

SBCUSD English Learner Distance Learning Plan
2020-2021 School Year
Table of Contents

INTRODUCTION:	1
MULTILINGUAL PROGRAMS AND SERVICES	1
Elementary Core Instruction:	1
Elementary Phase Two Cohort	4
English Language Development	4
Progress Monitoring and Assessment	6
Secondary Core Instruction	8
English Language Development	9
Progress Monitoring and Assessment	11
Considerations for English Learner Students with Disabilities:	12
SUPPORT SERVICES	13
English Learner Facilitators (ELFs):	13
English Learner (EL) College Interns:	14
Educational Assistants III:	14
Phase II Cohort:	15
Digital Curriculum Support:	16
APPENDIX	18
Learning Loss Mitigation Plan	18
Tutoring Plan	18
Elementary Phase II Cohort	18
Secondary Cohort II/Blended Learning Plan	18
Newcomer Action Plan	18
Secondary ELD Placement Chart	18
English Learners With Disabilities IEP Checklist	18

INTRODUCTION:

The San Bernardino City Unified School District (SBCUSD) has approximately 11,025 English Learners of all typologies: Newcomers, Long Term English Learners Students (LTELs), Students with Interrupted Formal Education (SIFE), etc. The Multilingual Programs Department is committed to ensuring that SBCUSD's English Learner students continue to have meaningful access to, and full participation in, a high quality, comprehensive, twenty-first century education from early childhood through grade twelve during the period of Distance Learning and beyond.

SBCUSD is committed to continuing to provide programs and services currently in place through Distance Learning and beyond. The following program options will continue to be available to English learners during Distance Learning and beyond: Structured English Immersion (SEI), Dual Immersion, Trilingual Immersion, Maintenance Bilingual Program, Transitional Bilingual Program and the Foreign Language in Elementary Schools (FLES) Program. These programs will result in attainment of high levels of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple languages. English Learners will receive academic and behavioral instruction that will help them achieve the following goals set forth by SBCUSD:

- academic achievement through mastery of grade level standards or above
- English language acquisition as quickly and effectively as possible
- social emotional awareness and well being
- cultural and linguistic awareness/proficiency and sensitivity

Distance Learning programs and supports for English Learners will be monitored and modified as needed in order to help students meet and exceed these goals. In addition, the Multilingual Programs Department will continue to assess, modify, and implement systems and programs that will enhance our English Learner students' academic and linguistic development. The attainment of the aforementioned goals will also help ensure English Learners graduate bilingual or multilingual, college and career ready, and with the social emotional competencies, skills and capacities required to achieve their fullest potential and successful 21st century global citizenship.

MULTILINGUAL PROGRAMS AND SERVICES

Elementary Core Instruction:

Senate Bill 98 (SB 98) was signed into law on June 29, 2020. SB 98 outlines the specific parameters and requirements for a distance learning program. All Local Education Agencies (LEAs) must develop a plan for their distance learning programs. The plan must include how an LEA will provide a continuity of instruction; a plan for ensuring access to devices; and what additional supports will be provided for students with unique needs, like English learners and students with exceptional needs. Distance Learning as defined in SB 98 is instruction where students and teachers are in different locations.

Ana M. Applegate, Director
MULTILINGUAL PROGRAMS DEPARTMENT

Distance learning instruction includes:

- Interaction and instruction between teachers and students through the use of technology.
- Video or audio instruction between the students and teachers that relies on computer or communications technology.
- Hard copies of materials that are subject to feedback.

The following programs continue to be available to English learners at the elementary level:

- **Structured English Immersion (SEI) Program:** A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. This program is available at all grade levels. *Education Code (EC) sections 305(a)(2) and 306(c)(3).*
- **Dual Immersion Program:** Provides language learning and academic instruction in English and Spanish for native speakers of English and native speakers of Spanish, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. This program begins in Transitional Kindergarten/Kindergarten (TK/K) and continues through twelfth grade. *EC section 306(c)(1)*
- **Trilingual Immersion Program:** Provides language learning and academic instruction in English and Spanish for native speakers of English and native speakers of Spanish, with the goals of high academic achievement, first and second language proficiency, cross-cultural understanding and conversational fluency in a third language, Vietnamese. This program is currently only available in grades K-6. *EC section 306(c)(1)*
- **Maintenance Bilingual Program:** A language acquisition program that provides language learning and academic instruction for English learners and reclassified students who are native speakers of Spanish, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. This program begins in Transitional Kindergarten/Kindergarten (TK/K) and continues through the sixth grade. *EC Section 306(c)(2)*
- **Transitional Bilingual Program:** A language acquisition program for English learners that provides instruction to pupils utilizing English and Spanish for literacy and academic instruction, enabling an English learner to achieve English proficiency and meet state-adopted academic achievement goals. This program begins in Transitional Kindergarten/Kindergarten (TK/K) and continues to sixth grade, with students transitioning to all instruction in English in the fifth grade. *EC Section 306(c)(2)*
- **Foreign Language in Elementary Schools (FLES) Program:** Provides language learning and instruction in Spanish to native English speakers as well as English learners for a designated portion of the school day with the goal of developing conversational fluency and intermediate proficiency in Spanish. This program is available in grades K-6. *EC Section 305aade. EC Section 306(c)(2)*

