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CALIFORNIA ENGLISH LEARNER ROADMAP
IMPLEMENTATION GUIDE AND TOOLKIT
FOR ADMINISTRATORS

Aligning and Articulating Practices Across the System

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*Californians Together is a statewide coalition of parents, teachers,
administrators, board members and civil rights organizations. Our member
organizations come together united around the goal of better educating
California's almost 1.2 million English learners by improving California's
schools and promoting equitable educational policy.*

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INTRODUCTION

Implementation of the CA English Learner Roadmap relies upon dedicated, knowledgeable and equity-focused school leaders who can articulate and make clear the importance of pursuing a path of improvement to better engage, educate, and include dual-language learners/emergent bilinguals. You are the voice for the foundational values of equity and inclusion that are the bedrock of schools that embrace culturally and linguistically diverse students and communities. You are the ears and eyes to look across classrooms, grade levels, and schools to assess what is going on and to inform priorities. You are the reminder of the importance of home language and the benefits of bilingualism. You are the supporter for teachers and staff engaging in the hard work of refining practices. You monitor coherence and alignment, ensuring that programs effectively move English learners through the process of becoming English proficient and accessing the curriculum. You are the cheerleader and essential friend to those engaged in the change process, able to leverage and manage the resources needed to support the work. And, you are the mediator of the tension between holding to a comprehensive and aspirational vision of what schools must be, and the necessity of focusing on the do-able and specific steps of building a system piece by piece.

The California English Learner Roadmap is a principles-based policy comprised of a vision, mission, and four inter-related research-based principles. The CA EL Roadmap Administrators Toolkit series of five volumes has been created with readings, activities, tools, and resources to support school administrators in their essential

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role in leading implementation of the EL Roadmap. The first Toolkit (Volume I) addressed the overall task of leading an aspirational and equity-focused change process. Volumes II, III, and IV each spoke to a different one of the four interrelated EL Roadmap Principles. This fifth and last volume in the series focuses on Principle #4 of the CA EL Roadmap policy.

Principle #4 is about building an overall system. It guides how to create an aligned and articulated set of practices and pathways across classrooms and school sites, and across grade levels and educational segments that knit together a coherent system of support for English learner success. This final principle ties a bow around the promises and practices of Principle #1 and Principle #2, and ensures equity and consistency throughout the system. It calls for building connections across grade spans, school sites, and components of the schooling system, and creating partnerships beyond schools that make enactment of the full vision and mission possible. Fundamentally, Principle #4 is about coherence. Coherence exists where all components of the system are logically connected and grounded in a unified focus and purpose—and where there is vertical alignment so what a student experiences one year builds on what has come before and leads to what comes next. For English learners on a language development pathway that spans many years, coherence is particularly important. And where students face the challenges of learning a new language and accessing academic content in a language in which they are not yet proficient, coordination and articulation that bridge and align support across school and community is essential to their success.

This Toolkit addresses the following components of building an articulated, aligned, and coherent system:

- *Ensuring vertically articulated and coherent pathways (and supports along the pathways) that move students towards the goals of English proficiency, biliteracy, and engagement in the world of work and career*

- *Expanded learning opportunities (including after-school, intersession, weekend, and summer supports) that increase time and support for English learners*

- *Engaging the whole village in providing coordinated and coherent supports across community and school for the development of healthy, thriving ELs*

This Toolkit explores the dimensions of various components of such an aligned system and then addresses the interrelationships across the four principles of the EL Roadmap. In this way, it knits together how creating assets-oriented and needs-responsive schools is the foundation for high-quality instruction and meaningful access. It shows how system conditions enable such schooling to be implemented from early childhood through high school graduation. It reveals how infusing these practices across the spectrum from early childhood through grade twelve creates the pathways to high levels of English proficiency, mastery of grade-level standards, and wherever possible, opportunities to develop proficiency in multiple languages.

> **Principle #4 ties a bow around the promises and practices of Principles #1 and #2, and ensures equity and consistency throughout the system. It calls for building connections across grade spans, school sites, and the entire schooling system, and creating partnerships beyond schools that make enactment of the full EL Roadmap vision and mission possible.**

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📖 TEXT: Principle #4 Alignment and Articulation Within and Across Systems

English learners experience a coherent, articulated and aligned set of practices and pathways across grade levels and educational segments, beginning with a strong foundation in early childhood and continuing through to reclassification, graduation, and higher education. These pathways foster the skills, language(s), literacy, and knowledge students need for college- and career-readiness and participation in a global, diverse, multilingual, 21st-century world.

A *EL approaches and programs are designed for **continuity, alignment, and articulation** across grade and systems segments beginning with a **strong foundation in early childhood** (preschool) and continuing through to reclassification, graduation, and higher education.*

B *Schools plan schedules and resources to **provide extra time** in school (as needed) and build partnerships with afterschool and other entities to provide additional support for ELs, to accommodate the additional challenge facing ELs in learning English and accessing/mastering all academic content.*

C *EL approaches and programs are designed to be **coherent** across schools within districts, across initiatives, and across the state.*

REFLECTION: Exploring the Concepts: Coherence, Continuity, Articulation, Alignment

The Guidance Document approved by the State Board of Education as part of the CA English Learner Roadmap declared: "These interrelated principles are intended to guide all levels of the system towards a coherent and aligned set of practices, services, relationships and approaches to teaching and learning that together create a powerful, effective 21st-century education for our English learners."

Continuity. Coherence. Articulation. Alignment. These words appear repeatedly throughout the vision, mission, and principles of the English Learner Roadmap. Go back and re-read Principle #4, noting whenever these words are used.

What do they mean, and why are these terms such a central piece of the policy?

As you think of each of these key terms, what do they conjure in your mind/ What do they LOOK like in schools?

From dictionaries:

COHERENCE: The quality or state of cohering; a systematic or logical connection or consistency; unity.

ALIGNMENT: The state or condition of agreeing with or matching something else; lined up with. The term alignment is widely used by educators in a variety of contexts, most commonly in reference to reforms that are intended to bring greater coherence or efficiency to a curriculum, program, initiative, or education system. In the context of education, alignment can be broadly defined as the degree to which the components of the education system—such as standards, curricula, assessments, and instruction—work together to achieve desired goals.

ARTICULATION: Joints that are connected, arranged, and oriented together in a configuration; interconnected, connected, linked, jointed; in a modular or coupled relationship.

CONTINUITY: Uninterrupted connected, in succession, or union; uninterrupted duration or continuation without essential change.

Whether from the student's point of view or the teacher's perspective, coherence in how schooling is delivered from year to year, from classroom to classroom, matters. For English learners, in a process of language development that spans 5 to 7 years, the coherence and articulation of the program and approach year to year to support second language development is a significant factor in how well and how quickly they can master the academic English needed for full participation.

Consider what it looks like and what it means when there is a lack of coherence and alignment in schools. Here are two examples, one in the words of an English learner student, another in the words of a teacher.

> *"At first it was okay. I didn't really understand because I didn't know English, but I kind of figured things out. Then second grade was really good. My teacher helped me. She showed me things. Pictures. And helped me learn the words. And the ELD lady spent time with me, too. So I had help and I learned and could be part and kept up. I was really happy. But third grade was really hard. It was different. No one helped me. It went so fast. I just sat and tried to understand. But I didn't. So then by 4th grade, I was way behind. That's when I got stupid." (A Long-Term English learner talking about when things got hard in his schooling.)*

"For three years, we had the most amazing Principal. Mr. Chase kept us focused on English learners and teaching. 'Keep the main thing the main thing,' he would tell us. And we spent a lot of time meeting together as teachers and looking at our EL students' work, and really focusing on students' active engagement and their writing. We were in it together, and he was like our cheerleader and would get us whatever we needed like materials, like stipends to work together in summer on refining units, like time to meet. He called us the Dream Team, and we felt like that. In it together. Knowing what we were trying to do. But then he left, and everything kind of fell apart. The district adopted a new curriculum. The Interim Principal was all concerned about test scores. And we all just kind of went back to our rooms and shut the doors. Things really changed. I think some of us kept using some of the writing strategies, but I don't really know. The new curriculum had a different approach." (A 4th-grade teacher.)

Now think of examples of alignment/coherence/continuity (and of the non-examples) from your own experiences of what you've seen occur in schools and districts in the past or are occurring now that are impacting EL instruction, services, programs, and outcomes.

Examples of when/where things *were (are)* aligned, coherent, articulated, or have continuity in EL instruction, services, programs.	Examples of when/where things *were not (are not)* aligned, coherent, articulated, or with continuity in EL instruction, services, programs.

Reflect/discuss how these impact English learner progress and success.

The vision and mission of the CA English Learner Roadmap policy call for education for English learners "that results in attaining high levels of English proficiency...and opportunities to develop proficiency in multiple languages" preparing graduates with the "linguistic, academic, and social skills and competencies they require for college, career, and civic participation in a global, diverse, and multilingual world."

Some aspects of our schooling system are designed with intentionality aiming toward end goals for all students. For example, the adoption of state content standards defines a progression of coherent and articulated knowledge and skills building from year to year towards the requirements for graduation and the bestowal of a high school diploma. And state-adopted curriculum frameworks flesh out coherent progressions of content, knowledge, and skills to guide instruction. The teacher credentialing system has defined different competencies required of teachers at different levels of the educational system to address the various developmental needs and the ever-changing skills and proficiencies students need to acquire as they progress through the grades. In this way, the system is designed to be articulated and coherent. Beyond what all students are supposed to receive, English learners have an additional goal of acquiring a second language and developing it to levels of academic English needed for meaningful participation in educational settings and literacy in an English-speaking world. The ELD Standards define those proficiencies and a continuum towards proficiency to guide curriculum and instruction. And, in California, English learners are offered the promise of developing biliteracy.

Each of these goals has some systems that promote articulation and coherence. Yet the reality on the ground is often far from coherent or articulated. And the particular trajectories related to English learners often fall off the radar. It is essential, then, that school leaders not only know and understand the articulated progression of standards and expectations by grade level and what that implies for curriculum and classroom practices but also think in terms of the pathways that spell success for English learners. Second language and dual-language development is a process that takes many years—crossing grade levels, crossing segments of our educational system. The articulation, continuity, alignment, and coherence of the instruction, pedagogy and approach across their language pathways matter significantly in how soon, whether, and how well they reach the goal of English proficiency and, hopefully, biliteracy as well.

Key pathways and markers for English learners include:

- *The progression to English proficiency and becoming Reclassified;*
- *The advancement toward biliteracy development, and obtaining the Seal of Biliteracy upon graduation; and*
- *Career pathways that support EL engagement and leverage their cultural and linguistic assets.*

In addition to planning and supporting these pathways and monitoring EL progress along the pathway trajectories, administrators in the most effective schools engage students (and their parents) in goal setting and monitoring progress—and celebrating hard-won attainment of those goals.

Toward English Proficiency and Reclassification

Public schools are required to take affirmative steps to ensure that English learner students can meaningfully participate in educational programs and services. They must break down the language barriers that would impede equal participation in the instructional programs. This means that schools have the responsibility to:

1. *Identify and assess EL students in need of language assistance in a timely, valid, and reliable manner;*

2. *Provide EL students with a language assistance program that is educationally sound and proven successful;*

3. *Sufficiently staff and support the language assistance programs for EL students;*

4. *Ensure EL students (regardless of their English proficiency) have equal opportunities to meaningfully participate in all curricular and extracurricular activities, including the core curriculum, graduation requirements, specialized and advanced courses and programs, sports, and clubs;*

5. *Monitor and evaluate EL students in language assistance programs to ensure their progress with respect to acquiring English proficiency and grade-level core content*

6. *Exit EL students from language assistance programs when they are proficient in English (reclassification)*

7. *Ensure that exited students were not prematurely withdrawn and that any academic deficits incurred in the language assistance program have been remedied.*

The responsibility is to provide appropriate language assistance services from the point students are identified as English learners until they are proficient in English and can participate meaningfully in the district's educational programs without language assistance services. The programs have to be designed and reasonably calculated to enable EL students to move along a trajectory of developing English proficiency in a timely manner, so they do not accrue irreparable academic deficits in the process.

WHAT IS RECLASSIFICATION?

Reclassification is the process through which students who have been identified as English learners are reclassified to fluent English proficient (RFEP) once they have demonstrated that they can compete effectively with English-speaking peers in mainstream classes. All along the way, school districts are supposed to monitor the progress of all of their EL students toward achieving English language proficiency and acquiring content knowledge—ensuring that EL students are making appropriate progress in both. Reclassification requires establishing rigorous monitoring systems that include benchmarks for expected growth in mastering academic content knowledge during the academic year and taking appropriate steps to assist students who are not adequately progressing towards those goals. In California, the annual ELPAC (English Language Proficiency Assessments for California) is used overall for this purpose, but additional formal and informal assessments augment the monitoring.

At what point has an English learner reached English proficiency? The issue of reclassification criteria has often been a political football. The "proficient" score is supposed to be set at a level that enables students to effectively participate in grade-level content instruction in English without EL services—but defining that point is not a matter of scientific specificity. For years it was left to each LEA to establish their own criteria—with wildly variant reclassification criteria across the state. A student reclassified in one district would not meet eligibility in a neighboring district. There are those who would argue that saddling students with an "EL label" and requiring them to be in ELD services/classes holds students back and is unnecessary—and that the reclassification criteria should be lowered to enable more students to be reclassified earlier. Others would focus on the political fallout if a district's reclassification rate shows small numbers making the bar and would argue anxiously to set

reclassification criteria lower to increase their "success rate." Yet another group saw reclassification criteria as a moveable bar, that if set low enough, would save the school from having to provide so many English learners with services. On the other hand, there have always been those who fear that setting the criteria too low would relegate reclassified ELs to school failure because supports would be withdrawn too soon. These arguments and counter pressures accounted for the very discrepant reclassification criteria across the state.

Recently, California Education Code was changed to list four criteria that must be considered by every district for every student across the state potentially eligible for reclassification (RFEP) status. One of these criteria is to be used as a common state-level required threshold that applies equally to all districts. The three additional criteria can be set locally. In this way, each LEA still establishes their own locally-approved reclassification process, but they build upon the common criterion, Criterion #1.

Criterion #1: Assessment of English language proficiency. The ELPAC is the state test for English Language Proficiency (ELP). All LEAs shall use ELPAC Overall Performance Level 4 as the statewide standardized criterion. This means that all students with an ELPAC Overall PL 4 are eligible to be considered for reclassification, in conjunction with other locally determined required reclassification criteria.

Criterion #2: Teacher evaluation, including a review of the pupil's curriculum mastery, remains locally determined.

Criterion #3: Parent consultation must be included but is locally determined.

Criterion #4: Basic skills relative to English proficient students must be considered. How comparison of an ELL's performance in basic skills to an English proficient pupil of the same age is done—and the level required for reclassification—remains locally determined. The intent is to demonstrate whether the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

School leaders should be knowledgeable about their district's reclassification criteria—and also whether their criteria are significantly different from other similar districts. Note that reclassification can take place at any time during the academic year and should be done immediately upon the student meeting all the criteria. This means that schools need sound systems in place to know which students are nearing the threshold of proficiency and have the capacity to assess and reclassify them as soon as possible.

