Master Plan for English Learner Success

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The English Learner Master Plan will be open to revision and updates on an annual basis.
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1. **EXECUTIVE SUMMARY**

The San Bernardino City Unified School District has a long-time commitment to the quality schooling of English Learners. The District has also undertaken a major, groundbreaking effort to design an overarching plan for a district multilingual initiative that provides a pathway to engaging all students in high level multilingual learning opportunities that prepare them for success in a global, 21st century environment. This has provided an opportunity to update the District's Master Plan for English Learner Success so that the educational success of English Learners is clearly and explicitly addressed in a comprehensive manner that builds on English Learners' languages, cultures, experiences, skills, and resources to graduate them college, career, and 21st century ready.

The English Learner Master Plan features several common themes that represent hallmarks of quality English Learner education in San Bernardino:

- PreK-12 Coherence
- 21st Century Curriculum, Pedagogy, & Assessment
- College & Career Readiness:
  - Quality & Committed Educators
  - Values-Driven, Principles-Based, Research-Informed Programs & Practice

The English Learner Master Plan establishes recommendations and describes English Learner policies, processes, and practices in seven areas:

**Identification and Placement of Students**
This section articulates the processes for identifying the language status of students, conducting initial and annual language and academic assessments, placing English Learners in the most powerful and appropriate programs/pathways, and reclassifying English Learners to document growth in their language status.

**English Learner Programs**
This section establishes a set of programs to provide multiple language learning options for English Learners. It defines the staffing and timeline parameters for each program and addresses access to specialized services such as Advanced Learner Education and Special Education within a supportive English Learner context.

**Pedagogical Practices, Instructional Resources, and Technology**
This section identifies the core pedagogical/instructional practices expected to be utilized in all English Learner classrooms, as well as the instructional and technological resources available to support optimal English Learner success.

**Professional Preparation and Support**
This section establishes professional development and support services to ensure that staff is able to implement the English Learner Master Plan in a coherent, comprehensive, and effective manner. It clarifies required staff qualifications and certification, staff recruitment, hiring, and placement policies, as well as procedures and protocols necessary to support successful implementation of the English Learner Master Plan.
Parent/Family Engagement and Development
This section calls for actively engaging English Learner families and the community, individually and through existing committee and partnership structures, in informed support of the English Learner Master Plan.

Funding & Resource Allocation
This section recommends the identification of current and future funding sources to support full implementation of the English Learner Master Plan, as well as the incorporation of processes and protocols into the budget development process to ensure adequate and timely funding. It requires that the Local Control Funding Formula allocations reflect priority for the English Learner Master Plan and that the Plan recommendations be reflected prominently in the Local Control Accountability Plan.

Accountability, Assessment, Progress Monitoring, Performance Management, and Reporting
This section recommends the identification and implementation of strategies, procedures, and protocols to regularly assess and monitor English Learner progress, program/Initiative effectiveness, status of implementation of recommendations, and staff performance; to report progress in all these areas; and to ensure compliance with district, state, and federal requirements.
A. **INTRODUCTION**

The educational success of English Learners will be addressed in a comprehensive manner that builds on their languages, cultures, and experiences, skills, and resources to graduate them college, career, and 21st century ready. As a fundamental approach to creating this plan, SBCUSD has committed to a process of community engagement, with the anticipation that relationships among and across a most diverse group of stakeholders will be strengthened, and ownership of the issues will result. This monumental and innovative effort to move our District and our community to the forefront of powerful and transformative education for all our students creates a unique opportunity to make an incredible and sustainable impact for our students, their families, our schools, and our communities.

In response to this challenge, our San Bernardino community has conceptualized an initiative to ensure that every San Bernardino student graduates from our schools prepared to succeed in a globalized 21st century world. San Bernardino’s Multilingual Initiative – Making Hope Happen by Investing in Our Future, and the English Learner Master Plan needs everyone’s input and support to become a sustainable and integrated aspect of how we do business in San Bernardino.

B. **MASTER PLAN OVERVIEW**

**Envisioning the Future**

Imagine all English Learners in San Bernardino City Schools, upon graduation, academically successful, as well as fluent and literate in two or more languages. This is the current reality for some students, and through this English Learner Master Plan the same opportunities will afforded to ALL English Learners.

The English Learner Master Plan seeks to ensure that English Learners are fully included in these efforts while providing guidance to our schools and community about how best to serve English Learners and honor the protections guaranteed them by state and federal regulations and case law.

**Taking Up the Challenge**

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

**Creating a Master Plan to Make Hope Happen**

To accomplish this huge undertaking, a broad group of stakeholders has been established with representation from parents, students, district staff, and the community. These groups have been meeting to obtain, review, and assess multiple sources of information to guide the development of a plan of action. This Master Plan will serve to implement a variety of learning experiences and programs grades PreK-12, with the ultimate goal of having all English Learners,
upon graduation, attain academic excellence and become literate in English and their primary language, and even perhaps a third language.

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

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

C. Master Plan Common Themes

The English Learner Master Plan features several common themes that we would expect to see in every school across the district for all students. In fact, these common themes should be basic characteristics of SBCUSD schools that our staff, students, parents, and community are able to recognize, describe, and promote as hallmarks of effective, quality instruction for all in San Bernardino. The focus on the following themes for the purpose of this English Learner Master Plan will be on English Learners:

PreK-12 Coherence: Parents and students should expect a seamless journey beginning with joyful preschoolers and culminating in multilingual/multicultural college, career, and 21st century ready graduates with multiple post-secondary options. Staff plan, coordinate, and align their English Learner curricular and extracurricular content and practices within grades/subject areas, across grades/subject areas, and across schools/grade spans.

21st Century Curriculum, Pedagogy, & Assessment: Parents, students, and staff should expect English Learner curriculum, pedagogy, and assessment that reflect the demands of a global, knowledge-based, creative-age society and economy, incorporate the new Common Core Standards, support integrated learning, and build on the strengths and needs of diverse learners. This includes the incorporation of technology as a key component of teaching, learning, and assessment, and the development of high levels of multiple literacies, including biliteracy, to prepare English Learners for the globalized 21st century world.

College & Career Readiness: Parents, students, and staff should expect that all English Learners will graduate multilingual/multicultural and prepared for college and career. English Learner pathways have been designed for this purpose and utilize a robust system of indicators that provide a more complete picture of school performance, including broader measures of growth and learning that better assess 21st century skills and application of content and literacy skills to real world issues and challenges. English Learners are supported in developing benchmark projects/portfolios and performance
tasks that demonstrate their mastery of the expected standards in two or more languages, including English.

**Quality & Committed Educators:** Parents and students should expect high quality English Learner teachers and school leaders who are focused on improving student engagement, achievement, and 21st century success through the use of powerful practices, including frequent collegial collaboration and inquiry. Staff receives continuous support in developing expertise and successful practices.

**Values-Driven, Principles-Based, Research Informed Programs & Practice:** Parents, students, and staff should expect that our English Learner programs and practices reflect our District values and principles, and are supported by the existing research on English Learner program effectiveness. Our highest priority programs are those that have been shown to have the highest likelihood of helping our English Learners reach our definition of student success.

**D. Master Plan Essentials**

Essential #1: Values

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

1. **ASSETS-BASED APPROACHES THAT ARE CULTURALLY AND LINGUISTICALLY RESPONSIVE** must be adopted to help all English Learners achieve at high levels. In every instance, we strive to uncover and make visible the strengths that English Learners and their families bring into the classroom and the school community.

2. **EQUITY** means having a deep understanding of the communities we serve so we may better personalize our work for students, families, schools, and communities. Equity also means allocating resources towards students and schools traditionally underserved by our institutions and systems so that every English Learner has equitable opportunities.

3. **LINGUISTIC HUMAN RIGHTS** is at the heart of our core values. It integrates a transformative set of commitments regarding language learning, including asserting the legitimacy of students’ native languages and dialects, protecting rights to language, and systemically using students’ languages, cultures, experiences, and skills.

4. **BILINGUALISM/MULTILINGUALISM,** the ability to communicate in two or more languages, is a tremendous individual, community, national, and international asset. Research confirms that when students can achieve proficiency in two or more languages, not only do students themselves benefit in multiple powerful and life-changing ways, but their families and communities benefit as well. Those benefits also accrue to our society and our world, transforming the way that human beings relate to each other across all the differences that are impactful.
5. RELATIONSHIPS based on trust and common purpose are found in empowering individuals and communities. Individuals and communities thrive in environments of mutual respect, value, and worth. Strong relationships help us establish purposeful connections across all diversity that make a difference (i.e., gender, race/ethnicity, language, socioeconomic status, unique abilities) and throughout the system. With these relationships and connections, we operate more effectively and efficiently in our work life and on behalf of English Learners and families.

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

Our Beliefs
We believe that:
  * Every person has value and deserves to realize full potential.
  * Learning liberates the mind, the heart, and the spirit and instills hope.
  * Relevance inspires motivation and excellence.
  * Emotional, psychological, and physical well-being is significant in the pursuit of life, learning, and happiness.
  * Cultural proficiency leads to equity and removes barriers to opportunity.
  * Strong interpersonal relationships based in trust empower individuals and communities.
  * Individuals and communities thrive in environments of mutual respect, value, and worth.

Our Key Strategic Objectives
  * Each student will develop and pursue an academic and career plan based on his or her interests and talents.
  * Each student will demonstrate independent initiative, civic responsibility, and community pride.
  * Each student will develop creativity through mastery of fundamental knowledge and applied skills.
  * Each student will enjoy learning throughout life by learning how to learn.

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

English Learners have the confidence, competence, and information needed to make positive choices for their future and the strength and competence to participate fully in the 21st century economic, political, cultural, and intellectual life of our nation and global society. By 21st century readiness, we mean the following:
• Academic Preparation
• College and Career Readiness
• Mastery of Advanced Literacies and Multimedia, Multilingual, and Multicultural Skills
• Innovation, Creativity, and Solution-Seeking Competencies
• Social, Environmental, and Civic Responsibility
• Technological Fluency
• Critical Thinking, Communication, and Collaboration Skills
• Strength of Body, Mind, and Character.

Because of the education and interactions our English Learners experience in our schools, they will be prepared to live to their fullest potential.

Essential #3: Theory of Action
Theory of action describes how we intend to translate our intentions into actions that yield the results we say we want:

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

WE ARE FOCUSED ON IMPROVING, CLARIFYING, AND SUPPORTING CLASSROOM LEADERSHIP designed to improve the quality of classroom instruction and interactions, leading to multilingual/multicultural competency for all English Learners through the use of essential pedagogical practices, high intellectual expectations, and 21st century culturally and linguistically responsive curriculum, pedagogy, resources, and assessments.

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

WE ARE ORGANIZING DISTRICT LEADERSHIP around our core values and instructional priorities to most effectively provide the resources and responsive professional development, nurture positive and trusting relationships, and enact the mutual accountability our schools need in order to carry out what is necessary for our English Learners’ success.

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

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

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

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

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

Applied Learning: We guide and support English Learners in applying their language and academic skills in relevant, and multiple environments.

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

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

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

Essential #5: English Learner Strategic Goals
The following strategic goals form SBCUSD’s English Learner Master Plan Essential #5:

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

Essential #6: Instructional Priorities
Instructional practices will follow the SBCUSD instructional framework that is currently being developed, which outlines a comprehensive system by which teaching and learning is approached. The framework is inclusive of instructional practices, assessments, intervention, and professional development that meet the needs of all our diverse learners. Effective instructional practices for English Learners require that educators understand what powerful and excellent teaching and learning looks like, and that they engage in the following fundamental behaviors:

• Educators must know what to do to produce consistently high quality English Learner learning results. They must understand the role of quality feedback in improving learning. They must be familiar with the conditions for optimal learning. They can converse easily about what they can do in their specific roles to support high quality learning results for English Learners.
• They must hold each other responsible for high quality English Learner teaching and learning. They understand their respective roles in ensuring that teaching and learning, whether in the classroom, in the home, or in the community, meet the highest level of quality. They understand what is meant by “quality,” and can point to examples. Their expectations are high for themselves and each other, and they have a repertoire of support strategies to draw on when they or others need help.
• They expect that work is “done” only when it meets publicly agreed-upon standards of quality. They are clear about what is meant by quality and can articulate its features or characteristics. They have collaborated to determine what their common standard(s) of quality should be and are familiar with work that exemplifies that standard. When they see work that doesn’t meet the standard, they have a set of tools, supports, and protocols for providing the needed assistance to raise the quality of the work.
• They work together to create English Learner environments of high intellectual performance throughout the school and community. They meet regularly to discuss how best to collaborate on behalf of English Learner success. They consider the whole city their campus and work together to identify learning opportunities for English Learners not only in the school, but in the home and community as well. They celebrate successes and use these to strengthen English Learner programs.
2. **IDENTIFICATION AND PLACEMENT OF STUDENTS**

Proper identification and appropriate placement of English learners is foundational for linguistic and academic success. Identifying the language status of students, conducting initial and annual language and academic assessments, and placement of English Learners will be defined and detailed. Appropriate language learning programs, and the process of reclassifying English Learners to document their changed language status, are articulated as well.

**CONTENT**

A. Initial Identification & Assessment  
B. Program Placement  
C. Reclassification  
D. English Learners in Private Schools
A. **INITIAL IDENTIFICATION & ASSESSMENT**

In order to ensure proper identification and assessment of English Learners, the following steps will be taken:

1. **STREAMLINE THE DISTRICT ENROLLMENT, IDENTIFICATION, AND PLACEMENT PROCESS.**
   Streamline the District enrollment, identification, and placement process to ensure consistency across schools in the following: (a) how students are enrolled, identified as potential English Learners and assessed in English as well as their primary language; (b) how assessment results are communicated to students, parents and staff; (c) how program placement recommendations are determined and communicated; and, (d) 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.

2. **UTILIZE THE HOME LANGUAGE SURVEY TO INITIALLY ASSESS HOME LANGUAGE.**
   Prior to enrollment in the District, the student’s parents/guardians complete SBCUSD’s Home Language Survey (see Appendix A). If the Survey indicates that a language other than English is spoken in the home, students will be referred to the Language Assessment Center to determine whether or not the student is a potential English Learner. If there is no language other than English indicated, the student is classified as a native English speaker.

3. **ADMINISTER THE CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST (CELDT) TO DETERMINE ENGLISH LANGUAGE PROFICIENCY.**
   Currently, the California English Language Development Test (CELDT) is the state-mandated 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 using the CELDT (following all of the publisher’s instructions) within 30 calendar days of initial enrollment at the beginning of the school year, or during the school year, within two weeks of the student being placed in a program. Students will receive an overall proficiency level in English as well as a proficiency level for each language domain (i.e., reading, writing, speaking, listening). Students who demonstrate an overall score of Early Advanced or Advanced with Intermediate or above on each language domain on the initial administration of CELDT will be designated as Initial Fluent English Proficient (I-FEP).

4. **UTILIZE PRIMARY LANGUAGE ASSESSMENTS TO DETERMINE PROFICIENCY IN THE STUDENT’S PRIMARY LANGUAGE.**
   Potential English learners will be provided an assessment of their primary language within 90 days of initial enrollment for the following languages: Spanish, Vietnamese, Arabic, and Khmer. Assessment of students’ primary language is critical for determining appropriate program placement.

5. **ANALYZE FOREIGN TRANSCRIPTS TO MORE EFFECTIVELY PLACE AND SERVE SECONDARY ENGLISH LEARNERS.**
   The District’s English Learner Programs Department will incorporate analysis of foreign transcripts, when available, into the initial assessment process of newly arrived students from foreign schooling systems. The English Learner Programs Department will provide the school sites with information regarding academic mastery and earned credits to assist
in appropriate placement and assignment of academic credits. Such identification will assist the school sites in identifying necessary support services for such students.

6. **INFORM PARENTS ABOUT THE IDENTIFICATION & ASSESSMENT PROCESS.**

The District and the English Learner Programs Department will provide all parents/guardians with information about how student identification and assessment takes place in the top three languages of the District. In addition, parents will be provided a consultation of assessment results, including their child’s identification as a Long Term English Learner (LTEL), when applicable. Parents of potential English Learners will be notified of their child’s English language and primary language test results and how their language proficiency level was assessed using the Initial Assessment and Primary Language Results/Program Placement for English Learners form (EL-25) (see Appendix B) within 30 days after the beginning of the school year (or during the school year, within two weeks of the student being placed in a program).

Parents will also receive a spoken and written explanation of program placement recommendations, including Structured English Immersion, English Language Mainstream, and alternative programs. Program option descriptions will include, educational strategies and educational materials to be used in the different options, including the option to remove a child from a particular program or choose another program/method of instruction, if available, and the parental exception waiver process. The program entry procedures are outlined in the “Bilingual Entry/Exit Procedures” document (see Appendix C). Parents will also be informed that a student must be placed for not less than 30 calendar days in an English-language classroom the first year of enrollment in a California school.

During the consultation, the parents will select the program placement for their child. If the parents sign a parental exception waiver and it is granted by the District, the student will be placed in the alternative program selected by the parent in consultation with the staff conducting the consultation. If there is an Individualized Educational Plan (IEP) in which the IEP team has determined the student’s need for primary language instruction, then the student will be placed in an alternative program that will provide primary language instruction as per the IEP.

