

English Learner Master Plan

Board Workshop, March 19, 2025



*Excellence
and Equity*

OFFICE OF CURRICULUM, INSTRUCTION
OCIPD
AND PROFESSIONAL DEVELOPMENT

What is an English Learner Master Plan?

An EL Master Plan is a comprehensive local policy document that helps educational partners, such as **students, parents, teachers,** and **administrators,** provide consistent and appropriate services to English learners.

The plan creates a shared understanding of EL programming and instruction, and provides a roadmap for ELs to reach their academic potential.

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Why an EL Master Plan?

- Creates equitable, coherent, and sustainable systems of EL services and policies
- Develops equity-driven processes to build district-wide capacity to deliver research-based programs and practices that leverage EL students' assets and address their specific needs
- Implements an accountability model, guided by goals and systemic action steps that ensures EL students' success
- Codifies research-based best practices in support of ELs aligned to the California English Learner Roadmap

CA English Learner Roadmap

- Adopted by the California State Board of Education in 2017.
- Provides a comprehensive vision for educating English learners.
- Ensures equitable access to rigorous, standards-based instruction.
- Supports multilingualism as an asset for all students.
- Aligns with state policies, including the CA ELD Standards and the Seal of Biliteracy.

California English Learner Roadmap Principles

- 1. Assets–Oriented & Needs–Responsive Schools**
Recognizing and valuing students' cultural and linguistic assets
- 2. Intellectual Quality of Instruction & Meaningful Access**
Providing rigorous and relevant learning experiences
- 3. System Conditions that Support Effectiveness** Aligning policies, programs, and practices for EL success
- 4. Alignment & Articulation Within and Across Systems** Ensuring coherence across K–12 and beyond



Connection to LBUSD Key Priorities



Our What

District Goals

DISTRICT GOALS

- Literate & Mathematically-Prepared Students
- Resilient & Mindful Students through Transformative Social-Emotional Learning
- College & Career Ready Graduates

Our How

LBUSD Priorities and Key Levers

LBUSD KEY PRIORITIES

- ★ Culturally Responsive & Sustaining Leader & Teacher Practices
- ★ Culturally Affirming Classroom & School Environments

Our Why

V2035 Graduate Portrait

LBUSD KEY LEVERS

- ★ Implement Leader & Teacher Professional Learning System
 - Implement the Plan for the Center of Black Student Excellence
- ★ Data Monitoring Processes & Structures



Graduates of Long Beach Unified School District are future-ready. They are trustworthy, ethical and resilient, and are able to learn, collaborate and adapt to changing circumstances. They act confidently in the service of justice.

