monitoreado en los requisitos siguientes:

- Un promedio de 2.0
- Una "C" o más en su clase de inglés

En este momento, su estudiante ha mantenido progreso académico en las áreas de arriba basado en sus calificaciones de primer semestre. Si tiene alguna pregunta sobre el proceso por favor contacte el facilitador de aprendices de inglés de su escuela.

Atentamente,

Tex Acosta
Director del Departamento de Programas Multilingüe-Secundarias

Multilingual Programs Department-Secondary

4030 Georgia Blvd • San Bernardino, CA 92407 • (909) 891-1013

APPENDIX

Master Plan for Multilingual Learners

Appendix H: Parent Notification Of Recommendation For Reclassification (English)

SAN BERNARDINO CITY
UNIFIED SCHOOL DISTRICT
Making Hope Happen

Ana M. Applegate
Assistant Superintendent, Educational Services

Dear Parent or Guardian,

Congratulations! Your child has been formally reclassified as fluent English proficient. This special distinction signifies that your child will no longer be considered an English learner and has attained proficiency in English. It is a special accomplishment to be reclassified as fluent English proficient and we commend your child for completing such an important milestone in their academic career.

Consistent with state and federal guidelines, the progress of reclassified students will continue to be monitored for a minimum of four years to ensure continuous academic growth. In the future, if your child does not meet academic performance standards, an intervention plan will be developed based on your child's academic needs in order to provide additional academic support.

The criteria that were used to reclassify your child were the following:

- English Language Proficiency Assessment of California (ELPAC) Overall level 4
- Teacher recommendation based on student meeting grade-level standards in reading and language arts
- Opportunities for parent opinion, consultation, and involvement during the reclassification process
- Meeting one of the following comparisons of student academic performance:
    - Grade 1 STAR Early Literacy - Percentile rank 25 or above
    - Grades 2-12 STAR Reading - Percentile rank 25 or above
    - ELA CAASPP - Standard Met or Standard Exceeded

If you have questions regarding the reclassification process for your child, please contact your child's teacher or you may contact us at (909) 891-1007 for additional information.

Sincerely,

Les Ojeda
Director of the Multilingual Programs Department (Elementary)

Multilingual Programs Department

4030 Georgia Blvd. • San Bernardino, CA 92407 • (909) 891-1007

APPENDIX

Master Plan for Multilingual Learners

Appendix H: Parent Notification Of Recommendation For Reclassification (Spanish)

SAN BERNARDINO CITY
UNIFIED SCHOOL DISTRICT
Making Hope Happen

Ana M. Applegate
Assistant Superintendent, Educational Services

Estimado padre o tutor legal,

¡Felicidades! Su hijo(a) ha sido reclasificado formalmente como estudiante que domina el idioma inglés. Este mérito especial significa que ya no será considerado un aprendiz de inglés y ha alcanzado el dominio del idioma. Es un logro especial ser reclasificado y felicitamos a su hijo(a) por lograr una meta tan importante en su carrera académica.

De acuerdo con las pautas estatales y federales, el progreso de los estudiantes reclasificados continuará siendo monitoreado por un mínimo de cuatro años para garantizar que continúen teniendo éxito académico. En el futuro, si su estudiante no cumple con los estándares de rendimiento académico, se desarrollará un plan de apoyo basado en sus necesidades académicas para proveer ayuda adicional.

Los criterios que se utilizaron para reclasificar a su hijo(a) son los siguientes:

- Calificación total de nivel 4 de la Evaluación del dominio del idioma inglés de California o ELPAC
- Recomendación del maestro(a) basada en que el estudiante cumpla con los estándares de nivel de grado en lectura y artes del lenguaje
- Dar oportunidades a los padres para que compartan su opinión, consulten y participen en el proceso de reclasificación
- Cumplir con una de las siguientes evaluaciones de rendimiento académico estudiantil:
  - Alfabetización de Primer Grado examen Estrella (STAR) – Rango de 25 por ciento o más
  - Lectura de Segundo Grado al Duodécimo examen Estrella (STAR) - Rango de 25 por ciento o más
  - ELA CAASPP - Estándar Alcanzado o Estándar Sobrepasado

Si tiene alguna pregunta sobre el proceso de reclasificación, comuníquese con el maestro(a) de su estudiante o puede comunicarse con nosotros al (909) 891-1007 para obtener información adicional.

Sinceramente,

Les Ojeda
Director del Departamento de Programas Multilingües (Primaria)

Multilingual Programs Department

4030 Georgia Blvd. • San Bernardino, CA 92407 • (909) 891-1007

APPENDIX

Master Plan for Multilingual Learners

Appendix I: Reclassification Form (English)

San Bernardino City Unified School District
MULTILINGUAL PROGRAMS

RECLASSIFICATION FORM FOR ENGLISH LEARNERS IN GRADES 1-12 TO FLUENT ENGLISH PROFICIENT (R-FEP)

Student Name_____ ID # _____ Grade _____

School_____ Teacher_____ IEP ☐

_____ _____
Site Level English Learner Facilitator Signature Date

The above-named English learner is eligible to be reclassified as a fluent English proficient (R-FEP) student based on the criteria listed below. Items 1-4 must be completed.