Parental exception waivers are requested using form E-217 (see Appendix D), they will be acted upon within 20 instructional days of submission to the site administrator; those submitted under EC 311(c) will be acted upon no later than ten (10) calendar days after the expiration of the 30-day English language classroom placement or within twenty (20) instructional days of submission of the waiver, (whichever is later). Parental exception waivers will be granted unless the site administrator and educational staff determine that an alternative program offered at the school would not be better suited for the overall educational development of the students.

If a parental exception waiver is not signed by the parents or granted by the District, the student will be placed in an English language program setting. Students who have not acquired reasonable fluency in English will be placed in an intensive English program setting such as Structured English Immersion. These classrooms are designed to accelerate English Language Development through specially designed curriculum and instruction, and
the use of effective English language acquisition strategies. Students with reasonable fluency in English will be placed in an English Language Mainstream program setting. Parents may request an English Language Mainstream program even if their child has not yet acquired reasonable fluency in English.

7. **CONDUCT ANNUAL ASSESSMENTS AND NOTIFY PARENTS OF THE RESULTS.**
Each English Learner will be assessed annually with the CELDT during the annual assessment window to determine their progress in acquiring English. The English Learner Programs Department and the Accountability and Educational Technology Department will train site coordinators to train staff giving the CELDT. The sites are to provide an optimal test environment and schedule a time and location that will ensure student focus. Prior to administration of the CELDT, the site administrator or designee will provide each English Learner with their current scores in order to collaborate with, and coach them on how to get to the next proficiency level.

In addition, students enrolled in programs that provide instruction in a language other than English, will be assessed in the language of instruction on an annual basis. All students will be assessed annually to determine progress in grade-level academic standards across the curriculum.

Each English Learner with disabilities’ progress in acquiring English will be assessed during the annual assessment window by the CELDT (if specified on the student’s Individualized Education Plan (IEP) or Section 504 Plan).

Parents will be notified annually of their child’s English proficiency, target/primary language, and academic progress. The District will ensure that parents/guardians have access to further assistance as necessary. Through its website, the District will provide parents/guardians with a telephone number for the staff person(s) available to provide further assistance in understanding the assessments.

8. **PARENT NOTIFICATION WHEN ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES HAVE NOT BEEN MET.**
In the event that SBCUSD does not make sufficient progress on the Annual Measurable Achievement Objectives (AMAOs), the District will inform parents of English Learners of such failure within 30 days of receiving notifications. (Note: the AMAO notification requirement was suspended in 2015-2016. SBCUSD will await further instruction from the California Department of Education as implementation of the Every Child Succeeds Act [ESSA] moves toward full implementation).

9. **IDENTIFICATION OF IMMIGRANT CHILDREN.**
For the purpose of providing support specific to their recent arrival in the U.S., the District will identify all immigrant children and youth who:
- Are ages 3-21
- Were not born in any U.S. state
- Have not been attending one or more schools in any one or more than three (3) full academic years
10. SBCUSD will annually update, implement, and monitor Goal 2 of its approved Local Education Agency (LEA) Plan, which contains:
   • Title III required and allowable programs and activities to be implemented
   • Description of how Title III funds will be used to meet all Annual Measurable Achievement Objectives (AMAO’s).
   • Description of how school sites will be accountable for:
     - Meeting the AMAO’s
     - Making adequate yearly progress for English Learners
     - Annually measuring the English proficiency of English Learners
   • Description of how school sites will promote parental and community participation programs
   • Description of how all English Learner programs will be carried out to ensure that English Learners are served appropriately.
   • Assurance that the English Learner program is developed using evidence based research, enabling English Learners to meet challenging state academic content and student academic achievement standards.
   • Description of high-quality student academic assessments that SBCUSD and school sites use:
     - to determine the success of children in meeting the state student academic achievement standards, and to provide information to teachers, parents, and students on the progress being made toward meeting the state student academic achievement standards
     - to diagnose and provide effective classroom instruction and determine what revisions are needed so that English Learners meet the state student academic standards
B. PROGRAM PLACEMENT

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

In order to ensure the appropriate placement of English Learners into the programs that will provide the most effective bilingual/multilingual language development (English and home language) and access to grade-level curriculum, the following steps are taken:

1. INFORM PARENTS OF ENGLISH LEARNER PROGRAM OPTIONS AND LONG-TERM IMPACT ON ENGLISH LEARNER SUCCESS AND COLLEGE READINESS.
   Parents will be provided with an informational brochure available in English and Spanish. Electronic and video formats are currently being developed in multiple languages that describe the various English Learner program options, the research/data behind each, and the long-term impact of each option on English Learners’ likelihood of achieving academic success, college readiness, and full proficiency in English and the home language. The District’s reclassification requirements, the exit criteria for English Learner Programs, and the graduation and A-G completion rates in SBCUSD are also shared. For English Learners with an IEP, staff will share if and how each program will meet the objectives of the student’s IEP. The parents’ ultimate choice of program is then recorded on the Initial Assessment and Primary Language Results/Program Placement for English Learners form (EL-25; see Appendix B). Staff who provide parent consultations will be highly trained in all program options, their research base, and the District’s reclassification requirements.

2. COMMUNICATE THE DUAL LANGUAGE AND BILITERACY PROGRAMS AS PLACEMENTS FOR ENGLISH LEARNERS.
   Information will be provided regarding placement for English Learners whose primary language is a language utilized in the dual language or maintenance bilingual/biliteracy program. These programs have been proven to yield the best linguistic and academic results for English Learners, including English proficiency, mathematics achievement, and college readiness. Parents will be assisted in completing the Parental Exception Waiver (see Appendix D) as part of the placement/consultation process.

   Parental Exception Waivers will be granted unless there is overwhelming evidence that placement in a dual language or maintenance bilingual/biliteracy program is inappropriate for the overall educational development of the student. If a waiver is denied, parents and guardians will be informed in writing of the reason for the denial and advised that they may appeal to the Board of Education. Entry and exit criteria for placement in bilingual settings may be found in the appendix (see Appendix C).

   When 20 or more students in a given grade level are granted a waiver, a dual language or maintenance bilingual/biliteracy program will be established, if one does not exist. If there are fewer than 20 students at a grade level interested in a dual language or biliteracy pathway, students will be offered the opportunity to transfer to a school that has such a program. Transportation will be provided for students who wish to attend a bilingual program at a school that is not their home school.
3. GUIDELINES FOR APPROPRIATE PLACEMENT FOR SECONDARY ENGLISH LEARNERS.
The English Learner Programs Department has revised the student placement guidelines for English Learners to reflect the new California ELA/ELD framework, and to best meet the needs of students in secondary schools (see chart that follows). These guidelines will address appropriate placement in English Learner programs and courses as well as English Language Development (ELD). English Learner typologies, home language, and English proficiency will all be considered when assigning courses. The guidelines will include definitions of the appropriate program for Long-Term English Learners and Newcomers as well. The guidelines have been written to also help increase access to A-G courses for all English Learners. Registrars and counselors will use these placement charts to appropriately place English Learners in middle and high school. Secondary Program Specialists will review student placements at each secondary site at the start of each semester to confirm that students are placed in the appropriate setting. When schedules do not reflect proper placement guidelines, the Secondary English Learner Programs Department will communicate with counselors, EL facilitators, and administrators to ensure the correct adjustments are made.
Less Than 5 Years – English Learner Placement Chart

*Note: Per California Education Code [EC] Section 305 “children who are English learners shall be educated through sheltered English immersion during a temporary transition period not normally intended to exceed one year.” Students less than 1 year in U.S. schools need sheltered, grade-level courses for one year (English (L), Science (L), Social Science/History (L) and Math (L). Once English learners have acquired a good working knowledge of English, they shall be transferred to English language mainstream classrooms.

<table>
<thead>
<tr>
<th>Language Fluency</th>
<th>Less than reasonably fluent (CELDT) Less than 5 Years in U.S. Schools</th>
<th>Reasonably fluent (CELDT) Less than 5 Years in U.S. Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>EL Program</td>
<td>Sheltered English Immersion (SEI) Sheltered Classes - English (L), Science (L), History (L), and Mathematics (L) are required if in U.S. less than 1 year.</td>
<td>English Language Mainstream (ELM) Sheltered Classes - English (L)</td>
</tr>
<tr>
<td>CELDT Levels</td>
<td>EMERGING/EXPANDING: Beginner (B), Early Intermediate (EI), Low Intermediate (1)</td>
<td>EXPANDING/BRIDGING: High Intermediate (I), Early Advanced (EA), Advanced (A)</td>
</tr>
<tr>
<td>STAR – Reading Classification</td>
<td>Urgent Intervention, Intervention, On Watch</td>
<td>Urgent Intervention*, Intervention*</td>
</tr>
<tr>
<td>SBAC-ELA Score</td>
<td>Standard Not Met, Standard Nearly Met</td>
<td>Standard Not Met, Standard Nearly Met *These students are AT-RISK for becoming LTEL Students</td>
</tr>
<tr>
<td>CELDT Score ranges:</td>
<td>2016-2017 English/ELA with Integrated ELD Course Number and Title</td>
<td>2016-2017 English/ELA with Integrated ELD Course Number and Title</td>
</tr>
<tr>
<td>Designated ELD Placement Course Number and Title</td>
<td>MIDDLE School: E028 ELA Core 6 (L) E048 ELA Core 7 (L) E068 ELA Core 8 (L)</td>
<td>MIDDLE School: E028 ELA Core 6 (L) E048 ELA Core 7 (L) E068 ELA Core 8 (L)</td>
</tr>
<tr>
<td>MS High Int. (531-554)</td>
<td>Designated ELD Placement Course Number and Title</td>
<td>Designated ELD Placement Course Number and Title</td>
</tr>
<tr>
<td>HS Low Int. (518-554)</td>
<td>MIDDLE School:</td>
<td>MIDDLE School:</td>
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<tr>
<td>HS High Int. (555-568)</td>
<td>ELD 1: E 011</td>
<td>ELD 2: E 011</td>
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<td></td>
<td>ELD 2: E 012</td>
<td>ELD 3: E 013</td>
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<tr>
<td></td>
<td>Academic ELD 1: 1A: E 461 1B: E 462</td>
<td>Academic ELD 2: 2A: E 465 2B: E 466</td>
</tr>
<tr>
<td></td>
<td>Academic ELD 3: 3A: E 467 3B: E 468</td>
<td></td>
</tr>
</tbody>
</table>

++Please make the appropriate adjustments to your site master schedule as soon as possible in order for your department to progress monitor the English learners as well as to be in compliance with state and federal reporting requirements.
According to **District Board Policy 6146.1** dated May 15, 2012, English Learners at the Early Advanced and Advanced Levels who demonstrate proficiency in language development (CEDLT levels 4, 5) shall receive a grade level sheltered (SEI) English course (English 1, 2, 3 or 4) may choose to take the A-G approved ELD 4 Course for English credit in lieu of their grade level sheltered (SEI) English course.

### Language Fluency

<table>
<thead>
<tr>
<th>Less than reasonably fluent (CELDT)</th>
<th>Reasonably fluent (CELDT)</th>
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<tr>
<td><strong>EL Program</strong></td>
<td><strong>EL Program</strong></td>
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<tr>
<td>English Language Mainstream (ELM)</td>
<td>English Language Mainstream (ELM)</td>
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<tr>
<td>Sheltered Classes - English (L)</td>
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</tr>
<tr>
<td><strong>HIGH School:</strong></td>
<td><strong>HIGH School:</strong></td>
</tr>
<tr>
<td>E222/E223 English 1 (L) C L P A/B</td>
<td>E222/E223 English 1 (L) C L P A/B</td>
</tr>
<tr>
<td>E422/E423 English 2 (L) C L P A/B</td>
<td>E422/E423 English 2 (L) C L P A/B</td>
</tr>
<tr>
<td>E622/E623 English 3 (L) C L P A/B</td>
<td>E622/E623 English 3 (L) C L P A/B</td>
</tr>
<tr>
<td>E822/E823 English 4 (L) C L P A/B</td>
<td>E822/E823 English 4 (L) C L P A/B</td>
</tr>
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</tr>
<tr>
<td>1B: E 462</td>
<td>2B: E 464</td>
</tr>
<tr>
<td><strong>Academic ELD 4</strong></td>
<td><strong>Academic ELD 4</strong></td>
</tr>
<tr>
<td>4A: E 467</td>
<td>3B: E 468</td>
</tr>
</tbody>
</table>

* This course can be utilized for English credit for **only 1 year per board policy 6146.1**. Students enrolled in this course should receive intensive targeted ELD instruction to help them become reclassified. This will also help LTEL ELD students participate in pathway offerings.

++Please make the appropriate adjustments to your site master schedule as soon as possible in order for your department to progress monitor the English learners as well as to be in compliance with state and federal reporting requirements.
4. PROVIDE TRAINING TO ALL STAFF RESPONSIBLE FOR ENROLLING STUDENTS TO ENABLE THEM TO BETTER COUNSEL PARENTS ON PROGRAM MODELS. Enrollment staff will receive training in understanding the differing goals of the various English Learner program models offered by SBCUSD, the program structures, and the implications for appropriate student placement. Enrollment staff will use this information to provide a parent consultation regarding the various English Learner program choices. The English Learner Programs Department in collaboration with the Family Engagement Center will provide this training on an annual basis.

5. ENGLISH LEARNER INFORMATION ON THE SBCUSD WEBSITE. The District will provide information on its website and in the top three languages spoken by families in the District, about the English Learner program models and their goals. An informational brochure and the District website will provide parents/guardians with a telephone number for the staff person(s) available to provide further assistance in understanding the assessments.

6. PROVIDE ENGLISH LEARNER PROGRAM INFORMATION TO SSC/ELAC/DELAC. The District will work with SSCs, DELAC, and ELACs to make sure 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 and the impact of school practices and community/home practices on the development of English and multilingualism.

7. TRAIN SECONDARY SCHOOL COUNSELORS, REGISTRARS AND EDUCATIONAL SERVICES ON APPROPRIATE STUDENT PLACEMENT IN ENGLISH LEARNER PROGRAMS. The District will provide all secondary school counselors, registrars, and Educational Services personnel with professional development on the above-described guidelines for appropriate English Learner placement, including training on reviewing foreign transcripts, placement of English Learners in Advanced Learner Programs and in Special Education. This training will be provided at counselor meetings that are held monthly, and other department meetings as needed.

8. DOCUMENT PARENTAL REQUESTS FOR EXITING BILINGUAL PROGRAM PLACEMENTS. Parents who initially chose a bilingual program option and who wish to later exit from the bilingual setting must be provided an exit consultation prior to exiting the bilingual program. Staff from the English Learner 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 teacher, school administrator or designee and a representative from the English Learner Programs Department. During the exit meeting parents will sign an Exit Request form that can be found in the appendix. Parents will be informed of the exit meeting requirement during their initial consultation of program options (see Appendix C).
C. RECLASSIFICATION

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

On a monthly basis, principals or their designees will regularly review the progress of English Learners to determine whether they are eligible for reclassification from English Learner to Fluent English Proficient (R-FEP) status. To further accelerate English Learners in meeting reclassification criteria, the English Learner Programs Department will provide reclassification data reports to sites identifying students that have initially met reclassification criteria. EL Facilitators (ELF) will follow up to make sure reclassification forms are completed for these students. The completed forms will be returned to the English Learner Programs Department for final approval and processing. The ELF’s will also facilitate Data Chats for students to take part in (see Appendix E), so they are made aware of the areas they need to make growth and provided with supports/interventions in order to be reclassified. The District will provide professional development for principals or their designees who are responsible for identifying students who may be eligible for reclassification. Information on the district’s reclassification criteria, including the timeline for reclassification consideration each year, will be shared with and explained to all English Learners and their parents, and will be available from the school site and district office.

RECLASSIFICATION OF ENGLISH LEARNERS IN REGULAR EDUCATION

Students who meet the following criteria will be considered candidates for reclassification:

ASSESSMENT OF ENGLISH LANGUAGE PROFICIENCY
- Achieve an overall score at the Early Advanced or Advanced Level on the approved state ENGLISH LEARNER PROFICIENCY ASSESSMENT, with no domain below the Intermediate Level.
- Grades 1-12: Score Early Advanced or Advanced on the state approved English Learner Proficiency Assessment Writing Component.

STUDENT’S SCORE ON ASSESSMENT OF BASIC SKILLS
- Grade 1: Score on-watch or above on the state approved Early Literacy assessment.
- Grades 1-3: Score on-watch or above on the state approved mathematics assessment.
- Grades 2-12: Score on-watch or above on the state approved reading assessment.
- Grades 10-12: Pass the English Language Arts section on CAHSEE, or in the event that this assessment is no longer administered, on the assessment utilized to determine readiness to exit high school.