THE IMPORTANCE OF CELEBRATING RECLASSIFICATION

Reclassification is a significant step in the journey of an English learner—it is the culmination of many years of learning a new language and of years of tackling academic studies in a language English learners hadn't yet mastered. The attainment of reclassification should be recognized as a significant accomplishment and a moment of celebration—honored and recognized by the school. Celebrations of this milestone are a feature of many schools and districts that centralize the needs of their English learners. The occasion may be marked by, for example:

- *Announcement on the school and district website listing the names of students*
- *Ceremonies in which families are invited, and students are given certificates, trophies, or medallions*
- *Assemblies recognizing students who have reached reclassification status*
- *Showcasing speeches, writing of students upon reclassification.*

MONITORING RECLASSIFIED STUDENTS

State and federal laws require LEAs to monitor students who have exited EL status for a period of four years after they have RFEP status to ensure that:

- *The students have not been prematurely exited;*
- *Any academic deficit they incurred as a result of learning English has been remedied; and*
- *The students are meaningfully participating in the standard instructional program comparable to their English-only peers.*

LEAs need, then, to establish rigorous monitoring systems that include benchmarks for expected growth in acquiring academic content knowledge during the academic year and take appropriate steps to assist students who are not adequately progressing toward those goals. During this monitoring time, LEAs must ensure that RFEP students have met the same academic achievement goals set for all students. When they do, be sure to plan an RFEP showcase.

While formally this is a district responsibility, it is important for school site leaders to monitor this as well—to trigger needed supports and responses for those students who may have been either reclassified prematurely or who are facing new, unanticipated linguistic demands. They may even be falling through academic gaps caused by content they missed earlier as an English learner. In secondary schools, this may be achieved by combing the D and F lists disaggregated by EL/RFEP/EO status. It can include being sure that teachers know which of their students are RFEPs and planning regular collaborative teacher meetings to review how RFEPs are managing academically in their classes.

If RFEP students do not yet meet the same academic achievement goals set for all students during the four monitoring years or beyond or are academically struggling, intervention and support should be provided. These services are not dependent on specialized funds. When an LEA's (or school site's) monitoring of an RFEP student indicates that academic deficits were incurred while the student learned English, affirmative steps should be taken to remedy those deficiencies and continue to provide support until resolved. For example, RFEP students who score below the adjusted range of performance on Criterion 4 during the four-year monitoring period should receive focused support to ensure they reach and maintain parity with native-English peers. In no case should re-testing of an exited student's ELP be refused. If the results of the re-testing qualify the student as EL, the school district must reenter the student into EL status and offer EL services.

REFLECTING ON RECLASSIFICATION RATES

The single data point of a school or district's reclassification rate is a tempting metric to focus upon, but caution is urged. Reclassification rates are calculated through a formula that begins with the number of English learners in a prior year, and looks at the number of students reclassified in that prior year as a percentage. In the following

Calculating Reclassification Rate: an LEA Example

Prior year EL count:	1604
# of students reclassified in that year:	515
Reclassification rate:	32.1%

Seeking to get a handle on whether a district or site is improving in terms of reclassification, we may be tempted to compare reclassification rates of the current year to prior years. However, in doing so, it always requires context and additional information about the flow and demographic composition of the English learner enrollment. An influx of newcomer immigrants might, for example, increase the number of the prior year EL count and these could be students at the beginning of levels of English proficiency who would both increase the denominator number and not be expected to reclassify for a while. Thus, for the next several years, the reclassification rate overall would dip—even if the number of students being reclassified remained constant or even grew somewhat. Also, in the past decade, there have been numerous changes in assessments and reclassification criteria. It is always helpful to have someone at the table in analyzing and making sense of reclassification rates who knows the composition and changes in the EL enrollment and who understands changes in assessments and criteria. Finally, reclassification rates are only a part of the picture—which needs to include growth rates (numbers and percentages of English learners who have grown a level or more in English proficiency since the prior year), and that looks at the number of ELs within expected range of reclassification (e.g., at a high level 3 or level 4 on ELPAC) as the denominator for calculating a more meaningful figure:

Example: Growth toward English proficiency

Grade Span within LEA	# of ELs with prior year scores	Fallen back 1 or more levels on ELPAC		Remained at same ELPAC level		Grown 1 or more levels on ELPAC	
		#	%	#	%	#	%
Grades 2 – 5	6	5	96%	196	32%	368	59%
Grades 6 – 8	246	31	13%	110	45%	105	43%
Grades 9 – 12	231	4	20%	80	35%	105	45%

Prior year ELs within range of reclassification (high ELPAC 3 or 4): 764
ELs reclassified in prior year: 515
Rate: 67%

ANALYZING RFEP DATA

Proportionality is an important lens to apply in analyzing how your RFEP students are doing. It can be applied to any achievement or participation measure. It should at least be looked at for each of the following state assessments. Compare the percentage of RFEP students who met or exceeded standards with the percentage of English Only students who met or exceeded standards.

CAST Science	% of RFEP students who met or exceeded standards	% of English Only students who met or exceeded standards
5th grade		
8th grade		
High school		

CAASPP Math	% of RFEP students who met or exceeded standards	% of English Only students who met or exceeded standards
3rd grade		
5th grade		
6th grade		
8th grade		
11th grade		

CAASPP English Language Arts	% of RFEP students who met or exceeded standards	% of English Only students who met or exceeded standards
3rd grade		
5th grade		
6th grade		
8th grade		
11th grade		

The single data point of a school or district's reclassification rate is a tempting metric to focus upon, but caution is urged. It is always helpful to have someone at the table in analyzing and making sense of reclassification rates who knows the composition and changes in your EL enrollment and who understands changes in assessments and criteria.

Course Passage: (Middle School and High School)

Grade level	% of RFEPs receiving 1 D or F grade	% of EOs receiving 1 D or F grade	% of RFEPs receiving 2 or more D or F grades	% of EOs receiving 2 or more D or F grades
6th grade				
7th grade				
8th grade				
9th grade				
10th grade				
11th grade				
12th grade				

This type of analysis could also look at the successful completion of Advanced Placement classes, students who are on track with credits for graduation (by high school grade level), etc. As we delve deeper into reclassification, we can look for signs of over-representation of RFEPs in terms of academic struggles (grades, credits, standardized assessments, etc.) That could mean students are being reclassified prematurely and need additional academic and linguistic supports. Beyond assessing proportionality and representation, it is also important to flag RFEP students who are struggling academically and not performing at a par with English fluent students for individualized assessment and response.

Reclassification is a significant step in the journey of an English learner—it is the culmination of many years of learning a new language and of years of tackling academic studies in a language English learners hadn't yet mastered. The attainment of reclassification should be recognized as a significant accomplishment and a moment of celebration—honored and recognized by the school.

Pathways to Biliteracy

The vision of the CA English Learner Roadmap is that English learners will be provided opportunities to develop proficiency in multiple languages and will be prepared with the skills required for college, career, and civic participation in a global, diverse, and multilingual world. California's commitment to goals of biliteracy goes beyond the CA English Learner Roadmap. The passage by voters of the EdGE Initiative in 2017 called for opportunities for all students to develop multilingual skills. And, in the introductory letter by the State Superintendent of Instruction and President of the State Board of Education to the newly revised *2019 World Languages Standards for California Public Schools, Kindergarten Through Grade Twelve (WL Standards),* they refer to the vision that every student in California should develop the multilingual skills essential to navigate the international marketplace effectively, interact meaningfully across cultures, and succeed in business, research, and international relations. *"We call on all California educators to promote multilingualism for every one of our students. These standards mark a shift in the vision we have of an educated citizenry. It is an ambitious step toward fulfilling California's promise to provide excellent instruction in world languages and prepare our students to compete and collaborate globally."*

Reflecting this vision and the research on the benefits of bilingualism and biliteracy, California requires a system that not only provides opportunities, but also inspires and supports students to pursue the pathway towards biliteracy—a long arc over many years of schooling.

BUILDING PATHWAYS TOWARD BILITERACY PK–12

Developing biliteracy occurs over multiple years. The goal of having developed those skills is to be able to use them throughout one's academic career and throughout one's life. Articulated dual-language program pathways across years are necessary both to build biliteracy skills to high levels of academic competence and offer the opportunity to students to continue to actively use those skills in their studies. Because our schooling system is divided into segments (early childhood, elementary, middle, high school), it can be a challenge to plan for, build and sustain coherent and articulated dual-language pathways across the years from early education to graduation. And for students, it can be a challenge to continue to pursue the path. There should be opportunities for students to develop and use biliteracy throughout their schooling – and encouragement to continue along the path.

It takes years to become proficient in a language. To attain the goal of academic proficiency in two languages and biliteracy, students must work even harder—because the bar is much higher. Principle #4 of the CA EL Roadmap explicitly calls attention to alignment and articulation preschool through graduation particularly for dual-language education. Ideally, districts are prepared with programs in both languages that enable students to start early and continue into middle and high school to attain high levels of academic proficiency in both languages sufficient for college and careers. An early start captures the developmental window from ages four to eight for dual-language learning in which children are able to develop near native-like proficiency in multiple languages and before language loss in the home language begins to occur. An elementary school program alone can be a strong start towards biliteracy (made even stronger with a start in preschool), but it only gets a student part way to the levels of proficiency required for career and adult use. Getting students to proficiency levels for the Seal of Biliteracy and careers requires planning across early education through to high school graduation. Yet dual-language programs are often planned only as elementary school programs without necessarily thinking about or planning for the continuation into middle school and beyond – and often without a strong early education/preschool component. Therefore, it is essential to prepare for and build pathways across segments.

Starting a new program involves the challenges of recruiting sufficient numbers of students to enroll (filling classrooms and accommodating inevitable attrition) and finding teachers who are qualified, prepared, and willing to teach in the program. Especially if the program is a pilot effort or the first dual-language program in a district, there are tendencies to start small. However, field experience suggests avoiding starting with just one classroom per grade level because enrollment cannot be sustained for the long-haul trajectory needed for quality

dual-language outcomes. Some student attrition, and possibly teacher attrition or grade-level transfers, must be expected over the years of an elementary program. Also, class sizes in kindergarten and first grade are often smaller than in the upper grades. So starting with only one classroom results in either (a) very small class sizes in upper grades (raising equity concerns among teachers about why the dual-language classroom has much smaller ratios) or (b) forcing combination classes, or (c) allowing the program to die out. The one-classroom per grade level scenario also reduces flexibility in upper grades to rebalance classes to address social dynamics that can arise in classrooms of students who have been together for years. Finally, starting with just one classroom puts undue pressure on the singleton teacher responsible for the grade level. For these reasons, it is best to begin the program with at least several classes at the preschool/TK/kindergarten and first grade level at a school so that normal attrition does not lead to problems with class size and equity in the upper elementary grades.

Students enrolled in a dual-language pathway articulated in a sequential study over an extended period are able to achieve the highest ranges of proficiency possible. This is one of the reasons that the fourth Principle of the CA EL Roadmap is "Articulation and Alignment," and that the World Languages Framework emphasizes the notion of pathways. From the start, districts investing in multilingual education need to think in terms of and plan for full pathways for optimal dual-language outcomes. For reasons of political strategy aimed at building demand and support for secondary-level programs, some may choose to focus first on planning for the elementary school program and wait to plan the secondary extension once parent interest and demand for continuing into upper grades has been built. Nonetheless, a district engaging in starting an elementary program needs to know they will need at least several years of advanced planning before extending into the secondary school grades.

Without articulated pathways, students complete an elementary dual-language program only to arrive in a secondary school where the choice of continued language study is too often limited to lower-level courses designed for students with far less proficiency. World Language courses in most secondary schools are intended for students without previous language study. They seldom can address the more advanced language levels of students already developed through elementary grades dual-language programs. In the absence of formally planned PK-12 dual-language pathways, secondary schools are unlikely to offer content area courses in a language other than English. In some cases, there are alternative programs (such as the International Baccalaureate), which can serve as a secondary follow-on to an elementary dual-language program. In any case, a district committed to dual language outcomes plans for pathways across all grade spans.

Dual-language program pathways in secondary schools offer opportunities to students who come to them from elementary programs. The allow them to continue engaging in content area academic work in the partner language, as well as continued development in the LOTE. However, advance planning is essential because the availability of qualified teachers often limits offerings to teach the content in the LOTE and leads to significant scheduling issues. Recruitment and advising are also essential. Many students who've been in dual-language programs in elementary school do not continue in dual-language pathways in secondary. Therefore, district leaders should pay attention to the articulation of PK-12 biliteracy pathways, staffing, and educating students and families about the benefits of a fully articulated pathway, and building in encouragement.

Various elementary school dual-language programs (developmental bilingual, two-way immersion) can converge in middle school and high school, where they may be served in combined higher level World Language classes and academic courses taught in the LOTE. Beyond elementary school, dual-language programs may be offered in the form of second language academies where students continue their study of core subjects in the LOTE, allowing for more time interacting in the language and higher ranges of language proficiency, or as a set of course options in the LOTE. In high school, students who pursue biliteracy continue to develop skills in both languages, enroll in academic content courses taught in the LOTE and advanced language courses preparing to earn college credit through Advanced Placement language exams. Career Technical Academies can engage students in developing more specialized biliteracy for specific careers, such as medical professions, teaching, interpretation, international hospitality, etc. Teachers and counselors help guide students to these opportunities, mentoring them to consider how biliteracy can be a resource for their future.

Planning for PK–12 articulation along the biliteracy pathway can help to encourage ongoing language study, minimize the occurrence of students repeating language study they have already completed, and support students' attainment of high ranges of language proficiency. A well-articulated sequence of dual-language learning requires thoughtful planning and the collaboration of all stakeholders from the beginning. For the best results, World Language teachers, English learner services specialists, and early childhood education and high school educators would be knitting together a shared vision, articulation, and relationships across what is too often wholly separate departments. The following chart describes how a dual language pathway might look across the grades.

Example of a Dual-language Pathway PK-12

PRESCHOOL (PK/TK) START OF PATHWAY

Balanced English and Home Language Development Approach: Children are supported to develop and maintain the home language while promoting English language development.

ELEMENTARY PORTION OF PATHWAY TK/K – 5/6

Dual-language programs (Two-way, one-way, developmental bilingual): Students develop 5 to 7 years of proficiency in two languages plus a broad base of content knowledge in English and the LOTE, ending with a Biliteracy Pathway Award.

MIDDLE SCHOOL PORTION OF PATHWAY 6/7 – 8

Dual-language programs: Continued development of content knowledge in English and the LOTE through some academic course(s) taught in the LOTE plus continued language study—deepening their linguistic skills, cultural competencies, and use of the language in academic settings, ending with a more advanced Biliteracy Award.

New Language Pathways: World Language courses for students learning a second (or third) language, and Native Speakers courses for students wanting to engage in the academic literacy development of their home language.

HIGH SCHOOL PORTION OF PATHWAY 9 – 12

Dual-language programs: Continued development of content knowledge in English and TL; deepened linguistic skills and cultural competencies in the LOTE and English; AP or IB Language Exam in 9th grade; third language study option beginning in 10th; ending with the Seal of Biliteracy.

World Language Pathway: Begin development of linguistic, communicative cultural, and intercultural expertise in the second language; AP or IB Language Exam 12th grade or Dual Enrollment in TL; ending with the Seal of Biliteracy.