MULTIPLE CRITERIA

1. **Assessment of English Language Proficiency (ELPAC scores if available)**

ELPAC Proficiency Level: Test date_____ Overall_____ (Must be at an overall **Level 4** proficiency, or **Level 3** on the Alternate ELPAC)

2. **Teacher Evaluation**

Elementary School - Meets grade-level standards in reading and language arts.

Classroom Teacher Signature _____

Middle/High School - Meets grade-level standards in English/language arts by currently receiving a grade of "**C**" or higher **OR** a 2.0 or above ***qualifying G.P.A***. on the ***most recently*** posted grades.

GPA:_____ **ELA/English Grade**_____

ELA/English Teacher Signature _____

3. **Parent Opinion and Consultation**

Parent Notification of Reclassification letter sent to parent/guardian on _____
Date

4. **Comparison of Student Academic Performance (must meet one)**

Grade 1 STAR Early Literacy:	Date_____	Early Literacy_**PR**_____ (***Percentile Rank 25 or higher***)
Grades 2-12 STAR Reading:	Date_____	Reading_**PR**_____ (***Percentile Rank 25 or higher***)
ELA CAASPP:	Date_____	ELA_____ (***Standard Met or Standard Exceeded***)

For exclusive use by staff of Multilingual Programs

Final Reclassification Approval _____
Director of Multilingual Programs

Date entered and MP employee's initials _____ IEP/504 _____

E-69 (Rev. 8/20/24) Original Copy for Multilingual Programs Copies for CUM and Parent

APPENDIX

Master Plan for Multilingual Learners

Appendix I: Reclassification Form (Spanish)

Distrito Escolar Unificado de la Ciudad de San Bernardino
Departamento de Programas Multilingües

FORMULARIO PARA RECLASIFICAR A APRENDICES DE INGLÉS EN GRADOS 1-12 A NIVEL PROFICIENTE CON FLUIDEZ EN INGLÉS (R-FEP)

Nombre del estudiante_____ # de ID_____ Grado _____

Nombre de la escuela_____ Maestro/a_____ IEP ☐

_____ _____
Firma del facilitador para aprendices de inglés del plantel escolar Fecha

El aprendiz de inglés nombrado anteriormente es elegible para ser reclasificado a nivel proficiente con fluidez en inglés (R-FEP) basado en su cumplimiento con los requisitos anotados a continuación. Los artículos 1 al 4 tienen que ser completados.

CRITERIO MÚLTIPLE

1. **Evaluación del nivel de dominio del inglés (resultados del ELPAC si están disponibles)**

   Examen ELPAC: Fecha del examen_____ En total_____ (Debe obtener el **Nivel 4** en total, o **Nivel 3** en la ELPAC Alterna)

2. **Evaluación del maestro/a**

   Escuela primaria – Cumple con los estándares a nivel de grado en lectura y artes idiomáticas.

   Firma del maestro/a _____

   Escuela secundaria/preparatoria – Cumple con los estándares a nivel de grado en inglés/artes idiomáticas logrando una calificación de **"C"** o superior **O** mantiene un **promedio académico de grado (GPA)** de 2.0 o más alto en las calificaciones **más recientemente** publicadas.

   GPA:_____ **Calificación en ELA/inglés**_____

   Firma del maestro/a del curso de ELA/inglés _____

3. **Opinión y consulta del padre**

   La *Notificación al padre sobre reclasificación* se envió al padre/guardian el _____
   Fecha

4. **Comparación del rendimiento académico del estudiante (tiene que cumplir con al menos un requisito)**

   Grado 1-STAR Early Literacy (lectoescritura precoz): Fecha_____ Lectoescritura **PR**_____ (***Valor percentil de 25 o superior***)

   Grados 2-12-STAR Reading (lectura): Fecha_____ Lectura **PR**_____ (***Valor percentil de 25 o superior***)

   CAASPP/SBAC de ELA (inglés): Fecha_____ Inglés_____ (***Cumple con las normas o Supera las normas***)

Para el uso exclusivo del personal del departamento de Programas Multilingües

Aprobación final de reclasificación _____
Director de Programas Multilingües

Fecha de anotación e iniciales del empleado_____ IEP/504 _____

E-69 (Rev. 8/20/24) Copia original para el depto. de Programas Multilingües Copias para el CUM y el padre

APPENDIX

Master Plan for Multilingual Learners

Appendix J: Monitoring Form For Reclassified Students

25-26 Elementary RFEP Monitoring

Form Name: SBCUSD Elementary RFEP Monitoring Form
District: San Bernardino City Unified

Name: Adam Training
Student ID: training084

Student Demographics

Name	Adam Training	**Student ID**	training084	**Test ID**	training084
School	Training School	**Grade**	8	**Date of Birth**	7/8/2007
RFEP Date		**Monitoring Status**		**Monitored Since**	
IEP	No				

This student is a former English Learner (EL) who has been reclassified to Fluent English Proficient, and has therefore exited the EL program. All former ELs are required to be monitored for four years after they exit the program. As this student's classroom teacher, your feedback is invaluable. Please answer the questions below to provide feedback on how this student is performing academically.

Standardized Test Scores

Test Name and Date	Grade	Scores
No data.		

Academic Performance *

Is this student meeting grade-level standards in ELA, and/or making expected progress on their IEP academic goals?

- ○ Meets grade-level expectations
- ○ Does not meet grade-level expectations

Basic Skills Assessment *

What evidence did you use to determine if the student is, or is not, meeting grade-level standards in ELA?