TEACHER EVALUATION
- In elementary grades, meet grade-level standards in reading, language arts, and mathematics. In middle and high school, meet grade-level standards in reading/language arts by receiving a “C” grade or better and achieve a 2.0 or higher GPA on the most recently posted grades.
PARENTAL OPINION AND CONSULTATION

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

SBCUSD will monitor English Learner academic progress and take action to overcome any academic deficits incurred while acquiring English. These actions will be taken in a timely manner so as not to become irreparable. When an English Learner is not meeting all expected reclassification criteria in a timely manner, an English Language Development Acceleration Plan for reclassification will be developed through the Multi-Tiered System of Support (MTSS) and parents will be notified (see Appendix F). It is highly recommended that schools include ideas and suggestions in their home-school compacts on how parents can help English Learners meet reclassification criteria. Throughout the year, parents will be invited to attend parent-teacher conferences, Study Student Team (intervention) and other informational meetings to discuss their student’s progress toward reclassification. In addition, schools should also discuss any extended day or extended year opportunities available to help students accelerate their progress toward reclassification.

It is recommended that in order to prevent the creation of Long Term English Learners, English Learners who have been in the District since Kindergarten and who have not yet been reclassified by fourth grade be clustered with one fourth grade teacher to allow a greater focus on their specific language acquisition needs. If they are not reclassified by fifth grade, they will again be clustered with one fifth grade teacher to continue the focus on their specific English language acquisition needs so that they have the greatest opportunity to be reclassified before entering middle school.

RECLASSIFICATION OF ENGLISH LEARNERS WITH DISABILITIES

English Learners who are also identified for special education services will be considered for reclassification as appropriate, based on their IEP goals. Attainment of linguistically appropriate English Language Development goals written into IEP’s will help guide the IEP team and the English Learner Programs Director when considering a dually identified English Learner for reclassification. The 2015/2016 CELDT Information Guide will provide further guidance for reclassifying English Learners with disabilities.

The following are suggestions for applying the four criteria in EC Section 313(f) to local reclassification policies regarding English learners with disabilities:

Assessment of English Language Proficiency (ELP)

Using an objective assessment instrument including, but not limited to the CELDT, 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 RFEP. The IEP team can use the scores from an alternate assessment aligned with the state ELD standards for reclassification purposes. An alternate assessment may be used to measure the student’s English Language Proficiency on any or all four domains in which the student cannot be assessed using the CELDT.
For purposes of AMAO 1 and 2 calculations and Title III accountability requirements, a student assessed with an alternate assessment or the CELDT with modifications will receive the LOSS on the CELDT for each domain tested with an alternate assessment or the CELDT with modifications. The IEP team, however, may use results from the alternate assessment or CELDT with modifications in conjunction with the other required criteria (i.e., teacher evaluation, parental opinion and consultation, and student’s score on an assessment of basic skills) to determine a student’s eligibility for reclassification. Although the alternate assessment tests the student’s ELP in accordance with the student’s IEP, the alternate assessment results are not comparable to CELDT 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.

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 speakers of English with similar disabilities to determine if the English Learner with disabilities has sufficiently mastered the basic skills for reclassification consideration.

TEACHER EVALUATION
Use the student’s classroom performance information based on his or her academic and English Language Development IEP goals.

PARENTAL OPINION AND CONSULTATION
The parent or guardian is a participant on the IEP team and will receive the reclassification consultation through the IEP.
RECLASSIFICATION FORM FOR ENGLISH LEARNERS IN GRADES 1-12
TO FLUENT ENGLISH PROFICIENT (R-FEP)

Student Name ___________________________ ID # ____________
Grade ___________ School _______________________
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. CELDT Proficiency Levels:
   Test date __________________________
   Listening __________________
   Speaking __________________
   Reading __________________
   Writing __________________
   Overall __________________ (Must be at an Early Advanced or Advanced proficiency level overall and score Intermediate or higher in each domain.)

2. Grades 1-12 CELDT Writing:
   Date ___________ Level ___________ Early Advanced or Advanced, and
   Grade 1 STAR Early Literacy:
   Date ___________ Early Literacy ___________
   Grade 1-3 STAR Math:
   Date ___________ Math ___________
   Grade 2-12 STAR Reading:
   Date ___________ Reading ___________
   CAHSEE (Grades 10-12):
   Date ___________ ELA ___________
   Pass English-Language Arts Section

3. Teacher Evaluation of Academic Performance:
   Elementary School - Meets grade-level standards in reading, language arts, and mathematics.
   Teacher Signature __________________________
   Middle School - Meets grade-level standards in reading/language arts by currently receiving a grade of "C" or better
   AND a 2.0 or above overall G.P.A. on the most recently posted grades.
   ELA Teacher's Signature __________________________
   High School - Meets standards in English by currently receiving a grade of "C" or better AND a 2.0 or above overall G.P.A. on the most recently posted grades.
   English Teacher's Signature __________________________

4. Parent Opinion and Consultation:
   Date ___________ Date ___________ Date ___________
   Parent Signature __________________________
2. MONITOR RECLASSIFIED STUDENTS TWICE YEARLY FOR A MINIMUM OF TWO YEARS.

The school will monitor all reclassified students twice each year for a period of two years to ensure classification, placement, and if additional support may be needed, through the use of the Monitoring Form for Reclassified Fluent English Proficient (R-FEP) students (Form EL-18) within the Multi-tiered System of Support (MTSS). If a reclassified student is not meeting all monitoring criteria, the school must convene a Student Study Team (SST) under the Multi-Tiered System of Support to evaluate the student’s progress and develop an R-FEP Acceleration Plan (see Appendix G). Appropriate acceleration measures are required and may include specialized instructional strategies, extended learning opportunities tutoring/mentoring, and other such approaches. The English Learner Programs Department will maintain a copy of the R-FEP Acceleration Plan.
MONITORING FORM
FOR RECLASSIFIED FLUENT ENGLISH PROFICIENT (R-FEP) STUDENTS
IN GRADES 1-12

Student Name: ________________________ ID#: ________________________
Grade: ___________________________ Teacher (ELA or English): ___________________________
RECLASSIFICATION DATE: ___________________________ School: ___________________________
First Follow-up Date: ___________________________ Third Follow-up Date: ___________________________
Second Follow-up Date: ___________________________ Fourth Follow-up Date: ___________________________
Site-Level English Learner Facilitator Signature: ___________________________ Date: ___________________________

The above-named R-FEP student meets the appropriate California Common Core State Standards (CCSS) according to the markings below:

1. Reading/Language Arts/English: Yes _____ No _____
2. Math (Elementary grades 1-5 only): Yes _____ No _____
3. Academic GPA of 2.0 or higher: (Middle and high school only) Yes _____ No _____
4. STAR Early Literacy: (Grade 1 only) Date: ________ Early Lit: ________ On Watch (formerly Basic) or above, AND
STAR Math: (Grades 1-3 only) Date: ________ Math: ________ On Watch (formerly Basic) or above
STAR Reading: (Grades 2-12 only) Date: ________ Reading: ________ On Watch (formerly Basic) or above, OR
CAHSEE (Grades 10-12) Date: ________ ELA: ________ Pass English Language Arts Section
5. Parent Consultation: Date: ________ Parent Signature: ___________________________

"Mi firma indica que este documento, y su contenido se use ha traducido en un totalidad y demostrado mi aprobación."

When one of the 1-5 above items has not been met, then an Intervention Plan for R-FEP students must be developed immediately, implemented and submitted to the English Learner Programs Dept.

Comments related to the student’s current academic performance:

________________________________________________________________________

Date entered and initials: ___________________________

English Learner Programs Staff Member: ___________________________

White copy-CUM Yellow copy-English-Parent Pink copy-Spanish-Parent Goldenrod copy-English Learner Programs
EL-18 (Rev. March 2016)
D. ENGLISH LEARNERS IN PRIVATE SCHOOLS

1. ANNUAL CONTACT AND CONSULTATION WITH PRIVATE SCHOOLS WITH ENGLISH LEARNERS IN THE SBCUSD ENROLLMENT AREA

Each spring, initial contact is made with each private school in the SBCUSD enrollment area. A District team, including a categorical representative, and an ELL Coordinator meet with each private school to discuss private school participation in federal programs. Private school administrators are made aware of the need for home language surveys, and that services are available to them if students meet eligibility criteria.

The District will provide services to English Learners attending private elementary and secondary schools in the SBCUSD enrollment area that have established programs for English Learners through timely and meaningful consultations with private school officials regarding such services. The district will:

• Meet with private elementary and secondary schools to verify information, confirm participate, and prepare budgeting
• Develop a list of targeted students who are eligible for services as determined by data analysis
• Identify English Learners who are eligible for services because they are at risk of failing or currently failing
• Select outside contractors and generate contracts as needed
• Monitor English Learner progress throughout the year
• Give end-of-year survey to parents and students as part of the program evaluation

The District will consult with appropriate private school officials who do not currently have an English Learner program during the design and development of a program to serve the students concerning:

• Identification of English Learners
• What services and/or products will be offered
• Service delivery options, which may include services through a contract with a third-party provider
• Assessment and improvement of services.
• The size and scope of services and the proportion of funds allocated
• Program delivery options
• The right to complain to the state educational agency that the local educational agency did not engage in consultation that was meaningful, timely, or did not give due consideration to the views of the private school official
• Parent participation on an equitable basis in parental involvement services and activities
• SBCUSD assessing identified students annually for English language proficiency using a valid and reliable instrument
3. **English Learner Programs**

English Learner programs provide multiple language learning options for English Learners. English Learner programs are designed to produce high levels of biliteracy and multilingualism in English Learner students. Each program will be defined and detailed to include program design, goals and objectives, and instructional practice. Specialized programs will also be addressed.

**CONTENT**

A. PreK-12 English Learner Programs
B. Specialized Services
   1. Advanced Learner Education (Gifted and High Achieving)
   2. Special Education
A. **Pre-K-12 English Learner Programs**

To maximize access to a quality education, SBCUSD will provide effective Pre-K-12 programs that result in high quality development in English and an English Learners’ home language, as well as full access to the District’s comprehensive grade-level academic program (language arts, mathematics, science, history/social science, visual and performing arts, physical education, and world languages).

SBCUSD currently offers a variety of English Learner programs and program models for language development. These include: Transitional and Maintenance Bilingual programs, Dual Immersion programs, and Intensive English programs (including Structured English Immersion and English Language Mainstream) that include Designated ELD and content classes taught using Integrated ELD strategies. All programs are designed for students to develop proficiency in English and to provide grade-level academic content. Some programs focus primarily on English language development (Transitional Bilingual and Intensive English), while other programs are designed to develop literacy in the home language as well as in English (Maintenance Bilingual, Dual Immersion).

As discussed more fully below, the District plans to modify and enhance various existing English Learner programs to strengthen their ability to produce high achievement and high literacy in English and the home language for all English Learners. The District’s plans include enhancements to the existing Dual Language Immersion program and Early-Exit and Maintenance Bilingual programs.

The District is currently developing two new curricular models that will address the particular needs of newly arrived immigrant students with interrupted, inadequate or no prior schooling; and 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 (Long Term English Learner program), and newcomer students who are new to the U.S. educational system. The following guidelines for English Learner programs are recommended:

Ensure That All English Learner Programs Share the Same Parameters at all school sites, and across all program models. Consistency of English Learner Programs is fundamental to students’ academic and linguistic success.

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

Provide Effective English Language Development (ELD) in all program settings that will empower English Learners to access and have a deeper understanding of core curriculum. All English Learners, will be provided with Integrated ELD in all content areas taught in English throughout the day. All English Learners in elementary will also be provided at least 30 minutes, based on student need, of Designated ELD per day leveled by English proficiency until reclassification. The District will also ensure that English Learners in secondary schools who are in further need of language development are assigned to an effective, Designated ELD course of study which incorporates rigorous curriculum designed to support grade-level English language arts instruction while accelerating listening, speaking, reading, and writing.
Approaches the language AVID high at will programs languages. Language program taught learners utilize as, science). CTC English the learners. This will provide opportunities for leadership for every group of English Learners.

Utilize curricula aligned to California state standards. The district has adopted the California standards (English language arts, mathematics, the next generation science standards, and common core en Español, the new ELD standards for ELA, mathematics and science). There are district and California content standards in the other curricular areas as, well. All English learner programs will utilize these standards. Curricular materials adopted by the state of California will be used as they become available.

Utilize primary language and designated ELD methodologies. The district shall provide English learners with content classes taught in primary language and designated ELD by a teacher with a CTC bilingual and/or ELD certification. ELD services will continue until reclassification.

Ensure all teachers are appropriately credentialed. All English learner classes will be taught by teachers with at least a CTC ELD authorization; all Dual immersion and Biliteracy program classrooms will be staffed by teachers with CTC Bilingual authorizations; all heritage language classrooms will be staffed by teachers with CTC bilingual authorizations or World Languages certification. Human Resources in collaboration with the English Learner Programs Department will ensure that teachers teaching in any primary language program will be fluent in English and the target language.

At the secondary level, include college preparatory/support programs. For middle and high school English learners, include access to a college preparatory/support program, such as AVID or PUENTE. These support programs will be available to students in the primary language whenever possible.

Adhere to core programmatic principles. All English learner programs will adhere to the following core programmatic principles distilled from the research on effective approaches for effective multilingual/multicultural learning, student high intellectual performance, school change and reform, and systems change.

Rich & affirming learning environments: Create a safe, affirming, and enriched environment for participatory and inclusive multilingual learning for every group of English learners. This includes not only classrooms, but also libraries, offices, and any spaces where English learners interact.

Empowering pedagogy: Use culturally and linguistically responsive pedagogy that maximizes learning, actively assesses and develops English learners’ multilingual voices, and provides opportunities for leadership for every group of English learners.
Challenging & Relevant Curriculum: Engage every group of English Learners in well-articulated and age-appropriate multilingual curriculum that purposefully builds a full range of language, literacy, and communication skills, including, minimally: bilingualism, biliteracy, and multiculturalism. This curriculum is cognitively complex, coherent, relevant, and challenging, and by design, develops technological fluency and the critical/creative capacities in every English Learner.

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

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

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

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

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

Each program below that provides Designated ELD, Integrated ELD, primary language, or world language instruction will continue to offer these services. The District will utilize the monitoring process and annual audits to address the consistent provision of these services. Section 2, below, includes a description of the current and future programs for English Learners, and information about implementation of new programs, phasing out of old programs, and enhancement of existing programs. However, pedagogical practice, particularly as it relates to language learning, is, by its nature, dynamic. In the future, the District may decide to modify or eliminate one or more of the programs. Such adjustments may be necessary due to shifts in the District's demographics, changing needs of the District's English Learners, the District's evaluation of the effectiveness of the various programs, feedback from parents, input received from District's ELAC/DELAC or other interested individuals or organizations, and the findings of academic researchers in the field of English Learner education.
# ENGLISH LEARNER PROGRAMS/OPTIONS

<table>
<thead>
<tr>
<th>Current Programs</th>
<th>Grades</th>
<th>Target Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dual Immersion</strong>&lt;br&gt;Develop proficiency and academic competency in English and the target language.</td>
<td>PreK-12</td>
<td>• English Learners/Reclassified students&lt;br&gt;• Heritage Language Speakers&lt;br&gt;• Bilingual Students&lt;br&gt;• Native English Speakers</td>
</tr>
<tr>
<td><strong>Maintenance Bilingual/Bliteracy</strong>&lt;br&gt;Develop proficiency and academic competency in English and the target language.</td>
<td>PreK-12</td>
<td>• English Learners/Reclassified students</td>
</tr>
<tr>
<td><strong>Transitional Bilingual Program</strong>&lt;br&gt;Students develop proficiency in their primary language while acquiring proficiency in English, with the ultimate intent to transition them to English-only instruction in the upper grades.</td>
<td>PreK-6</td>
<td>• English Learners/Reclassified students</td>
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<tr>
<td><strong>Intensive English: Structured English Immersion (SEI)</strong>&lt;br&gt;Content instruction is differentiated to provide substantial to moderate support for the language acquisition process through the provision of Integrated English Language Development (ELD) and a dedicated period of Designated ELD each day. In addition, English Learner students in secondary will be exposed to college and career academic pathways through thematic, rigorous curriculum design units.</td>
<td>TK-12</td>
<td>English Learners who have been in US schools for less than five (5) years with low levels of proficiency in English (levels 1 and 2 on the CELDT).</td>
</tr>
<tr>
<td><strong>Intensive English: English Language Mainstream</strong>&lt;br&gt;Content instruction is differentiated to provide moderate to light support for the language acquisition process through the provision of Integrated English Language Development (ELD) and a dedicated period of Designated ELD each day. In addition, English Learner students in secondary will be exposed to college and career academic pathways through thematic, rigorous curriculum design units.</td>
<td>TK-12</td>
<td>English Learners with reasonable fluency as measured by the CELDT&lt;br&gt;• All Elementary English Learners with low levels of proficiency on the CELDT whose parents selected this program&lt;br&gt;• Secondary English Learners who have been in US schools for more than five (5) years</td>
</tr>
<tr>
<td><strong>Secondary (Middle/High School) Foreign Language</strong>&lt;br&gt;English Learners at the secondary level have access to foreign language courses, including Spanish, French and German</td>
<td>7-12</td>
<td>• All secondary English Learners</td>
</tr>
<tr>
<td><strong>Accelerated Learner</strong>&lt;br&gt;Designed for recently arrived immigrant students who are three or more years below grade level and have little or no primary language literacy or English proficiency. (Proposed program)</td>
<td>6-12</td>
<td>• Immigrant English Learners Aged 10 or Older</td>
</tr>
<tr>
<td><strong>Long Term English Learner (LTEL)</strong>&lt;br&gt;Designed for LTELs with a curriculum tailored to students who are orally fluent in English, making minimal progress (or losing ground) in English proficiency, and struggling academically. In addition, English Learner students in secondary will be exposed to college and career academic pathways through thematic, rigorous curriculum design units. (See appendix J)</td>
<td>6-12</td>
<td>• English Learner students who have been in US schools for more than 5 years and have not shown expected linguistic and/or academic growth</td>
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</tbody>
</table>
1. **Dual Immersion Program**
   The Dual Immersion Program is designed to help native speakers of the target language (English Learners), bilingual/heritage language students, and English speakers to develop proficiency and academic competency in English and the target language. Each class is a mix of English fluent students (a minimum of ⅓ of the class; ideally ½ of the class) with English Learners (a minimum of ⅓ of the class; ideally ½ of the class). In Pre-K and Kindergarten, the target language is used for 90% of instruction, and English is used for 10% of instruction (also known as a 90:10 program). Instruction in English increases each year by ten percent and instruction in the target language decreases each year by ten percent. By fourth grade, instruction is 50% in English and 50% in the target language. The instructional model remains 50/50 throughout secondary. English learners receive Designated ELD targeted to their proficiency level. For optimal results, team teaching within a grade level is recommended.