The following critical supports will be implemented at the elementary level:

Specialized English Learner Curriculum Supports and Instructional Supports

The San Bernardino City Unified School District has created grade-level “curriculum guides” aligned to ELA/SLA and Math that identify the content standards, ELD standards and differentiated core and supplemental resources for English learners. All curriculum guides are hosted on the *It’s Learning* platform and are readily available to all teachers and instructional staff. Students will have access to core digital

Ana M. Applegate, Director
MULTILINGUAL PROGRAMS DEPARTMENT

instructional materials and the technology needed to access these resources. Core instructional materials include progress monitoring components and differentiated instructional materials and lessons.

English learners will have access to the following supplemental intervention curriculum and resources at the elementary level: Istation, Iready, RAZ Plus, Myon, Footsteps to Brilliance and Imagine Learning. These supplemental curriculums have robust progress monitoring systems and provide differentiated instructional materials and lessons for teachers and students. Students will have access to supplemental curriculums and resources during asynchronous learning times.

Integrated and Designated ELD will be provided by all teachers throughout the week. Each synchronous lesson will include Integrated ELD and teachers will schedule additional small group designated ELD instruction in order to target instruction to student's proficiency levels. It is recommended that Designated ELD lessons emphasize part 2 of the ELD standards.

English learner students will receive additional targeted instructional support by Education Assistants, District substitutes and student interns through differentiated small group instruction or individual tutoring. Priority for additional targeted instruction support will be: newcomer students who are not proficient in their primary language, students at the emerging level of ELD who have been referred for additional support by the classroom teacher and long-term English learner students. Primary language support is provided by Educational Assistants in the following languages: Spanish, Arabic, Vietnamese and Khmer.

Building Teacher Capacity Through Professional Development

Teachers will be provided with professional development on providing effective tier 1 "first instruction" for English learner students. Areas of professional development focus will be on the following:

- the grade-level curriculum guides
- the ELD standards
- the ELD portfolios
- the ELD proficiency levels
- comprehensible input strategies
- active engagement
- oral language interaction
- home language supports
- the district's "[What to Look For in ELD](#)" expectations
- small group instruction by proficiency level for designated ELD
- data analysis of the English Language Proficiency Assessment for California, (ELPAC) and the Test of English Language Learning (TELL) data to identify whether students are making progress on the expected ELD progression timeline in each language domain

Teachers will be provided with grade-level and individualized follow up coaching support by district program specialists. Program specialists will offer weekly open office hours and schedule individual or small group video appointments with teachers requesting individualized support. All teachers will be provided access to an English Learner Support request form in order to track teacher requests, identify trends in the needs of school sites and monitor that requested support was provided. The Multilingual Programs Department will hold biweekly grade-level networking meetings for teachers in order to facilitate the sharing of best practices and strategies for meeting the needs of ELs in a distance learning context.

Ana M. Applegate, Director
MULTILINGUAL PROGRAMS DEPARTMENT

Each school site will be provided with minimally one English language facilitator (ELF) that will serve as a liaison between the school site and the Multilingual Programs Department. English language facilitators will receive professional development in the identified areas of English learner professional development and will be provided with follow up coaching. English language facilitators support may include but is not limited to the following: provide site-level professional development regarding curricular and instructional supports for English learners, serve as the point of contact for supplemental resources and English learner assessment (i.e., TELL or STAR), assist teachers and education assistants with planning ELD lessons, facilitate reclassification and EL monitoring, and assist with analyzing data to identify students at risk of not meeting the progression timeline.

Data Analysis and Progress Monitoring

English learners in all instructional programs will continue to be monitored and assessed through formative and summative site and district assessments as indicated in the SBCUSD Assessment Matrix. They will also be assessed as appropriate through state standardized assessments. In addition, data reports of core and supplemental curricula (iStation, Imagine Learning etc.) that are available to teachers will be provided to administrators as well. The TELL and other assessments will be utilized more frequently to progress monitor English learners not making appropriate progress on the English learner progression timeline.

Parent/Family Outreach and Support

The District has created a digital repository of parent support and resources to engage families in home-school connections and cultivate primary language and second language literacy outside of the school day. [Parent Digital Resources](#). Translation and interpretation services will be available at all DELAC, ELAC and parent meetings. Each school will have designated personnel who are able to assist parents of English learners in Spanish and district education assistant IIIs are available to provide parent support in the following additional languages: Vietnamese, Arabic, and Khmer.