- ○ Renaissance STAR
- ○ NWEA MAP
- ○ iReady
- ○ Other

If 'Other', please list below, then upload the evidence to the 'Student Profile' under 'Documents' and the document type 'RFEP Monitoring Evidence.'

Academic Performance *

Is this student meeting grade-level standards in Math, and/or making expected progress on their IEP academic goals?

- ○ Meets grade-level expectations
- ○ Does not meet grade-level expectations

Basic Skills Assessment *

What evidence did you use to determine if the student is, or is not, meeting grade-level standards in Math?

- ○ Renaissance STAR
- ○ NWEA MAP
- ○ iReady
- ○ Other

APPENDIX

Master Plan for Multilingual Learners

Appendix J: Monitoring Form For Reclassified Students

If 'Other', please list below, then upload the evidence to the 'Student Profile' under 'Documents' and the document type 'RFEP Monitoring Evidence.'

Contributing Factors for Lack of Progress *

If student is not meeting grade-level standards, what factors are contributing to their lack of progress? If they are meeting grade-level standards, please select 'None applicable'.

- ☐ Excessive absences
- ☐ In-class work or assignments
- ☐ Classroom assessments
- ☐ Content learning needs
- ☐ Classroom engagement
- ☐ Social or emotional needs
- ☐ Extenuating family circumstance
- ☐ Other
- ☐ Language learning needs
- ☐ Out-of-class work or assignments
- ☐ Makeup work
- ☐ None applicable

Please provide any additional comments here.

Expected Intervention Results *

If the student is not meeting grade-level standards in ELA and/or Math, an intervention plan/pre-SST is required. Please list interventions in the comment box below and select expected intervention results.

- ☐ Reading skills will improve
- ☐ Phonemic awareness will improve
- ☐ Phonics will improve
- ☐ Fluency will improve
- ☐ Vocabulary will improve
- ☐ Comprehension will improve
- ☐ Writing skills will improve
- ☐ Listening skills will improve
- ☐ Speaking skills will improve
- ☐ Content area skills will improve
- ☐ Classroom engagement / behavior will improve
- ☐ Attendance will improve
- ☐ Not applicable

REQUIRED: Please list the interventions you are, or will be, providing for this student. If the student is meeting grade-level standards, please write "N/A". *

Follow Up Team *

What follow up is needed?

- ☐ No follow-up needed at this time (Has met grade level standards)
- ☐ Pre-SST/SST Team (Has not met grade level standards)
- ☐ IEP Team (Has not met grade level standards)

Signatures

Minimum signatures required: **1**

Role	Contributor	Signature	Date Added
Homeroom Teacher			

APPENDIX

Master Plan for Multilingual Learners

Appendix K: Pre-SST Plan

San Bernardino City Unified School District
Multi-Tiered Support System (MTSS)

Student Name _____
Student # _____

CLASSROOM INTERVENTION
Pre-SST/Pre-Referral

☐ English Only (EO) ☐ English Learner (EL) ☐ Spanish Learner (SL) (Dual Immersion Only) ☐ Initial Fluent English Proficient (IFEP)
☐ Reclassified Fluent English Proficient (RFEP) ☐ Long-Term English Learner (LTEL) ☐ At Risk of Long-Term English Learner (At Risk LTEL)

Teacher Name _____ Beginning Date _____ Ending Date _____ Pre-SST Cycle #____

____ Academic ____ Language ____Behavior ____ Speech ____Other

Standard (CCSS, SEL, etc):

ELD/SLD Standard Level: ☐ EMERGING ☐ EXPANDING ☐ BRIDGING
ELD/SLD Standard:

SMART Goal:

Researched-based Intervention (Tier 2):

Monitoring Tool(s):

Progress Monitoring (Weekly Data)*

Date:	# Absences/ Tardies	Results of Intervention(s):
Week 1 Results Date:		
Week 2 Results Date:		
Week 3 Results Date:		
Week 4 Results Date:		
***If intervention is not working, modify as needed. Note extenuating circumstances. (ex. attendance, suspension, etc)**		
Week 5 Results Date:		
Week 6 Results Date:		

*Pre-SST: Please include at least three weeks of data/results.

2

Revised 7/26/21

APPENDIX

Master Plan for Multilingual Learners

Appendix L: English Language Development "What To Look For" Pedagogical Practices