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

English Learners also receive one period of Designated ELD, leveled by proficiency, and other academic courses taught in English through Integrated ELD strategies.

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<table>
<thead>
<tr>
<th>Multilingual</th>
<th>PreK-12</th>
<th>Students in Dual Language or Maintenance Bilingual/Biliteracy Programs</th>
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<tbody>
<tr>
<td>Adds a third language to Dual Language Immersion and Biliteracy Pathways. (Proposed program)</td>
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<thead>
<tr>
<th>Secondary (Middle/High School) Heritage Languages</th>
<th>7-12</th>
<th>Heritage Language Speakers</th>
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<tbody>
<tr>
<td>Help Heritage Language Speakers develop competency in their heritage language through a series of progressive courses. (Proposed program)</td>
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<tr>
<th>Newcomer Support</th>
<th>PK-5</th>
<th>Newly arrived English Learner immigrant students</th>
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<tbody>
<tr>
<td>Elementary</td>
<td></td>
<td></td>
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<tr>
<td>A short-term program that provides orientation for newcomer students and their parents while assisting the students academically, linguistically, and socially for success in the standard language learning program. (Proposed program)</td>
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<tr>
<td>Secondary</td>
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<tr>
<td>Newcomer support will be provided within the English Language Development classroom setting with appropriate curriculum, digital resources and other relevant materials. Educational Assistant III’s and student interns will be available to help provide access for newly arrived secondary students in language development and content area classes.</td>
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PK-5 - Newly arrived English Learner immigrant students
• **Enhancements/Modifications**
In order to provide articulated and continuous Dual Immersion programs PreK – 12, the District recommends instituting processes to assign an appropriate balance of English-fluent and English Learner students per grade level and classroom. Language of instruction will reflect the 90:10 model in Elementary School.

Please refer to the Bilingual Entry and Exit Procedures located in the Appendix C for students who wish to enter bilingual settings after the first trimester of kindergarten. SBCUSD recommends developing courses at the secondary level to support the continuation of the Dual Immersion Program.

• **Teacher Credential Requirements**
Dual Immersion program classrooms will be staffed by teachers with a CTC Bilingual Authorization in the target language that are fluent in English and the target language.

2. **MAINTENANCE BILINGUAL/BILITERACY PROGRAM**
The Maintenance Bilingual/Biliteracy Program is designed to help English Learners develop English language proficiency/literacy, and academic competency and literacy in their home language. In PreK and Kindergarten, the target language is used for 90% of instruction.

Instruction in English increases by 10% each year. By fourth grade, instruction is 50% in English

And 50% in the target language. Elementary students receive Designated ELD daily targeted to their proficiency level. Content areas taught in English utilize Integrated ELD strategies.

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

• **Enhancements/Modifications**
The Maintenance program parallels the Dual Immersion design, with 90% of instruction taught in the target language in kindergarten and 10% in English. Beginning at grade 1 there is a 10% percent increase in English instruction until students maintain a 50/50 balance between English and the target language. The District will transition students from Transitional Bilingual and Early-Exit Bilingual programs into the Maintenance Bilingual/Biliteracy Program by expanding the program to grade levels beyond current programs. SBCUSD will develop courses at the secondary level to ensure the continuation of the Maintenance Bilingual/Biliteracy Program.

• **Teacher Qualifications**
Maintenance Bilingual/Biliteracy Program classrooms will be staffed by teachers with a CTC Bilingual Authorization in the target language that are fluent in English and the target language.

3. **TRANSITIONAL BILINGUAL PROGRAM**
The Transitional Bilingual Program is designed to help English Learners develop English
language proficiency/literacy as quickly as possible. Primary language is used as a vehicle to help students transition to English proficiency. In PreK and Kindergarten, the target language is used for 90% of instruction. Instruction in English increases by 10% each year. By fourth grade, students are receiving 90 minutes of Spanish, and all other instruction is conducted in English. By fifth grade, all instruction is in English. Elementary students receive Designated ELD daily targeted to their proficiency level. Content areas taught in English utilize Integrated ELD strategies.

- **Enhancements/Modifications**
  The District will move to transition students from Transitional Bilingual and Early-Exit Bilingual programs into the Maintenance Bilingual/Biliteracy Program by expanding the program to grade levels beyond current programs. SBCUSD will develop courses at the secondary level to ensure the continuation of the Maintenance Bilingual/Biliteracy Program.

- **Teacher Qualifications**
  Bilingual/Transitional Program classrooms will be staffed by teachers with a CTC Bilingual Authorization in the target language that are fluent in English and the target language.

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

- **Teacher Qualifications**
  Secondary Heritage Language classrooms will be staffed by teachers with a CTC Bilingual Authorization or world languages credentials in the heritage language.

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

The program provides developmental primary language literacy instruction (using teachers and instructional aides [where available], community mentors, and online resources), two periods per day of Designated English Language Development, and all other academic courses are taught either in English with Integrated ELD methodology.
or in primary language instruction. The program provides a curriculum that incorporates
career-oriented electives and additional instructional support as well as adjustment and
orientation services to ensure students’ success. It includes a wellness program that
specializes in attending to the special emotional and physical health needs of newly
arrived immigrant youth and their families and a program of orientation to the school
district and the American education system, and to the histories, cultures, and
geographies of the local community and the nation. This program will include the
 provision of supplemental summer school programs and/or extended day programs.
The District will explore the option of allowing students up to 5 years to complete this
program.

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

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

The program includes a Designated ELD course focused on English for Academic
Purposes, which emphasizes writing skills and reading comprehension based on relevant
literature, a Native Speakers language arts/literacy class, a comparative linguistics course
(approved for A-G credit), Integrated ELD academic courses, a mix of career oriented
and visual/performing arts electives, and a success skills enrichment course. Long-Term
English Learners will be monitored regularly through the use of the ELD Acceleration
Plan (See Appendix F). This program will include the provision of supplemental summer
school and/or extended day programs. At the high school level, the District will
explore the option of allowing students up to 5 years to complete high school. (See
appendix J)

Long Term English Learners will be exposed to college and career academic pathways
through their grade-level language arts class and their English Language Development
classes.

• TeacherQualifications
  Long-Term English Learner Program classes will be 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.

7. MULTILINGUAL PROGRAM (PROPOSED PROGRAM)
This new program is an enhancement available to students enrolled in Dual Immersion and
Maintenance Bilingual/Biliteracy Programs. It involves adding a third language to the
learning environment. In this instance, 10% of the day at each grade level is devoted to
learning a third language, often through the arts. This changes the models from 90:10 to 80:10:10, with students beginning with 80% target language, 10% English and 10% third language PreK and Kindergarten. Each year instruction in English will increase by 10% until students in the elementary upper grades until the languages of instruction reflect 50% English, 40% target language and 10% third language. Schools have an option of adding multiple third languages, or only one. In the case of multiple third languages, the school reorganizes into language families or academies, with all students learning English and the core target language, then selecting a third language from several options.

- **Teacher Qualifications**
  Multilingual Program classes will be staffed with teachers who have a CTC Bilingual Authorization and/or World Languages credentials in the target language they teach.

8. **NEWCOMER SUPPORT**

Newcomer support is a short-term program that provides orientation for newcomer students and their parents while assisting them academically, linguistically, and socially for success in the standard language learning program.

**ELEMENTARY NEWCOMER SUPPORT PROGRAM SELF-CONTAINED**

(Proposed Program)

The Elementary Newcomer Support Program is designed for PreK-5 newcomer students whose language is not part of an existing Dual Language or Maintenance Bilingual/Biliteracy program. This program is provided in a self-contained classroom at the student's home school in a setting where students are grouped minimally by three grade spans: Pre-K, Grades 1-2, and Grades 3-5. The program is designed to help recently arrived immigrant English learner students adjust to their new language and culture while continuing to develop their home language skills to the extent possible. It is a one-year program (with the possibility of a second year for students in grades 3-5, if necessary), and provides students with a period of adjustment and orientation before entering one of the other language learning programs. It includes intensive instruction in both practical and academic English through Designated and Integrated ELD (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 of English proficiency [each school designates 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; and 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 will be provided within the English Language Development classroom setting with appropriate curriculum, digital resources, and other relevant materials. Educational Assistant III's and student interns will be available to help provide access for newly arrived students in English Language Development and content area instruction.
• **Teacher Qualifications**
  Newcomer Support programs and classes will be staffed with teachers who have a CTC Bilingual Authorization and/or ELD Authorization, depending on whether they are teaching in English or the target language. Where primary language teachers are not available, support will be provided through the use of primary language paraprofessionals, community mentors, and online resources, under the guidance of a CTC authorized teacher or administrator.

**ENGLISH LANGUAGE DEVELOPMENT IN ALL PROGRAMS**

English Language Development is critical and foundational in all English Learner program options. All English Learners, will be provided with Integrated ELD in all content areas taught in English throughout the day. All English Learners will also be provided at least 30 minutes of Designated ELD per day leveled by English proficiency, according to student need, until reclassification. These classes will be taught by a teacher with a Commission on Teacher Credentialing (CTC) authorized ELD certification and will address the new California ELD Standards. Both Integrated and Designated ELD are critical to English Learners’ acquisition of full proficiency in English, and Designated ELD instruction must be geared to students learning English as a second language. Designated ELD must be the vehicle for English Learners’ access and understanding of the core curriculum. The District will vary the amount of Designated ELD provided based on the EL’s level of proficiency and language acquisition needs, and will develop guidelines to this effect for schools to be used in scheduling Designated ELD instruction. The District will also ensure that there is a well-developed Designated ELD course of study to guide classroom instruction, including an outline of appropriately Designated ELD courses at the secondary level, and that there are adequate instructional resources for every ELD classroom.

**DEVELOP A PROPOSAL TO SITUATE AND CONSOLIDATE ENGLISH LEARNER PROGRAMS TO PROVIDE GREATER ACCESS TO CONTINUOUS PREK-12 ENGLISH LEARNER PROGRAMS.**

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

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

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

B. SPECIALIZED PROGRAMS

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

1. 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 sites. The District recommends that this occur through the following steps:

   a. REVIEW (AND REVISE AS NECESSARY) THE ADVANCED LEARNER IDENTIFICATION PROCESSES FOR ENGLISH LEARNERS TO ENSURE QUALIFIED ENGLISH LEARNERS HAVE AN EQUITABLE OPPORTUNITY TO PARTICIPATE IN THE PROGRAM.

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

   b. 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.

   c. MONITOR EL 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, IFEP, RFEP, EO), eligibility finding, and placement decision. 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 number/percent 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 populations. Where school data reveal 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 ALP’s include multilingual program options for all ALP identified language learners.

2. SPECIAL EDUCATION AND ENGLISH LEARNERS
The District’s strategies to provide special education services to English Learners who qualify for such services will include the following:

a. ENSURE THAT ENGLISH LEARNER STUDENTS WHO QUALIFY FOR SPECIAL EDUCATION SERVICES HAVE ACCESS TO DUAL IMMERSION AND BILINGUAL MAINTENANCE/BILITERACY PROGRAMS.
The Special Education Department and the English Learner 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 staffs about the development of culturally and linguistically appropriate IEP goals aligned with the California English Language Development (ELD) standards, program placement, and services for dually identified students. As part of the placement of Special Education English Learners in Dual Immersion and Maintenance Bilingual/Biliteracy programs, staff will ensure that the IEP contains culturally and linguistically appropriate goals that are based on the California English Language Development (ELD) standards.

b. WHERE AN ALTERNATIVE TO DUAL IMMERSION AND MAINTENANCE BILINGUAL/BILITERACY PROGRAM PLACEMENT IS NECESSARY, ENSURE THAT QUALIFYING ENGLISH LEARNERS RECEIVE SPECIAL EDUCATION SERVICES AND APPROPRIATE LANGUAGE ACQUISITION SERVICES through one of the six models below or some other combination of services. Notwithstanding the list below, services will be determined based on the individual needs of the student, as required by state and federal law.
• Instruction by a teacher who holds a CTC Bilingual Authorization 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.
• 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 Learner Master Plan
San Bernardino City Unified School District

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/bilingual 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.

c. ADDRESS THE PARTICULAR NEEDS OF ENGLISH LEARNER STUDENTS IN THE SPECIAL EDUCATION REFERRAL, EVALUATION, AND PLACEMENT PROCESS.
The following actions are designed to address English Learner needs at all points in the special education process:
Referral – The District’s Multi-Tiered Systems of Support Team (MTSS), which is a site-based body that may make special education referrals, will consistently implement procedures for pre-referral, intervention, and referral for special education evaluation that take into consideration the linguistic and cultural background of students, including:
• Providing a consult with at least one certificated staff person with a 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 LEARNER PROFICIENCY ASSESSMENT scores. These forms shall be completed and fully considered with respect to each MTSS meeting held for English Learner students.

Evaluation of English Learner Students for Special Education – The District’s Special Education Department is responsible for determining special education eligibility, including the following steps:
• A Bilingual Psychologist will assess English Learner students for special education eligibility in each student’s primary language.

• Provide English Learner students with initial or subsequent evaluations by qualified specialists who are proficient in the student’s primary language. To the extent that such personnel are currently unavailable to the District, the District will make its best efforts to locate and obtain the services of such personnel in a timely manner.
• Evaluation reports will address the validity and reliability of the assessments used in light of the student's language background and will be interpreted in a language accessible to the student's parents.

Placement of English Learner Students in Special Education – Individualized Education Plan (IEP) teams will take into account each student's particular needs as an English Learner, such as the need for special language assistance, when determining appropriate special education services.
• The person who conducts the eligibility assessment will provide the IEP team with information to help the team understand the impact of the student's disability as it relates to 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 student with access to core curriculum instruction. If English language acquisition services are necessary for a child to receive a free appropriate public education (FAPE) under special education law, a description of such services will be written into the IEP.
• Upon parental request, the District will translate IEPs for parents of English Learner students in a timely fashion.
• 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.

d. MAINTAIN THE REQUIREMENT THAT 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 second 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.

e. SUPPORT EFFORTS TO 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.
4. PEDAGOGICAL PRACTICES, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

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

CONTENT
A. Core Pedagogical/Instructional Practices
B. Instructional Resources
C. Technology
A. **Core Pedagogical/Instructional Practices**

All English Learners must have full access to the type of high quality curriculum and instruction called for by the California Common Core State Standards (CCSS) for all content standards in all disciplines as they concurrently progress through the continuum of English language development. Carefully and purposely structured criteria must be adhered to in order to provide the most effective services that will enable English Learner students to be successful, college and career ready, and to develop to their fullest potential.

Curriculum and Instruction

All English Learner programs in SBCUSD will be based on rigorous, research-based instructional classroom practices and English Learner strategies that align to the new CCSS English Language Arts (ELA)/English Language Development (ELD) Standards, the Mathematics Standards, and the Next Generation Science Standards (NGSS). For the first time in history, the California Language Arts Standards are combined, aligned, and work in tandem with the California English Language Development Standards. The melding of these two frameworks provides an innovative, robust, and ground-breaking blueprint for the high quality implementation of all California content standards that will greatly benefit English Learner students.

Thematic units grounded in the California CCSS that include content area instruction, Integrated and Designated ELD, differentiation, intervention strategies, college and career readiness strategies and exposure to career pathways, and many more effective instructional practices, will provide the framework for teaching and learning. State adopted textbooks and supplemental materials will be used to help meet the diverse needs of all students. Some of the following strategies will be included:

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

English Language Development is also critical and foundational in all English Learner program options. The ELA/ELD Standards will be used strategically by all teachers during content instruction (Integrated ELD) throughout the day to ensure that ELs are fully supported to access rich content knowledge. The ELA/ELD Standards will also be used to support ELs in developing their language proficiency (Designated ELD) a protected time, (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 will be provided with ELD until they are reclassified.
English Learners must be provided with scaffolds and supports to meet grade level academic standards, and appropriate language development instruction so that they reclassify in a timely manner. English Language Development lessons:

- Are designed to 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
- Are designed to help teachers activate students’ prior knowledge and build background knowledge (as needed) to connect to the content, thus frontloading the language and introducing the language components (i.e., vocabulary, structures, grammar etc.) necessary for understanding the content/ELD lesson
- Provide daily opportunities for students to practice academic listening, speaking, reading and writing opportunities
- Focus on forms and features of the English language using scaffolding techniques
- Include flexible, collaborative groups, as needed
- 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 according to the English Learner Progression timeline (see chart below), have a rigorous, timely, and effective academic and/or language intervention through the MTSS process.