Native Speakers Classes: Continued development of the native/heritage language, leading to AP or IB Language Exam, and Seal of Biliteracy.

World Language Career Technology Pathway Career Technology Pathway: Development of second language proficiency in the context of the workplace (Health, Hospitality, Social Work Pathways); ends with the Seal of Biliteracy.

In addition to continuing study for students through 12th grade with a background in dual-language education, attention has to be paid to creating new opportunities for entering into dual-language study. While it is seldom appropriate for students without prior academic study and literacy in the LOTE to join a dual-language elementary program above the 1st grade (they rarely have the foundation of literacy in two languages), there need to be other ways to enter pathways towards multilingualism. It should never be too late for a student to begin to study a new language or to develop a home language.

Heritage language courses (e.g., Hmong for Hmong Speakers, or Spanish for Native Speakers) enable students to develop academic proficiency in their family language—playing an important role in building language proficiency, sustaining cultures and family connection, and providing the benefits of increased metalinguistic understanding. Other options could include World Language courses, Language Clubs, Study Abroad and international exchange programs, partnerships with community language schools, summer Bilingual Academies, bilingual Service Learning, and language-infused career academies. Regardless of the specific multilingual program models, district and site administrators should plan for articulated dual-language programs beginning in preschool and kindergarten and a range of multilingual options offering study in the home language and additional languages that can be entered at multiple points along a students' journey..

ENCOURAGING AND CELEBRATING THE PATHWAY TOWARDS BILITERACY: THE CALIFORNIA STATE SEAL OF BILITERACY AND PATHWAY AWARDS

Recognizing the value of bilingualism, and honoring the efforts and accomplishments of students pursuing that journey is an important part of a system that has posited the goal of proficiency in two or more languages. California was the first state in the nation to develop and implement an official state Seal of Biliteracy award upon graduation for students who have attained proficiency in two or more languages. The State Seal of Biliteracy (SSB) program, effective since January 1, 2012, recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English (California Education Code sections 51460–64). As the first state to implement an SSB program, California is a pioneer and leader for multilingualism. Since California's SSB program was established, 46 other states have adopted an SSB program, and additional states are currently developing an SSB program. Today, the SSB continues to be a significant recognition for California high school graduates.

State Superintendent of Instruction Tony Thurmond said this in a letter to the field in September 2019:

> "Recognizing biliteracy as an important part of the literacy initiative is vital because the home language skills that students bring to California schools are a valuable asset in their own right as well as in developing literacy in English. Similarly, closing the achievement gap for English learners requires schools to value and build upon the knowledge and skills English learners have in their home languages that can support the development of English proficiency. Recognizing these assets also helps English learners feel that their language and culture are valued at school. Continuing to recognize the State Seal of Biliteracy as a tangible acknowledgment of biliteracy and as a way to celebrate California's linguistic diversity is an important part of this work."

The Seal of Biliteracy affixed to a students' high school transcript is a badge of distinction. The awarding of the Seal is an occasion for recognition and celebration. In California today, every school district should participate in the Seal of Biliteracy program. Every English learner should know their potential to qualify for the pathways toward biliteracy and how to obtain the award.

The criteria for receiving the award are achievement of a high level of literacy and fluency in one or more language(s) in addition to English. The student must demonstrate:

1. *Completion of all English language arts requirements for graduation with an overall grade point average (GPA) of 2.0 in those classes.*

2. *Passage of the California Assessment of Student Performance and Progress (CAASPP) for English language arts or any successor test, administered in grade eleven, at or above the "standard met" achievement level, or at the achievement level determined by the Superintendent for any successor test.*

3. *Proficiency in one or more languages, other than English, demonstrated through one of the following methods:*

   a. *Passage of a world language Advanced Placement (AP) examination with a score of 3 or higher, or an International Baccalaureate (IB) examination with a score of 4 or more.*

   b. *Successful completion of a four-year high school course of study in a world language, attaining an overall GPA of 3.0 or higher in that course of study, and demonstrating oral proficiency in the language comparable to that required to pass an AP or IB examination.*

   c. *Passage of a district test with a score of proficient or higher. If no AP examination or off-the-shelf language tests exists and the school district can certify that the test meets the level of an AP exam, the student must demonstrate proficiency in all of the modes of communication (reading, writing, and speaking) that characterize communication in the language.*

   d. *Passage of the SAT II World Language examination with a score of 600 or higher.*

4. *In addition to the requirements mentioned above (and if the primary language of a pupil is other than English), he or she shall demonstrate English proficiency on the English Language Proficiency Assessments for California (ELPAC), or any previous or successor state English language proficiency assessment in transitional kindergarten, kindergarten, or any of grades 1 to 12, inclusive. (California Education Code Section 51461)*

Any district or County Office of Education can invite students to apply for the honor and assess and attest to the meeting of criteria. Names are then submitted to the California Department of Education to attain the award. Most districts, but not all, offer this to their students. To date, over 100,000 Seals of Biliteracy have been awarded in California in dozens of different languages, including American Sign Language. The Seal of Biliteracy affixed to a students' high school transcript is a badge of distinction. The awarding of the Seal is an occasion for recognition and celebration. Some school sites host these recognitions, some districts combine students across the district in a community-wide celebration, and in some cases, County Offices of Education host the festivities. Regardless of who hosts the recognition event, it is an opportunity to showcase biliteracy skills and convey the high value that the school system (and our state) holds for such skills. In California today, every school district should participate in the Seal of Biliteracy program. Every English learner should know their potential to qualify for the pathways toward biliteracy and how to obtain the Seal of Biliteracy recognition. And every school community should celebrate and publicize the awards.

In addition to the State Seal of Biliteracy, a series of pathway recognitions and awards provide encouragement and recognition to students along their biliteracy journey from as early as preschool. The messaging from the system is essential: "This is a skill. This is important. You are on your way. We recognize you. We value your path to biliteracy." These pathway recognitions include Program Participation awards (based upon the student's instructional and language development program), Home Language Development Recognition awards (recognizing a students' efforts outside of school related to actively developing and utilizing their home language), and Biliteracy Pathway Recognition awards (celebrating actual attainment of specific benchmark proficiencies in two or more languages). These are all "encouragement" awards—to express the value of biliteracy, and encourage students to continue pursuing bilingualism. The state does not issue formal criteria for these awards; rather they list criteria as guidance that may be adapted for all grade levels as established by any school district or county office of education that chooses to provide the awards.

Examples of Program Participation Recognitions:

The Preschool Biliteracy Program Participation Recognition certifies participation in a learning program where a preschool student is exposed to one or more languages in addition to English. Exposure includes, for example, singing songs, participating in a play, listening to stories, or being engaged in learning and conversation in two or more languages—including English. This award is not about attainment of a set level of bilingual proficiency. Instead, it celebrates beginning exposure and engagement as a cause for recognition. It is the start of the pathways towards bilingualism. Similarly, the Elementary Biliteracy Program Participation Recognition is provided for students participating in a program where the student is exposed to and engaged in one or more languages in addition to English—including reading, writing, listening, and speaking. These programs might be Dual-language immersion, Transitional or Developmental Bilingual programs, a Foreign Language Elementary Experience (FLEX), or Foreign Language in Elementary Schools (FLES) program. In addition, participation in a community multilingual program qualifies.

Examples of Home Language Development Recognition Awards:

The Home Language Development Recognition may be awarded to any student who is continuing to develop the home language outside of school. This recognition may be awarded to any student with a home language other than or in addition to English, including newcomers, English learners at all levels of proficiency, reclassified students, or initially fluent English proficient students. The parent, guardian, or caregiver has to certify that the student is continuing to develop the home language at home or in a program outside of school. This certification could take place through a survey provided to parents, during a conference with a teacher or counselor, or during a home visit, for example. How to certify that the student is continuing to develop the home language is a local decision. Discussing this recognition with parents, guardians, or caregivers can provide school personnel with an opportunity to share the benefits of biliteracy with families and to frame the home language as an asset.

Example of Biliteracy Attainment Recognition:

The Elementary Biliteracy Attainment Recognition certifies attainment of a developing level of proficiency by an elementary student in one or more languages in addition to English. It also certifies that the student completing this grade level (the grade level when the recognition is administered is a local decision, typically at the end of elementary school) meets all of the following criteria:

Growth in English proficiency demonstrated through one of the following methods:

Attain the level demonstrating grade-level proficiency on the CAASPP English language arts assessment in any grade 3–6. Or demonstrate growth toward proficiency on the CAASPP ELA during the year the Elementary Biliteracy Attainment Recognition is awarded. Or, attain the level demonstrating reading, writing, listening, and speaking proficiently in English, or show progress towards proficiency, as measured by a district-approved assessment OR the ELPAC.

Growth in a World Language proficiency demonstrated through one of the following methods: reading, writing, listening, and speaking proficiency in a language in addition to English, or progress towards proficiency, as measured by a local district-approved assessment.

Another option for showing growth in English and a World Language can be demonstrated by submitting a portfolio that demonstrates grade-level proficiency or growth toward proficiency in reading, writing, listening, and speaking (or all of the modalities in the language). The portfolio requirements are determined by the school, district, and/or county office of education. The portfolio could include a speech, discussion or debate, oral presentation of an original piece of poetry or creative writing, or a persuasive or informative presentation on a grade-level topic, etc. This could be completed through a combination of a written portfolio and performance/discussion element or may be completed digitally and recorded (for example, an original podcast, TED Talk, film, etc.).

ACTIVITY: Our Data on the Seal of Biliteracy

Review your data on the number of Seals of Biliteracy awarded by your school and/or district over the past several years. Has the number been increasing? What percentage of your graduating EL/Former ELs/LOTE students receive the award? What proportion of the awards is going to students with a home language other than English?

Example of data analysis on Seal of Biliteracy awards

Year	# of Seal of Biliteracy awards (LEA)	% of Seal of biliteracy awards earned by EL/former EL/LOTE students. (Note: EL/former EL/LOTE are 21% of graduates)	% of EL/former EL/LOTE students who received the award
2021	162	19%	8%
2020	140	18%	9%
2019	76	11%	4%

Once you have collected the data, convene a group to discuss your goals for increasing the number of students who apply for and qualify and receive the Seal of Biliteracy upon graduation. Issues of specific outreach to English learner/former ELs and LOTE students can also be discussed.

RESOURCES FOR DUAL LANGUAGE/WORLD LANGUAGE PATHWAYS, THE STATE SEAL OF BILITERACY, OR THE PATHWAY AWARDS

California Department of Education (2019). The *World Languages Standards for California Public Schools, Kindergarten Through Grade Twelve* www.cde.ca.gov The 2019 World Language Standards are intended to provide guidance to teachers, administrators, students, parents, and the community at large in implementing World Languages programs for California's diverse student population and ensure successful entry at any point in the curriculum from kindergarten through grade level twelve. The accompanying *World Languages Framework* (2021) includes a chapter on pathways to multiliteracy, including an overview of age-appropriate as well as stage-appropriate instruction, with descriptions and models of world language education in elementary, middle, and high school and college and career readiness pathways; guidance for connecting with university-level study, including through Advanced Placement and International Baccalaureate opportunities; a description of dual-language immersion program models and outcomes; and guidance on heritage language instruction, with attention to receptive bilinguals, heritage speakers, formal/informal language, appropriate content, and methodological considerations.

California World Languages Project: www.cwlp.stanford.edu
The California World Language Project (CWLP) is a collaborative project that conducts research on topics pertaining to Second Language Acquisition and sponsors professional learning opportunities for World Language educators. The project engages Stanford Graduate School of Education faculty, graduate students, and local and regional educators in research and professional learning activities that support best practices for teaching languages and cultures. CWLP also advocates for the retention, expansion, and articulation of World Language programs across language levels and supports California schools in creating World Language programs that prepare California's students to interact in our global society successfully.

State Seal of Biliteracy California Department of Education: www.cde.ca.gov
A State Seal of Biliteracy webpage provides FAQs, requirements, booklets in English and Spanish, Informational PowerPoints, a list of all districts in California currently participating in the State Seal of Biliteracy, insignia request forms, and guidance for the Pathway awards. A specific email address is available for questions related to the State Seal of Biliteracy: SEAL@cde.ca.gov

Seal of Biliteracy: www.sealofbiliteracy.org
A resource for the national movement to establish the Seal of Biliteracy across all states and the nation that offers information, resources, FAQs, blogs, materials (including ribbons and medallions).

Californians Together: www.californianstogether.org
Materials on establishing a Seal of Biliteracy or pathway awards in your district, stickers, and medallions as awards, etc.

Educators are invited to explore the resources below as they plan, expand, or improve their multilingual instruction and DL programs:

- The Association of Two-Way and Dual-language Education provides information on the ATDLE website at https://atdle.org

- The BUENO Center for Multicultural Education (BUENO: Bilinguals United for Education and New Opportunities) and Literacy Squared provides information on the BUENO website at https://www.colorado.edu>center>bueno

- The California Association for Bilingual Education (CABE) provides information on the CABE website at https://www.gocabe.org
- The California Department of Education provides information on its Multilingual Education web page at https://www.cde.ca.gov >specialized programs>English learners
- The Center for Applied Linguistics provides information on the CAL website at https://www.cal.org
- The Center for Equity for English learners provides information on the Loyola Marymount University website at https://soe.lmu.edu>center>ceel
- The Center for Teaching for Biliteracy provides information on the Center for Teaching for Biliteracy website at www.teachingforbiliteracy.com

Heinke, A.J. and Davin, K.J. (eds.), (2020) The Seal of Biliteracy: Case studies and considerations for policy implementation. Charlotte, NC: Information Age Publishing.

Howard, E. R., K. J. Lindholm-Leary, D. Rogers, N. Olague, J. Medina, B. Kennedy, J. Sugarman, and D. Christian. (2018). Guiding Principles for Dual-language Education. 3rd ed. Washington, DC: Center for Applied Linguistics.

Lindholm-Leary, K. (2005). "Review of Research and Best Practices on Effective Features of Dual language Education Programs." Washington DC: Center for Applied Linguistics.

Olsen, L., Martinez, M., Herrera, C., & Skibbins, H. (2020). "Multilingual Programs and Pedagogy: What Teachers and Administrators Need to Know and Do" Chapter 3, Improving Education for Multilingual Learners and English learner Students: Research to Practice. Sacramento, CA: CDE Press.

Olsen, L. (2014). *Multiple Pathways to Biliteracy.* Long Beach, CA: Californians Together.

Olsen, L. (2020) "The California State Seal of Biliteracy: a ten-year advocacy campaign to reframe bilingualism from problem to asset." in A Legacy of Courage and Activism. Long Beach CA: Californians Together

Thomas, W. P., and V. P. Collier. (2012). Dual-language Education for a Transformed World. Albuquerque, NM: Fuente Press.

In addition to the State Seal of Biliteracy, a series of pathway recognitions and awards provide encouragement and recognition to students along their biliteracy journey from as early as preschool. The messaging from the system is essential: "This is a skill. This is important. You are on your way. We recognize you. We value your path to biliteracy."