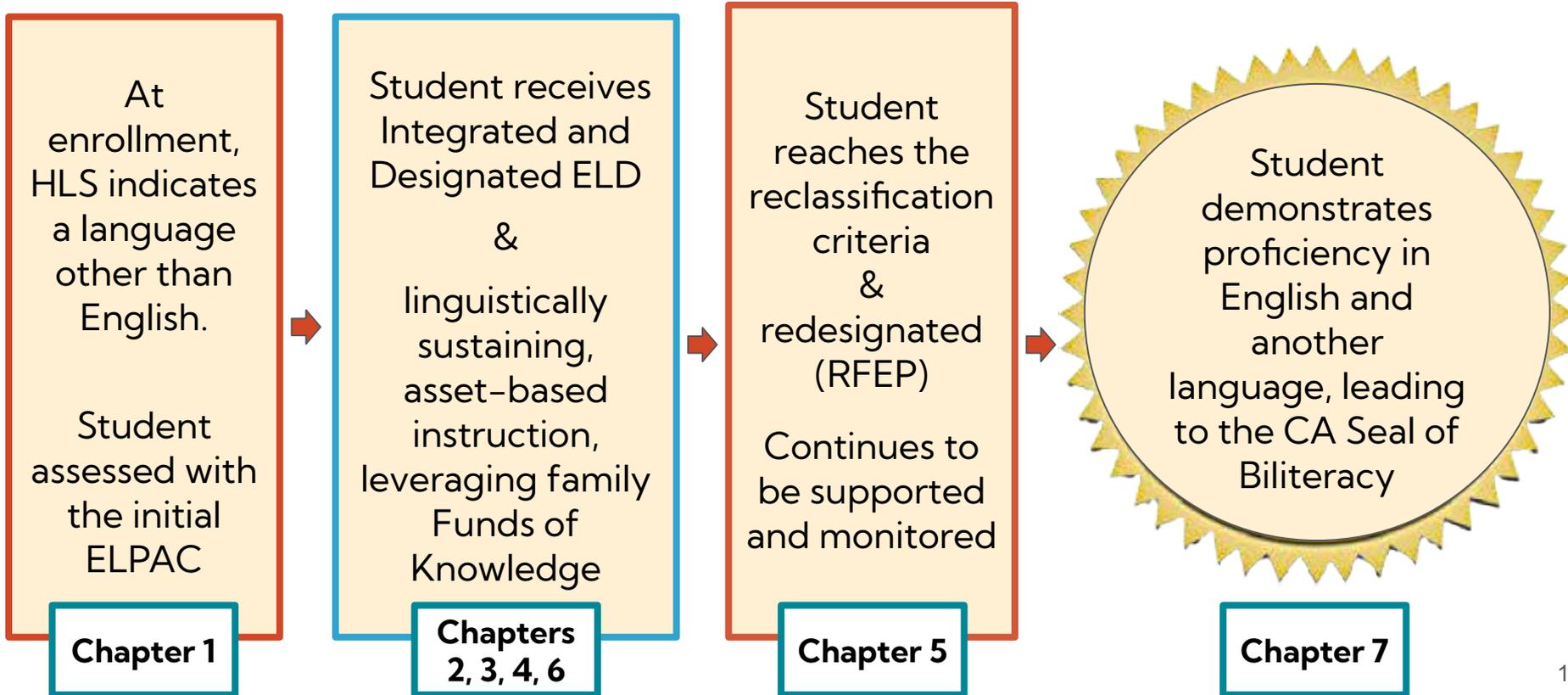
Glossary: Review of Terms

EL	English Learner
LTEL	Long-Term English Learner
RFEP	Reclassified Fluent English Proficient
ELD	English Language Development
IEP	Individualized Education Plan
HLS	Home Language Survey
ELPAC	English Learner Proficiency Assessments for California
ELMP	English Learner Master Plan
DELAC	District English Learner Advisory Committee

EL Master Plan, Table of Contents

- Chapter One: **Identification, Program Placement, and Assessment**
- Chapter Two: **Asset-Based Approach to English Learner Instruction**
- Chapter Three: **Support for Newcomers, LTELs, and ELs with IEPs**
- Chapter Four: **Access to the Core Curriculum**
- Chapter Five: **Monitoring, Reclassification, and Accountability**
- Chapter Six: **Family and Community Engagement**
- Chapter Seven: **Expanding Multilingualism**