<table>
<thead>
<tr>
<th>Years in U.S. Schools</th>
<th>Emerging (B)/(EI)</th>
<th>Expanding (I)</th>
<th>Bridging (EA)/(A)</th>
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**Academic Awareness and Active Learning**

All stakeholders, 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, being College and Career Ready, and A-G graduation requirements and college completion. It is crucial that students become active learners and take ownership of their academic opportunities. There will be a very purposeful and deliberate commitment for training teachers and students to use data to guide instruction and to set the course for English Learner student success. Students and teachers will be made aware of their progress on attaining SBCUSD Key Performance Indicators and other measures related to student outcomes.
Professional Preparation
In order for teachers to better know their students and establish meaningful relationships, the District 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. This theme will permeate the work of Educational Services as it supports English Learner programs. English Learner professional development will be developed in collaboration with district departments, teachers, and other educational stakeholders.

In addition, to best support effective English Learner academic instruction and English Language Development, the English Learner 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.

B. INSTRUCTIONAL RESOURCES

A common thread for all grade levels, when implementing the CA 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. In addition, the following identified shifts for the ELA/ELD and content area standards should be considered to guide instructional material selection.

1. Building knowledge through content-rich nonfiction
2. Reading, writing, and speaking grounded in evidence from text, both literary and informational
3. 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

As prescribed in the SBCUSD instructional framework currently being developed, the District is utilizing Units of Study, (formerly known as Rigorous Curriculum Design, [RCD]). These units were created by grade-level teams to better support teachers in delivering instruction within the CA CCSS for ELA, Math, and Science. ELD standards are embedded in each Unit of Study to address English Learner needs.

To address the shifts of the CA CCSS ELA/ELD Framework, the English Learner Programs Department purchased and will provide professional development and support for teachers toward the effective implementation of the following resources for teachers:

- Grammar Gallery
- English in a Flash
- Scaffolds for Supporting English Learners within the Common Core State Standards
- Test of English Language Learning (TELL)
• PRIM Handbook (Pre-Referral Intervention Manual)
• Teacher’s Book of Lists
• Language and Literacy Tool
• English 3D
• iLit
• Supplemental Long Term English Learner Program Five (To Be Determined)

1. IDENTIFY THE MOST EFFECTIVE STANDARDS-ALIGNED ENGLISH LEARNER INSTRUCTIONAL RESOURCES.
SBCUSD’s Educational Services Division will convene a committee of various stakeholders 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.

2. DEVELOP A DISTRICT-WIDE PLAN TO INCREASE THE USE OF STANDARDS-ALIGNED PRIMARY LANGUAGE INSTRUCTIONAL RESOURCES.
The District will collaborate with various stakeholders 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 programs. The District’s goal is to be able to centrally identify and purchase these core resources with stakeholder input. 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 programs.

3. EXPAND THE LIBRARY HOLDINGS AT EACH SITE AND IN EACH CLASSROOM TO REFLECT SUFFICIENT PRIMARY LANGUAGE PRINT AND DIGITAL MATERIALS IN LINE WITH THE RECOMMENDATIONS OF THE INTERNATIONAL READING ASSOCIATION, AND PROVIDE PROFESSIONAL DEVELOPMENT TO LIBRARY STAFF.
There is a direct correlation between high quality school library programs and student achievement. More access to books for students and families results in increased and higher quality reading. Yet, English Learners often have little access to books and other reading material in the primary language. The International Reading Association recommends that both school and classroom libraries be expanded so that every child is able to select a new book every day. The District will support the expanded acquisition of reading materials for school and classroom libraries, 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.

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.

C. TECHNOLOGY

In accordance with the California ELA/ELD framework, SBCUSD supports English Learner programs with technology that promotes language development and 21st century skills.

The California ELD Standards demand technology skills, including the following:

- use communicative technology to interact with others
- use technology for publishing
- use technology to develop graphics
- view multimedia

The framework further states:

"Its wise 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."

California Department of Education (2015), Chapter 10
English Language Arts/English Language Development Framework
for California Public Schools: Transitional Kindergarten through Grade Twelve

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.

San Bernardino City Unified School District’s vision for instructional technology in accordance with the district’s technology plan is to improve teaching and learning through the meaningful, effective and safe integration of technology to support English Learners. Technology is not a panacea for education, but it can be a highly effective instructional tool. Through the support and training of our staff, English learner students will be technologically empowered, lifelong learners prepared to enter the workforce with 21st century skills. (SBCUSD Technology Plan, 2012-2015)

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:

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

The District has adopted the National Educational Technology Standards (NETS) 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.

• Itslearning – learning management system that facilitates communication and collaboration through content authoring and sharing tools, discussion boards, and private messaging components.
• Illuminate – online data warehouse system that provides instant access to longitudinal student assessment and demographic data and allows all sites to scan and upload benchmark and common assessment results
• Aeries – comprehensive student information system with a web-based component allowing teachers to input attendance and grade information online; parents have access to view attendance and grade information
• Discovery Education (DE) Streaming – standards-based digital video-on-demand service
• Edivate – on-demand professional learning resource
• K-16 Bridge – online curriculum tool for students and teachers
• 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
• ePowered Schools – website content management system used to develop and post web pages to the district’s website
• Outlook – email client program that includes calendar, contacts, and task components
• Apex A-G – credit recovery program for high schools
• Microsoft Office (including Word, Excel, and PowerPoint), Pages, Keynote, and Numbers – word processing, spreadsheet, and presentation software
• iMovie, iPhoto, and GarageBand – multimedia creation software suite for music, photos, and movies (Apple devices only)
• Typing Club – online program to teach touch typing
• STAR Reading and STAR Math – online computer adaptive assessment programs
• Special Education Information System (SEIS) – comprehensive system that provides centralized, online management of IEPs and special education records
• Online resources from textbook publishers
• SST Online – an online system of holding Student Study Team (SST) meetings and tracking student progress.

The District provides continuous training to teachers on the following resources specific for English learners.

• Grammar Gallery – an online, researched-based, common core-aligned, grammar program that teaches in context with content based material and resources.
• English in a Flash – an online, systematic, English vocabulary development program
• TELL – a tablet-delivered language proficiency assessment, which serves as the District’s ELD benchmark.

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

For more information on District policy with regards to teacher and student access to appropriate technology, the District-adopted National Educational Technology Standards (NETS), and issues related to ethics, privacy, plagiarism, and cyber bullying, please see the current SBCUSD Technology Plan.  http://sbcusd.com/index.aspx?nid=6426

Due to the ever-changing nature of technology, this section is updated continuously, as we strive to find the most effective technological resources and materials for our English learners.
5. **PROFESSIONAL PREPARATION AND SUPPORT**

The English Learner 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 work effectively with English Learners. The current SBCUSD Professional Development Framework, which includes professional development for English Learners, is a collaborative effort across District departments to best meet the needs of diverse students.

CONTENT
A. Professional Development/Support for Quality Classroom Instruction & Interaction
B. Staff Qualifications/Certification
C. Recruitment, Hiring, & Placement/Assignment
A. PROFESSIONAL DEVELOPMENT/SUPPORT FOR QUALITY CLASSROOM INSTRUCTION & INTERACTION

The English Learner Programs Department will develop, coordinate, and facilitate professional development based on research demonstrating the effectiveness of professional development in increasing English Learners’ proficiency in English, and their teachers’ content knowledge, pedagogical knowledge and skills. The SBCUSD professional development program goals are:

- To improve instruction for English Learners
- To build the teacher’s capacity to understand and use the curriculum, assessments and instructional strategies for English Learners
- To 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

Specifically, the SBCUSD professional development program will focus on, and support the implementation of California’s ELA/ELD Framework. Teachers will become well-versed in effective ELD and content area instruction and the distinction between Integrated and Designated ELD.

In planning professional development for teachers, administrators, and classified support staff, the CA ELA/ELD Framework identifies “seven protocols for professional learning that are consistent with adult learning. These include the following:

1. Sustained professional learning: “It’s not going away.”
2. Job-embedded professional learning: “Help when I need it.”
3. Collegial professional learning: “Someone to talk to.”
4. Interactive professional learning: “It’s not a ‘sit and get.’”
5. Integrative professional learning: “Different strokes for different folks.”
6. Practical professional learning: “I can use this.”
7. Results-oriented professional learning: “The data tells us so.”

The District will offer a variety of professional learning opportunities to address these protocols, including:

1. Full day in-service sessions
2. After school workshops
3. Webinars
4. Site-based and classroom modeling, coaching, and training
5. Online resources housed in Itslearning, as well as free web and cloud based data storage systems (such as Padlet, GoogleDrive, Haiku, etc.)
6. Annual Pre-Service (an interactive and motivational full day in-service to begin each academic school year) for SEI/ELM and ABE/DUAL teachers.

California Department of Education (2015), Chapter 11, Page 987
English Language Arts/English Language Development Framework
for California Public Schools: Transitional Kindergarten through Grade Twelve
Topics of Professional Learning include (The CA ELA/ELD Framework will be embedded throughout all sessions):

- Integrated and Designated ELD
- Student Engagement for Diverse Learners
- Writing Across Content Areas
- Academic Language in English, Spanish, and other target languages
- Collaborative Conversations
- Text Complexity and Close Reading
- Building on Primary Language
- Scaffolds for Dual Identified English Learners (Special Education)
- Guided Language Acquisition Design (GLAD)
- Reclassification criteria
- Monitoring English Learner Progress (Use of ELD Portfolio, Part III Portfolio, and SLD Portfolio; MTSS Process)
- Long Term English Learners
- Critical Components of Effective Bilingual Programs

Research and Evidence Based Strategies and Practices

Professional learning sessions designed to improve the instruction of English Learners will include research and evidence-based strategies and practices to equip teachers, administrators, and support staff with the necessary tools for effective instruction and assessment for English Learners. The CA ELA/ELD Framework identifies the following as best practices:

- Bloom’s Taxonomy and Webb’s Depth of Knowledge (DOK)
- Reading Closely with Text-Dependent Questions
- Collaborative Conversations
- Academic Conversations: (Think-Pair-Share; Think-Write-Pair-Share; Quick Write/Quick Draw; Literature/Learning Circles; Inside-Outsides Circles; Discussion Web; Expert Group Jigsaw; Structured Academic Conversations; Opinion Formation Cards; Socratic Seminar)
- Inquiry-Based Learning
- Collaborative Learning
- Direct Instruction
- Culturally and Linguistically Responsive Pedagogy
- Flexible grouping
- Formative Assessment
- Scaffolding
- Sentence Unpacking and Sentence Deconstruction

California Department of Education (2015), Chapter 2
English Language Arts/English Language Development Framework
for California Public Schools: Transitional Kindergarten through Grade Twelve

TRAIN AND ASSIGN CURRENT ENGLISH LEARNER CONTENT SPECIALISTS TO WORK ON-SITE.

Training will encompass a variety of on-site and off-site support to schools in providing effective ELD instruction across the content areas. Some training may require a trainer of trainers model while others may involve whole staff, grade-level, department, or individual support. English Learner Program Specialists and Support Teachers will train general education (Integrated ELD), Designated ELD, and primary language teachers, as well as administrators and support staff on implementing differentiated instruction that provides access to grade-level curriculum for English Learners at varying English fluency levels.
Administrators will be expected to ensure that their staff receives professional development from the English Learner Programs department throughout the school year in order to stay current with English Learners issues and effective instructional practices. Program Specialists and Support Teachers will also be trained to monitor and coach site staff for consistent implementation of programs to promote uniformity and quality of approach and practice in classroom instruction. To ensure consistency, Instructional Rounds will be conducted at sites in collaboration with staff from English Learner Programs to assess areas of strength and to identify problem of practice to continue to develop quality ELD instruction.

B. STAFF QUALIFICATIONS/CERTIFICATION

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

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

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

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

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

In those cases (i.e., low-frequency languages) where there is a documented shortage of qualified teachers holding the appropriate CTC authorizations, the District will make every effort to establish teacher preparation/induction programs to assist otherwise-qualified candidates in attaining the appropriate certification. When these candidates are placed in a classroom, they are provided with regular classroom-based support from expert teachers as well as 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.

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

In collaboration with local Institutions of Higher Education (IHEs) and other community resources, establish opportunities for current staff to develop high levels of proficiency in the languages of the District’s current and future English Learner
programs. These opportunities could include courses, tutorials, summer intensive programs, study abroad, etc.

Administrators and teachers currently teaching in the primary languages, may be provided with coaching and professional learning opportunities in those languages in order to enhance their academic language knowledge.

5. CONTINUE THE BILINGUAL EXAMINATION REIMBURSEMENT PROGRAM.
The District shall inform teachers about this program and continue to reimburse bargaining unit members for the cost of not more than one complete set of examinations for the Bilingual Authorization (BILA) in Spanish, expanding this to any target/primary language utilized in the Multilingual Initiative programs, or anticipated to be needed for future programs. All reimbursements will be made after successful registration of the Bilingual Authorization with the State and District.

6. PROVIDE A STIPEND TO CLASSROOM TEACHERS WITH A BILINGUAL TEACHING AUTHORIZATION WHO TEACH IN THE PRIMARY LANGUAGE IN ONE OF THE ENGLISH LEARNER PROGRAMS.
Annually, continue to provide classroom teachers who hold a bilingual teaching authorization (currently BILA, BCLAD [credential or certificate], or BCC) and teach in the primary language in one of the English Learner programs with a stipend of five days per diem as well as an additional day per diem for attending the annual Bilingual Preservice professional learning event.

C. RECRUITMENT, HIRING, & PLACEMENT/ASSIGNMENT

1. WHERE POSSIBLE, GIVE PREFERENCE TO MULTILINGUAL CANDIDATES FOR OPEN POSITIONS.
In order to expand the District’s multilingual capacities, whenever a position opens, the Human Resources Department (HR) will highly consider a candidate who has proficiency in English and one or more languages, all other qualifications being equal. Bilingual counselors should be considered for schools with bilingual programs and/or high English Learner populations.

2. SET A HIGH PRIORITY ON HIRING TEACHERS WITH BILINGUAL CERTIFICATION/AUTHORIZATION/WORLD LANGUAGES CERTIFICATION, DEMONSTRATED EXPERTISE IN TEACHING LANGUAGE LEARNERS AND HIGH LEVEL BILINGUAL/BILITERATE SKILLS.
Human Resources will develop a teacher candidate recruitment process that seeks and identifies applicants for teaching positions who possess one or more of the following qualifications: BCLAD, Bilingual Authorization, or World Languages certification, demonstrated expertise in teaching language learners, and high-level bilingual/biliterate skills.

3. DEVELOP A SCREENING PROCESS THAT IDENTIFIES EFFECTIVE ENGLISH LEARNER TEACHERS (INCLUDING SUBSTITUTES) AND CLASSIFIED STAFF.
Human Resources will consider utilizing a new screening and interview process that will take 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). The Human Resources Department may survey other districts and organizations to identify existing language tests that can be used for this purpose.

4. MAKE PARTICULAR EFFORTS TO RECRUIT DIVERSE BILINGUAL/MULTILINGUAL EDUCATORS. The District’s Human Resources Department will consider utilizing strategies to identify and attract diverse bilingual/multilingual educators. These strategies will adapt to changing circumstances, and include:

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

5. ATTEMPT TO ASSIGN THE MOST EXPERT AND MOST EXPERIENCED TEACHERS TO CLASSROOMS OF THE ENGLISH LEARNER GROUPS WITH GREATEST NEEDS. 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 greatest needs, and teachers with near-native levels of bilingual/biliterate skills to teach in English Learner programs that provide primary language instruction.

6. RECOMMEND THAT EACH SCHOOL SITE WITH A DUAL LANGUAGE OR BILITERACY PROGRAM IS STAFFED BY AN ADMINISTRATOR WHO IS BILINGUAL/BILITERATE IN THE TARGET LANGUAGE. 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.

7. CONSIDER ESTABLISHING EDUCATOR EXCHANGE/RECRUITMENT PROGRAMS WITH TARGET LANGUAGE COUNTRIES. In collaboration with the appropriate governmental entities, consider establishing teacher and principal exchange programs with countries where the English Learner program primary languages are spoken. As part of these programs, include orientation,
ongoing support, and mentoring for candidates coming to the District. To address District shortages, identify countries with a surplus of teachers with the required language/content skills and establish recruitment programs.