Elementary Phase Two Cohort

The phase two cohort of English learners will consist of newcomer students in grades 4-6 who have been enrolled in US schools and have an ELPAC level 1 or 2. When deemed safe by the school board to implement phase two, the Multilingual Programs Department will identify a list of newcomer students who are eligible to receive additional cohort phase two services. Students will be geographically grouped together at identified schools and will attend school in a small group setting on Tuesdays and Thursdays from 2:00-4:00 p.m. Students will be provided with an hour of support for school work assigned by their regular classroom teacher as well as homework help and will be provided with an hour of instruction through RAZ Plus leveled readers. Each RAZ Plus book consists of lesson plans for the teacher with ELD support and students may also be assigned additional reading materials at their particular reading level to practice during the small group support class as well as outside of class time. Students will be provided with primary language support, to the best extent possible.

English Language Development

As required by law, all English learner students will continue to receive English Language Development in all programs until reclassified. [The California English Language Development Standards](#) are designed to increase the language knowledge, skills, and abilities that are important for English Learners to be

Ana M. Applegate, Director
MULTILINGUAL PROGRAMS DEPARTMENT

successful in English language arts, mathematics, science, and social studies, as well as other subjects while developing English proficiency.

Integrated ELD consists of the teaching of English language development and literacy throughout the entire day and across all subject areas. The focus is on **accessing and learning content standards**. During Integrated ELD, the content standards are the primary standards used for instruction. ELD standards are used in tandem to meet the language demands of English learners in all content area instruction.

Designated ELD consists of the teaching of English language development during a protected time within the school day. The focus is on acquiring **English language proficiency in reading, writing, listening and speaking** using the ELD standards at each student's **instructional proficiency level**.

To ensure that English learner students have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages through remote learning, teachers will continue to:

- provide academic language instruction and support for English Learners at their specific proficiency level needs.
- communicate with students regularly to support their distance learning academic, social and emotional needs.
- provide ongoing language-specific, one-on-one support (following the district's [distance learning interaction guidelines](#)) to English Learners to ensure individual mastery of grade-level content. The Educational Assistants and/or EL College Interns will assist with this task.
- communicate with families as needed to support them in this process of distance learning. The Educational Assistants and/or EL College Interns will assist with this task.
- engage students by providing multiple opportunities to collaborate in conversations with the teachers and their peers that support their classroom learning needs targeted at their language proficiency level using Zoom or Google Meetings.
- utilize the materials, resources, videos, etc. to support the classroom instructional needs of their English learner students.
- attend English learner curriculum training to assist in their instruction to include language development opportunities.
- create lessons with language objectives that support the content learning as well as English language development that will be included in the instruction given by the teacher (videos)
- provide insight into instructional modifications, such as visual supports, specific academic language, background building, etc.
- support daily oral language practice and engagement opportunities.
- provide academic language development through a collaborative teaching model that embeds language within content. This support may include the use of the Google Classrooms, Itslearning Courses, and SBCUSD Digital Library Resources. [The Multilingual Programs Digital Library](#) is an online Google site that has many digital resources as well as printable learning packets.
- provide Designated and Integrated ELD instruction including assessment of progress toward language proficiency and targeted support to access curriculum.
- allow for multiple opportunities for English Learner students to access grade level standards and receive additional support to access the academic content.
- work with the Multilingual Programs Department staff to plan and deliver services either via

Ana M. Applegate, Director
MULTILINGUAL PROGRAMS DEPARTMENT

Google Classroom or during office hours. For the Elementary Programs Support office hours [click here](#).

- utilize the various curriculum resources that support the English Language Development of their students through Google Classrooms, Itslearning Courses and/or the SBCUSD Digital Library resources website.
- collaborate weekly with other classroom teachers to differentiate instruction virtually via Zoom or Google Meetings.
- use research-based EL strategies and provide multiple opportunities for students to interact in meaningful ways with peers virtually to talk in groups, offer opinions and persuade others. (**ELD Standards Part I: Collaborative**)
- use research-based EL strategies and provide multiple opportunities for students to virtually make oral presentations and to provide written texts. (**ELD Standards Part I: Interpretive**)
- use research-based EL strategies virtually to facilitate the students' use of academic language to convey ideas orally and in writing appropriate to their purpose and audience. (**ELD Standards Part I: Productive**)
- use research-based EL strategies to structure text and organize it based on purpose, text type and discipline (**ELD Standards Part II: Understanding Cohesion**)
- use research-based ELL strategies to utilize verbs and verb phrases, use nouns and noun phrases to modify and to add details (**ELD Standards Part II: Expanding and Enriching Ideas**)
- use research-based EL strategies to combine clauses using a variety of language resources (**ELD Standards Part II: Connecting and Condensing Ideas**)

Progress Monitoring and Assessment

As outlined in the [Tools And Resources For Monitoring And Exiting English Learners From EL Programs And Services](#), LEAs must monitor the progress of all ELs in achieving English language proficiency (ELP) and in acquiring content knowledge. LEAs should establish rigorous monitoring systems that include benchmarks for expected growth and take appropriate steps to assist students who are not adequately progressing towards those goals.