The LBUSD EL Journey: From Identification to the Seal



The Journey to the EL Master Plan

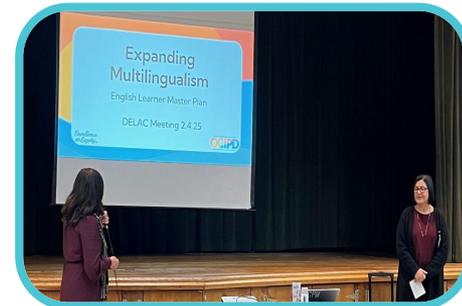
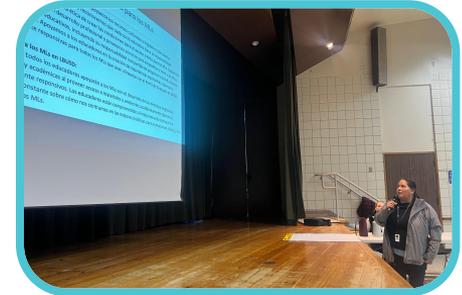
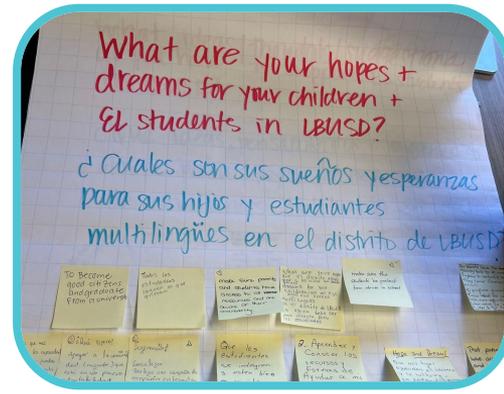
Drafting Journey

- **SY 2023–2024:** Collaboration w/ Loyola Marymount University's Center for Equity for English Learners on best practices and exemplar Master Plans. Year of learning, listening, reflecting, planning, and action
- **Summer 2024:** Internal review of existing practices, development of new policies/protocols, and draft of chapters completed
- **September '24– February '25:** Continued to draft/revise chapters with input from TK–12 Collaboration, EL Champions, DELAC, Counselors
- **March–May 25:** Feedback cycles
- **June 2025:** Complete draft with final revisions
- **June 2025:** Bring to Board for action
- **July–August, 2025:** Publication



Input Sessions

- **Fall 2023/Winter 2024:** DELAC shared their ELMP hopes and dreams & co-constructed an EL Mission/Vision with rounds of revision
- **Summer 2024:** Met with EL Champions (teachers, counselors and facilitators) for input and consultation on chapters 2 and 7
- **Fall 2024/Winter 2025:** DELAC provided input on vision and writing processes, reviewed elements of chapters 2 and 7, plus reviewed changes in response to feedback
- **February 2025,** cross office/dept input from Course Management, State and Federal programs, Research, and the Inclusion Office



Feedback Sessions, Draft #1

- **March 2025:**
 - EL Champions
 - TK-12 Collaboration
 - Counselors
 - Parent and Community Facilitators
 - Research and Student Outcomes
 - Equity, Engagement & Partnerships
 - LBUSD Board

Synthesize feedback and identify priority areas for revision.



Feedback Sessions, Draft #2

- **April and May, 2025:** Draft #2 (Translated)
 - DELAC
 - LACOE & Californians Together
 - LBUSD Staff
 - Community meetings for parents and greater community
 - Post digitally for community review and feedback

Synthesize feedback & make necessary revisions.



Board Feedback Process

- **Guided Discussion and Feedback Session:** Engage in a guided discussion (input/feedback) with a facilitator. **(20 Min)**
 - **Small Group Discussion:** Facilitators will lead a chapter discussion and answer any clarifying questions.
 - **Feedback & Synthesis:** Participants provide and synthesize feedback to inform revisions to the plan.
 - **Prepare Chapter Overview:** Draft a five-minute, high-level chapter summary and feedback to share with the whole group.
- **Whole Group Share-Out:** Board members will share chapter summary and feedback with the whole group. **(25 Min)**

1. How well does this chapter reflect the district's commitment to **equitable, high-quality instruction** for English learners? (*Alignment with District Vision & Priorities*)
 - Are there any gaps or missed opportunities in how the chapter connects to the district's overall vision?
2. Does the chapter provide **specific, actionable guidance** for different education partners (teachers, administrators, families, etc.)? (*Clarity & Coherence*)
 - Are there any areas that need additional explanation or examples?
3. Are the policies, practices, and supports **clearly articulated** to ensure **effective school implementation**? (*Connections to the California EL Roadmap*)
 - Are there any gaps or missed opportunities in how the chapter can better articulate the policies and practices?