WHAT TO LOOK FOR

SBCUSD Pedagogical Practices
Multilingual Programs

ELD	
Description: Integrated and designated ELD provide English learners with access to the core curriculum. The main objective of integrated ELD is to provide content instruction with differentiated learning experiences aligned to the ELD standards. The main objective of designated ELD is to provide instruction targeted to students' proficiency levels with an emphasis on grammatical structures, academic language and discourse practices.	
Rationale: State and federal guidelines stipulate that English learners must be provided English language development on a daily basis until reclassified to Fluent English proficient. The ELD standards should be emphasized along with oral language development, academic language development, genre-based writing, differentiated instruction and formative assessment.	
Guiding Texts: CA ELA/ELD Framework Chapter 2: https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter2.pdf *English Language Development, Guidelines for Instruction*, William Saunders, Claude Goldenberg, and David Marcelletti https://files.eric.ed.gov/fulltext/EJ1014023.pdf CA ELD K-12 Standards https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf	
Teachers:	**Students:**
Oral Language Development	
Teachers will provide frequent, structured language opportunities for students through a variety of strategic grouping configurations, **throughout the day in all content areas.**	Students will work in a variety of strategic grouping configurations (i.e., partners, triads, cooperative groups) to engage in extended language practice, **throughout the day in all content areas.**
Teachers will model and provide differentiated sentence frames based on identified language functions (e.g., sequence, compare/contrast) and forms (grammatical structures).	Students will use differentiated sentence frames to produce a variety of sentences consistent with their English language proficiency levels, orally and in writing.
Teachers will provide multiple, structured opportunities and scaffolds for students to engage in collaborative conversations.	Students will use differentiated sentence and response frames during collaborative conversations.
Academic Language Development	
Teachers will provide multiple exposures to general academic and content-specific vocabulary (wide reading, variety of vocabulary routines, modeled writing).	Students will apply general academic and content-specific vocabulary orally and in writing across content areas.
Teachers will model morphological analysis (e.g., affixes, root words) with words taught in context.	Students will use morphological analysis to make predictions and to determine the meaning of unknown words.

APPENDIX

Master Plan for Multilingual Learners

Appendix L: English Language Development "What To Look For" Pedagogical Practices

	unknown words.
Teachers will model the use of functional language (e.g., making opinions, agreeing/disagreeing) in both integrated and designated ELD.	Students will produce functional language using differentiated sentence and response frames, orally and in writing, in both integrated and designated ELD.
Genre-Based Writing	
Teachers will analyze and deconstruct texts to identify text organization (e.g., narrative, expository, opinion) using teacher modeling and think-alouds.	Students will use graphic organizers to deconstruct and identify the components of various types of texts to generate authentic writing.
Teachers will use a variety of resources (text, articles, primary sources, literature, realia, media) and strategies to build academic background prior to writing.	Students will engage in pre-writing activities to brainstorm, plan, and organize their writing using multiple sources.
Using Part 2 of the ELD standards, teachers will provide Designated ELD lessons on grammatical structures in order to revise student writing.	Students will engage in peer and independent revisions based on previous Designated ELD lessons taught.
Differentiated Instruction	
In order to make instruction comprehensible and accessible to students, teachers will use a variety of scaffolding strategies, such as frontloading, paraphrasing, pictures, visuals, graphic organizers, differentiated texts, and other tools, keeping EL levels in mind.	Students will reference and use a variety of self-selected tools to access and understand grade-level content.
During Integrated ELD, throughout all content areas (e.g., math, science, social studies, language arts), teachers will provide homogenous and flexible small group *academic* instruction based on instructional level or skill. Teacher will provide EL scaffolds during whole and small group instruction.	Students will work with teachers in a small group setting to practice and reinforce academic skills/standards. During whole and small group, students will access content instruction with the help of EL scaffolds.
During Designated ELD, teachers will provide homogenous and flexible small group *language* instruction based on ELD/SLD proficiency level.	Students will work with teachers in a small group setting to practice and reinforce EL skills/standards.
Formative Assessment	
Teachers will use a variety of formal and informal assessments to check for understanding and progress monitor **to drive and adjust instruction**.	Students will monitor their learning through metacognitive tools such as rubrics, self-reflection, peers, teacher feedback/guidance, in order to set goals and improve their learning, as they progress through academic and language levels.

APPENDIX

Master Plan for Multilingual Learners

Appendix M: Spanish Language Development "What To Look For" Pedagogical Practices

WHAT TO LOOK FOR

SBCUSD SLD
Multilingual Programs

SLD	
Description: Integrated and designated SLD provide Spanish learners with access to the core curriculum. The main objective of integrated SLD is to provide content instruction with differentiated learning experiences aligned to the SLD standards. The main objective of designated SLD is to provide instruction targeted to students' proficiency levels with an emphasis on grammatical structures, academic language and discourse practices.	
Rationale: Effective Dual Immersion programs provide Spanish learners with Spanish language development (SLD) on a daily basis until students achieve proficiency in Spanish in all four language domains. During integrated and designated SLD, the SLD standards should be emphasized along with oral language development, academic language development, genre-based writing, differentiated instruction and formative assessment.	
Guiding Principles for Dual Language Education - Third Edition PDF http://www.cal.org/resource-center/publications-products/gp3-pdf **SBCUSD SLD Portfolio** (visit *bit.ly/ELDSLDPortfolios*)	
Teachers:	**Students:**
Oral Language Development	
Teachers will provide frequent, structured language opportunities for students through a variety of strategic grouping configurations, **throughout the day in all content areas.**	Students will work in a variety of strategic grouping configurations (i.e., partners, triads, cooperative groups) to engage in extended language practice, **throughout the day in all content areas.**
Teachers will model and provide differentiated sentence frames based on identified language functions (e.g., sequence, compare/contrast) and forms (grammatical structures).	Students will use differentiated sentence frames to produce a variety of sentences consistent with their Spanish language proficiency levels, orally and in writing.
Teachers will provide multiple, structured opportunities and scaffolds for students to engage in collaborative conversations.	Students will use differentiated sentence and response frames during collaborative conversations.
Academic Language Development	
Teachers will provide multiple exposures to general academic and content-specific vocabulary (wide reading, variety of vocabulary routines, modeled writing).	Students will apply general academic and content-specific vocabulary orally and in writing across content areas.
Teachers will model morphological analysis (e.g., affixes, root words) with words taught in context.	Students will use morphological analysis to make predictions and to determine the meaning of