Pathways and Preparation for Work and Career for English Learners

California's mission for all students in the 21st century is that they "will attain the highest level of academic knowledge, applied learning and performance skills to ensure fulfilling personal lives and careers and contribute to civic and economic progress in our diverse and changing democratic society." And written into the vision and mission of the CA English Learner Roadmap is the commitment to prepare English learners with skills for life beyond high school—college and career and civic engagement—in a diverse global world. Hence, preparation for a career is an explicit goal for students in our schools. Bottom line—something that is a major goal of schooling, and anything that comprises curriculum opportunities, must be made accessible to English learners without language being a barrier to meaningful participation. Currently, English learners are under-represented in Career Technical Education. They comprise 11.2% of high school students in California, but only 2.2% of secondary school students enrolled in Career Technical Education. Implementation of the CA English Learner Roadmap requires attention to robust and equitable engagement of ELs in career education and preparation.

Creating the pathways to a career for English learners is a marriage of:

1. *Implementing relevant and quality career technical education that draws upon and develops their cultural and linguistic assets and responds to the student's career interests,*

2. *Infusing scaffolding and supports into career education that enable English learners to participate fully, and*

3. *Building the support systems that bridge from the classroom to the world of work and that carry across the years as students journey from high school into their life beyond in higher education and work.*

CAREER PATHWAYS

Relevant Career Technical Education that Draws Upon Cultural and Linguistic Assets

In today's global economy and multicultural society, the skill of being bilingual is becoming increasingly valuable in the eyes of employers. In fact, a recent study from the New American Economy showed that demand for bilingual workers has more than doubled between 2010 and 2015. Encouraging students to understand, develop, and leverage their bilingualism as they explore and prepare for their careers increases their opportunities within California and globally. The degree to which career preparation programs and courses encourage students to see their cross-cultural and bilingual skills in this way is important. And, the curriculum should prepare them with the vocationally related vocabulary to be able to utilize languages other than English in the workplace setting. The selection of career education focus should be based in part on analysis of local labor market opportunities, including the needs of specific cultural and linguistic communities. And it must be based upon student interests.

Scaffolding English Learner Participation in Career Education

Integrated ELD should be an instructional focus in all classrooms in California with English learners, including the Career Education classroom. This means that those teachers, like all teachers, should be prepared and supported to implement instructional strategies that support and engage student talk that is frequent, accountable, and structured – as well as relevant to the career education content. Teachers must explicitly model academic language, ensure equal participation, and provide opportunities for students to discuss in their home language. Scaffolding of the language (including vocational safety vocabulary, vocation-specific vocabulary), using visuals and digital technology and realia and home language supports to aid comprehension, and providing differentiated sentence and grammatical frames should all be standard features of the career education classroom. (See Principle #2/Toolkit #3 for more discussion and description of Integrated ELD instruction). This may require collaboration time among ELD teachers and CTE teachers, targeted professional learning and support for CTE teachers, and investment in bilingual materials.

Building Partnerships and a School-Work-Higher Education Career Preparedness System

The pathway to a career includes support for transitioning from being a student in school into the work world. This calls for partnership among the PK-12 school system, the higher education system—which continues preparation for a career—and the economic sector of work. Without those partnerships, schools cannot create and deliver relevant and valuable career preparation.

> **Written into the vision and mission of the CA English Learner Roadmap is the commitment to prepare English learners with skills for life beyond high school—college and career and civic engagement—in a diverse global world. Hence, preparation for a career is an explicit goal for students in our schools. Career preparation must be made accessible to English learners without language being a barrier to meaningful participation.**

CASE STUDY: Elk Grove Unified School District: CTE and ELD

A fundamental approach to supporting ELs in the Elk Grove Unified School District (EGUSD) is to ensure that all staff members share the responsibility for ELs' education. The EGUSD has made meeting EL needs a team approach, from the school to the central office level. The district "recognizes and celebrates the rich language and cultural diversity that our students bring to all of our schools." EGUSD uses a Program Implementation Continuum (PIC), a data analysis approach to reviewing data on LTEL outcomes, including relating them to the particular EL program, teacher preparation, and instructional strategies. Both of these approaches help ensure that at the central office and school level, there is a focus on LTEL outcomes and on strategies that should be implemented to meet their identified needs across the curriculum. Says Lucy Bollinger, Director of EL Services, *"We all hold the privilege and responsibility to serve our English learners."*

When district data analysis revealed that ELs were not included as often as other student populations in its CTE pathways, the district secured the support of the California Department of Education and its CTE department to pilot a blended CTE and ELD unit in two EGUSD schools during the 2020-2021 school year. The blended CTE/ELD lessons leveraged the student asset of bilingualism for college and career readiness; met ELs' English language development needs; built awareness of an available career pathway; and actually increased engagement even with distance learning during this unprecedented school year.

The ELD and CTE teachers collaborated to implement the courses. The ELD teacher focused on delivering the content, while the CTE teacher concentrated on creating project-based learning opportunities. Both educators with EL education expertise and those with CTE capacity were on the district planning team for these courses. This collaboration provided effective integration among the different departments and areas of expertise.

During the year of pandemic-related school closures, EGUSD modified the approach to delivering blended CTE and ELD lessons. The EL Coach, working closely with the CTE and ELD teachers, created and delivered lessons focused on both language development and coding/programming. Computer programming was selected for several reasons. Computer science and engineering are pathways at almost all EGUSD high schools. Developing lessons in this area of study would make them transferable to any school. Coding is also something that students could do with the equipment they had available. This equipment included "GiggleBots" (kits for coding a robot), which were sent to students for them to program from home. The blended programming units were delivered in two different Designated ELD environments: a newcomer 9-12 class at a high school and an LTEL 8th-grade class.

A "before" and "after" survey given to the 8th-grade students revealed that overall, students enjoyed computer programming, had interest in learning more about it, understood the role of programming, had learned academic language in the class and, and wanted to do more of these projects in their ELD classes.

In the 2021-2022 school year, the district plans to expand the CTE and ELD blended instruction to more EL students in their designated ELD courses. The current focus will continue to be on the computer science pathways because they are the most common pathways at each high school. CTE teachers within the computer science pathways have worked collaboratively with an EL Coach to develop new ELD-supported computer science units of instruction. In addition to these lessons, students will learn about opportunities on campus (and beyond) to engage more deeply in the fields related to computer science. A panel of CTE leaders, CSUS faculty, and district EL representatives will meanwhile select additional units to be built out further in collaboration with designated ELD teachers and delivered to students during subsequent school years.

"Our time together has helped me with my English because I have gotten to know more vocal words. And because I have been doing presentations in this class, I got to use those words." *– 8th Grade LTEL Student in CTE/ELD Pathway*

Career Preparedness System for a Culturally and Linguistically Diverse Community

Anaheim Union High School District serves a multilingual, culturally diverse community in Orange County. The district is home to nearly 30,000 students, grades 7-12, mostly from low-income families, where many can trace their roots and generational stories from across the globe. Two out of three of their students have a home language other than English, and a fifth of the student body are English learners. Half of their students are Spanish speakers, and the school community also includes Vietnamese, Korean, Filipino, Arabic, and dozens of other languages.

Visionary Superintendent, Michael Matsuda, led the district in redefining what a 21st-century education should be for this diverse community even before he participated as a member of the appointed Work Group designated to develop the English Learner Roadmap for the state. Their Career Preparedness System is an exciting model of what it means to engage a broad community of partners in creating the kind of assets-based system envisioned by the EL Roadmap. The system prepares a culturally and linguistically diverse student population to thrive in careers in a global, multilingual, 21st-century world.

Written as a bold headline on the AUHSD website, the district's vision is to "Create a better world through unlimited You!" And their mission, *"The Anaheim Union High School District, in partnership with the greater community, will graduate socially aware, civic-minded students who are life ready by cultivating the soft and hard skills."* Envisioning the role of high school as preparing young people for life after graduation, AUSHD is committed to offering a pathway to career readiness and qualifying young people to "put a ding in the universe".

For the past five years, AUHSD has integrated and aligned their teaching and learning so that students and educators across the curriculum focus on developing students' academic, career, social, and emotional skills to succeed as workers, citizens, and lifelong learners. The through-line in this integrated approach is consistently cultivating and supporting a student's voice, identity, and purpose. Every class emphasizes a "5Cs" approach to 21st-century skills by building communication, collaboration, creativity, critical thinking, and character/compassion as cornerstones of instruction reflected throughout AUHSD courses and extra curriculum opportunities. These skills—often labeled civic skills—help catalyze young peoples' engagement in school, foster positive student relationships with peers and adults, and bring purpose and meaning to their academic and career learning. The learning process becomes unified by centering student voice and purpose within career and academic preparation. Moreover, community assets from traditionally different arenas complement student learning and achievement. The *community* part is essential. As Superintendent Matsuda says, "We believe in systems, not silos! And for this task, this vision, the system has to embrace entities beyond the schools themselves."

Career preparation is at the center of the mission of the district and the community—all teachers, local business and elected leaders, counselors, and community college professors—with post-secondary and career success viewed as everyone's responsibility. Most importantly, students lead their own career explorations and bring their passions, voice, and talents into the process. The process begins in 7th grade, where all students experience a yearlong course that provides a "wheel" of career exposure and exploration, after which they develop their *Six-year CTE Plans* with a counselor. This exploration and goal-setting process is not a "one and done" approach but is revisited regularly as student passions and interests develop. The objective is to keep them focused on moving forward.

Career education is backed throughout the district. Every school site hosts career academies, career technical education courses, Linked Learning, and a range of opportunities for students to explore their career interests and develop skills. The decision about which career preparation areas to offer and the design of the courses are developed through partnerships with local business and industry leaders based on assessing the region's labor market needs and opportunities.

An overarching framework links student voice and agency with the development of the soft and hard skills needed for a career and life beyond high school. The student-centered aspect is essential—where young people can pursue their learning and work passions, explore topics and projects cooperatively with peers, and share their opinions on civic issues in constructive, thoughtful ways. The focus on academic skills, workforce skills, and civic skills lives within that commitment to student-centeredness and cultivating the assets of each student—including their cultural and linguistic assets.

There are multiple components of the career preparedness system:

- *The Anaheim Collaborative*—a coalition of local partners who help AUHSD with its Career Technical Education and college readiness goals, including the City of Anaheim, local community colleges and universities, businesses, and not-for-profit organizations.

- *Career Technical Pathways* embedded in the AUHSD high schools provide intensive learning experiences and internships in cutting-edge jobs such as artificial intelligence (AI), biotechnology, and cybersecurity, called "Unlimited You." The catalog of UY offerings includes: Biotechnology, Public Safety, Child Development, Design and Visual and Media Arts, Foodservice and Hospitality, Dental Careers, Residential and Commercial Construction, Software and Systems Development, Law and Justice, Engineering Design, Games, and Simulations, Entrepreneurship and Self-employment, Film and Digital arts, Education, Engineering, Visual and Performing Arts, and Medical Careers. These are taught using Integrated ELD approaches for English learners, and some provide a bilingual focus (e.g., Spanish for healthcare professions).

- Opportunities to earn *district certification* of career skills and competencies, and *industry* certifications of various kinds, such as the Child Development Assistant Permit through the California Commission on Teacher Credentialing.

- *The Anaheim innovative Mentoring Experience*—provides a range of hands-on experiences with local businesses and not-for-profits, including community mentors, paid summer internships, and leadership development workshops. Through its partnerships with about 75 corporations and nonprofits, the district facilitates mentorships and summer internships. To eliminate the minimum wage barrier for some partners, the district provides students with $599 scholarships so they can participate in the five-week summer internships between their junior and senior years.
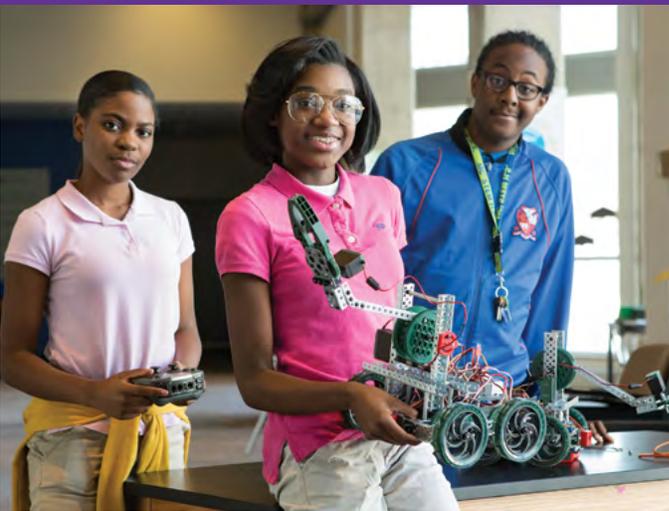
• **Robust Dual Credit Program** with Community Colleges—all students are offered dual-credit, industry-specific skills and certificates at community college courses, which aligned to career pathways in the high schools.

• **Robust Youth Voice and Civic Purpose** initiatives throughout the AUHSD challenge students to build their democratic skills, cultivate their civic voices and identities, and take informed actions to improve their schools and communities. To graduate, each student must research, prepare, and deliver a Ted Talk on a topic that excites them.

• **Assets-Based.** This approach to cultural and language diversity is one in which students' culture and language abilities are viewed and developed as extraordinary assets for their post-secondary education and careers. AUHSD offers the State Seal of Biliteracy, social justice collaborative projects, and students integrate their identities into future college and career goals.

• **Regional Occupational Programs,** in partnership with the Orange County ROP, provide AUHSD students with hands-on learning opportunities in leading Orange County industries to learn technical skills and obtain certifications.

• **The Anaheim Education Pledge.** This is a partnership in which the North Orange County Community College District, California State University Fullerton, and the University of California at Irvine explicitly change the drivers for education from focusing narrowly on college readiness to "college, career, and life success." The pledge includes articulation strategies to support students from high school through higher education.

Students need long-term, coordinated support from their teachers, counselors, and community members in building toward their post-secondary futures. This coalition requires a robust coordination agenda among participating educators, counselors, and community resources like community colleges and large employers. Anthony Gomez is perfect example of how this works. Anthony is a first-generation English learner who graduated from an AUHSD high school with his diploma and two dual-credit cybersecurity courses taken through nearby Cypress Community College as part of his Career Preparedness Plan. This preparation was sufficient for Anthony to land a job with Hulu at more than $65,000 a year. Additionally, through the Anaheim Union Educational Pledge (the articulation agreement with the higher education partners) Anthony is continuing in community college and planning to transfer to UC Irvine, where he is on track to receive a BS in computer science. Anthony also has developed a sense of purpose: He wants to "pay it forward" and serve as a mentor to other students.

> **The student-centered aspect is essential—where young people can pursue their learning and work passions, explore topics and projects cooperatively with peers, and share their opinions on civic issues in constructive, thoughtful ways. The integrated focus on academic skills, workforce skills, and civic skills lives within that commitment to student-centeredness and cultivating the assets of each student—including their cultural and linguistic assets.**

Student Goal Setting: "I know where I'm going and I know how to get there."

There are clear pathways and trajectories in an aligned system toward the goals outlined as student success. Carefully articulated and sequenced grade-level standards and systems of summative and formative assessments aligned to those standards—and practices of monitoring them—are all parts of a method designed to track whether students are mastering what they ought to be at specific points along their schooling journey. But while the system may be showing if students are "below standard," "at standard," or "above standard," it's not especially helpful at indicating exactly which skills and knowledge have to be addressed to meet graduation standards. The analysis doesn't tell us where they need to be nor are the students themselves aware of the pathway or their place along it. This "scholastic expectation gap" proves to be particularly true for English learners for whom the system of understanding the trajectory is literally foreign to them and their families. In addition, English learners face both the same grade-level academic expectations as all students *and* a journey toward English proficiency with its own set of assessments, benchmarks, and goals (i.e., "reclassification"). It is essential that students (and their families) understand the language development trajectory, expectations, and goals—and that students become partners in their own goal setting and monitoring.