- The San Bernardino City Unified School District will continue to provide the *Test of English Language Learning (TELL)* in order to measure [learning loss](#) in English language development. The *TELL* will be available as a progress monitoring tool to measure English language proficiency and track progress in the language domains of reading, writing, speaking and listening.
- The Multilingual Programs Department in conjunction with the Special Education Department will continue to monitor English Learner students with disabilities to ensure their academic and linguistic needs are being met.
- The Multilingual Programs Department Program Specialists continue to support English Learner students identified as potential reclassification students and work collaboratively with the IEP team to help facilitate reclassification.
- The Multilingual Programs Department [Educational Assistants](#) are providing direct support to students and families that speak languages other than Spanish. Currently, support is being given to Arabic, Cambodian, and Vietnamese students and families. They have students scheduled for daily check ins and instructional support. They are also available to assist parents.
- Site EAIIs are supporting the District's English Learners with [tutoring](#) and homework help. They are working in collaboration with the classroom teacher to assist where needed.

Ana M. Applegate, Director
MULTILINGUAL PROGRAMS DEPARTMENT

- Teachers will continue assessing each English learner student to determine the level of academic or social/emotional support at least once per week.
- Teachers will continue providing evidence of student achievement using academic language progress monitoring via data chats or other types of monitoring tools as specified by the school site administrators.
- Teachers will continue to provide feedback to students, particularly about their language development progress, as needed to support student awareness of their language progress.
- Collect evidence of student mastery, or growth toward mastery, of specific academic language needs via the digital [ELD Portfolios](#), or any other types of evidence of English language proficiency to monitor the progress that students are making in mastering the ELD standards and determine the academic needs of English learner students in order to provide timely interventions for students and mitigate any learning loss.
- Although not mandatory, but highly encouraged, teachers will continue to use the English Language Development Portfolios to help monitor progress and guide instruction at the student ELD instructional level.
- Teachers will continue to use the digital ELD portfolios. The purpose of the ELD Portfolio is:
 - To support teachers through the use of teacher-friendly tools that displays the progress that English learner students are making in English Language Development.
 - To monitor the rate at which English learner students are meeting the EL Progression Timeline.
 - To identify the specific standards in which students are excelling or needing support/intervention.
 - To easily transfer students' information onto the new report card.
 - To provide feedback and timely interventions

Ana M. Applegate, Director
 MULTILINGUAL PROGRAMS DEPARTMENT

Secondary Core Instruction

Senate Bill 98 (SB 98) was signed into law on June 29, 2020. Senate Bill 98 outlines the specific parameters and requirements for a distance learning program. All Local Education Agencies (LEAs) must develop a plan for their distance learning programs. The plan must include how an LEA will provide a continuity of instruction; a plan for ensuring access to devices; and what additional supports will be provided for students with unique needs, like English learners and students with exceptional needs. Distance Learning as defined in SB 98 is instruction where students and teachers are in different locations. Instruction includes:

- Interaction and instruction between teachers and students through the use of technology.
- Video or audio instruction between the students and teachers that relies on computer or communications technology.
- Hard copies of materials that are subject to feedback.

Secondary distance learning supports for English Learners include but are not limited to:

- Curriculum guides/scope and sequences which were developed using grade level standards. These curriculum guides have the California English Language Development Standards (ELD) embedded within each guide for each thematic area in the core content. The ELD standards provide scaffolds and modifications of content standards so that teachers can provide *Integrated ELD* throughout their instructional day in order to make *core subject matter* more comprehensible and accessible for English Learner students.
- The curriculum guides/scope and sequences contain opportunities for *Designated ELD* that will make it possible for teachers to facilitate teaching English language development skills. This will allow students to increase participation and engagement in daily lessons with the ultimate goal of reaching mastery in content area standards. This will also help teachers teach the *English Language skills* needed for students to participate meaningfully in lessons and master content area standards.
- Curriculum guides/scope and sequences have embedded digital links that provide teachers direct access to adopted textbooks and curricula which contain suggestions and ideas for curriculum modifications to support English learner students. In addition, the curriculum guides include digital links that provide teachers direct access to websites, programs, and other very valuable resources to help teach concepts through visuals such as videos, PowerPoints, Khan Academy, and many other resources that support instruction for English learner students. Most of the resources are available in Spanish and several other languages.
- Supplemental Secondary English Language Development Google Classrooms (i-Lit-ELL and English 3D) have been created to support English Language Development teachers with supplementary English development material. This will facilitate supporting English learner students (Overall ELPAC scores of 1, 2, and 3).
- The Educational Technology and Accountability Department has held four different sessions of Google Classroom where over 2,300 teachers were trained on how to use Google Classroom and on how to access all available resources mentioned above.
- Students were provided technology access in the form of a device and/or a wi-fi hot spot to be able to access distance learning platforms. Students/parents receive technology support by contacting the IT Department CyberTech Support Hotline at 1-866-223-8685 in English and Spanish.