APPENDIX

Master Plan for Multilingual Learners

Appendix M: Spanish Language Development "What To Look For" Pedagogical Practices

	unknown words.
Teachers will model the use of functional language (e.g., making opinions, agreeing/disagreeing) in both integrated and designated SLD.	Students will produce functional language using differentiated sentence and response frames, orally and in writing, in both integrated and designated SLD.
Genre-Based Writing	
Teachers will analyze and deconstruct texts to identify text organization (e.g., narrative, expository, opinion) using teacher modeling and think-alouds.	Students will use graphic organizers to deconstruct and identify the components of various types of texts to generate authentic writing.
Teachers will use a variety of resources (text, articles, primary sources, literature, realia, media) and strategies to build academic background prior to writing.	Students will engage in pre-writing activities to brainstorm, plan, and organize their writing using multiple sources.
Using Part 2 of the SLD standards, teachers will provide Designated SLD lessons on grammatical structures in order to revise student writing.	Students will engage in peer and independent revisions based on previous Designated SLD lessons taught.
Differentiated Instruction	
In order to make instruction comprehensible and accessible to students, teachers will use a variety of scaffolding strategies, such as frontloading, paraphrasing, pictures, visuals, graphic organizers, differentiated texts, and other tools, keeping SLD levels in mind.	Students will reference and use a variety of self-selected tools to access and understand grade-level content.
During Integrated SLD, throughout all content areas (e.g., math, science, social studies, language arts), teachers will provide homogenous and flexible small group *academic* instruction based on instructional level or skill. Teacher will provide SLD scaffolds during whole and small group instruction.	Students will work with teachers in a small group setting to practice and reinforce academic skills/standards. During whole and small group, students will access content instruction with the help of SLD scaffolds.
During Designated SLD, teachers will provide homogenous and flexible small group *language* instruction based on SLD proficiency level.	Students will work with teachers in a small group setting to practice and reinforce SLD skills/ standards.
Formative Assessment	
Teachers will use a variety of formal and informal assessments to check for understanding and progress monitor **to drive and adjust instruction**.	Students will monitor their learning through metacognitive tools such as rubrics, self-reflection, peers, teacher feedback/guidance, in order to set goals and improve their learning, as they progress through academic and language levels.

APPENDIX

Master Plan for Multilingual Learners

Appendix N: Dual Immersion Instructional Minutes

English Learner Programs
San Bernardino City Unified School District

REGULAR DAY (335 minutes)

DAILY TIME ALLOTMENTS FOR DUAL IMMERSION PROGRAM
(90:10 Model)

Language Arts/SLD		Math w/Integrated ELD/SLD		Content Literacy/ELD: Science and Social Studies
Spanish		***Spanish***	***English***	***English***
TK / K-Half	110	60	0	30
K-Full	200	75	0	60
1	190	75	0	70
2	160	75	0	100
3	185	0	75	75

Language Arts/SLD (Temas 1-3)		Content Literacy/SLD: Social Studies	Math w/iELD	Content Literacy/ELD: Science
Spanish		***Spanish***	***English***	***English***
4	140	30	75	90
5	140	30	75	90
6	140	30	75	90

Language Arts/ELD (Themes 4-6)		Content Literacy/ELD: Science	Math w/iSLD	Content Literacy/SLD: Social Studies
English		***English***	***Spanish***	***Spanish***
4	140	30	75	90
5	140	30	75	90
6	140	30	75	90

Depending on the grade level, English language development consists of:

- Connections to the McGraw Hill Wonders ELD program*
- Integrated and designated ELD through Science or Social Studies content
  - ELD standards must be the focus during Science or Social Studies content in order to be considered as ELD
  - Teachers may teach whole group integrated ELD lessons through content and pull small group designated ELD lessons to focus on ELD standards
- Leveled readers
- Additional supplementary materials aligned to ELD standards

*McGraw Hill Wonders ELD should be utilized during weeks that do not have the same content repeated in both languages. During weeks that have repetition of the same content in Spanish and English, it is recommended that teachers use additional supplemental materials as well as ELD standards through Science and Social Studies content.

APPENDIX

Master Plan for Multilingual Learners

Appendix N: Dual Immersion Instructional Minutes: Minimum Day

English Learner Programs
San Bernardino City Unified School District

MINIMUM DAY (210 minutes)

DAILY TIME ALLOTMENTS FOR DUAL IMMERSION PROGRAM (90:10 Model)

Language Arts/SLD		Math w/Integrated ELD/SLD		Content Literacy/ELD: Science and Social Studies
Spanish		*Spanish*	*English*	*English*
K	135	45	0	30
1	125	45	0	40
2	105	45	0	60
3	125	0	45	40

Language Arts/SLD (Temas 1-3)		Content Literacy/SLD: Social Studies	Math w/iELD	Content Literacy/ELD: Science
Spanish		*Spanish*	*English*	*English*
4	75	30	45	60
5	75	30	45	60
6	75	30	45	60

Language Arts/ELD (Themes 4-6)		Content Literacy/ELD: Science	Math w/iSLD	Content Literacy/SLD: Social Studies
English		*English*	*Spanish*	*Spanish*
4	75	30	45	60
5	75	30	45	60
6	75	30	45	60

Depending on the grade level, English language development consists of:

- Connections to the McGraw Hill Wonders ELD program*
- Integrated and designated ELD through Science or Social Studies content
  - ELD standards must be the focus during Science or Social Studies content in order to be considered as ELD
  - Teachers may teach whole group integrated ELD lessons through content and pull small group designated ELD lessons to focus on ELD standards
- Leveled readers
- Additional supplementary materials aligned to ELD standards

*McGraw Hill Wonders ELD should be utilized during weeks that do not have the same content repeated in both languages. During weeks that have repetition of the same content in Spanish and English, it is recommended that teachers use additional supplemental materials as well as ELD standards through Science and Social Studies content.