THE ESSENTIAL ROLE OF GOAL SETTING WITH LTELs

Long Term English Learner research identified that they often have high hopes and dreams of going to college but have little information about the degree to which they are "on track" to reach their goals. Others may not be focused on dreams of college but are frustrated that they are struggling academically and don't understand why they are required to be in ELD classes. Because many can function well enough socially in English, they do not understand why they are still classified as English learners and enrolled in ELD classes. In both situations, students are mystified about why they are where they are and what they need to do to move forward. Few have the information or knowledge about the academic system that would help them plan and pursue academic goals or the dream of attending college. For all of these reasons, it has been found that incorporating academic and language goal setting into their program is essential. The students need to understand why they are considered English learners, which specific aspects of English language development require focus, where they are along the spectrum of reaching for reclassification, what the requirements for reclassification are, the importance of and why they take the ELPAC each year, and how to evaluate their own personal history of progress towards proficiency.

One of the early lessons from pilot courses specifically designed for LTELs uncovered students' resistance to being in the classes. Teachers across the state found that there was power in adding a component of goal setting and mentoring, focusing on helping students understand WHY they were in the class, the trajectory toward English proficiency, where and in what ways they were stuck and not progressing in English skills, and how the lack of specific English skills was holding them back from academic success. One-on-one conferencing—individual sessions with students designed to build understanding and support their goal-setting—became the mark of the most effective LTEL courses.

Goal setting involves explaining to students why they are classified as English learners and the necessary steps toward reclassification. One of the characteristics of LTELs is that they have idiosyncratic schooling gaps due to inadequate language supports in past school years and subjects. And so, goal setting looks not only at the trajectory toward English proficiency and reclassification, but also at areas of academic struggle. Whether it is their Designated ELD teacher, a counselor, or designated mentor, someone needs to have the explicit role of supporting students in setting goals. This involves getting to know the student, learning about their background, dialoguing about their future and what they want, and engaging students in clarifying their thinking and committing to a path to address some specific gaps or areas for progress. For each student, goals, and timelines with benchmarks are established to help students track and measure their progress throughout

the year. And approaches to focusing on those skill areas are defined. One-on-one conferencing should be a regular feature of the program for an LTEL or student at risk of becoming an LTEL. It is demystifying and empowering. As one 10th grader, an EL since kindergarten explained:

"I get it now! My speaking is good so I didn't get why they called me an ELD. But we looked at my test (the ELPAC), and I see. If reclassification was speaking, I'd be reclassified! But it's my writing that's not so good. It's like I don't put in details, and my sentences are short. So that's what I am going to work on. My teacher is helping me. And you'll see, my test this year is gonna show my English writing is good enough. I'm going to be reclassified. You'll see! I'm going to be a speaker AND a writer! Now that I know what I have to do, I can do it."

Schools mobilized to engage English learner students and their families in goal setting have the following:

- *Clear written explications of expectations and requirements along the full trajectory toward English proficiency, reclassification and biliteracy—available in multiple languages, and made available and accessible to families and students with regular updates on student progress.*

- *Clear written explications of expectations and requirements along the full PK–graduation trajectory—available in multiple languages, and made available and accessible to families and students with regular updates on student progress—with multilingual multi-media presentations.*

- *Regularly scheduled meetings with counselors, teachers, or mentors to review progress and discuss supports and next steps for progressing along the pathway.*

- *Engagement with students discussing their personal goals, reviewing progress, discussing opportunities and options.*

- *An asset orientation to what students bring—their interests, their hopes and dreams, a celebration of what they have accomplished so far, a commitment to their agency, a belief in their promise.*

Reflect upon what is currently in place in your school or district that defines and creates pathways towards goals for English learners. How well implemented and effective are these? What are the gaps? What might your priorities be to strengthen pathways?

Goal/Trajectory/Pathway Indicator	Rating	Comments/Reflection
Pathway Toward English Proficiency and Reclassification		
Timely, clear, known and appropriate reclassification criteria and process.	1 2 3 4 5	
Celebration of reclassification—honoring the achievement of English proficiency.	1 2 3 4 5	
School and district have defined normative trajectory and progress indicators toward reclassification—and monitor EL progress along those trajectories.	1 2 3 4 5	
We regularly review our RFEP achievement and participation data to support reflection on reclassification overall and to trigger needed supports for RFEPs who are struggling academically.	1 2 3 4 5	
Pathway Toward Biliteracy		
District provides Seal of Biliteracy awards, with robust recruitment of students to apply for and attain the award.	1 2 3 4 5	
Seal of Biliteracy pathway awards are provided (e.g., participation and attainment awards) at key developmental points (such as end of Preschool, 3rd/4th/5th grade, 8th grade).	1 2 3 4 5	
Dual-language program pathways build from early education through high school. Program models are clearly articulated by the district and are implemented coherently up through the grades.	1 2 3 4 5	
School and district have defined normative trajectory and progress indicators towards biliteracy—and monitor EL progress along those trajectories.	1 2 3 4 5	
We annually review our Seal of Biliteracy Award data to identify ways to expand and ensure equity in outreach and granting of awards.	1 2 3 4 5	
Pathway to Careers		
CTE classrooms and career preparation courses are delivered with Integrated ELD instructional supports and approaches.	1 2 3 4 5	

Goal/Trajectory/Pathway Indicator	Rating	Comments/Reflection
Career preparation planning, counseling, and courses emphasize utilizing and developing students' linguistic assets and cultural resources.	1 2 3 4 5	
Vocational specific vocabulary in students' home languages is infused into career preparation.	1 2 3 4 5	
Regular opportunities and support exist for collaboration between ELD and Career Preparation teachers.	1 2 3 4 5	
Career preparation opportunities are planned in relationship to local labor market, including opportunities (such as internships, work-study) in diverse cultural/linguistic communities.	1 2 3 4 5	
We monitor data on participation in career technical education and career preparation opportunities to ensure English learners are receiving access.	1 2 3 4 5	
Student Goal Setting		
English learners are actively engaged in goal setting and monitoring their progress—including attainment of reclassification, biliteracy, etc.	1 2 3 4 5	
Clear written explications of expectations and requirements along the full PK-graduation trajectory toward high school graduation, college preparation, English proficiency, Seal of Biliteracy (etc.) are available in multiple languages—with multilingual, multi-media presentations.	1 2 3 4 5	
Those written explications of expectations and requirements (above) are made available and accessible to families and students in multilingual formats with regular updates on student progress.	1 2 3 4 5	
English learners have regularly scheduled meetings with counselors, teachers, or mentors to review progress and discuss supports and next steps for progressing along their pathways.	1 2 3 4 5	
Students are engaged yearly with counselors, mentors, or teachers in reflecting upon and discussing their personal goals, opportunities and options.	1 2 3 4 5	

The articulation, continuity, alignment, and coherence of instruction and approach across the years of language development matter significantly in how soon, whether, and how well English learners reach the goal of English proficiency and, hopefully, biliteracy as well. In addition to planning and supporting articulated language pathways and monitoring EL progress along the trajectory towards proficiency, administrators in the most effective schools engage students (and their parents) in goal setting and monitoring progress— and celebrating hard-won attainment of those goals.

3 ARTICULATION ACROSS SEGMENTS, SCHOOLS, AND CLASSROOMS

Vertical Articulation "...From Early Childhood Through Grade Twelve."

In most places, the schooling system is divided into a standard set of levels—beginning with preschool, proceeding to elementary school (primary and then upper grades), continuing to middle school, and culminating in high school. Principle #4 of the CA English Learner Roadmap calls upon schools to provide a coherent, articulated and aligned set of practices and pathways across all of these grade levels and educational segments. State curriculum standards already articulate expected content and skills delineated to address the different developmental levels of young people moving through these school system levels. Teacher training is differentiated to prepare teachers to work at different developmental levels; and, the overall climate and sense of what "schooling" is about shifts from level to level. Furthermore, common practices within the school system tiers seek to recognize and respond to the different developmental needs of young people as they age. For example, within an elementary school, upper elementary students are often provided more opportunities for leadership in the school than in the primary grades. Many high schools cluster 9th graders in "houses" to provide a smaller community for them as they enter large comprehensive high schools. There is already some attention to vertical articulation.

In addition, there is a need for attention to vertical articulation and transition across the interstices, across the intersections of the levels of schooling—the transition from preschool into the primary grades/elementary school, the transition between elementary and middle, and between middle and high school. A robust PK-to-graduation system pays attention to these transitions—seeking ways to smooth the articulation, planning how to support students making the transitions, building stronger communication systems between educators at the different levels, and preparing parents/families for the difference in expectations.

For English learners, the journey from early education to high school graduation includes all of the transitions that other students face. However, they must deal with added complexities related to language development (i.e., involvement in becoming English proficient and developing their dual-language capacities), the need to develop healthy bi-cultural and dual-linguistic identities, and for most, the challenge of finding their way through a schooling system that is "foreign." School is often unknown for both the students and their families in how it works and functions. Schools should address four aspects of students' journeys in building enhanced articulation across the years.

1. **The understanding that dual-language/second language development occurs over a long process and period of time—crossing levels and segments of schooling.**

   It takes 5 -7 years for most students to develop academic proficiency in English as a second language. The journey for most begins in preschool or kindergarten and continues throughout elementary school. After reclassification as an RFEP, the student's journey carries forward into middle school. For others who enter U.S. schools later in their learning, the leap across language environments (and nations)—and the subsequent need to develop academic English to participate in sophisticated content in a new language— means their journey is likely to extend through secondary schools and beyond.

   The handling of second language development can be very different in each school segment. There is seldom formal ELD in early education, and the development of children's linguistic resources is less intentional and less formally defined than what they experience once they enter a "language development/ language acquisition" program in the K-12 system. In self-contained classrooms in elementary schools, language development is more likely to be addressed throughout the day. In contrast, it is more likely relegated to a class period and a separate teacher in middle and high school. As discussed in the Pathways section (see page 17), a coherent and consistent, articulated program of language development is vital in reaching good outcomes. Continued attention to language development and monitoring of the impact on academic access and participation after a student is Reclassified as RFEP is important for years after a student reaches formal "English proficiency"—a responsibility often handed from elementary school to middle school. Sharing assessment information and program history across these levels should be a routine part of knitting a coherent and articulated language development process.

2. **Commitment to strong, bicultural identity development for ELs across the span of years.**

   The process of developing a strong bilingual and bicultural identity begins as soon as a child begins to see a world in which their language, culture, national background, and family experience are minoritized. The CA EL Roadmap is explicit in Principle #1 that programs should value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Each school year when the student enters a new grade level with a new set of peers and teachers, it is a crucial moment for communicating acceptance, affirmation, and reassurance that the student belongs there. This mindset is particularly necessary during transitions from one school to another, or from one school level to another. For many English learners entering a new unknown school, there are questions about whether one's language will find a place, one's accent will be embraced, one's culture and family will be welcomed and visible, and if there will be risks in using the new language. For this reason, entrance into kindergarten, transitions into middle school, and matriculation into high school can be particularly vulnerable points at which the schooling system should respond with affirming messaging and watchful monitoring. Intentional efforts to smooth these leaps between system segments are critical for English learner success.

3. Data sharing and common system vocabulary is needed across educators at various levels.

In early education, the terminology used for children with a home language other than English is "dual-language learners." and the program types are "Balanced English-and-Home-Language Development Approach" and "English Language Development with Home Language Support Program Approach." However, once a student enters kindergarten, the children are called "English learners" and the program options titles are: "Structured English Immersion." "Dual Language," "Transitional or Developmental bilingual." This can be confusing for parents and even for teachers seeking to create an articulated and smooth transition across those levels of the system. Moving through the K-12 system from elementary to secondary (and particularly for students moving from one district to another, such as from an elementary district to a unified high school district), the information shared across systems may be only the single designation as "EL" or "RFEP" with none of the student's unique information for the receiving district. They may not know the child's language program history or their progress toward English proficiency. To address the need for consistent information and data sharing across levels of the system, it is recommended that districts create EL Profiles or EL Transcripts that capture the trajectory and placements and progress of English learners toward English proficiency and biliteracy. Meetings between counselors responsible for placement in middle and high school with their counterparts in the schools sending English learners/ RFEP can be helpful. The purpose is to create a shared understanding of the programs on both sides of the transition and a mutual terminology that provides insight into the incoming students. Such communication is important to ensure appropriate placement and planning.

4. Orientation and transition supports are important for EL students and families.

Most parents of English learners did not attend U.S. schools and find the practices, expectations, and structures of U.S. schools unfamiliar. The families of English learner students benefit from orientation sessions, materials, and the availability of staff who speak their languages to explain how the U.S. system of education works. They need to know the school's expectations for students and families, where to find available resources and supports, their rights, and the various options for language programs, graduation requirements, planning for college, etc. This type of orientation is particularly important in the transitional points of movement through the PK-graduation continuum (i.e., at kindergarten entry and where choices are needed regarding language program options for ELs; the transition from elementary to middle school; the transition from middle school to high school; and planning for post-secondary options. Students also benefit from transition supports—including orientation, mentoring/counseling, peer group activities, opportunities to visit and speak with other EL students who have already made the transition, etc.

For English learners, the journey from early education to high school graduation includes all of the transitions that other students face. However, they must deal with added complexities related to language development (i.e., becoming English proficient and developing their dual-language capacities), the need to develop healthy bi-cultural and dual-linguistic identities, and for most, the challenge of finding their way through a schooling system that is largely "foreign" to them and their families.

TOOL: How Strong is Articulation for ELs across our Segments?

Reflect upon what is currently in place in your district that creates more seamless transitions and articulation across segments. How well implemented and effective are these transition supports? What are the gaps? What might your priorities be to strengthen support for ELs as they journey across segments?

Transition Point	Do we have this?	Notes
Preschool to Primary Grades		
PK: Orientation in the families' languages is provided for preschool parents about the transition to kindergarten and the significance and options for choice of kindergarten language programs and implications for bilingual development.		
PK-K: Preschool children are provided an orientation and a visit to a kindergarten classroom (whenever possible) and supports for talking about and learning about the transition to kindergarten and the different expectations and routines.		
PK-K: Outreach from elementary schools to preschools provides information about dual-language opportunities, benefits of bilingualism, and parent choices for program options in kindergarten enrollment (including information on how parents can request bilingual/dual-language enrollment).		
P3: Developmentally appropriate instructional alignment exists across the PK-TK-K-1 grade levels (pedagogical, content).		
P3: Information/data regarding first and second language development is aligned across the early education-primary grade levels and communicated to classroom teachers.		
P3: Professional development for teachers engages preschool, TK, and K-2 teachers together in developing shared understanding, vision, and instructional alignment for English learners.		
P5: At the district level, early education, primary grades education, and EL personnel regularly meet for planning, communication and alignment purposes.		
TK-5: Information is shared about ELs as students progress from grade level to grade level to ensure progress monitoring and acceleration and to foster continuity in support.		

