

LBUSD Multilingual Learner Master Plan

Board Meeting, December 10, 2025



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What is a Multilingual Learner Master Plan?

The Multilingual Learner 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 can help create a shared understanding of Multilingual student programming and instruction, and can also provide a roadmap for ELs to reach their academic potential.

Why a Multilingual 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**

Multilingual Master Plan Writing Team:

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California 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



Purpose & Vision of the MLMP

LBUSD's Multilingual Learner Master Plan provides a comprehensive, equity-centered foundation for identifying, serving, monitoring, and celebrating Multilingual Learners (MLs). The plan affirms multilingualism as an asset, establishes coherent instructional systems, and aligns district practices with the California English Learner Roadmap.



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Chapter 1: Identification, Assessment & Program Placement

Context: Accurate identification ensures MLs receive appropriate and timely supports.

Processes:

- Home Language Survey → Initial ELPAC or Alt-ELPAC → Classification (EL or IFEP)
- Verification of prior classification in CALPADS
Parent notification outlining proficiency, services, and options
- Program Placement: SEI, DLI, Integrated ELD, Designated ELD
- District Responsibilities: Ensure timelines, accuracy, and accessible family communication.
- Student Impact: Equitable entry into the system with proper supports from day one.

Chapter 2: Asset-Based Approach to EL Instruction

Frameworks Used:

- LBSD Understandings & Expectations
- Quality Core Instruction (QCI)
- Universal Design for Learning (UDL)
- California Standards for the Teaching Profession (CSTP)
- California ELA/ELD Framework & ELD Standards

What Instruction Looks Like:

- Integrated ELD across all subjects
- Designated ELD with targeted linguistic instruction
- Culturally sustaining pedagogy grounded in identity, agency, and equity
- Essential Practices: rigorous content access, comprehensible input/output, sustaining identities

Student Impact: Confidence, engagement, academic language growth, and grade-level access.

Chapter 3: Targeted Supports for Newcomers, LTELs, ELs with IEPs (Dually-Identified Students)

Newcomers:

- Need orientation, acculturation support, trauma-informed care, and early language scaffolds
- Support includes social-emotional care, buddy systems, and foundational academic routines

Long-Term English Learners (LTELs):

- Require academic language acceleration, re-engagement strategies, and targeted intervention
- Goal: reduce LTEL and At-Risk LTEL

ELs with IEPs:

- Need coordinated planning between Special Education & ELD/EL Offices
- Access to core curriculum with accommodations and language supports

Student Impact: Tailored pathways reduce learning gaps and improve long-term outcomes.

Chapter 4: Access to the Core Curriculum

Core Principle: MLs must have access grade-level content while developing English—not after.

Programming:

- Integrated ELD in all classes daily
- Designated ELD in protected ELD blocks or courses
- Grade-span specific ELD placement guidance
- Secondary pathways aligned with A–G access

Student Impact: Increased graduation and A–G completion, excellence and equity for Multilingual Learners

Chapter 5: Monitoring, Reclassification & Accountability

Systems Included:

- ELPAC/Alt-ELPAC, i-Ready, CAASPP, site-level assessments
- Monitoring of RFEP students for 4 years & Annual EL Progress Monitoring
- Reclassification criteria: language proficiency, teacher evaluation, parent consultation, basic skills comparison
- Ellevation used to centralize and monitor ML data

District Targets: Increased ELPI progress, higher redesignation rates.

Student Impact: Transparent data tracking ensures appropriate support at every stage.

Chapter 6: Family & Community Engagement

Key Elements:

- Affirming, culturally responsive partnerships
- Active DELAC/ELAC engagement and participation to elevate parent voice
- Multilingual, accessible communication and interpretation
- Collaboration with community agencies and resource centers

Student Impact: Stronger family–school connections improve motivation, attendance, and achievement.