OR

APPENDIX

Master Plan for Multilingual Learners

Appendix P: Transitional Bilingual Instructional Minutes

San Bernardino City Unified School District
ENGLISH LEARNER PROGRAMS

REGULAR DAY - (335 minutes)
DAILY TIME ALLOTMENTS FOR TRANSITIONAL BILINGUAL PROGRAMS

Language Arts		Science/ Social Studies	Math	ELD
Spanish		*Spanish*	*Spanish*	*English*
K-Half	110	20	40	30
K-Full	170	30	75	60
1	160	30	75	70

Language Arts		Math		Content Literacy/ELD: Science and Social Studies	Writing
Spanish		*Spanish*	*English*	*English*	*English*
2	170	75	0	60	30
3	170	0	75	60	30

Language Arts /ELD		Math	Content Literacy: Science	Content Literacy: Social Studies
English		*English*	*Spanish*	*Spanish*
4	155	75	45	60

Language Arts		Content Literacy/ELD: Science	Math	Content Literacy/ELD: Social Studies
English		*English*	*English*	*English*
5	155	45	75	60
6	155	45	75	60

Depending on the grade level, English language development consists of:

- Connections to the McGraw Hill Wonders ELD program*
- Integrated and designated ELD through Science or Social Studies content
  - ELD standards must be the focus during Science or Social Studies content in order to be considered as ELD
  - Teachers may teach whole group integrated ELD lessons through content and pull small group designated ELD lessons to focus on ELD standards
- Leveled readers
- Additional supplementary materials aligned to ELD standards

*McGraw Hill Wonders ELD should be utilized during weeks that do not have the same content repeated in both languages. During weeks that have repetition of the same content in Spanish and English, it is recommended that teachers use additional supplemental materials as well as ELD standards through Science and Social Studies content.

APPENDIX

Master Plan for Multilingual Learners

Appendix P: Transitional Bilingual Instructional Minutes: Minimum Day

San Bernardino City Unified School District
ENGLISH LEARNER PROGRAMS

MINIMUM DAY - (210 minutes)

DAILY TIME ALLOTMENTS FOR TRANSITIONAL BILINGUAL PROGRAMS

Language Arts		Science/ Social Studies	Math	ELD
Spanish		*Spanish*	*Spanish*	*English*
K	115	20	45	30
1	100	20	45	45

Language Arts		Math		Content Literacy/ELD: Science and Social Studies	Writing
Spanish		*Spanish*	*English*	*English*	*English*
2	120	45	0	30	15
3	120	0	45	30	15

Language Arts /ELD		Math	Content Literacy: Science	Content Literacy: Social Studies
English		*English*	*Spanish*	*Spanish*
4	105	45	30	30

Language Arts		Content Literacy/ELD: Science	Math	Content Literacy/ELD: Social Studies
English		*English*	*English*	*English*
5	105	30	45	30
6	105	30	45	30

Depending on the grade level, English language development consists of:

- Connections to the McGraw Hill Wonders ELD program*
- Integrated and designated ELD through Science or Social Studies content
  - ELD standards must be the focus during Science or Social Studies content in order to be considered as ELD
  - Teachers may teach whole group integrated ELD lessons through content and pull small group designated ELD lessons to focus on ELD standards
- Leveled readers
- Additional supplementary materials aligned to ELD standards

*McGraw Hill Wonders ELD should be utilized during weeks that do not have the same content repeated in both languages. During weeks that have repetition of the same content in Spanish and English, it is recommended that teachers use additional supplemental materials as well as ELD standards through Science and Social Studies content.

APPENDIX

Master Plan for Multilingual Learners

Appendix Q: Educational Interview For Secondary Newcomer Students

SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT

Cuestionario de Entrevista Oral para Estudiantes con Educación Formal Interrumpida o Inconsistente
(Students with Interrupted/Inconsistent Formal Education, SIFE)

based on New York City Department of Education SIFE Questionnaire

The purpose of this interview is to determine the student's educational history in order to provide the teacher, counselor, and all support staff a better idea of what is needed by the student as well as what assets and experiences they bring. It includes questions that are designed to elicit from the student their school history, home language supports, their interests and aspirations.