Transition Point	Do we have this?	Notes
Elementary to Middle School		
4-8: EL and RFEP students entering middle school are provided information about middle school opportunities (courses, clubs, internships) to continue to develop and use their bilingualism (and about trajectory to earning the Seal of Biliteracy).		
4-8: EL families are provided information (in their home language) about opportunities and benefits for students to continue to develop their bilingualism—and about middle school courses, clubs, and supports for doing so. Information about pathways to the Seal of Biliteracy is shared.		
4-8: Information/data regarding first and second language development and academic progress for ELs and RFEPs is aligned across elementary and middle school, and shared with counselors and classroom teachers.		
4-8: Regular meetings for communication, alignment, and planning occur between ELD Coaches, EL TOSAs at the elementary, and middle school levels.		
Middle to High School to Graduation		
8-12: ELs/RFEPs entering high school are provided counseling and encouragement regarding opportunities to continue to develop and use their bilingualism in high school (courses, programs, clubs, internships, career preparation).		
8-12: ELs entering high school are provided counseling related to developing a plan to fulfill high school graduation requirements and preparation for four-year colleges while enrolled in ELD classes to gain English proficiency.		
8-12: Families of ELs entering high school are provided counseling and encouragement regarding opportunities students have to continue to develop and use their bilingualism in high school (courses, programs, clubs, internships, career preparation).		
8-12: Families of ELs entering high school are provided information (in their home languages) related to planning to fulfill high school graduation requirements, and preparation for four-year colleges, pathways to financial aid, etc.		
8-12: Information/data regarding first and second language development and academic progress for ELs and RFEPs is aligned across middle school and high school and shared with counselors and classroom teachers.		

Transition Point	Do we have this?	Notes
8-12: Regular meetings for communication, alignment, and planning occur between ELD Coaches, EL TOSAs at the middle school and high school levels.		
High School and Beyond		
10-14: Partnerships are established for dual enrollment or course enrollment between high schools and community colleges to enable high school ELs to earn additional credits and/or access to courses in the primary language not available at the high school.		

Particularly for English learners, there is a need for attention to vertical articulation and transition across the levels of schooling—the transition from preschool into the primary grades/elementary school, the transition between elementary and middle, and between middle and high school. A robust PK-to-graduation system pays attention to these transitions—seeking ways to smooth articulation, planning how to support students making the transitions, building stronger communication systems between educators at the different levels, and preparing parents/families for the difference in expectations.

Horizontal Coherence and Articulation Across the System

Even in a state schooling system with adopted curriculum standards that apply to all districts, even in districts that have clearly articulated visions, priorities, and adopted curriculum, even in school sites with a strong educational leader as principal, and in grade levels where teachers may have worked together for years—what happens in one 3rd grade classroom can look and feel a world apart from what transpires in another 3rd grade classroom. This variability can cause problems as students progress from one grade level to another, experience the inconsistency, and are pooled with students who had a very different experience from theirs in the prior grade. There can be equity issues as well—especially if one school site provides a very different quality of education than a neighboring school. It is important, then, for there to be some consistency to the schooling across a grade level and across school sites in a district.

However, cookie-cutter schools are not the answer. Responsive teaching requires shaping lessons around the needs of the particular group of students who comprise that class. Community-oriented schools should respond to the priorities, needs, and flavor of their particular community. The schools' teachers, administrators and staff should bring their unique gifts, skills, and passions into the task of teaching. In this sense, each classroom and school should reflect the unique community of students and families and teachers that comprise it.

Horizontal articulation is not about enforced identical practice, but rather about creating sufficient consistency to mediate inequity so that education within a district adds up meaningfully across grades and schools. It is also profoundly about supporting educators in their ongoing quest to provide the best schooling they can to their students – developing shared vision and direction while adapting practice responsiveness. The task of education is complex—and the more educators can learn with and from each other about their challenges and what works and what does not, the stronger schooling will be. The shared direction and emergent knowledge base that results from collaborative professional conversations is how educators can help each other, drawing upon each other's experiences in the service of their students.

An important mechanism for creating that sense of coherence, shared direction, and support is the creation of professional networks. These may be, for example, networks of principals of schools with similar demographics, or regular meetings of teachers of the same grade level, or a professional learning community for teachers in dual-language programs across a district, or a network of EL Coordinators across all schools in the district. Regardless of the specific role or title given to the convening, what makes a professional network effective is:

- *Clear purpose related to peer learning, sharing, collaboration, and support in the service of leading effective, equitable, wonderful schools.*
- *Regularly scheduled meetings of protected (and system-sanctioned) time that support relationship building, sharing, collective learning and ongoing dialogue.*
- *Construction of a group that holds common roles and works in similar conditions.*
- *An agenda that allows for issues to be generated by the group around actual problems of practice.*
- *In addition to sharing, the use of and discussion about relevant books or articles read in common related to teaching and learning.*
- *Inclusion of cycles of inquiry.*
- *Sharing resources related to the common task.*

Some typical professional networks associated with effective English learner schooling include groups of EL Coordinators across all sites in a district and professional support clusters (these may be comprised of just a few people) of principals with high numbers and concentrations of English learners or similar EL demographics. Where educators work in more isolated settings (e.g., there is only one dual language program in a district, or only one newcomer program), county offices of education can be instrumental in creating regional networks – and the use of online technologies can create network settings across the state. Effective leaders seek out and support such networks for their teachers and staff as well as for themselves.

TOOL: How Strong Are We in Building Coherence Across Our Classrooms and Sites?

Reflect upon what is currently in place in your school or district that builds coherence across classrooms and sites. Are educators effectively supported in linking with others in communities of practice? How well implemented and effective are these? What are the gaps? What might your priorities be to strengthen coherence across classrooms and sites?

Indicator	Do we do this?	Reflection
Teachers at the same grade level collaborate and coordinate to ensure consistency of approaches, share expertise, and build a shared vision of instruction.		
Grade level convenings across sites provide opportunities for teachers to share work and lessons learned and to engage in professional learning together.		
Principals are provided "buddies" or they frequently network with other principals of schools with similar demographics, challenges, and focuses. Times for these interactions are routinized and protected.		
A network of EL coordinators and TOSAs is convened routinely to share work, identify common concerns, learn together, and build consistency across sites.		

REFLECTION

In what ways does our district support teachers and administrators in coming together regularly to focus on our roles in supporting English learners?

How effective are those networks? What changes might strengthen them as mechanisms to improve our leadership and services for English learners?

Are there additional professional networks that would make a difference in strengthening our work on behalf of EL success?

In the growth and development of young people, schools are important institutions, but they do not stand alone. Children are not just students and they do not spend all their waking hours at school. They are members of families, and residents and participants in communities. Their development occurs through an integrated process of physical, socio-emotional, and cognitive growth. Knowledge and cognition develop in tandem with their spiritual and cultural realities. Schools have an essential and central role in producing knowledgeable, engaged, ethical young people—but it takes more – it takes a village. And this means that school leaders have to see themselves as part of that village and actively work to build partnerships beyond the school walls.

There are numerous ways and levels of working to engage and operate as part of a village. Teachers reaching out to families and engaging community members in building a relevant and inclusive curriculum and teaching/learning process is essential—as is their active presence in the life of the community. As part of the picture, school leaders create strong referral networks for students and families to access needed services in the community and invite services onto the school site to facilitate access. They take an active role in building relationships in the community and becoming an advocate for the community. In addition, the spirit of Principle #4 of the English Learner Roadmap is about developing a shared commitment and coherent system working together (families, school, and community) to foster the development of thriving, healthy young people who can bring their gifts to bear on the world.

Fundamentally, this shared vision and commitment is an asset-based approach that engages entire communities in helping young people thrive. This has a long history hearkening back to Settlement Houses at the turn of the last century (social centers serving immigrant families with a wide range of services and supports and educational opportunities), and the general approach has reoccurred in various forms as child development schools, school-linked services, and youth development partnerships in the 1990s. They are reemerging in a new form today as the focus of the whole-child movement and in the guise of Community Schools.

The engagement of school-community partnerships today draws in some ways upon the youth development approaches of the past by emphasizing systemic and collective efforts to cultivate and support desirable qualities and traits in young people in school and community environments that support their developmental needs and capacities. It is based on the understanding that young people thrive when they are developmentally supported across all sectors of the community—schools, youth-serving agencies, faith organizations, businesses, and more. The youth development framework evolved from best practices/lessons learned in the prevention and school-linked services field prior to the 1990s: the importance of cross- agency collaboration, client-driven program planning and services, loosening of restrictions on categorical funding, and the acknowledgment of the interwoven roles of families, classrooms, schools, peers, neighborhoods, and larger communities in influencing outcomes of children and adolescents. It calls upon entire communities to provide critical services that enhance health, safety, and well-being for young people and their families. The "village" affords opportunities for young people to become actors rather than recipients by making space for meaningful and real activities in which to practice and expand on what they've learned. And to do this, the various systems have to be linked and mutually reinforcing.

In recent years, the Covid pandemic drove home again the need for schools and schooling to be in partnership with families and health/social services and communities to support young people.

No single agency or service system is able to provide all the support young people and their families need to achieve positive outcomes. Supporting students' development requires inter-agency and cross-system collaboration, bringing together people from public and private agencies and community groups in partnership. Schools that are inclusive and responsive to their students embrace the communities in which their students live—as resources and as partners in shaping an education appropriate for who the children are.

Essential Component: The School as a Community Resource

One aspect of the "village" involves the school serving as a community resource. Principle #1 of the English Learner Roadmap explicitly calls for "programs that value and build upon the cultural and linguistic assets students bring to their education" and for educators that "value and build strong family, community, and school partnerships." It sets the expectation that schools will be responsive to different EL strengths, needs, and identities and will support the students' socioemotional health and development—in addition to the academic. It calls upon schools to work closely with family and community. Toolkit #1 of this Implementation Guide and Toolkit for Administrators series included readings, activities, and tools related to this crucial element of an effective educational system for English learners. The issue is returned to here as part of Principle #4, calling for building "partnerships to provide additional support for ELs."

The expression "it takes a village" is deeply relevant to supporting the development of healthy, achieving, thriving young people living in and across multiple language and cultural worlds—as English learners do. Children are parts of families—and the health and strength of families is central to a children's ability to thrive and learn. For those ELs in families feeling the legal, financial, culture-change stresses of immigration and living in under-resourced, underserved neighborhoods (as so many do), engagement and success in school can be compromised unless there is a net of support. Community institutions can be a valuable ally for schools in engaging EL families, whether it's by providing key services such as interpreters and medical care or educational opportunities such as GED, ESL, and citizenship classes. Or they can assist EL students by providing culturally appropriate and linguistically accessible support services, internships, or other vehicles for engagement.

The creation of a coherent, articulated and aligned system for English learner success has to include reaching beyond school walls to engage a larger village. High-performing and equitable schools embrace a vision that provides for a means to draw upon community resources that support the English learners' growth, build the strength of the community, and respond both sectors' needs and concerns. Such a school can offer the community

resources like a centralized place to receive integrated social, health, and counseling services. It can offer the community a partner voice at the table addressing community concerns. At the same time, the school needs mutually supportive relationships with external agencies that can provide culturally appropriate and accessible services to meet the school's, families', and students' basic needs so essential to effective schooling. In this two-way partnership, school leaders are involved in community dialogues and events, and build strong relationships with community leaders that allow them to inform each other about issues relevant to both school and community.

The following framework offers a way to envision what the differences are between a school that looks only to itself and a school that looks and reaches outward toward the community. There are different levels of a school-community partnership.

Level 1: Lack of partnership—School as a Stand-Alone Entity

The school staff expresses no special awareness of the circumstances of families and their needs for basic necessities. The school does not have either a stated or evident commitment to provide or link services to students and families or to build the strength of the community. Services are limited to the school nurse for emergencies. No classes are offered for parents or other community members. Whatever services are available at the school site or in agencies with developed relationships with the school are only available in English and do not take into account the needs or cultural relevance of all of the communities the school serves. Education is viewed as solely the province of the school system. Curriculum and academic studies neither incorporate the histories/experiences of the community nor draw upon community resources. There is a pervasive attitude among staff that the community is problem-ridden and has no assets or strengths.

Level 2: Minimal Partnership—School as a Referral Site

Some school staff speak knowledgeably about the circumstances of families and have a means of referring families to services that might address some of their essential health care and basic life needs. The staff is familiar with community and social service agencies and can make referrals for families. Some services are provided at or through the school, but many staff members can name gaps in available services, particularly for certain cultural and linguistic groups. Referrals to in-school services are haphazard. The school hosts some community events, but the community does not view the school as a place they might use as a community space. The school has the vision to build the strength of the community but may not be actually engaged in steps to fulfill that vision. Educators understand that student learning requires some support from outside the school (primarily viewed as families) and provides some opportunities for community tutors and learning supports. The school's curriculum includes some projects and activities that engage students in learning about the community—and incorporates some material reflecting the cultural, linguistic, and national experiences of the students and families.

Level 3: Developed Partnership—School as a Community Resource

The school's vision to build the community and respond to its needs is fulfilled in concrete ways. The school's team members understand the service needs of their families and the school offers or refers to a wide range of social and health services as needed, including health and dental care, mental health services, public assistance, housing and legal assistance, employment, etc. It is full community-and-school-linked-services, with the school site serving as a hub of support. The learning needs of parents and community members are addressed through classes offered by the school. Teachers and school staff are trained in recognizing different cultural ways of manifesting symptoms of the need for services. Opportunities for internships, mentorships, and learning in the community are organized by the school. Community members are drawn upon as resources for an inclusive curriculum. School facilities are available for community meetings and activities. School leaders attend community events and are engaged in advocating for the community.

Level 4: Comprehensive, Full Partnership—A Community School

In addition to the school serving as a community space and a site for locating services, a Community School engages families and the whole community in helping shape the education students receive. It is a full two-way partnership in which the school is a community space, a set of partnerships between the school and other community resources. There is community engagement in the teaching and learning in the classroom. The integrated focus on academics, health, and social services, youth and community development, and community engagement leads to improved student learning, stronger families, and healthier communities. Community schools offer a curriculum that emphasizes real-world learning and community problem-solving. The curriculum responds to community visions and needs. Students are engaged in community-based learning. Staff eat in restaurants, shop in the stores, attend community events, and otherwise participate actively in the life of the community. Schools are akin to the good old-fashioned community centers and are open to everyone—all day, every day, evenings, and weekends.

REFLECTION

Reflect on your school-community relationship: Where does your school fall along a continuum from Level 1 to Level 4? In what ways does your school currently reach beyond the school walls to form partnerships with your community in support of your English learner students and families? What might be areas of growth to build a more comprehensive partnership of support?

Reflect on your relationship as a school leader to the community: Have you, as a school leader, built any relationships with organizations in the community? If so, what are the successes and challenges you've experienced? What do you desire in strengthening the relationship with the community? What are the challenges you face in doing so?

In the growth and development of young people, schools are important institutions, but they do not stand alone. Students do not spend all their waking hours at school. They are members of families, and residents of communities. Schools have an essential and central role in producing knowledgeable, engaged, ethical young people—but it takes more – it takes a village. And this means that school leaders have to see themselves as part of that village and actively work to build partnerships beyond the school walls.