Ana M. Applegate, Director
MULTILINGUAL PROGRAMS DEPARTMENT

- Seal of Biliteracy candidates are provided home access to technology and resources that will help to qualify for the [Seal of Biliteracy Achievement Award](#). (Please refer to question 12 on the link above for the new CAASPP-ELA guideline). The requirement to demonstrate English proficiency by passing the CAASPP ELA at the “standard met” level or above has been waived per EC Section 5146(d) for 2021 graduates who were not able to take the CAASPP-ELA in the 2019-2020 school year.
- Program Specialists K-12 from the Multilingual Programs Department are actively adding all EL components to mirror all resources being created for Mainstream English speaking students. Specially designed curriculum guides/scope and sequences have been developed for biliteracy classrooms with digital supports in English and Spanish.
- Professional Development opportunities will be provided to the Integrated and Designated ELD teachers as follow:
 - Zoom i-Lit ELL Curriculum training (6)
 - Google Meet English 3D Curriculum training (3)
 - Zoom Integrated and Designated ELD - Dr. Mora Flores (6)

English Language Development

As required by law, all English learner students will continue to receive English Language Development in all programs until reclassified. [The CA ELD Standards](#) are designed to increase the language knowledge, skills, and abilities that are important for English Learners to be successful in English language arts, mathematics, science, and social studies, as well as other subjects while developing English proficiency. Program Specialists K-12 from the Multilingual Programs Department have embedded ELD components into all curriculum guides.

Integrated ELD consists of teaching English language development and literacy skills throughout the entire day and across all subject areas. The focus is on **accessing and learning content standards**. During Integrated ELD, the content standards are the primary standards used for instruction. ELD standards are used in tandem to meet the language demands of English learners in all content area instruction.

Designated ELD consists of teaching English language development during a protected time within the school day. The focus is on acquiring **English language proficiency in reading, writing, listening and speaking** using the ELD standards at each student’s **instructional proficiency level**.

To ensure that English learner have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages through remote learning, teachers will continue to:

- provide academic language instruction and support for English learner students at their specific proficiency level needs.
- communicate with students regularly to support their distance learning; academic, social and emotional needs.
- provide ongoing language-specific, one-on-one support (following the district’s [distance learning interaction guidelines](#)) to English Learners to ensure individual mastery of grade-level content.

Ana M. Applegate, Director
MULTILINGUAL PROGRAMS DEPARTMENT

The Educational Assistants and/or EL College Interns will assist with this task.

- communicate with families as needed to support them in this process of distance learning. The Educational Assistants and/or EL College Interns will assist with this task.
- Engage students by providing multiple opportunities to collaborate in conversations with the teachers and their peers that support their classroom learning needs targeted at their language proficiency level using Zoom or Google Meetings.
- attend English learner curriculum training(s) to assist in their instruction to include language development opportunities.
- create lessons with language objectives that support the content learning as well as English language development that will be included in the instruction given by the teacher (videos).
- provide insight into instructional modifications, such as visual supports, specific academic language, background building, etc.
- support daily oral language practice and engagement opportunities.
- provide academic language development through a collaborative teaching model that embeds language within content through the Google Classrooms, ItsLearning Courses, and SBCUSD Digital Library Resources. The Multilingual Programs [Google Digital Library](#) is an online Google site that has many digital resources and printable learning packets that are available to teachers.
- provide Designated and Integrated instruction in English language development including assessment of progress toward language proficiency and targeted support to access curriculum.
- allow multiple opportunities for English Learner students to access grade level standards and receive additional support to access the academic content.
- work with the Multilingual Programs Department staff to plan and deliver services either via Google Classroom, or during office hours. For the Secondary Programs Support office hours [click here](#).
- utilize the various curriculum resources that support the English Language Development of their students through Google Classrooms, ItsLearning Courses, and/or the SBCUSD Digital Library resources website.
- utilize the materials, resources, videos, etc. to support the classroom instructional needs of their English learner students.
- collaborate weekly with other classroom teachers to differentiate instruction virtually via Zoom or Google Meetings.
- use research-based EL strategies and provide multiple opportunities for students to interact in meaningful ways with peers virtually to talk in groups, offer opinions and persuade others. (**ELD Standards Part I: Collaborative**)
- use research-based EL strategies and provide multiple opportunities for students to virtually make oral presentations and to provide written texts. (**ELD Standards Part I: Interpretive**)
- use research-based EL strategies virtually to facilitate the students' use of academic language to convey ideas orally and in writing appropriate to their purpose and audience. Use language scaffolding strategies, including sentence frames, structured academic conversations and graphic organizers. (**ELD Standards Part I: Productive**)
- use research-based EL strategies to structure text and organize it based on purpose, text type and