8. STRATEGICALLY ASSIGN INSTRUCTIONAL SUPPORT PERSONNEL TO ENGLISH LEARNER PROGRAM CLASSROOMS. Educational Assistant III’s (EA III’s) are to directly support English Learners, including recently arrived immigrant English Learners in the classroom, and should be assigned to support students with the greatest needs.
6. **PARENT/FAMILY ENGAGEMENT AND DEVELOPMENT**

SBCUSD actively engages English Learner families and the community, individually and through existing committee and partnership structures, in active and informed support of the English Learner Master Plan.

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

1. **INTEGRATE PARENT COMMUNICATION STRATEGIES INTO SCHOOL PLANS.** Ensure that each school site includes in its school’s Single Plan for Student Achievement (SPSA) a Parent/Family Involvement and Communication component addressing how the school will work to specifically engage and communicate with parents/families of English Learners, especially those who are immigrants, newcomers or Long-Term English Learners, to encourage them to participate in their children’s education, and identify needs, if any, to effectively communicate with these parents/families. For example, school site plans should consider issues such as comprehensible and welcoming signage and visual displays in the schools, and English Learner parent/family access to meetings or information. Plans should address how parents will be surveyed to determine their meeting topics of interest, ways to increase meeting attendance, and strategies for encouraging parents to volunteer. Administrator training on how to increase parent/family/community engagement will be provided. Communication between school and home should be understandable for parents, and it is recommended that schools consider utilizing other forms of communication that may be available at their school site and in the homes of their students. It is also recommended that schools consider offering free transportation for parents/families of English Learners so that they can attend school activities and functions.

2. **ENSURE THAT DISTRICT AND SCHOOL FAMILY/COMMUNITY ENGAGEMENT PROGRAMS BUILD LEADERSHIP CAPACITY AND VALUE/DRAW ON COMMUNITY FUNDS OF KNOWLEDGE.** Powerful family and community engagement programs should build leadership capacity and value and draw upon community funds of knowledge to inform, support, and enhance teaching and learning for English Learners. This means putting in place specific practices to help the parents of English Learners:

   • Become oriented to the school system.
   • Acquire strategies for supporting their students’ success in meeting challenging state academic content standards expected of all students and attainment of high academic achievement.
   • Establish a college-going culture in their homes and communities.
   • Share family and community resources.
   • Become part of the school decision-making process.
   • Develop as strong leaders and advocates on behalf of their own and other children.
   • Increase parent/family engagement at meetings, events, and as volunteers.

3. **ESTABLISH MULTILINGUAL/MULTICULTURAL PARENT CENTERS AT SBCUSD SCHOOLS. WHERE PARENT CENTERS ALREADY EXIST, INCORPORATE A MULTILINGUAL/MULTICULTURAL FOCUS.** Multilingual/multicultural parent centers at each school testify to the importance of parents as language learning leaders, supporters and advocates for their children and their schools. These centers provide opportunities for parents of English Learners to support their children and their schools – by serving as language models, volunteering in the classroom, garden, playground, field trips, and school events. Having multilingual parents on campus helps make schools safer, more respectful,
and better connected to the home and community and connects parents to English Learners’ learning. When planning for centers, the specific needs of the surrounding school community should be taken into consideration to ensure that parents/families have complete access to services and trusting relationships are developed and fostered.

4. ESTABLISH PARENT LEADERSHIP INSTITUTES FOCUSED ON SUPPORT FOR THE ENGLISH LEARNER MASTER PLAN.
These institutes will serve to expand parents’ knowledge of the purpose and goals of the English Learner Master Plan and the various English Learner programs. They will help parents of English Learners develop the leadership and advocacy skills and strategies to support the Plan and Pathways and to engage others in the community as active supporters.

5. COLLABORATE WITH THE MEXICAN CONSULATE TO ESTABLISH A PLAZA COMUNITARIA IN SBCUSD.
SBCUSD’s student population and parent community includes significant numbers of Mexican immigrants, who face many education challenges. Language barriers, documentation status, and economic factors all contribute to these challenges. Considering the binational mobility of Mexican migrants and the scale on which this population contributes to economic and social development in both the U.S. and Mexico, the state of their education and access to education is an important issue for SBCUSD. Plazas Comunitarias, a program developed by the Mexican Government, provides Mexicans living abroad the opportunity to begin or continue their education. SBCUSD will work with the Mexican Consulate in San Bernardino to establish at least one Plaza Comunitaria within the District. Additionally, SBCUSD will extend opportunities for the Mexican Consulate to share information about its services.
Plaza Comunitaria offers the opportunity for youth and adults to participate in literacy courses and to start or continue their elementary, middle, and high school education in Spanish. Every student who completes his or her education under this program receives a certificate provided by the Mexican Ministry of Education and is prepared to present successfully a GED in Spanish and, if the student has a good level of English, to present it in this language.

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

6. COLLABORATE WITH ADDITIONAL COMMUNITY PARTNERS/CONSULATES TO ESTABLISH PLAZA COMUNITARIA-LIKE CENTERS IN SAN BERNARDINO.
SBCUSD will extend opportunities to Latino and other foreign entities/consulates to establish Plaza Comunitaria-like centers and programs that offer the opportunity for youth and adults to have literacy courses and to start or continue their elementary, middle, and high school education in other languages.
B. **ENGLISH LEARNER ADVISORY COMMITTEES/DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE (ELAC/DELAC)**

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

2. **INFORM PARENTS ABOUT ELAC, DELAC, SSC, 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, 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. **ENSURE THAT EVERY SCHOOL WITH 21 OR MORE ENGLISH LEARNERS HAS A FUNCTIONING ELAC.**
   The percentage of parents of English Learners on the ELAC must be at least the same as that of English Learners at the school. The school-level committee must provide opportunities for parents of English Learners to give input on any decisions directly affecting any EL/LEP funds and programs. The school must communicate in a manner that is understandable to the parents all school advisory decisions to the parents of English Learners. School sites must hold a minimum of six ELAC meetings per year.

   Elections: Each school must conduct an election, notifying all parents of English Learners of the election. The election must be held at least every other year in accordance with the school's ELAC bylaws. The duties and responsibilities of membership in ELAC should be clearly stated in a manner that is understandable to parents prior to an election being held. Requirements for ELAC elections include:
   - Parents or guardians of English Learners elect members of the school committee or subcommittee. Each school committee shall elect at least one parent member and alternate to the DELAC.

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

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

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

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

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

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

C. TRANSLATION/INTERPRETATION

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

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

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

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

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

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

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

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

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 particularized vocabulary and phraseology used in the English Learner person's country of origin; and (c) understanding and adherence to the responsibility to maintain confidentiality and to refrain from acting as a
counselor or advisor or taking on any other role. Provide written notice to all 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/timely written translations, and provide criteria for determining which District and school-generated documents should be translated into the District’s predominant languages.

6. **DISTRIBUTE ROSTER OF DISTRICT INTERPRETERS/TRANSLATORS.**
The District will develop and maintain a current roster of District and school staff members who have been trained to provide assistance in interpreting or translating. The District will post the roster in each school’s central office, and provide it to Community Liaisons, ELAC and DELAC leadership, and English Learner Coordinators.

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

8. **CREATE A CLEARINGHOUSE OF TRANSLATED DOCUMENTS.**
The District will provide central office and school-based staff with an inventory of translated District documents that are located on the District website.

9. **PROVIDE PERIODIC REQUIRED TRAINING FOR DISTRICT INTERPRETERS AND TRANSLATORS.**
Provide periodic required training for District interpreters and translators, including explanation of their duty to provide meaningful access to information and to update their knowledge of specialized language related to the provision of services.

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

1. **HOLD COMMUNITY FORUMS.**
   At least annually, the District will hold a community forum at which it will update the public as to the state of English Learner programs in the District. The District shall: a) solicit public comment on the District’s English Learner programs; and b) answer questions about the English Learner Master Plan and the English 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 communities, about effective outreach efforts to interested individuals and groups, and about the timing, location, and content of the forum.

E. **Partnerships**

1. **Work Collaboratively with the District’s Employee Organizations to Support Implementation of the English Learner Master Plan.**
   SBCUSD’s employees represent our greatest assets. Administrators, teachers, and support staff provide direct connections and services to students and parents and maintain the district teaching and learning infrastructure. The District will work collaboratively with the employee organizations to ensure that employees are engaged and involved in implementation of the English Learner Master Plan and clear about their part in ensuring the success of our English Learners and our schools.

2. **Partner with the City of San Bernardino to Support the English Learner Master Plan, Including Through Access to Additional Resources.**
   SBCUSD will partner with the city of San Bernardino to enlist its support for the English Learner Master Plan 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.

3. **Partner with Local Civic and Service Organizations to Enlist Their Support for the English Learner Master Plan.**
   SBCUSD recognizes that civic and service organizations can play an important role in supporting a community’s schools. SBCUSD will work with local nonprofit organizations, service clubs, community leagues, businesses, churches, community centers, and institutions of higher education to enlist their active support of the English Learner Master Plan, including sharing resources and expertise to benefit our English 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.
7. **FUNDING & RESOURCE ALLOCATION**

Current and future funding sources will be identified to support full implementation of the English Learner Master Plan and incorporate processes and protocols into the budget development process to ensure adequate and timely funding for the Plan. SBCUSD will ensure that funds such as the Local Control Funding Formula (LCFF) allocations reflect priority for the English Learner Master Plan and that the Plan recommendations are reflected prominently in the Local Control Accountability Plan (LCAP).

**CONTENT**
A. Funding Sources
B. Resource Alignment & Allocation
A. **FUNDING SOURCES**

1. **IDENTIFY FUNDS TO SUPPORT TIMELY AND SUCCESSFUL IMPLEMENTATION OF THE ENGLISH LEARNER MASTER PLAN WORK PLANS.**

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

2. **REVISE THE LCAP AND THE SPSA TO REFLECT THE PRIORITY OF THE ENGLISH LEARNER MASTER PLAN RECOMMENDATIONS AND TITLE III PROGRAMS.**

   The Local Control Accountability Plan represents a district’s plan to achieve success for its students and the Title III plan represents a district’s plan to meet the Annual Measurable Achievement Objectives (AMAO’s). The Single Plan for Student Achievement reflects the school-level plan to achieve success for its students. The English Learner Master Plan aligns with the District’s Multilingual Initiative and reflects a reform agenda with proven approaches for reaching high levels of English Learner success, including 21st century readiness. As such, the recommendations of the Plan should have a prominent place in the LCAP and the school SPSA. The Title III programs operating at the district level should also be reflected in the LCAP.

3. **IDENTIFY AND SECURE ADDITIONAL FUNDING TO SUPPORT THE ENGLISH LEARNER MASTER PLAN IMPLEMENTATION.**

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

4. **USE OF GENERAL FUND SOURCES FOR ENGLISH LEARNER SERVICES AND PROGRAMS.**

   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.

5. **SUPPLEMENT NOT SUPPLANT, WITH TITLE III FUNDS.**

   SBCUSD will use Title III funds only to supplement, not supplant, other federal, state and local public funds. Title III funds will be used for direct services to English Learners. Title III funds 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.
B. **RESOURCE ALIGNMENT & ALLOCATION**

1. **CREATE A RESOURCE ALLOCATION PROCESS TO FULLY SUPPORT THE ENGLISH LEARNER MASTER PLAN.**
   As part of the work plan development process, the SBCUSD Business Division will assist in creating a Master Plan budgeting system for each work plan. This system will quantify, integrate, and weight Plan needs, site capacity, and access to external resources to determine which resources of those available to the District should be allocated to each work plan.

2. **PROVIDE SITE ALLOCATIONS AND BUDGETING GUIDANCE TO SITES TO ENSURE THAT SITES SUPPORT THE ENGLISH LEARNER MASTER PLAN APPROPRIATELY.**
   The District will assess how sites are currently funded and how they are guided in developing their site budgets in order to ensure that the sites contribute as appropriate to the site needs as outlined in the English Learner Master Plan, especially as they affect site operations, student achievement, and language acquisition.
8. **ACCOUNTABILITY, ASSESSMENT, PROGRESS MONITORING, PERFORMANCE MANAGEMENT, AND REPORTING**

SBCUSD will identify and implement strategies, procedures, and protocols to regularly assess and monitor English Learner progress, English Learner 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.

**CONTENT**

A. Assessment
B. Progress Monitoring Strategies and Processes
C. Accountability
A. ASSESSMENT: STUDENT, SCHOOL AND DISTRICT

1. CONDUCT AN ANNUAL PROGRAM-LEVEL ANALYSIS TO MONITOR ENROLLMENT AND EFFECTIVENESS OF THE ENGLISH LEARNER PROGRAMS.
   Use a variety of measurement tools in the district assessment matrix, English Learner data collection systems, and in the student information system to conduct program-level analysis in order to evaluate the effectiveness of English Learner programs over the past year. Data analysis will be conducted to include student enrollment, SBCUSD Key Performance Indicators (KPIs) achievement, and acquisition of the target language and English. The first program evaluation will take place in 2016-2017 following the implementation of SBCUSD language learning programs, including those in which English Learners are enrolled. By 2021, 5-year longitudinal trends on KPI and linguistic performance of English Learner programs will be available for comparison, student, and future planning. Based on data, the district will determine:
   • The effectiveness of programs and activities in assisting English Learners in attaining proficiency in academic content standards
   • The degree to which, within a reasonable time, English Learners are achieving English language proficiency comparable to that of average native speakers of English in SBCUSD, and English Learners are achieving on par with student who entered SBCUSD already proficient in English
   • Any necessary improvements to English Learner programs
   • Whether or not each program will be continued

2. MONITOR THE PROGRESS OF RECLASSIFIED STUDENTS FOR TWO YEARS FOLLOWING RECLASSIFICATION, USING THE MULTI TIERED SYSTEM OF SUPPORT (MTSS).
   This district system will be used to monitor students once they are reclassified regardless of program placement. Student data will include student language status, student English Learner Proficiency Assessment level, and length of time in the English Learner program.

3. REFINE THE CURRENT STUDENT INFORMATION SYSTEM (SIS) SO IT HAS THE CAPACITY TO ACCURATELY DOCUMENT STUDENT IDENTIFICATION, ASSESSMENT, PLACEMENT, LANGUAGE PROFICIENCY, AND ACHIEVEMENT, AND TRACK STUDENTS LONGITUDINALLY.
   • Fields within the SIS will be clarified to ensure the assessment and evaluation needs of the English Learner Master Plan can be met
   • A systematic method will be developed for verifying and correcting student information entered into the SIS
   • Flags or fields will be designated and updated within the SIS that will identify student participation in language pathways and programs

4. IMPROVE THE ABILITY OF SCHOOL SITES TO ACCESS AND USE LANGUAGE LEARNER DATA.
   District-offered professional development for administrators and teachers will augment the use of the student data warehouse and student information system to improve the quality, timeliness, usability and accessibility of English Learner data, and increase the
use of English Learner data at the school sites to support student achievement and the
development of the annual site plan.

5. ENHANCE THE CURRENT SBCUSD ENGLISH LEARNER DATA DASHBOARD TO
INCLUDE PROGRESS TOWARD RECLASSIFICATION AND OTHER ENGLISH
LEARNER MASTER PLAN GOALS AND OBJECTIVES. CURRENT DATA FIELDS
WILL BE REFINED TO INCLUDE DIFFERENT EL TYPOLOGIES (LONG TERM
ENGLISH LEARNERS, NEWCOMERS, ETC.).
Modify the current English Learner dashboard to allow analysis of each school’s and
program’s data by population groups (language, language status, grade, etc.) and across
time. Ultimately, the English Learner data dashboard should provide district and school
sites with real-time information. The dashboard will be a mechanism to take the pulse of
the Initiative and English Learner success, allowing users to graphically see data patterns
as they unfold, and letting staff adjust instruction, activities, and budgets accordingly.

6. DESIGN AND IMPLEMENT AN AUGMENTED SYSTEM OF CULTURALLY AND
LINGUISTICALLY RESPONSIVE BENCHMARK/PERFORMANCE
ASSESSMENTS.
Benchmarks and other relevant assessments will be made available in the language of
instruction as well as in English for students in dual language programs. District-offered
professional development for administrators and teachers will augment the use of the
student data to improve the quality, timeliness, usability, and accessibility of English
Learner data. Professional development will also have a focus on increasing the use of
English Learner data, including target language data, at school sites to support student
achievement and the development of the annual site plan.

7. MONITOR THE PROGRESS OF ENGLISH LEARNERS TO ENSURE STUDENTS
MAKE APPROPRIATE PROGRESS IN PRIMARY AND ENGLISH LANGUAGE
DEVELOPMENT AND ACADEMIC ACHIEVEMENT.
SBCUSD’s Assessment Committee annually reviews and revises districtwide assessment
expectations for students at all levels. District and site staff will monitor and analyze
student data in order to ensure that English Learners are making expected progress and
meeting District learning expectations.

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

8. CONVENE AN SST THROUGH THE MTSS PROCESS TO DEVELOP AN
ACCELERATION PLAN WHICH WILL ADDRESS THE NEED WHEN ENGLISH
LEARNERS ARE NOT MAKING EXPECTED PROGRESS.
When an English Learner is not making expected progress in primary language or English language development and/or academic achievement, an SST meeting will be conducted in order to provide appropriate support, targeted instruction, and acceleration designed to meet the specific needs of each individual English Learner. In every case, the approach taken will be one that identifies English Learner strengths and interests and uses those to build future success.