Strategies to Strengthen Connections Between School and Community

While the creation of a full community school requires an engaged and thoughtful planning process involving many stakeholders, any individual school site administrator/leader can take steps to strengthen the connection between school and community. The following ideas are suggested:

- *Consider offering local organizations free space in your school as a way to encourage them to bring their services closer to your families.*

- *Think about a variety of possible community uses of the school facility and explore inviting its use (e.g., weekend soccer tournaments, English and computer classes for parents, speakers for a community session on housing assistance, etc.).*

- *Ask your families which organizations they think would make good partners for the school community and which issues are of concern to them.*

- *Find out if your district has a community education department that might be able to support a partnership with a local organization.*

- *Invite members from the community to inform parents about their services, such as a local librarian, a nurse, or a firefighter.*

- *Inquire with your district whether becoming a Community School might be an option for your site and the steps toward exploring the option and planning.*

- *Create an asset map of valuable partners, opportunities, and resources in your community.*

- *Talk with colleagues about which existing partnerships are working and new partnerships that make sense to pursue on behalf of your families.*

- *Look for partners that can provide students with enrichment experiences.*

- *Connect with other community leaders, such as faith leaders, non-profit leaders, political leaders, or business owners who wish to express their support for local immigrant communities.*

- *As you bring people together, have some examples of what other communities are doing.*

- *Don't hesitate to turn down partnerships that aren't beneficial or appropriate for your community.*

Note: When inviting guests from the community to the school, assure parents that identification will not be checked and explain that they do not need to show proof of legal residency to sign up for a library card.

The Community School Model

This reading draws heavily from two excellent resources:

Maier, A., Daniel, J., Oakes, J., & Lam, L. (2017). Community schools as an effective school improvement strategy: A review of the evidence. Palo Alto, CA: Learning Policy Institute. The report can be found online at https://learningpolicyinstitute.org/product/community-schools-effective-school-improvement-report.

Maier, A. & Niebuhr, D., "California Community Schools Partnership Program: A Transformational Opportunity for Whole Child Education." Policy Brief October 2021, Learning Policy Institute and Opportunity Institute.

Creating an aligned and articulated system for English learners extends beyond the classroom and school site, and beyond the limits of the school day. It embraces a larger village in the endeavor of supporting English learners through their educational journey. There are multiple ways of pursuing this—strong partnerships with families and parents (as described in Principle #1/Volume #2 of the Toolkit series), the incorporation of cultural and community content in the curriculum, a committed outreach for community partnerships to provide services and space for internships and learning, and the formal design and creation of **Community Schools.**

The Coalition for Community Schools defines Community Schools as *"both a place and a set of partnerships between the school and other community resources, [with an] integrated focus on academics, health and social services, youth and community development and community engagement."* Many operate year-round, from morning to evening, and serve both children and adults. Because students' needs, community assets, and school system capacities all differ, Community Schools adapt to the local context and vary in the programs they offer and how they operate and collaborate with other organizations. Community schools bring educators and community partners together in a place-based strategy in which the schools partner with community agencies and allocate resources to provide that "integrated focus on academics, health and social services, youth and community development, and community engagement."

Students, families, and communities benefit from strong connections between educators and local resources, supports, and people. These strong connections support learning and healthy development both in and out of school and help young people become more confident in their relations with the larger world. In distressed communities, this general principle takes on heightened urgency, as educators and the public recognize that conditions outside of school must be improved for educational outcomes to improve. Equally, high-quality schools are unlikely to be sustained unless they are embedded in thriving communities. A Community School is engaged in speaking to and addressing those community conditions, acknowledging them, and then tackling them with the kind of schooling and education they want their children to have.
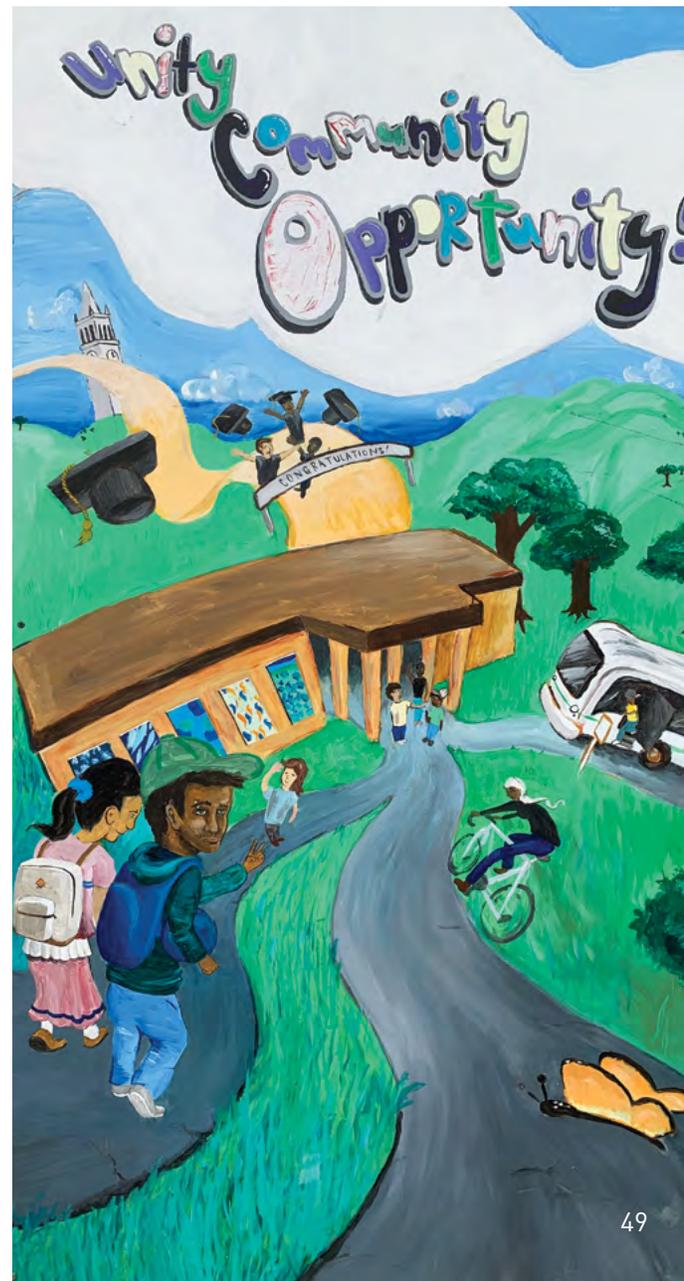
Although the Community School model is appropriate for students of all backgrounds and communities, many Community Schools arise in neighborhoods where families have few resources to supplement what typical schools provide. Community Schools vary in the programs they offer and how they operate, depending on their local context. However, four features—or pillars—appear in most Community Schools and support the conditions for teaching and learning found in high-quality schools.

1. *Integrated student supports (or wraparound services)*

2. *Expanded learning time and opportunities*

3. *Family and community engagement*

4. *Collaborative leadership and practice*

Strong research reinforces the efficacy of integrated student supports, expanded learning time and opportunities, and family and community engagement as all-encompassing intervention strategies. A review of the research evidence behind the effectiveness of the Community School model includes the following findings:

FINDING 1. The evidence based on Community Schools and their pillars justifies the use of Community Schools as a school improvement strategy that helps children succeed academically and prepare for full and productive lives.

FINDING 2. The evidence base provides a strong warrant for using Community Schools to meet the needs of low-achieving students in high-poverty schools and help close opportunity and achievement gaps for students from low-income families, students of color, **English learners,** and students with disabilities.

FINDING 3. The four key pillars of Community Schools promote conditions and practices found in high-quality schools and address out-of-school barriers to learning.

FINDING 4. The integrated student supports provided by Community Schools are associated with positive student outcomes. Young people receiving such supports, including counseling, medical care, dental services, and transportation assistance, often show significant improvements in attendance, behavior, social functioning, and academic achievement.

FINDING 5. Thoughtfully designed expanded learning time and opportunities provided by Community Schools—such as longer school days and academically-rich and engaging after-school, weekend, and summer programs—are associated with positive academic and nonacademic outcomes, including student attendance, behavior, and academic achievement.

FINDING 6. The meaningful family and community engagement found in Community Schools is associated with positive student results, such as reduced absenteeism, improved academic scores, and student reports of more positive school climates. Additionally, this engagement can increase trust among students, parents, and staff, which positively affects student outcomes.

FINDING 7. The collaborative leadership, practice, and relationships found in Community Schools can create the conditions necessary to improve student learning and well-being, as well as improve relationships within and beyond the school walls. Social capital and teacher-peer learning appear to be the factors partially explaining the link between collaboration and better student achievement.

FINDING 8. Comprehensive Community School interventions have an affirmative impact, with programs in many different locations showing improvements in student outcomes, including attendance, academic achievement, and an upbeat school atmosphere.

An English Learner, Equity and Transformational Community Schools Lens

The Community Schools approach speaks in many ways to the needs of EL and immigrant students and families, and reflects or opens the door for the CA EL Roadmap vision and principles. As with all reforms, care is needed to ensure meaningful access and appropriate response to English learner/immigrant children and families. This approach means, in part, being intentional in outreach to trusted immigrant community organizations and building the partnership based upon linguistic and culturally appropriate and accessible practices.

The promise of Community Schools goes beyond the integration of school and community supports and services and seeks to address the relationship between school and community in more transformational terms. The commitment to collaborative governance and leadership sets a table that includes students, families, educators, and community partners. It both invites and structures shared ownership and responsibility for the education and support of young peoples' growth, development, and learning.

As California has begun the work of designing and investing in a new generation of Community Schools, networks of community organizations came together under the leadership of The California Partnership for the Future of Learning and the Alliance for Boys and Men of Color to define a framework that embraces the more transformational possibilities. The Framework, signed by dozens of advocacy- and community-based organizations throughout California, reads in part:

> *"The transformative potential of Community Schools will only be realized by centering relationship building, as well as the expertise and needs of students and families of color and valuing them as true partners with educators, site staff and school-based community partners in school design and shared decision-making. Through this transformation, we will support student success and confront the legacy and generational impact of racialized inequities by prioritizing belonging, safety, inclusion, joy, care and support over punishment and criminalization. We recommend strengthening… and expanding upon the traditional four Community School pillars by applying a racial equity and inclusion lens to each pillar while recognizing that the foundation of Community Schools must be racially just, relationship-centered school climate and culture."*

Crosswalking the four pillars of the traditional Community Schools model and the CA English Learner Roadmap principles (and key aspects of research-based effective EL education) with this racial equity framework provides a strong overarching picture of how Community Schools can powerfully serve linguistically and culturally diverse communities with immigrant and English learner students.

The transformative potential of Community Schools will only be realized by centering relationship building, as well as the expertise and needs of students and families of color and valuing them as true partners with educators, site staff and school-based community partners.

A COMMUNITY SCHOOLS FRAMEWORK CROSSWALK:
Traditional Pillars, English Learner Expertise, a Racial Equity and Inclusion Lens

Four Pillars of Community Schools	The CA English Learner Roadmap and EL effective schools literature	Racial equity and inclusion framework for racially just, relationship-centered Community Schools
Integrated student supports address out-of-school barriers to learning through partnerships with social and health service agencies and providers, ideally coordinated by a dedicated professional staff member. Some employ social-emotional learning, conflict resolution training, trauma-informed care, and restorative justice practices to support mental health and lessen conflict, bullying, and punitive disciplinary actions, such as suspensions.	**Principle #1: EL Roadmap, "Assets-Oriented and Needs-Responsive Schools" and Principle #4: "Alignment and articulation within and across systems"** Responsive to different strengths, needs, and identities, and support for the social, socioemotional health and development of ELs. Attentive to all aspects of child development: academic, social, emotional, physical, linguistic, cognitive, and psychological. Sensitive to academic, social, and health and wellness support for students, as needed. Comprehensive in creating partnerships to provide additional support—including expanded learning time. Supportive climate of affirmation, safety, and trusting relationships. Inclusive services are provided by culturally and linguistically supportive and accessible entities. Perceptive attention to the specific traumas, vulnerabilities, and needs of immigrants, refugees and undocumented students—including protections related to legal status.	**Integrated students, family, and Staff Supports** Focus on a culture of everyday wellness, not only in times of crisis. Mental health, wellness, and healing-centered supports for students, staff, and families that are culturally responsive, destigmatized, and centered on harm reduction. Schoolwide restorative practices. No Community School funds for punishment policies, including police and school hardening.
Expanded learning time and opportunities, including after-school, weekend, and summer programs, additional academic instruction, individualized academic support, enrichment activities, and learning opportunities that emphasize real-world learning and community problem solving.	**Principle #2: EL Roadmap Intellectually rich instruction and meaningful access."** **Principle #3: System conditions for Success.** **Principle #4: Alignment and Articulation within and across systems."** High expectations and strong instruction for all students—with Integrated/Designated ELD strategies and scaffolds, including home language supports to ensure meaningful access and participation. Attention to language development and language access in and through all content and activities. Learning emphasizes engagement, interaction, critical thinking, inquiry, and discourse.	**Enriched, culturally sustaining and expanded learning opportunities** Move toward **individualized learning** and away from test scores and "one size fits all" approaches to teaching and learning. **Culturally-rooted and sustaining** programs and curricula beyond ethnic studies that foster racially just schools. **Inspire students** through project-based learning, expansion of the arts, music, outdoor learning, including school gardens, extra-curricular activities, and experiential learning connected to the local community. **Capacity building** and support for staff, specifically aimed at anti-racism and expanding a diverse, multilingual staff.

Four Pillars of Community Schools	The CA English Learner Roadmap and EL effective schools literature	Racial equity and inclusion framework for racially just, relationship-centered Community Schools
	Engagement in relevant and standards-based curriculum. Access to the FULL curriculum (arts, electives, career preparation, etc.) Home language is understood as a means to access learning, as the foundation for learning a second language (English), and as an asset. It is affirmed, welcomed, developed, and utilized for learning. Sufficient resources are invested in building educator and staff capacity to address EL needs, including linguistic and culturally appropriate practices. Opportunities for meaningful learning—including making space for bilingual development and support for bicultural identity. Build partnerships to provide additional support—including expanded learning time.	
Family and community engagement brings parents and other community members into the school as partners with shared decision-making power in children's education. Such coalitions also make the school a neighborhood hub providing adults with educational opportunities, such as ESL classes, green card or citizenship preparation, computer skills, art, STEM, etc.	**Principle #1: EL Roadmap: Assets-oriented and needs-responsive schools.** Schools value and build robust school, family, and community ties, including opportunities for shared leadership. Everyone thrives in a climate of safety and a trusting, two-way relationship between school and family. Cultural and linguistically accessible communication creates trust.	**Active student, family, and community engagement** Strengthen relationships among students, families, and educators that are at the heart of a Community School. Invite student engagement. Support language justice for families and students who don't speak English to ensure everyone can communicate with the school and fully participate.
Collaborative leadership and practice build a culture of professional learning, collective trust, and shared responsibility using such strategies as site-based leadership/governance teams, teacher learning communities, and a Community School coordinator who manages the complex joint work of multiple schools and community organizations.	**CA EL Roadmap Principles #3 Systems conditions for success and #4: Articulation and alignment within and across systems.** Create a culture of teacher collaboration and professional learning. Generate clear statements of shared commitment and collective responsibility to provide coherence related to embracing assets and needs of students and community. Commit to delivery of high-quality relevant equitable schooling. Forge a system of culturally and linguistically valid and reliable assessment support instruction, continuous improvement, and accountability.	**Shared power and collaborative leadership and practices.** Commit to a shared power mindset embedded in the governance structure with impacted students and families as equal partners, alongside educators and community partners, at all levels of the system. Prioritize transparency and accountability by imparting information in a clear, timely, and accessible manner to impact decision-making.

