



Multilingual Multicultural Education Department

2025 Multilingual Multicultural Master Plan

**Presented by Lydia Acosta Stephens,
Executive Director**

May 20, 2025



LAUSD Land Acknowledgement

We acknowledge that the Los Angeles Unified School District operates on land originally and still inhabited and cared for by the Gabrieleño and Fernandeño Tataviam peoples, who have stewarded this land for generations.

We recognize these Indigenous communities' ongoing presence and contributions and honor their connection to this region.

We recognize Gabrieleño people as the original stewards of the Los Angeles Basin, and the nearby coastal lands, and the Fernandeño Tataviam as protectors of the northern valleys. These lands have and continue to hold deep cultural and spiritual significance to their people and have shaped the community we live in today.

We pay our respects to the Honuukvetam (Ancestors), 'Ahihirom (Elders), and 'Eyoohiinkem (our relatives/relations) past, present, and emerging and commit to supporting Indigenous communities through education ensuring their voices are heard and their legacies are respected.

We commit to deepening our understanding of the histories and cultures of the Native peoples of this land. This acknowledgment demonstrates our ongoing efforts to build and sustain relationships with Indigenous communities and contribute to healing and reconciliation.



Vision, Mission, Core Commitments

We believe that teaching and learning are transformational experiences. MMED envisions a society that commits to seeing and honoring the integrity, humanity, and dreams of all.

Our mission is to create transformative relationships, experiences and spaces with youth, families, and community and educational leaders as they inform, shape, and guide our work. We will eliminate opportunity gaps for Multilingual Multicultural learners and provide a rigorous, well-rounded, high-quality education.



Many Cultures, One World: Living Our Multilingual, Multicultural Master Plan

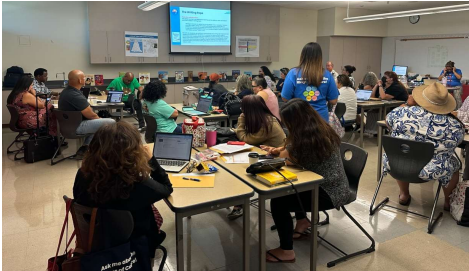
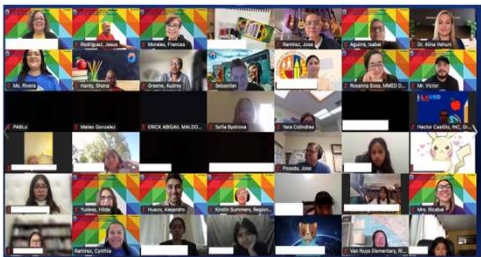
International Newcomer Enrichment Summer Program



Master Plan Instructional Institute



Migrant Education & LA Zoo Partnership



International Newcomer Student Leadership Conference

Summer Coach Institute

Listening & Learning from Communities We Serve

Purpose To gather feedback, inform the new 2025 the Multilingual Multicultural Master Plan.

Method Mixed method approach – 32 focus groups, ThoughtExchange and professional development = **over 13,000 responses**

Vision Ensure inclusive, districtwide participation in shaping the new plan through meaningful engagement.



Educational Partners

Group	Type of Session	# of Sessions	# of Participants
Community-based organization, institutes of higher learning, educators, administrators	Ad Hoc Committee	3	48
Parents/families, educators, students, community-based organizations, Institutes of higher learning, bargaining units (AALA, UTLA, CSEA, Teamsters), Board Member teams, administrators	Advisory Group Meetings	32	1,048
Educators, parents/families, administrators	Professional Development	96	12,100
Districtwide	ThoughtExchange	N/A	403
Grand Total		131	13,599

Read and Provided Feedback on the Final MMMP Draft:

- Students
- Community Partners
- Respected Researchers
- Institutes of Higher Learning
- Principals
- Central Office Administrators
- Regional Directors

Themes from Our Educational Partners

Student Voice and Identity

- Students want to feel affirmed in their cultural and linguistic identities and express pride in being multilingual.
- Curriculum and celebrations should represent and reflect the students to help promote a sense of belonging.
- Support systems are needed to motivate American Indian and Indigenous students to value and express their identity.

Family Engagement and Communication

- Families need culturally and linguistically appropriate communication and tools to help navigate their child's educational experience.
- There is a desire for more bilingual family workshops and support.
- Multilingualism Awards are very important to motivate students to become multilingual and honor families' cultures and languages.
- Families want to be made aware of and have accessibility to District resources for American Indian and Indigenous students.