Chapter 7: Expanding Multilingualism

Programs:

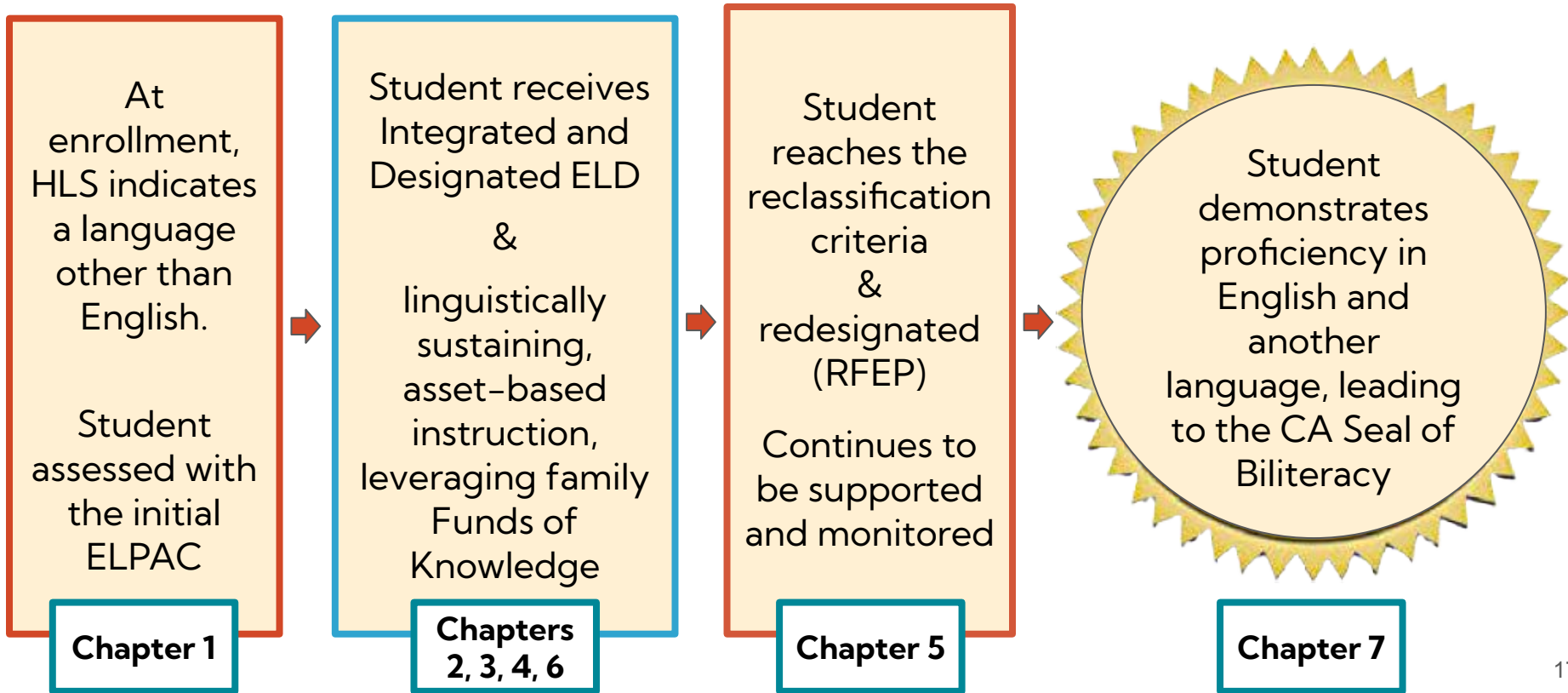
- Dual Language Immersion (90/10 and 50/50 models)
- Heritage Language Programs
- K–12 biliteracy development pathways

Recognition: State Seal of Biliteracy & LBusD Pathway awards

Goals: Increase Ever-EL participation in DLI programs and raise Seal attainment to 1,000 students.

