

Routing: Area Superintendents, Principals, Associate Principals, Counselors, Division and Department Heads, Dual and World Language Teachers	SITE OPERATIONS BULLETIN School Year 2023-2024	BULLETIN NUMBER: 66 DATE: February 22, 2024 DUE DATE: May 30, 2024
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Title: ELEMENTARY/MIDDLE SCHOOL PATHWAY TO
BILITERACY AWARDS FOR STUDENTS IN GRADES:
KINDERGARTEN, 5TH & 8TH

Issuing Department: Thriving School Communities

Reference: Resolution Recognizing the Elementary & Middle School Pathway
to Biliteracy Awards for Eligible Kindergarten, 5th and 8th Grade
Students

Action Requested:

1. All **kindergarten** students enrolled in a Biliteracy/Dual Language program receive the Kindergarten Commitment to Biliteracy Certificate
2. All eligible **5th and 8th grade** students currently enrolled in Biliteracy/Dual Language, SLIM, FLIM, or Mandarin Immersion courses who meet the criteria receive a Pathway to Biliteracy Recognition Award.
3. Teachers and school counselors review the criteria for kindergarten and eligible 5th and 8th grade students. **School sites print and distribute awards during their awards assembly or promotion.**
4. Submit the 2023-2024 Pathway to Biliteracy District Count to the Multilingual Education Department, med@sandi.net by **May 30, 2024**.

Brief Explanation:

The Elementary and Middle School Pathway to Biliteracy Awards are given to kindergarten, fifth, and eighth grade students who are on their way to mastering two or more languages, in accordance with the Language Learning Policy adopted by San Diego Unified School District Board of Trustees in August, 2009. The award supports the district's Vision 2030 and the CA Education for a Global Economy Initiative by preparing students for a competitive global economy and ensuring that students from all backgrounds can communicate in two languages.

Eligibility Criteria:

- All kindergarten students enrolled in Biliteracy/Dual Language programs will receive the Kindergarten Commitment to Biliteracy Certificate without meeting additional criteria.
- Students in 5th Grade demonstrating progress in English and in the Target Language:

Students demonstrate progress in English in at least one of the following areas (second or third reporting period):

- a. _____ *Attain a score of 3-Meeting or 4-Exceeding grade level standards in English Language Arts on the Elementary Standards-Based Report Card*
- b. _____ *Receive a score of 3-Proficient or 4-Advanced on a site-selected writing assignment or oral presentation*
- c. _____ *Attain a score of 3-Standards Met or 4-Standard Exceeded in English Language Arts on the CA Assessment of Student Performance and Progress (CAASPP)*
- d. _____ *Attain progress on a linguistically appropriate IEP goal in English Language Arts (Students with an IEP or 504 plan)*

Students demonstrate progress in the Target Language in at least one of the following areas (second or third reporting period):

- a. _____ *Attain a score of 3-Meeting or 4-Exceeding grade level standards in the target language in Language Arts on the Elementary Standards-Based Report Card*
- b. _____ *Receive a score of 3-Proficient, or 4-Advanced on a site-selected writing assignment or oral presentation.*
- c. _____ *Attain progress on a linguistically appropriate IEP goal in the target language (Students with an IEP or 504 plan)*

- Students in 8th Grade demonstrate progress in English and in the Target Language:

Students demonstrates progress in English in at least one of the following areas (second or third reporting period):

- a. _____ *Attain a minimum grade of B or above in an English Language Arts course*
- b. _____ *Attain a minimum grade of B or above on a site-selected writing assignment or oral presentation*
- c. _____ *Attain a score of 3-Standards Met or 4-Standard Exceeded in English Language Arts on the CA Assessment of Student Performance and Progress (CAASPP)*

- d. _____ *Attain progress in a linguistically appropriate IEP goal in English Language Arts (Students with an IEP or 504 plan).*

Students demonstrate progress in the Target Language in at least one of the following areas (second or third reporting period):

- a. _____ *Attain a minimum grade of B or above in a target language content course*
- b. _____ *Attain a minimum grade of B or above on a site selected writing assignment or oral presentation in the target language*
- c. _____ *Attain progress in a linguistically appropriate IEP goal in the target language (Students with an IEP or 504 plan)*

For more information about this bulletin, contact:

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Attachments:

- A. [Biliteracy Pathway Recognitions Informational Page](#)
- B. [Criteria for 5th and 8th Grades Biliteracy Pathway Awards](#)
- C. [Biliteracy Pathway Recognition Certificates](#)
- D. [2023-2024 Biliteracy Pathway Recognitions District Count](#)