To be completed by the interviewer:

Nombre del entrevistador Fecha: ____/_____/_____	Título del entrevistador
Estudiante:	Escuela

Interviewer: Use Form E-90 to verify student information:

- Student name/last name___
- Date of birth ____
- Place of birth(country) ____
- First language learned, language spoken at home frequently ___

Información personal y de idioma

*¿Qué edad tienes? _____ *Qué grado escolar cursas? _____

*Es esta la primer vez que asistes a una escuela en los Estados Unidos?_____

*Creciste en el mismo país donde naciste? _____

¿Eres fluente en otro idioma? ☐ No ☐Si, ¿Cuál? _____

¿Con cuál idioma te sientes más cómodo(a) para comunicarte? ☐ Español

☐Otro, ¿Cuál? _____

TUS METAS

¿Qué profesión quieres seguir en el futuro? _____

¿Cuáles son tus planes cuando termines la escuela preparatoria? _____

APPENDIX

Master Plan for Multilingual Learners

Appendix Q: Educational Interview For Secondary Newcomer Students

HISTORIAL EDUCATIVO

Interviewer: Use Form E-90 to verify student information:

Ahora voy a hacerte preguntas sobre tu escuela en tu país de origen.

* **En que ciudad/pueblo está localizada la última escuela que asististe?** _____

* **¿Qué grado escolar cursabas en esa escuela?** 1 2 3 4 5 6 7 8 9 10 11 12

Otro_____

Nivel Primaria

¿Fuiste a la escuela continuamente? Si □ No □	¿Qué edad tenías cuando terminaste la primaria?
Que grados terminaste completamente? □1 □2 □3 □4 □5 □6	¿En que idioma(s) instruían las clases?

Nivel Secundaria

¿Fuiste a la escuela continuamente? Si □ No □	¿Qué edad tenías cuando terminaste la secundaria?
Que grados terminaste completamente? □7 □8	¿En que idioma(s) instruían las clases?

Nivel Preparatoria

¿Fuiste a la escuela continuamente? Si □ No □	¿Qué edad tenías cuando terminaste la preparatoria?
Que grados terminaste completamente? □9 □10 □11 □12	¿En que idioma(s) instruían las clases?

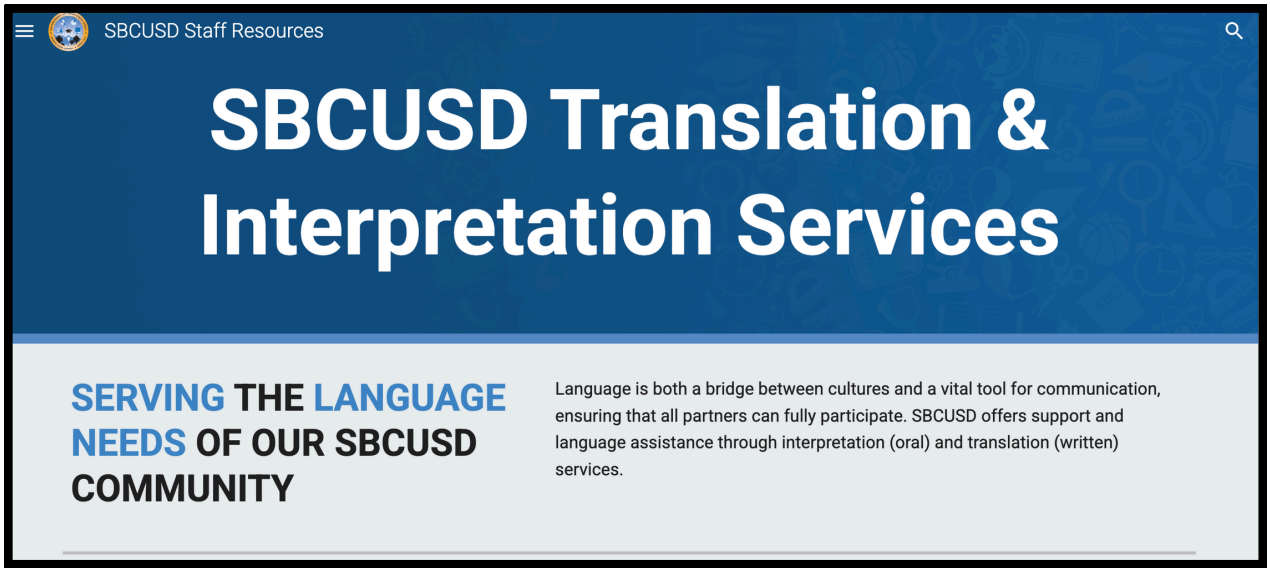
¿Qué crees que haces muy bien en la escuela actualmente? □Si □No

¿Cuál es tu materia favorita en la escuela? _____

APPENDIX

Master Plan for Multilingual Learners

Appendix R: Request For Translation & Interpretation Services



APPENDIX

Master Plan for Multilingual Learners

Appendix S: English Learner Typologies

Typology	Description
At-Risk of Becoming an LTEL	An EL student who has been classified as an EL for 4-5 years; has scored at the Intermediate level or below (level 3 or below) on the ELPAC; has scored in the fourth or fifth year at the Standard Not Met on the CAASPP ELA
Dually - Identified	An English learner who has an IEP or 504 plan.
EL	English learner
Foreign-born EL	An EL who was born outside of the United States.
Highly-schooled Newcomer EL	An EL who has been in the U.S. for 1 to 2 years, but who attained a high quality of education in their primary language.
IFEP	A student classified as Initially Fluent English Proficient on the English language proficiency assessment. This student is not an EL and does not receive EL services.
Transnational EL	An English learner who travels frequently between their home country and the United States.
Long-Term English Learner (LTEL)	A pupil who has not attained English language proficiency within 6 years of initial classi cation an an EL; has remained at the same English language proficiency level for two or more years on the ELPAC, or has regressed to a lower English language proficiency level; has scored at the Standard Not Met level on the CAASPP ELA
Native U.S. born EL	An EL who is a U.S. born citizen.
Newcomer EL	An EL who has been in the U.S. less than 3 years and whose English proficiency is at the Emerging level.
Reclassified English Learner (R-FEP)	A former EL who has met the state's linguistic and academic criteria to be reclassified as fluent English proficient and exited from EL programs.
Student with Limited Interrupted Formal Education (SIFE)	An EL who had limited to no access to school in their home country, or whose education has been interrupted.