Educator Capacity

- Teachers want ongoing PD cycles and video models for implementing academic discourse.
- Continue professional learning opportunities for teachers who serve a variety of multicultural and multilingual students.
- Hiring, retention, and support for highly effective educators.

Identification, Placement, and Progress

- Continue to provide clear guidance and transparency on monitoring student success.
- Continue American Indian and Indigenous identification campaign.

Effective Instruction

- Scaffolding, sentence frames, and graphic organizers are essential tools for effective instruction.
- Integrating Culturally & Linguistically Responsive pedagogy.
- Students call for equitable access to coursework, AP, and college pathways.
- Incorporate instructional materials to show contributions of American Indian and Indigenous tribes.

2025 MM Master Plan Organization



2025 MMMP Chapters

CONTENTS

- Introduction
- Core Commitments
- American Indian/Alaska Native and Indigenous Learner
- Dual Language Education
- English Learner/Emergent Bilingual
- Gifted and Talented Education
- International Newcomer Student
- Refugee Program and Migrant Education
- Special Education
- Standard English Learner
- World Language and Cultures
- Conclusion
- Evaluation
- Implementation Plan

Sections of Each Chapter

- Introduction
- What We Strive For
- Who We Serve
- Historical Background
- Programs and/or Services We Offer
- Key Practices in Action
- Professional Learning
- Real-World Applications
- Resources and Research
- Endnotes

Master Plan Highlights

American Indian & Indigenous	<ul style="list-style-type: none"> • Culturally Responsive Programming specific to American Indian & Indigenous populations • Continue Professional development for all educators regarding the Indigenous histories, languages, and culturally responsive instruction
Dual Language Education (DLE)	<ul style="list-style-type: none"> • Continue to increase the number of students earning UTK-8 Pathway Awards (20,000+in 52 languages) • Continue to build strong World Language and Culture courses in middle school and high school
English Learner/Emergent Bilingual	<ul style="list-style-type: none"> • Continue to provide high quality professional development on effective practices • Implement targeted small-group instruction focused on academic language development using reclassification criteria (e.g., ELPAC domains) and integrated content-area tasks that promote grade-level rigor.
Gifted & Talented Education	<ul style="list-style-type: none"> • Increase equitable and inclusive gifted identification and verification policies and practices for all students in the multicultural and multilingual master plan

Master Plan Highlights

International Newcomer	<ul style="list-style-type: none"> Create Resource Centers that include tools that foster belonging, empowerment, and college and career opportunities.
Refugee Program & Migrant Education	<ul style="list-style-type: none"> Continue parent literacy workshops and individual support to ensure diversity and inclusion
Special Education	<ul style="list-style-type: none"> Coordinate appropriate supports and services to empower educators and families to strengthen home-school collaboration for student success
Standard English Learner	<ul style="list-style-type: none"> Continue to expand Culturally and Linguistically, Responsive Pedagogy (CLRP) Professional Learning for all educators (Rings of Culture)
World Languages and Cultures	<ul style="list-style-type: none"> Increase number of course offerings for students in multiple languages Continue to increase the number of students earning the prestigious 12th grade State and LAUSD Seals of Biliteracy (7,190 +in 92 languages)

Next Steps



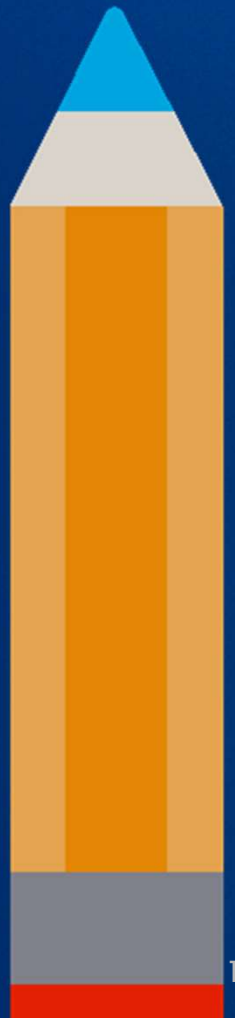
June, July and August

Launch

- Publish
- Master Plan Instructional Institute (800 participants)
- Teachers Helping Teachers Institute: Academic English Mastery Program (AEMP), Dual Language and World Languages & Cultures (750 participants)
- MMED Summer Coach Institute (300 participants)
- Comprehensive ELD for Teachers Dually Identified PLTEs and LTELs Students Professional Development
- Banked Time PD Modules (2 mandatory)
- MMED has optional PD resources available based on school need

Equality is giving everyone a shoe.

Equity is giving everyone a shoe that fits.





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Questions and Answers