Ana M. Applegate, Director
MULTILINGUAL PROGRAMS DEPARTMENT

discipline (**ELD Standards Part II: Understanding Cohesion**)

- use research-based EL strategies to utilize verbs and verb phrases, use nouns and noun phrases to modify and to add details (**ELD Standards Part II: Expanding and Enriching Ideas**)
- use research-based EL strategies to combine clauses using a variety of language resources (**ELD Standards Part II: Connecting and Condensing Ideas**)

Progress Monitoring and Assessment

As outlined in the [*Tools And Resources For Monitoring And Exiting English Learners From EL Programs And Services*](#), LEAs must monitor the progress of all ELs in achieving English language proficiency and in acquiring content knowledge. LEAs should establish rigorous monitoring systems that include benchmarks for expected growth and take appropriate steps to assist students who are not adequately progressing towards those goals.

- The San Bernardino City Unified School District will continue to provide the *Test of English Language Learning (TELL)* in order to measure learning loss in English language development. The *TELL* will be available as a progress monitoring tool to measure English language proficiency and track progress in the language domains of reading, writing, speaking and listening.
- The Multilingual Programs Department [**Educational Assistants**](#) are providing direct support to students and families that speak languages other than Spanish. Currently, support is being given to Arabic, Cambodian, and Vietnamese students and families. The Educational Assistants check in daily with students to provide instructional support. They also provide support to parents and guardians when it is appropriate.
- Site educational assistants are supporting the District's English Learners with [**tutoring**](#) and homework help. They work in collaboration with the classroom teachers to assist where needed.
- It is a district and state requirement that each English Learner student be monitored academically. At the secondary level, each school site schedules individual [**Data Chat**](#) meetings with the identified English Learner student. The school site English Learner Facilitator (ELF) or college student interns shall facilitate the EL Data Chat meetings and complete the required forms and acceleration plans.
- Collect evidence of student mastery, or growth toward mastery, of specific academic language needs via the [**ELD Portfolios**](#), or any other types of evidence of English language proficiency.
- Although not mandatory but highly encouraged, teachers will continue to use the English Language Development Portfolios to help monitor progress and guide instruction at the student ELD instructional level. The purpose of the ELD Portfolio is:
 - To support teachers through the use of teacher-friendly tools that displays the progress that English learner students are making in English Language Development.
 - To monitor the rate that English learner students are meeting the EL Progression Timeline.
 - To identify the specific standards that students are excelling in or needing support/intervention.
 - To provide feedback and timely interventions.
- English Learner 11th and 12th grade students will participate in virtual credit recovery through the Superintendent's Summer Graduation Program. The purpose of the EL Summer Credit Recovery Program is to provide an opportunity for English Learner students in 11th and 12th grade to recover

Ana M. Applegate, Director
MULTILINGUAL PROGRAMS DEPARTMENT

credits in subjects that they did not earn credits in the first or subsequent times they were enrolled in those classes. The goal of the program is designed to provide targeted support to English Learner students that will allow them to earn credits needed toward graduation. Students are placed in a smaller class environment and receive support from teachers that are bilingual.

- The Multilingual Programs management team will visit Google classrooms and collaborate with site leaders to ensure quality and consistency in English Learner programs during Distance Learning.

Considerations for English Learner Students with Disabilities:

San Bernardino City Unified School District will continue to provide a high-quality instructional program as outlined in the [California Practitioner's Guide for Educating English Learners with Disabilities](#). English learner students with disabilities will continue to receive English Learner program support and services as outlined in their IEPs.

In order to best accommodate the needs of English Learner students with disabilities, the following best practices are recommended:

- The Multilingual Programs Department in conjunction with the Special Education Department will continue to monitor English Learner students with disabilities to ensure their academic and linguistic needs are being met.
- The Multilingual Programs Department Program Specialists will continue to work collaboratively with schools and with the IEP teams to support and help facilitate the reclassification process of English Learner students with disabilities.
- Ensure that English Learner students with disabilities are included in all offerings of school education models by using the IEP as the guideline.
- Ensure that the assignments, worksheets and lesson plans are customized to the student's academic and language IEP goals. **Tutoring** will be provided as needed based on the student's academic and language progress monitoring outcome.
- Use of a variety of accessibility and assessment tools such as Don Johnston Adaptive Support Curriculum. Collaboration with the case carries to ensure that the English Learner students with disabilities are reclassified as recommended by the IEP team.
- Provide other instructional websites are available such as: Let'Go Learn Virtual Hybrid Assessment and Instruction and Snap & Read websites.
- Continue providing specialized teacher professional development.
- Moderate/Severe students are prioritized for cohort II in-person learning when it is reasonably safe.
- Assessment practices and policies, including local and statewide assessment will be used to progress monitor the academic and language needs of English Learner students with disabilities.
- Providing small group instruction for Tier 2 and 3 intervention as needed differentiating instruction
- Secure instructional materials with multiple modalities.
- Provide access to available online curricular resources and free websites.
- Provide timely feedback on student learning.
- Communication with parents/guardians on a regular basis.

