

# The Master Plan for Multilingual Learners 2023-2024

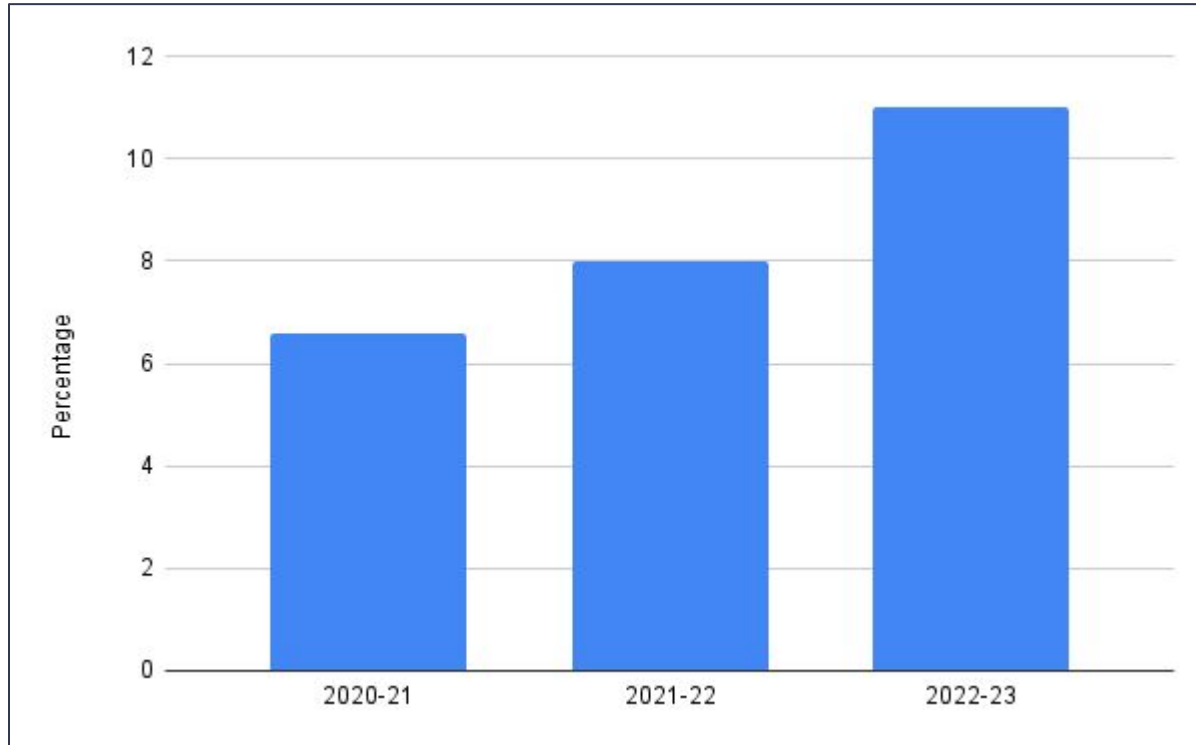
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San Bernardino City Unified School District  
MULTILINGUAL  
PROGRAMS

# Reclassifications rates since 2020



# The Master Plan for Multilingual Learners 2023-2024



San Bernardino City Unified School District  
**MULTILINGUAL  
PROGRAMS**





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### 2023-2024 SBCUSD Focus Areas

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

## SBCUSD Mission Statement

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

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

## Educational Services

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

Educational Services transforms our community by:

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

# Chapter 1

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



## I. Involvement

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

# Chapter 2

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



## II. Governance & Administration

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

# Chapter 3

- Funding and Resource Allocation
- Additional Funding to Support the Master Plan for Multilingual Learners Implementation
- Site Allocation & Budgeting Guidance to Sites
- Time and Effort Requirements (Title 1 and Title III)



## III. Funding

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



# Chapter 4

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



## IV. Standards, Assessment & Accountability

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

# Chapter 5

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



## V. Staffing & Professional Development

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

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

# Chapter 6

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



## VI. Opportunity and Equal Education Access

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

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

# Chapter 7

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



## VII. Teaching & Learning

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

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

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 UNIFIED SCHOOL DISTRICT  
*Making Hope Happen*

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## Multilingual Programs

The San Bernardino City Unified School District provides every English learner an effective, quality, research-based, instructional program and equitable educational experiences to empower them to become well-prepared, contributing members of a global society.

**Strategic Goals**

- 1. Reclassification
- 2. English Language Proficiency Attainment
- 3. Increase EL Academic Progress
- 4. Multilingual Initiative
- 5. Goals Set with the District English Learner Advisory Council

**Language Program Options**

**Language Assessment Center**

**English Learner & Multilingual Learner Policies**

**Assessment and Accountability**

**Reclassification Criteria**

**Dually-Identified English Learners**

**Pathway to Bilinguality**

**ELD Resources**

District English Learner Advisory Committee (DELAC)

**Language Program Options**

**Language Assessment Center**

[English Learner & Multilingual Learner Policies](#)

**Assessment and Accountability**

**Reclassification Criteria**

**Dually-Identified English Learners**

**Pathway to Bilinguality**

**ELD Resources**

District English Learner Advisory Committee (DELAC)

Credit Recovery Summer Program

**MASTER PLAN FOR MULTILINGUAL LEARNERS**

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Master Plan for Multilingual Learners

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How to find the Master Plan for Multilingual Learners

# Thank you!

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