B. Progress Monitoring Strategies & Processes

1. Monitoring Processes and Protocols

Staff support for monitoring plan implementation is required. Regular progress monitoring will occur at the site level under the guidance of the administrator:

- English Language Facilitators at each site will help to monitor the progress of EL’s and RFEP students through the MTSS process at their sites, using the 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 that teachers are implementing sound, research-based instructional practices (see section 4A, Pedagogical/Instructional Practices).
- The site administrators and teachers will participate in instructional rounds focused on EL’s as appropriate and necessary.
- The site administrator will observe classroom lessons that will include conferencing with and providing feedback to teachers to better meet the needs of EL’s.
- The site administrator will monitor implementation and use of instructional materials for EL’s.
- The English Learner Programs Department will provide professional development and training on effective practices for EL’s, program models, and the use of instructional resources.
- Site administrators will provide time for collaboration between teachers.
- At the secondary level, site administrators, registrars, and counselors will monitor student placement to ensure EL’s are being appropriately placed.

2. Develop Outlines of Best Practices in English Language Development and Second Language Development to Be Used in Conjunction with Instructional Rounds That Will Ensure Consistency and Quality of Implementation of the Language Learning Programs and Services.

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

3. Establish An English Learner Master Plan Oversight Committee.

The District will establish an English Learner Master Plan Implementation Committee (ELMPOC) to oversee SBCUSD’s implementation of the Master Plan. The Committee
will be headed by the Administrator responsible for the Master Plan and will be charged, in part, with ensuring that monitoring activities are woven into existing accountability and monitoring practices and structures of the District. The ELMPIC will also identify effective uses of funds/resource to develop guidelines for administrators and school site committees that support adoption of effective practices.

In order to improve instruction for English Learners and keep the Master Plan effective and relevant, the ELMPIC will collect, analyze, and apply information from Instructional Rounds, audit results, and evaluation data to advise the Master Plan Administrator and the Superintendent regarding:

- English Learner professional development;
- Effectiveness of English Learner programs and the identification of programs not fully meeting Master Plan goals;
- Optimal placement for English Learner programs within the District;
- English Learner Master Plan implementation progress;
- Needed resources or revisions of District policies and practices.

4. CONDUCT AN ANNUAL AUDIT OF ENGLISH LEARNER PROGRAMS AND SERVICES.
Educational Services personnel under the direction of the administrator leading the English Learner Master Plan, will conduct an annual internal audit that includes unannounced school site visits and review of data from a random selection of 8-10 school sites (at least 2 high schools, 2 middle schools, and 4 elementary schools). The District will provide the ELMPIC with necessary data and information on the sites to be visited.

For the schools that are visited, the auditing team will note the following:

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

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

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

6. CREATE A STANDING AGENDA ITEM AT SUPERINTENDENT’S CABINET MEETINGS.
   Create a standing agenda item at 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 IOC will annually assess and develop, as appropriate, recommendations for new implementation measures to improve the District’s English Learner programs/pathways during the upcoming academic year. These implementation measures will be incorporated into the District’s Local Control Accountability Plan.

C. ACCOUNTABILITY

1. UTILIZE A PROJECT MANAGEMENT APPROACH TO IMPLEMENTING THE ENGLISH LEARNER MASTER PLAN AND MONITORING PROGRESS, AND ESTABLISH AN ONLINE PROJECT MANAGEMENT SYSTEM.
   The Administrator responsible for the English Learner Master Plan implementation and all key staff involved in implementing the Master Plan will be trained in project management, an approach for executing projects effectively and efficiently. Project management is a strategic competency for organizations, enabling them to tie project results to organizational goals and thus, better compete in their markets. The primary challenge of project management is to achieve all of the project goals and objectives while honoring the preconceived constraints. The primary constraints are scope, time, quality, and budget.

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

   The Project Management Process has five distinct steps or components:

   STEP ONE/INITIATE: Determine the nature and scope of the project and identify the project manager and team.
STEP TWO/PLAN & DESIGN: Plan time, cost, and expenses adequately to estimate the work needed and to effectively manage risk during the project execution. This includes developing the project work plan, deliverables, timeline, and budget.

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

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

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

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

2. CREATE PROFESSIONAL LEARNING COMMUNITIES ACROSS THE CENTRAL OFFICE TO ENSURE THE SUCCESSFUL IMPLEMENTATION OF THE ENGLISH LEARNER MASTER PLAN.

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

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

This work will be guided by the following assumptions:

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

The District will provide the Board and community with an annual report on the implementation of the Master Plan, which will include aggregated and disaggregated data obtained from the monitoring instrument used in observations throughout the year, and the results of annual audits. The District will also continue to participate in program monitoring required by the California Department of Education and the United States Department of Education. Beginning in June of 2017, the District will provide the report annually for the preceding academic year.

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

The District’s Accountability and Educational Technology Office, Categorical Programs Office, and English Learner Programs Office will review state and federal compliance requirements annually to ensure the English Learner Master Plan complies with these. If new requirements emerge that cause the English Learner Master Plan to be in violation of state/federal requirements, this finding will be communicated to the Administrator responsible for the implementation of the Master Plan, who will have responsibility for adjusting the Master Plan accordingly. The District’s Accountability and Educational Technology Office will also review any compliance documents, practices, or policies in use by the District and align these to the Master Plan. In the event of a state or federal compliance review, the Accountability and Educational Technology Office will work with the Administrator responsible for the implementation of the Master Plan to ensure that there is clear communication about the Master Plan and that to the extent possible, those reviews support continued Master Plan implementation measures.

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

The Educational Services Division shall coordinate the development of the Local Educational Agency Plan (LEAP), prioritizing needs based on data collection, and convening the necessary approval and advisory groups. It is the Division head’s responsibility, in collaboration with the Master Plan Administrator, to ensure that the LEA Plan is aligned to and supports district-level implementation of the English Learner Master Plan and the Title III Plan. The DELAC advises the District Advisory Council (DAC) on budget development and expenditures for all state/federal categorical programs. The DAC approves the LEA Plan and submits it to the Board of Education for final approval.

The Superintendent’s designee shall coordinate the annual revision of the LCAP, ensuring that it reflects the English Learner Master Plan vision, goals, objectives, and recommendations. The DELAC and DAC advise the revision process.
APPENDICES

A. Home Language Survey (SU-41)
B. Program Placement for ELs (EL-25)
C. Bilingual Entry and Exit Procedures
D. Parental Waiver (E-217)
E. EL Data Chat
F. ELD Acceleration Plan
G. R-FEP Acceleration Plan
H. ABE Instructional Minutes
I. Dual Instructional Minutes
J. LTEL Plans for Secondary Schools
Appendix A: Home Language Survey (SU-41)

SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT

Name

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 card if the student has previously attended any school in the San Bernardino City Unified School District.

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. 4/04)

File in Pupil CUM Folder
Appendix B: Program Placement For ELs (EL-25)

Dear Parent(s) or Guardian(s): When your child enrolled in our district, a language other than English was noted on your child’s Home Language Survey. The law requires us to test your child’s English and primary language proficiency. The results of these tests are used to decide the best program placement for your child. We are required to inform you of these test results, our program recommendation, and all the placement options available for your child. We have also listed the information our district uses to decide when a student is ready to exit the English Learner Program. (20 United States Code 7012; California Education Code sections 51644. [b] and [c]; and Title 5 of California Code of Regulation sections 11360[5][a] and 11511.)

Language Assessment Results

<table>
<thead>
<tr>
<th>Domain</th>
<th>California English Language Development Test (CELD) Performance Level</th>
<th>Primary Language Proficiency Level</th>
<th>Oral English Assessment (For Incoming Kindergarten Students)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date Tested:</td>
<td>Scale Score</td>
<td>Proficiency Level</td>
<td>Level</td>
</tr>
<tr>
<td>Listening</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Speaking</td>
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<td>Reading</td>
<td></td>
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<tr>
<td>Writing</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Overall Proficiency</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

*A scoring guide, developed by the testing contractor, has been used to determine these results. Parents will receive their child’s official results within 30 days after the district has received individual student reports from the contractor.

Based on results of the California English Language Development Test (CELD), your child has been identified as an:

- English learner (EL) student with less than reasonable fluency in English
- English learner (EL) student with reasonable fluency in English
- Initial Fluent English proficient (l-FEP) student

Check if applicable:

- Individualized Education Program (IEP) on file

A description of how your child’s recommended program placement will meet the objectives of the IEP is below:

State and federal law require that ELs with an IEP or a federal 504 Accommodation Plan continue to receive the programs and services that address the student’s special needs, including linguistically appropriate goals and objectives. At a minimum, instructional and linguistic services must include the provision of ELD and full access to the core curriculum as specified in the student’s written program or plan. Those services must be provided by (1) a teacher with both a special education and the appropriate EL credential or certificate or (2) by a team of teachers with the appropriate credentials.

Program Placement Options for English Learners

The chart below shows all program placement options. A more detailed description follows. To request that your child be placed in an Alternative Course of Educational Study program in which instruction is provided in your child’s primary language and English, you must apply for a “Parental Exception Waiver” on a yearly basis.

<table>
<thead>
<tr>
<th>English Language Proficiency Levels</th>
<th>Program Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced (level 5)</td>
<td>Initial Fluent English Proficient (I-FEP)</td>
</tr>
<tr>
<td>Early Advanced (level 4)</td>
<td>Distict’s general program with an approved Parental Exception Waiver</td>
</tr>
<tr>
<td>Intermediate (level 3)</td>
<td>Reasons fluency** or Less than reasonable fluency**</td>
</tr>
<tr>
<td>Early Intermediate (level 2)</td>
<td>English Language Mainstream or an Alternative Course of Educational Study Program with an approved Parental Exception Waiver</td>
</tr>
<tr>
<td>Beginning (level 1)</td>
<td>Structured English Immersion or English Language Mainstream or an Alternative Course of Educational Study Program with an approved Parental Exception Waiver</td>
</tr>
</tbody>
</table>

** Having reached an overall score of Advanced or Early Advanced with each domain score not lower than Intermediate.  
** Districts determine what levels constitute "reasonable fluency" and "less than reasonable fluency."

PLEASE DO NOT DETACH FORMS

EL-25 (1) (Rev. Sept. 2014)
Appendix C - Bilingual Entry/Exit Procedures and Exit Form

The following procedures for entrance and exit of ABE 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 fax, 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.

2. 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.

English Learners, Potential English Learners and R-FEP Students

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 four program options (i.e., SEI, ELM, ABE, DI) 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 bilingual program and may sign a waiver to participate in such a program. Requesting a waiver to participate in a bilingual setting does not automatically grant approval of entry into the program.

4. Procedures for the granting of waivers and bilingual 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., English Language Mainstream) 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.
   b. First grade and above: All English learners, 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: Idea Proficiency Test
(IPT), phonics/decoding survey, assessment of reading comprehension, fluency assessment, writing assessment and other diagnostic measures.

c. 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.

d. LAC staff will contact parents to share assessment results and will approve, deny or provisionally approve entry for students into a bilingual program. Students who are provisionally approved will be re-administered the battery of assessments within six weeks in order to determine whether a bilingual program is an appropriate placement.

e. Students who do not have bilingual 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.

f. 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 Language Appraisal Team meeting will be conducted with the parent, site administration and a representative from the English Learner Programs Department to determine whether or not the bilingual program is an appropriate placement.

g. English learners, potential English learners and R-FEP students with limited proficiency in Spanish are recommended for placement in a Dual Immersion program. Students who do not speak or understand Spanish will not be granted approval of entry into an ABE program.

h. English learners, potential English learners and R-FEP students will be placed temporarily in an English Language Mainstream classroom until approval for entry into a bilingual program has been granted through the LAC.

i. 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.

5. Procedures for the denial of waivers and bilingual program placement are the following:

a. Parents will be provided with assessment results and informed in writing of the reason(s) that entry into a bilingual program has been denied. Parents will also be provided with the procedures for the denial of entry into a bilingual program.

b. Parents who wish to appeal the denial of entry into a bilingual program may appeal the decision to the LAC 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 bilingual 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 bilingual program. Assessment results will be sent to the student's teacher. LAC staff will re-administer the assessment within 6 weeks to all students who have been placed provisionally.
**SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT**

**ALTERNATIVE PROGRAMS EXIT MEETING**

Student __________________________ School __________________________ Grade _____ Teacher __________

ID # __________________________ Date of Birth __________________________ Date of Exit Meeting __________________________

Current Alternative Program Participation:  □ Alternative Bilingual Education (ABE)  □ Dual Immersion (DI)

Current Language Designation:  □ English Learner Student  □ Spanish Learner Student  □ Fluent English Proficient (R-FEP)

**CURRENT LANGUAGE PROFICIENCY LEVEL**

<table>
<thead>
<tr>
<th>Level</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning (1)</td>
<td></td>
</tr>
<tr>
<td>Early Intermediate (2)</td>
<td></td>
</tr>
<tr>
<td>Intermediate (3)</td>
<td></td>
</tr>
<tr>
<td>Early Advanced (4)</td>
<td></td>
</tr>
<tr>
<td>Advanced (5)</td>
<td></td>
</tr>
<tr>
<td>Fluent English Proficient (R-FEP)</td>
<td></td>
</tr>
</tbody>
</table>

**REASON FOR EXIT:**

________________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________________

**As the parent/guardian of this student, I have been informed of my child’s current language proficiency level. I have also been informed of the appropriate District program options and services as these relate to meeting the linguistic and academic needs of English and Spanish learners in accordance with state and federal law.**

**As the parent/guardian of this student, I request to have my child placed in a Mainstream (ELM) or Structured English Immersion (SEI) Program classroom effective on (date).**

**As the parent/guardian of this student, I have been informed of the procedures that must be followed should I request re-entry for my child into the Alternative Bilingual Education or Dual Immersion Programs at any time in the future.**

Signature: Parent ___________________________________________ Date ______________

**The following District administrators participated in the Exit process for this student.**

Signature: Principal or Designee ___________________________________________ Date ______________

Signature: English Learner Programs Director or Designee __________________________ Date ______________

Signature: Other ___________________________________________ Date ______________

**Additional Comments:**

________________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________________
English-only and I-FEP Students

The following procedures for English-only and I-FEP students apply to both magnet and non-magnet programs:

1. Kindergarten: All students may enter into a bilingual program in kindergarten. Kindergarten students who began placement in one program (i.e., English Language Mainstream) for more than three months and request a change to a bilingual setting will be administered additional assessment prior to approval to enter an ABE or Dual Immersion program.

2. First grade and above: All students will be administered multiple assessments in both languages prior to entry in a bilingual setting. Depending on the grade level and ability of each student, these assessments include but are not limited to the following: Idea Proficiency Test (IPT), phonics/decoding survey, assessment of reading comprehension, fluency assessment, writing assessment and other diagnostic assessments.

3. 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.

4. LAC staff will contact parents to share assessment results and will approve, deny or provisionally approve entry for students into a bilingual program. Students who are provisionally approved will be re-administered the battery of assessments within six weeks in order to determine whether a bilingual setting is an appropriate placement.

5. Students who do not have bilingual 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.

6. Administrators and/or teachers who are concerned that a bilingual setting is not an appropriate setting for a student may contact the Language Assessment Center at any time to discuss their concerns. A Language Appraisal Team meeting will be conducted with the parent, site administration and a representative from the English Learner Programs Department to determine whether or not the bilingual program is an appropriate placement.

7. English-only and I-FEP students with limited proficiency in Spanish are recommended for placement in a Dual Immersion program. Students who do not speak or understand Spanish will not be granted approval of entry into an ABE program. Students who do not speak or understand Spanish will generally not be approved to enter into a Dual Immersion program after the first grade unless an extenuating circumstance exists.
8. English-only and I-FEP students will be placed temporarily in an English Language Mainstream classroom until approval for entry into a bilingual program has been granted through the LAC.

9. Requests for placement in a bilingual setting 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.

10. Procedures for the denial of entry into a bilingual program are the following:
    a. Parents will be provided with assessment results and informed in writing of the reason(s) that entry into a bilingual program has been denied. Parents will also be provided with the procedures for the appeal of the denial of entry into a bilingual program.
    b. Parents who wish to appeal the denial of entry into a bilingual program may appeal the decision to the LAC 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 bilingual program, parents will be informed of the reason for denial of entry. Parents will also be informed that they have the right to appeal the decision to the school board.

11. Teachers, administrators and office staff will be informed in writing of the approval, provisional approval or denial or placement in a bilingual program. Assessment results will be sent to the student’s teacher. LAC staff will re-administer the assessment within 6 weeks to all students who have been placed provisionally.

12. All English-only and I-FEP students must be provided with an orientation of the goals, objectives and program design of the bilingual program prior to placement. An orientation will be provided by the school staff. LAC staff will provide the orientation for the parent if requested by the site.

13. All English-only and I-FEP students will fill out the Commitment to Participate in ABE and Dual Immersion Programs form. If the orientation is provided by school staff, they will send a copy of the commitment form to the LAC.

Exiting from an ABE or Dual Immersion Setting

The following procedures apply to all students in both magnet and non-magnet bilingual settings:

1. Parents who wish to exit a bilingual setting have the right to exit at any time. However, every attempt is made to provide an exit interview prior to exiting from the program in order to address parental concerns and provide consistency in program placement. The exit meeting will include the teacher, site administrator, parent and a representative from the English Learner Programs Department.