Ana M. Applegate, Director
MULTILINGUAL PROGRAMS DEPARTMENT

SUPPORT SERVICES

Distance Learning programs and supports for English Learners will be monitored and modified as needed in order to produce the best outcomes for the District's English Learner students. It is the goal of the Multilingual Programs Department to ensure that every English Learner is given the opportunity to achieve their highest potential. In addition, the Multilingual Programs Department will continue to assess, modify, and implement, systems and programs that will enhance our English Learner students' academic and linguistic development. Training and professional development opportunities for all Multilingual Programs support staff will continue to be a priority as well.

The Multilingual Programs Department Program Specialists have established office hours to help support teachers in all English Learner program settings. For the Secondary Programs Support office hours [click here](#). For the Elementary Programs Support office hours [click here](#). The Multilingual Programs management team will visit Google classrooms and collaborate with site leaders to ensure quality and consistency in Multilingual Programs in Distance Learning.

English Learner Facilitators (ELFs):

The school site English Learner Facilitators (**ELFs**) continue to facilitate and monitor the reclassification of *English Learner* (EL) students and other supports as listed in the job description. Some of the supports include:

1. Facilitating and monitoring the reclassification of English Learner (EL) students.
2. Facilitating and monitoring the progress of ELs in ELD and content areas (i.e. classroom, benchmarks, D/F report, etc.).
3. Monitoring the progress and achievement of students who have been reclassified to R-FEP.
4. Facilitating and supporting the development and monitoring of Intervention and Acceleration Plan (MTSS Coordinator, Site Administration, etc.) for R-FEP students not meeting academic criteria.
5. Assisting and monitoring the [placement](#) of EL students to ensure that proper program placement and services for all programs are appropriate: Sheltered English Immersion (SEI), Dual Immersion (DI), Maintenance Bilingual Education (MBE), Trilingual Immersion Program, Transitional Bilingual Program (TBP), Foreign Language in Elementary Schools (FLES).
6. Acts as the liaison between the Multilingual Programs Department and the school site with keeping staff members informed of EL compliance instruments as specified within the Federal Program Monitoring (FPM) guidelines.
7. Attends scheduled Multilingual Programs Department meetings (i.e. ELF Meetings) for the purpose of reporting and sharing information with school site administration and staff.
8. Attends IEP, Intervention, Monitoring, and other English Learner related meetings as available and permitted by site administration.
9. Acts as liaison for home/school communication with parents/guardians (Reclassification, Monitoring, etc.).
10. Continues to be familiar with English Learner digital and online data/test management systems (ELLevation, TELL, AERIEs, etc.).

Ana M. Applegate, Director
MULTILINGUAL PROGRAMS DEPARTMENT

English Learner (EL) College Interns:

During distance learning, blended learning, or in-person learning, the EL college interns are assigned to secondary schools to provide support for English learner students while prioritizing the [Newcomer](#) students:

1. Provide academic [tutoring](#) and virtually support EL students.
2. Provide virtual academic assistance with classroom assignments to EL students.
3. Provide virtual academic assistance with homework assignments to EL students.
4. Assist site English Learner Facilitator (ELF) with EL Data Chats.
5. Attend virtual district intern training with the Multilingual Programs Department.
6. Attend virtual classrooms to support English Learner Students.

Educational Assistants III:

During distance learning, the educational assistants are to provide support to their assigned Newcomer students. Their duties have been modified for distance learning support and may include, but not limited to the following:

1. [Tutoring](#) students identified as English learners to improve their proficiency in English and their understanding of curriculum subjects.
2. Assisting assigned students with challenges related to school achievement as a result of language barriers.
3. Promoting the well-being of students by helping them develop a positive attitude/self-image and ability to cooperate and interact with other students and adults.
4. Performing a variety of tasks that support classroom instruction as requested by the classroom teacher.
5. Consults with the classroom teachers on ways to better meet students' needs.
6. Performs related tasks as required in program planning, implementation, and operation regarding assigned students.
7. Serves as interpreter as needed.
8. Translates correspondence to parents in English or Spanish.
9. Administers oral language proficiency and academic tests in English and Spanish to students.
10. Transcribes oral answers into written form using state-and District-approved tests.
11. Contacts school staff and parents to explain the meaning of test scores obtained.
12. Posts, maintains, and updates testing data.

Ana M. Applegate, Director
MULTILINGUAL PROGRAMS DEPARTMENT

Phase II Cohort:

The focus for the high needs cohort of English Learners will be Newcomers in grades 4-12. [Newcomers](#) are defined as students who have been enrolled in U.S. schools less than 2 years and have English proficiency overall levels on the ELPAC state assessment of 1-minimillay developed or 2-somewhat developed..