Student Impact: Multilingualism and bilingualism are valued as an asset that helps students connect with the global community, and also affirm their linguistic identities

The LBUSD EL Journey: From Identification to the Seal



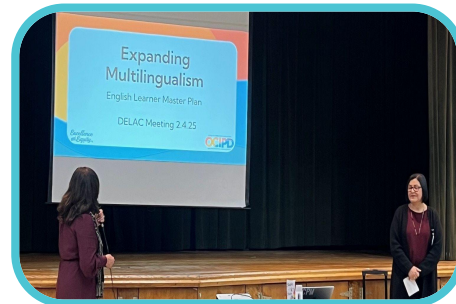
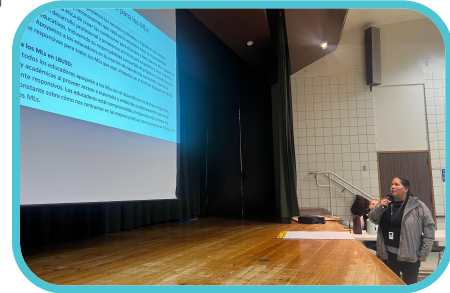
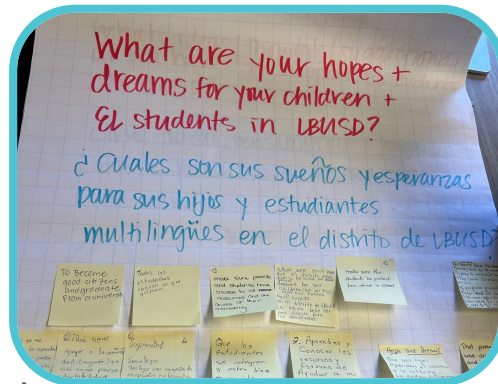
The Journey to the ML Master Plan

Drafting Journey

- **SY 2023–2024:** Collaboration w/ Loyola Marymount University Center for Equity for English Learners
- **Summer 2024:** Internal review of existing practices, development of new policies/protocols, and draft of outline of chapters
- **September 2024– February 2025:** Draft/revise chapters with consultation from TK–12 Collaboration, DELAC, and EL Champions
- **March 2025 –May 2025:** Consultation/Feedback cycles with team including Board Workshop and feedback
- **Fall 2025:** Series of Parent and Community Engagement Workshops, Incorporation of feedback and suggestions
- **December 2025:** Presentation of Final Written Draft to the Board

Input Sessions

- **Fall 2023/Winter 2024:** DELAC shared their ELMP hopes and dreams & co-designed an EL Mission/Vision with rounds of revision
- **Summer 2024:** Involved teachers, counselors and facilitators in collaboration and consultation
- **Fall 2024/Winter 2025:** DELAC continued to consult on EL Supports and Expanding Multilingualism
- **February 2025:** Cross office/dept consultation from Course Management, State and Federal programs, Research, and the Inclusion Office



Feedback Sessions, Draft #1

- **March 2025:**
 - EL Champions
 - TK-12 Collaboration
 - 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**
 - DELAC
 - LBUSD Students and Staff
- **October and November 2025**
 - Community Groups
 - Orale
 - Khmer Parents Association
 - Khmer Girls in Action
 - Latinos in Action
 - Centro CHA, Inc.
 - United Cambodian Community
 - Long Beach Forward
 - Days Long Beach
 - Community and Parents
 - ELACs at Fremont ES, Franklin MS, and Poly HS
 - Ad hoc parent group



Key Takeaways from Family & Community:

- Recognition of multilingualism as an asset in classrooms, schools and across the district
- Continue to develop robust heritage language programs
- Clear communication about English Learner identification, reclassification, and related exams
- Strong designated and integrated ELD programs and practices throughout every school
- Support for English Learners throughout their journeys, including newcomers, dually identified students, and Long Term English Learners
- EL progress monitoring of students and systems/programming to ensure successful implementation

Thank You
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Gracias



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