2. Parents who wish to exit from a bilingual setting will fill out an Alternative Programs Exit Meeting form prior to exiting from the program. The reason for exit will be included on the form. The parent will sign the form and the form will be placed in the student’s cum folder.
3. Parents will be provided with the procedures for re-entry into a bilingual setting. The procedures for reentry after exiting a bilingual setting include the following:
   a. If re-entry is requested within a three month period, re-entry into the program will automatically be granted.
   b. Assessments will be re-administered in both languages for students who would like to re-enter the bilingual program after three months.
   c. Students who are at grade level in both languages will generally be permitted to re-enter the program more than once. Students who are not making appropriate progress in meeting grade level standards will be permitted one re-entry to a bilingual setting if they exit the program more than once in order to prevent academic deficits that may be incurred from switching between language programs.
Appendix D - Parental Exception Waiver (E-217)

**SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT**

Parental Exception Waiver for an Alternative Course of Study Program

<table>
<thead>
<tr>
<th>O Alternative Bilingual Education</th>
<th>O Dual Immersion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Name</td>
<td>School</td>
</tr>
<tr>
<td>Identification#</td>
<td>Date of Birth</td>
</tr>
<tr>
<td>Date of Birth</td>
<td>Grade</td>
</tr>
</tbody>
</table>

**#1**
You have the right to request a parental exception waiver for an alternative program.

You must visit the school site or the Language Assessment Center to request a waiver and you must read the alternative program descriptions provided. Please mark all that apply and return 111E completed form to your child's school or to the Language Assessment Center.

- I received information about the English learner programs offered: Mainstream, Structured English Immersion, and Alternative Programs.
- I understand that I have the right to apply for a Parental Exception Waiver for the purpose of selecting an Alternative Program.
- I will apply for a Parental Exception Waiver and will visit my child's school site.
- I understand that I have the right to move my child into the Mainstream Program at any time.

Signature of Parent/Guardian

Telephone

Date

Please call the school if you would like to schedule a parent conference to discuss the English language program options for your child.

**#2**
Completed by Principal

<table>
<thead>
<tr>
<th>D Type A (K-12)</th>
<th>D Type B (4-12)</th>
<th>D Type C (K-3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knows English and academically performs at least at the 9th grade level, or has been reclassified as Fluent English Proficient</td>
<td>Is 11 years of age or older, 4-12.</td>
<td>Is under 10 years of age, was placed in an English Language Classroom for 30 or more days, and special needs exist. K-3.</td>
</tr>
<tr>
<td>Physical</td>
<td>Emotional</td>
<td>Psychological</td>
</tr>
<tr>
<td>O</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please check one of the following:

Description of Student's Academic Needs:

Please check one of the following:

O Granted | O Denied

Principal's Signature

Date

School

**#3**
Rescinded Waiver
Completed by Parent

Parent/Guardian Signature

Comments:

Date

**#4**
Completed by English Learner Director

Signature of Director of English Learners Department

Comments:

Date

**LAC Data Entry Dal Initials**

PLEASE DO NOT DETACH FORMS

White-CUM       Green-LAC       Yellow-Parent English       Pink-Parent Spanish       Goldenrod-LAC

E-217 (Rev. 1108)
## English Learner Master Plan
San Bernardino City Unified School District

### Appendix E - EL Data Chat

**San Bernardino City Unified School District**

#### English Learner Data Chat

<table>
<thead>
<tr>
<th>DEMOGRAPHICS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Name:</strong></td>
</tr>
<tr>
<td><strong>School:</strong></td>
</tr>
<tr>
<td><strong>Grade:</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ASSESSMENTS</th>
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<tbody>
<tr>
<td><strong>2014-2015 CELDT</strong></td>
</tr>
<tr>
<td><strong>OVERALL:</strong></td>
</tr>
<tr>
<td><strong>Listening:</strong></td>
</tr>
<tr>
<td><strong>Speaking:</strong></td>
</tr>
<tr>
<td><strong>Reading:</strong></td>
</tr>
<tr>
<td><strong>Writing:</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STAR Reading Results</th>
<th>SBAC English/ELA Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Date Taken:</strong></td>
<td><strong>SS:</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TRANSCRIPT Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Courses/Grades</strong></td>
</tr>
<tr>
<td><strong>P1</strong></td>
</tr>
<tr>
<td><strong>P8</strong></td>
</tr>
<tr>
<td><strong>Grade:</strong></td>
</tr>
<tr>
<td><strong># Excused Absences:</strong></td>
</tr>
<tr>
<td><strong>Notes:</strong></td>
</tr>
</tbody>
</table>

**For High School Use Only**

<table>
<thead>
<tr>
<th># of Credits Completed (Graduation Requirement 220):</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Note:</strong> minimum by grade level: 10th = 55, 11th = 80, 12th = 165</td>
</tr>
</tbody>
</table>

| Parent Communication Date: | Parent Communication Date: | Parent Communication Date: |

#### Next EL Data Chat Meeting:

<table>
<thead>
<tr>
<th>Site Administrator:</th>
<th>English Learner Representative:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher:</strong></td>
<td><strong>Teacher:</strong></td>
</tr>
<tr>
<td><strong>English Learner:</strong></td>
<td><strong>Other:</strong></td>
</tr>
<tr>
<td><strong>Facilitator:</strong></td>
<td><strong>Translator:</strong></td>
</tr>
<tr>
<td><strong>Counselor:</strong></td>
<td><strong>Parent:</strong></td>
</tr>
<tr>
<td><strong>Student:</strong></td>
<td></td>
</tr>
</tbody>
</table>

*All information on this document may contain sensitive data. Review and distribute with care.*

**Created:** 2/1/2016

**Distribution List:**
- o cum file
- o Parent/Student
- o English Learner Office
- o Teacher
Appendix F- ELD Acceleration Plan

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Grade Level</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>CELDT Date:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Star Reading Date:</td>
<td>Score</td>
<td>Classification</td>
</tr>
<tr>
<td>SBAC-ELA Date:</td>
<td>R W R/I</td>
<td>Designation</td>
</tr>
</tbody>
</table>

**Student's Reading Level**
(CELDT/STAR):

**LIST ELD Goals MET**
(Listening/Speaking/Reading/Writing)

<table>
<thead>
<tr>
<th>Recommended Focus ELD Standard(s) (Based on Instructional Level)</th>
<th>EL Instructional Strategies</th>
<th>Monitoring Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-Progress - ELD Standard/Goal Part 1: Interacting in Meaningful Ways</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-Progress - ELD Standard/Goal Part II: Learning About How English Works:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional Goals: (i.e. A-G Coursework, tutoring, etc.)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

BLANK Accelerated ELD Plan.docx

Revised: 5/3/2016 By: Legarda, Ellie
# Appendix G - R-FEP Acceleration Plan

## San Bernardino City Unified School District
### English Learner Programs
#### R-FEP Acceleration Plan

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Grade Level</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Star Test Date</th>
<th>Score</th>
<th>Classification</th>
<th>Grade Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CAASPP Date</th>
<th>R</th>
<th>W</th>
<th>L</th>
<th>R&amp;l</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Recommended Focus Standard(s) (Based on Instructional Level)</th>
<th>Suggested Instructional Strategies (to increase +1 proficiency level)</th>
<th>Monitored Through (list multiple measures to be used)</th>
<th>Monitoring Dates (will vary based on focus area of focus)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Instructional Goal (i.e. ELA/ELD Standard):**

**Academic Goal:**

**Additional Goal(s) (i.e. A-G Coursework):**

---

Revised on: 4/13/2016
Appendix H – ABE Instructional Minutes

**DAILY TIME ALLOTMENTS FOR ABE MAINTENANCE PROGRAM**
(90:10 Model)

<table>
<thead>
<tr>
<th>Language Arts</th>
<th>Math</th>
<th>English Language Development</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spanish</strong></td>
<td><strong>Spanish</strong></td>
<td><strong>English</strong></td>
</tr>
<tr>
<td>K</td>
<td>130</td>
<td>40</td>
</tr>
<tr>
<td>1</td>
<td>195</td>
<td>60</td>
</tr>
<tr>
<td>2</td>
<td>180</td>
<td>60</td>
</tr>
<tr>
<td>3</td>
<td>190</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language Arts</th>
<th>Content Literacy: Social Studies</th>
<th>Math</th>
<th>English Language Development</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spanish</strong></td>
<td><strong>Spanish</strong></td>
<td><strong>English</strong></td>
<td><strong>English</strong></td>
</tr>
<tr>
<td>4</td>
<td>135</td>
<td>30</td>
<td>60</td>
</tr>
<tr>
<td>5</td>
<td>135</td>
<td>30</td>
<td>60</td>
</tr>
<tr>
<td>6</td>
<td>135</td>
<td>30</td>
<td>60</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language Arts &amp; English Language Development</th>
<th>Math</th>
<th>Content Literacy: Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td><strong>Spanish</strong></td>
<td><strong>Spanish</strong></td>
</tr>
<tr>
<td>4</td>
<td>165</td>
<td>60</td>
</tr>
<tr>
<td>5</td>
<td>165</td>
<td>60</td>
</tr>
<tr>
<td>6</td>
<td>165</td>
<td>60</td>
</tr>
</tbody>
</table>

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 I - Dual Instructional Minutes

DAILY TIME ALLOTMENTS FOR DUAL IMMERSION PROGRAM
(90:10 Model)

<table>
<thead>
<tr>
<th>Language Arts</th>
<th>Math</th>
<th>English Language Development</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Spanish</strong></td>
<td><strong>Spanish</strong></td>
<td><strong>English</strong></td>
</tr>
<tr>
<td>K</td>
<td>130</td>
<td>40</td>
</tr>
<tr>
<td>1</td>
<td>195</td>
<td>60</td>
</tr>
<tr>
<td>2</td>
<td>180</td>
<td>60</td>
</tr>
<tr>
<td>3</td>
<td>190</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language Arts</th>
<th>Content Literacy: Social Studies</th>
<th>Math</th>
<th>English Language Development</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Spanish</strong></td>
<td><strong>Spanish</strong></td>
<td><strong>English</strong></td>
<td><strong>English</strong></td>
</tr>
<tr>
<td>4</td>
<td>135</td>
<td>30</td>
<td>60</td>
</tr>
<tr>
<td>5</td>
<td>135</td>
<td>30</td>
<td>60</td>
</tr>
<tr>
<td>6</td>
<td>135</td>
<td>30</td>
<td>60</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language Arts &amp; English Language Development</th>
<th>Math</th>
<th>Content Literacy: Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>English</strong></td>
<td><strong>Spanish</strong></td>
<td><strong>Spanish</strong></td>
</tr>
<tr>
<td>4</td>
<td>165</td>
<td>60</td>
</tr>
<tr>
<td>5</td>
<td>165</td>
<td>60</td>
</tr>
<tr>
<td>6</td>
<td>165</td>
<td>60</td>
</tr>
</tbody>
</table>

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.
<table>
<thead>
<tr>
<th>Program Components</th>
<th>Action Steps</th>
<th>Person Responsible</th>
<th>15-16 School Year</th>
<th>16-17 School Year</th>
</tr>
</thead>
</table>
| Identification and Placement | LTEL’s identified in Aeries based on state criteria  
English Learner Programs Secondary Placement Chart will be used along with the ELD benchmark and other assessment data to correctly place students. Placement recommendations are currently being sent out directly to sites. | Secondary EL Director  
Accountability and  
Education Technology Director  
Counselors  
Principals  
ELFs | | All Middle Schools |
| Accelerated Academic Language Development (AELD) Class - Research-based LTEL Instructional Practices | -smaller class size  
effective EL strategies  
rigorous curriculum aligned to CCSS and designed to accelerate language development while acquiring content knowledge (e.g. Houghton Mifflin – Collections curriculum)  
ELD – English 3D  
personalized technology-based language support (iLit) | Secondary EL Department  
Secondary Instruction  
HR  
SBTA | | All Middle Schools |
## Development

- English Language Development for secondary teachers: Integrated and Designated ELD

## Intensive Progress Monitoring

Develop a comprehensive, assessment system that includes:

- **Diagnostic Data**—program assessments
  - used for placement (TELL)
- **Progress Monitoring Data**—CAASPP, STAR, RCD, TELL, LTEL Portfolio (will be developed), program assessments
  - used to accelerate language development and content area knowledge
- **Formative Assessment Data**—RCD, STAR, LTEL Portfolio
  - used to guide instruction
- **Summative Assessment Data**—TELL, CELDT, CAASPP
  - used to assess mastery of language progression and grade-level standards
  - CELDT Prep (CELD) will be used to familiarize student with the CELDT format
| Additional Systematic Supports | Site support for LTEL’s with data chats  
Student intern support at all middle schools. Student interns will help with data chats, tutoring, TELL administration, catch-up plans, etc. | Secondary EL Director  
Secondary Education  
ETSA Office  
Counselors  
EL Director | All Middle Schools  
All Middle Schools |
| College and Career Readiness Access and Completion | AVID/PUENTE  
WICOR  
Academic monitoring to ensure LTEL’s access to core classes  
Ensure access to Academic Pathways  
Integrate College and Career awareness and exposure through Project-Based Learning in all ELD classes | Secondary EL Director  
Secondary Education  
College and Career Pathways (Pam Kempthorn). ELF’s | All Middle Schools  
All Middle Schools  
All Middle Schools |
<table>
<thead>
<tr>
<th>Program Components</th>
<th>Action Steps</th>
<th>Person Responsible</th>
<th>15-16 School Year</th>
<th>16-17 School Year</th>
<th>17-18 School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification and Placement</td>
<td>LTEL’s Identified in Aeries based on state criteria English Learner Programs Secondary Placement Chart will be used along with the ELD benchmark and other assessment data to correctly place students. Placement recommendations are currently being sent out directly to sites.</td>
<td>Secondary EL Director Accountability and Education Technology Director Counselors Principals ELFs</td>
<td>AVHS</td>
<td>ISHS</td>
<td>San Andreas Sierra</td>
</tr>
</tbody>
</table>
| Accelerated Academic Language Development (AELD) Class - Research-based LTEL Instructional Practices | - smaller class size  
- effective EL strategies  
- rigorous curriculum aligned to CCSS and designed to accelerate language development while acquiring content knowledge (e.g. Houghton Mifflin – Collections curriculum)  
- personalized technology-based English Language Development support (iLit, English 3D) | Secondary EL Dept Secondary Instruction HR SBTA         |                  |                  | All HS’s          |
| Professional Development | Teachers will receive professional development on English Language Development: Integrated and Designated ELD, and effective English Learner strategies.                                                                 | Secondary EL Director Secondary Instruction             |                  |                  | All HS’s          |
### Intensive Progress Monitoring

Develop a comprehensive, assessment system that includes:

- **Diagnostic Data**– TELL, program assessments used for placement
- **Progress Monitoring Data**– TELL, STAR, RCD, LTEL Portfolio (will be developed), program assessments used to accelerate language development and content area knowledge
- **Formative Assessment Data**– RCD, STAR, LTEL Portfolio used to guide instruction
- **Summative Assessment Data**– TELL, CELDT, CAASPP used to assess mastery of language progression and grade-level standards CELD prep materials will be used to familiarize students with the CELDT format

<table>
<thead>
<tr>
<th>Secondary EL Director</th>
<th>AVHS ISHS (TELL Pilot)</th>
<th>CHS PHS SBHS SGHS San Andreas High School Sierra High School</th>
</tr>
</thead>
</table>

### Aggressive LTEL Interventions and Acceleration Plans

Identify effective interventions designed to aggressively accelerate linguistic and academic growth through the MTSS framework, (currently working with Mr. Brown to develop).

<table>
<thead>
<tr>
<th>Secondary EL Director</th>
<th>Secondary Education ETSA Director</th>
<th>AVHS CHS ISHS SBHS SGHS San Andreas Sierra</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional Systematic Supports</td>
<td>Create LTEL Acceleration Plans for students who are not meeting grade level standards</td>
<td>AVHS</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td></td>
<td>Provide extended learning opportunities such as APEX, tutoring and Summer Bridge programs</td>
<td>ISHS</td>
</tr>
</tbody>
</table>
|                                | **Ed Assistant III’s in LTEL classes**  
**Student Interns to shadow and support LTEL’s with data chats and mentoring** | Secondary EL Director  
Secondary Education  
ETSA Office  
High School Counselors | All sites have student interns | All HS’s  |
|                                | **Content support classes based on assessment results** | AVHS | SBHS | All HS’s  |
|                                | **EL Counselors assigned to LTEL’s** | ISHS | PHS | San Andreas  
Sierra  |
| College and Career Readiness Access and Completion | **AVID/PUENTE**  
**WICOR**  
**Close monitoring to ensure LTEL’s access to and completion of A-G requirements,**  
**Ensure access to Academic Pathways, Summer programs, APEX**  
**Integrate College and Career awareness and exposure through Project-Based Learning in all ELD classes** | Secondary EL Director  
Secondary Education  
College and Career Pathways (Pam Kempthorn).  
High School Counselors  
ELF’s | All HS’s | All HS’s  |