In order to help support our newcomer students to have access to core instruction, to complete assignments and to continue to develop their English language acquisition, in-person instruction will be offered in the following manner:

Structure	<ul style="list-style-type: none"> • Students will continue to access Distance Learning with their current teacher/s and current class/es • Designated supplemental staff will provide guidance, support and tutoring
Days	<ul style="list-style-type: none"> • M-F staggered days by level (see below)
Hours	<ul style="list-style-type: none"> • Elementary- Tuesday and Thursday from 2-4 • Middle- Monday, Wednesday and Friday from 1:30-3:30 • High- Monday, Wednesday and Friday from 1:30-3:30
Locations	<ul style="list-style-type: none"> • Based on student numbers and recommendation from IMT: • Elementary • Middle • High
Staffing	<ul style="list-style-type: none"> • Retired teachers • Substitute teachers • Support personnel if needed (Ed Assistants, Interns, etc.)
Transportation	<ul style="list-style-type: none"> • Work with Marie Espinoza
Supports/ Services	<ul style="list-style-type: none"> • Snack • Tutoring • Access to core curriculum • Homework Help • English Language Development • Tech Support
Considerations	<ul style="list-style-type: none"> • AERIES • Coding/ Attendance • Coordination with Community Agencies and Services • Curriculum and Teaching/ Learning strategies • Sanitation

Ana M. Applegate, Director
MULTILINGUAL PROGRAMS DEPARTMENT

The Multilingual Programs Department will work collaboratively with Elementary and Secondary Instruction to set the lesson structure, appropriate curriculum and resources that will be used for instruction. In addition, the Multilingual Programs Department will ensure that all safety guideline protocols as set forth by the State of California and by the San Bernardino City Unified School District Incident Management Team (IMT) are closely followed and monitored.

Digital Curriculum Support:

In order to provide equitable, high quality, standards-based learning experiences for all SBCUSD students, the distance learning framework recommendations were developed with current grade level and content area digital scope and sequences/curriculum guides that are delivered through Google Classroom. These instructional guides have been aligned with embedded digital resources and differentiated opportunities for English Learners, Special Education students, and other targeted populations. These scope and sequences/curriculum guides are a key part of a larger distance learning plan that will help to provide parity, consistency, and a foundational framework in education for all SBCUSD's students, while still allowing for teacher creativity and autonomy. The District has created curriculum guides aligned to core content areas that correlate corresponding ELD Standards, EL strategies and differentiated core and supplemental resources for English Learner students to support teachers in meeting the unique needs of the District's English Learner students.

The Multilingual Programs Department staff will continue to provide the following digital curriculum supports for teachers and site administrators and other staff:

[Multilingual Programs Department Teacher Digital Library Resources.](#) The Digital Library Resource site has been developed to further provide teachers with pedagogy materials such as articles, digital books, instructional digital programs, instructional websites, and demonstration lesson videos. In addition, this digital resource site contains links to educational organizations that provide support to English Learner students. This digital resource site provides a comprehensive clearinghouse of English Learner resources and effective practices to help teachers best meet the needs of their diverse English Learner students.

[English 3D Google Classroom: iLit-ELL Google Classroom](#) has been created for secondary ELD educators to design student's distance learning curriculum aligned to the ELD proficiency levels of their students.

[Itslearning \(SBCUSD\)](#): Additional instructional resources, information and videos are available for elementary and secondary teachers.

[Online Student ELPAC Practice Tests:](#) There are various language-domain specific resources available for students to practice the ELPAC task types online, as well as on paper and pencil in the Multilingual Programs Digital Teacher Library Google Site.

Ana M. Applegate, Director
MULTILINGUAL PROGRAMS DEPARTMENT

The Multilingual Programs Department staff will continue to provide the following supports to sites and teachers:

- Make available any videos or webcasts of resources, strategies, etc.
- Provide curriculum training by the publishers as well as department ELPD as requested.
- Provide virtual office hours for consultation with teachers to address specific learners or language development questions. For the Secondary Programs Support office hours [click here](#). For the Elementary Programs Support office hours [click here](#).
- Provide individual coaching or lesson modeling for classroom teachers seeking support for English learners and strategies for English Language Development.
- Continue to update and upload any pertinent information or resources onto the Google Classrooms and the teacher digital library.
- Provide technical assistance and support for all digital resources available for English Learners.

Ana M. Applegate, Director
MULTILINGUAL PROGRAMS DEPARTMENT

APPENDIX

[Learning Loss Mitigation Plan](#)

[Tutoring Plan](#)

[Elementary Phase II Cohort](#)

[Secondary Cohort II/Blended Learning Plan](#)

[Newcomer Action Plan](#)

[Secondary ELD Placement Chart](#)

[English Learners With Disabilities IEP Checklist](#)

Ana M. Applegate, Director
MULTILINGUAL PROGRAMS DEPARTMENT