APPENDIX

Master Plan for Multilingual Learners

Appendix T: Abbreviations And Acronyms Of Terms Referenced

A-G: a sequence of high school courses students must complete with a grade of "C" or better in order to be minimally eligible for admission to the University of California and California State University schools.

ALP: Advanced Learners Program

BCLAD: Bilingual Cross-Cultural Language Academic Development

BILA: Bilingual Authorization

CABE: California Association of Bilingual Educators

CAASPP: The California Assessment of Student Performance and Progress

CCSS: Common Core State Standards

CALPADS: California Longitudinal Pupil Achievement Data System

CAA: California Alternate Assessment for ELA and Mathematics

CSA: California Spanish Assessment

CTC: Commission on Teacher Credentialing

CLAD: Cross-Cultural Language and Academic Development

DELAC: District English Learner Advisory Council

DOK: Depths of Knowledge

EA III: Educational Assistant III

ELAC: English Learner Advisory Council

ELD: English Language Development

ELF: English Language Facilitator

ELPAC: English Language proficiency Assessments of California

APPENDIX

Master Plan for Multilingual Learners

Appendix T: Abbreviations And Acronyms Of Terms Referenced

GATE: Gifted and Talented Education

GLAD: Guided Language Acquisition Design

HLS: Home Language Survey

IHE: Institution of Higher Education

IEP: Individualized Education Program

KPI: Key Performance Indicators

LAC: Language Assessment Center

LCAP: Local Control Accountability Plan

LEA: Local Education Agency

LDS: Language Development Specialist

MTSS: Multi-Tiered Systems of Support

NGSS: Next Generation Science Standards

SDAIE: Specially Designed Academic Instruction in English

SLD: Second Language Development

SPSA: Single Plan for Student Achievement

SSC: School Site Council

SST: Student Study Team

APPENDIX

Master Plan for Multilingual Learners

Appendix U: Description Of Language Programs

Structured English Immersion (SEI)
a language acquisition program for English learners in which nearly all classroom instruction in provided in English. This program is available at all schools.

Dual Language Immersion (DI)
a language learning program and academic instruction provided to native speakers of English and native speakers of another language.

Transitional Bilingual/Biliteracy
provides instruction for English learners utilizing English and students' native language for literacy and academic instruction, with the goals of language proficiency and academic achievement in English.

Trilingual Immersion
promotes bilingualism and biliteracy in English and Spanish for both native English speakers and English learners starting in Kindergarten, while introducing Vietnamese as a third language.

APPENDIX

Master Plan for Multilingual Learners

Appendix V: English Language Development Opt Out Form

San Bernardino City Unified School District
MULTILINGUAL PROGRAMS

English Language Development Program
Opt-Out-Form

Student Name: _____ **Student ID #:** _____
Grade: _____ **School:** _____
ELP Level: _____ **Opt-Out Date:** _____

As required by law, schools have an obligation to provide English learner students with appropriate language services to become proficient in English as rapidly as possible and to meet state academic achievement measures. Assessments indicate that your student is eligible to receive English language development instruction in a program designed to help students acquire English language proficiency and access grade level content instruction. The same law makes provisions for parents or guardians to decline or opt-out of English Language Development services for their students.

By initialing each item below, you indicate that you read and fully understand each statement.

- I have decided to exercise my parental right to decline and opt-out of English Language Development services for my student.
- I am aware of my child's English language assessment score and other important information about my child's current academic progress, and understand why he or she was recommended for additional English language support services. California *Code of Regulations*, Title 5, Section 11518.5 (a).
- By law, my student will retain the status of "English Learner" and his or her English proficiency will be assessed each year with the Summative ELPAC state exam until he or she is reclassified.
- By law, the school district will continue to inform me of my student's progress in attaining English proficiency.
- By law, the school district will continue to monitor and inform me of the progress of my student.
- By law, the school district will report my student to the California Department of Education as an English learner until my student attains English proficiency and is reclassified.
- I made this decision voluntarily.
- All of this information has been presented to me in a language I fully understand
- I have had the opportunity to discuss the available EL programs and services available for my child with the Multilingual Program Department's director/representative.
- I am able to opt my student back into receiving English Language Development services at any time by notifying the Multilingual Programs Department in writing.

I _____,(parent/guardian name) with the full understanding of the above information, wish to decline:

- Enrollment in a Designated ELD class intended to assist English learners in developing critical English language skills necessary for academic content learning in English.
- Educational Assistant III staff member providing academic support to my child in his/her home language during school hours.

Signature:_____ Phone number _____

Address: _____

Director's Signature _____ Date: _____

Revised May 31, 2024
Upload a completed and signed copy of this form to Aeries, Language Assessment tab. Provide a copy to the parent/guardian and notify the school of Opt-Out status of the student.

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Master Plan for Multilingual Learners

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