THE CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM

Based upon research and concerned about the socio-emotional health and development of students amid a pandemic, California passed a historic $3 billion investment in the California Community Schools Partnership Program (CCSPP) in July 2021. This investment provides an opportunity to transform schools into community hubs that deliver a whole child education—significantly strengthening and expanding Community Schools across the state. The grant funding for both new and existing Community Schools is intended to provide sufficient resources for every high-poverty school in California to become a Community School within the next five years.

The investment in Community Schools is a critical adjunct to other expenditures for socio-emotional health, expanded learning, universal transitional kindergarten, increased staffing in high needs schools, and other initiatives related to implementing multi-tiered systems of support. Community Schools are meant to serve as an organizing strategy to enrich and expand learning opportunities, connect key partners, and bring together a variety of resources (including health, mental health, and nutrition) to support students and families through this transformational whole child vision. The definition of Community Schools in the Education Code is aligned with research on the four pillars of the model. They are defined in statute as public schools with "strong and intentional community partnerships ensuring pupil learning and whole child and family development," and incorporate the following features:

- **Integrated student supports,** which can help students succeed by meeting their academic, physical, socioemotional, and mental health needs. The statute defines this as the "coordination of trauma-informed health, mental health and social services, including case-managed health, mental health, and social and academic supports benefiting children and families. Examples include health care, dental services, prenatal care, trauma-informed mental health care, educator training on the impact of trauma and toxic stress, family support and education, academic support services, counseling, and nutrition services.

- **Enriched and expanded learning opportunities** that include academic support and real-world educational experiences (e.g., internships and project-based learning). The statute refers to these opportunities as both extended and expanded learning, and defines them as including "before and after school care and summer programs." The statute recognizes that addressing whole child learning will have implications for the instructional practices within the school day as well.

- **Family and community engagement,** which involves actively tapping the expertise and knowledge of family and community members to serve as true partners in supporting and educating students. The statute defines this as including "home visits, home-school collaboration, (and) culturally responsive community partnerships."

- **Collaborative leadership** and practices for educators and administrators that establish a culture of professional learning, collective trust, and shared responsibility for outcomes in a manner that includes families, students, and community members. The statute defines this as "professional development to transform school culture and climate that centers on pupil learning. It supports mental and behavioral health, trauma-informed care, socio-emotional learning, restorative justice, and other key areas related to pupil learning and whole child and family development."

For more information about Community Schools and about the California Community Schools Partnership Initiative. CDE and December 2021 News Release.

Mural on the campus of the Oakland International High School depicting themes of unit, community, journey and migration—created through a partnership between OIHS students and students at the California College of the Arts, through the Center for Art and Public Life. 2014.

CASE STUDY: Oakland International High School

Oakland Unified School District is a full-service Community School district that leverages the assets of local business and community organizations to integrate college-prep academics, technical education, and work-based learning opportunities for students. Through "Linked Learning"—a districtwide initiative to equip students with the knowledge and skills necessary for postsecondary success—students can enroll in one of Oakland's 24 career pathways, where they can participate in a rigorous curriculum of academics and hands-on work experiences. Community partners play a central role in making career pathways and Linked Learning possible by connecting students to opportunities, tools, and networks for their desired careers. Students participate in internships, job shadowing, and volunteer opportunities run by local business and community organizations.

At Oakland International High School, approximately 29% of students—virtually all recent immigrants—arrived in the United States as unaccompanied minors. Some have lost family members to violence; some come to school hungry; some face risks simply getting to and from school. All are English learners, and most live in poverty. Across the country, most students like them experience limited learning opportunities and barriers to success at school. But Oakland International students thrive at surprisingly high rates. Two-thirds of those surveyed in

2015–16 said they are "happy at school," compared to just over half of other Oakland high school students.

Why the difference? Oakland International High School is a Community School. As such, it has an integrated focus on academics, health and social services, youth development, and family/community engagement. For example, the school directly addresses the out-of-school barriers to learning faced by recently arrived immigrant students. These young people are adjusting to a new life in the United States and, in many cases, processing the traumatic circumstances that caused them to flee their home countries. Available supports include free legal representation to students facing deportation, after-school tutoring, English as a second language (ESL) classes for parents (provided by the nonprofit Refugee Transitions), mental health and mentoring services at the school wellness center, medical services at a nearby high school health clinic, and an after-school and weekend sports program run by Soccer Without Borders.

As students' physical and mental well-being is supported, so is their learning. As a core part of Oakland International High School's academic studies, students work all year developing a portfolio around topics relevant to them. They produce artifacts to share their scholarly findings with audiences of peers, teachers, family members, and community members. The portfolio project enables students to develop advanced academic skills and demonstrate what they have learned in more meaningful ways than on a single test. When presenting, they practice their English skills, showcase and reflect on what they have learned, and answer audience questions. Their work is graded with rubrics, and students have multiple opportunities for revision.

To engage families as partners, Oakland International teachers and Community School staff conduct at least two home visits each year to develop relationships with families. They encourage and support parent participation on school teams that develop programs and determine budgets. Staff also participate in immersive "community walks" designed by parents, students, and community leaders in which they visit historically significant or direction-helpful landmarks and meet with community leaders and families.

Community members are part of the Community School Advisory Committee (the site leadership team) and the Coordination of Services Team (the primary link between students and community partners), which help determine the best supports for students and families. Team members review student attendance and other data sources each week to decide which students would benefit from case management, home visits, or other interventions. Valuing the knowledge and engagement of families and community members infuses the school climate with trusting relationships that support student learning and well-being.

Careful internal tracking of the 5-year graduation rate for the class of 2015 shows a 72% success rate—high for this extremely vulnerable population (the figure includes nontraditional paths, such as completing credits at adult school or proceeding directly to community college and earning an associate degree). The school also does a remarkable job of preparing and sending students to college. More than half of Oakland International's 2014–15 graduating students (51%) took and passed the rigorous A–G courses required for admission to California state universities, compared to 24% of their English learner peers districtwide and 46% of all Oakland Unified School District students. In addition, college enrollment rates for Oakland International students reached 68% by 2014, outperforming the 2009 state average of 52% for English learners (the most recent statewide data available. These are internal data drawn from the Western Association of Schools and Colleges, or WASC, accreditation review process. Oakland International is a WASC-accredited institution.

In short, Oakland International High School addresses learning barriers outside of school, and it provides challenging and engaging learning opportunities through a collaborative process involving students, teachers, families, and community members. It has become a place where students learn and thrive. Oakland International is just one of many Community Schools across the United States that has found a way to become a true hub for the community it serves and provide students, parents, and staff with the support they need to be successful.

Source: Coalition for Community Schools. (2017) School Award Profiles, online at http://www.communityschools. org/2017_Awardees/; Maier, A. & Levin-Guracar, E. (n.d.) Performance assessment profile: Oakland International High School. Palo Alto, CA: Learning Policy Institute; Unpublished contextual information supplied by the school.

ACTIVITY: Community Mapping

Community partners can provide support to the families in your school and also provide cultural and linguistic support for you in understanding and working with your students' families. It is important that every school and district have relationships with such community institutions that represent the diversity of language and cultural groups served by the school.

- *List the various cultural/ethnic/language groups represented in the school and note which community organizations and resources they know about as potential partners.*

  Begin with a list of the language groups enrolled in your school(s).

- *Working with others on your leadership team, identify community-based organizations and community leaders you know of for each of those cultural/language groups in the schools.*

- *Now, place an asterisk by the names of those organizations or individuals with whom you have a strong existing relationship.*

- *For others, create a plan for learning more about the organization and the kind of supports they provide, and proactively reaching out and setting up meetings to build relationships with leaders of those organizations.*

- *For those language/cultural groups for which you do not know what community organizations may exist, or who trusted community leaders may be, make this a topic for conversations with families to begin to learn about the cultural resources that exist.*

The Community Schools approach speaks in many ways to the needs of EL and immigrant students and families, and opens the door for the CA EL Roadmap vision and principles. As with all reforms, care is needed in implementing Community Schools to ensure meaningful access and appropriate response to English learner/immigrant children and families. This means, in part, being intentional in outreach to trusted immigrant community organizations and building partnerships based upon linguistic and culturally appropriate and accessible practices.

Reflect upon the degree to which (and the ways in which) your school engages and partners with the community to support your English learners. Does this give you additional ideas for what might be done to strengthen the connection? What seems like high priority to you with potential to more fully and seamlessly support English learners?

Is this us?	Yes, No, Sometimes	Reflections
The school's vision is explicit about serving and engaging the English Learner community.		
Strong referral networks and relationships have been established and are activated between schools and culturally/linguistically accessible and responsive community-based organizations, health and social service agencies, etc.		
School facilities are available and used for community events and activities – including culturally and linguistically diverse communities.		
The school site serves as a hub for accessing culturally and linguistically responsive support services (e.g., health, mental health, dental, social services, legal, housing, food).		
Learning needs of parents and community members are addressed through linguistically accessible classes held at the school.		
Opportunities for internships, mentorships, and learning in the community are organized by the school – including opportunities to leverage and utilize bilingual and cross-cultural skills.		
School leaders attend community events and are engaged in advocating for the community.		
Community members are drawn upon as resources for an inclusive curriculum.		

Creating an aligned and articulated system for English learners extends beyond the classroom and school site, and beyond the limits of the school day. It embraces a larger village in the endeavor of supporting English learners through their educational journey.

Students learn new skills and concepts every day in school—but learning comes with an extra set of challenges for more than one million English learner (EL) students who attend California schools. Time is of the essence for these students. Time is important for all students, of course, but it is especially important for EL students who have the dual educational task of learning English as well as math, science, and other academic subjects through English. ELs need even more time to develop the academic language crucial for educational success than to develop communicative competence and are at risk of falling behind and failing in school because of the long time it takes to gain these advanced literacy skills.

English learners face the challenge of mastering all of the same grade level knowledge and skills as their English proficient peers despite not yet fully comprehending the language in which it is commonly taught. Plus, they are working to develop proficiency in English (a second language). ELs have more to learn—core academic content and the English language—yet have the same amount of time, or even less, than their native English-speaking peers in which to learn it. While ELs need extra time for extra learning, some argue that they actually receive less instruction overall than their English-only peers. For example, transitions associated with pull-out strategies, waiting for understandable instructions before being able to start a task, and limited course options at the secondary level—all commonly limit the instructional time available to ELs.

ELs must not only learn a new language; they must keep pace with their English-proficient classmates who are continuing to grow their vocabulary and further develop their already advanced literacy skills. Playing catchup is true for all English learners. Designated ELD classes fill the times in the day by pulling from times in which non-ELD

students engage in learning new content. The work of comprehending both new content and a new language is slower than learning content in a familiar language. Fitting all of this into the same number of minutes that an English proficiency student has can be challenging. The school day, week, and year are the same for both categories of students. In secondary schools, often, the need for ELD classes fills periods that other students use for electives—precluding EL access to enriched areas of learning and engagement such as music and the arts.

The problem of time is particularly a challenge for those immigrant ELs who enter the U.S. school system after kindergarten with limited prior schooling or from schooling systems in other countries with very different curricula. They have even less time to catch up with their peers academically and learn English at the same time. This is particularly concerning for "late-arrival" immigrant newcomers who begin their education in American schools at the ninth grade or above. For these students, the constraints of the traditional school day pose a severe challenge, and the structure of a four-year high school education adds additional pressure to complete graduation requirements and master English within a tight time limit. Newcomers in high school often grapple with filling high school graduation requirements and earning credits despite being new to English in just the same four short years as English proficient students have to qualify for graduation.

There is an added struggle of developing academic proficiency in two languages for those ELs following the trajectory toward developing biliteracy. In short, the challenge of time is part and parcel of being an English learner. For these reasons, Principle #4 of the CA English Learner Roadmap explicitly call upon schools to "plan schedules and resources to provide extra time in school and build partnerships with afterschool and other entities to provide additional support for ELs, to accommodate the extra challenges facing ELs of learning English fluently and accessing/mastering all academic content." English learners need expanded learning time and opportunities.

There are additional compelling reasons that English learners need out-of-school-time programs. Such programs are part of an overall equity equation by providing free learning opportunities to children whose families are unable to afford potentially costly enrichment activities like summer camps, music lessons, and visits to aquariums or zoos. EL students' families may be unfamiliar with the kind of enrichment these activities offer.

There are a variety of ways to expand learning time and to create additional time for English learners, including out-of-school after school and academic/ homework support and tutoring programs, specialized sessions specifically designed for English learners, fifth- and sixth-year high school options, dual enrollment partnerships, redesigning the school day and year, and use of distance learning courses in addition to the school day offerings.

OUT OF SCHOOL TIME PROGRAMS

Out-of-School-Time (OST) programs offer the ability to expand the school day and provide English learner (EL) students with more time in educational settings that help to address the dual learning challenges they face. Extra time and potential use of this time to provide effective EL strategies and activities means that out-of-school-time programs hold particular promise for improving outcomes for EL students. This is especially true when the OST programs have been designed with attention to being language-rich environments, intentionally focused on creating the assets-oriented, EL needs-responsive, intellectually rich, relevant, and engaged learning environment needed for English learner success.

OST expanded learning time and opportunities may take place before and after the typical school day, on weekends (e.g., Saturday schools), during intersessions and breaks, or over summer vacation. It may be asynchronous and online distanced learning opportunities. And, for some English learners, it may be adding a year to the high school timeline with Fifth- or Sixth-year options. Regardless of the mechanism, expanded learning provides students with more time for learning and opportunities to develop academically, socially, emotionally, and physically in ways that complement, but do not replicate, activities in the regular school day/year.

There are a variety of mechanisms and approaches to expanded learning time. They are all intended to provide extra time and support needed for academic work, expand students' academic interests and increase their

success, offer access to a range of types of learning activities, and contribute to positive youth development. Expanded learning may range from tutoring to engaging students in community-based learning opportunities with partners. In the former example, the activities are aligned to classroom instruction and learning. In the latter instance, it may be more informal, out-of-school learning experiences rather than traditional classroom-aligned instruction.

Because expanded learning aims to complement, rather than duplicate, the regular school day, it can be focused on enrichment activities, including those that take students beyond the school campus, allow students to pursue their own interests, and provide one-on-one mentoring, while offering opportunities for deeper learning through projects, apprenticeships, and problem-based learning connected to the real world. Research shows that this additional time can make a difference if used effectively.

Examples of how out-of-school-time can be used in ways that augment, support, and extend beyond the school day (and week and calendar) include:

- **Use of primary language.** Often out-of-school-time programs employ staff who are from the same community as students and may have the same linguistic background as the students they serve. This means there is an opportunity to reinforce learning in and through the primary language, support students' bilingual engagement, and bolster comprehension by engaging students in their strongest language.

- **Opportunity for practice, "air time," and interaction.** To become proficient, ELs need opportunities to practice their English language skills in various contexts. EL opportunities for producing the language (speaking and writing or "output") and for interaction are just as important as opportunities for "input"—that is, to hear, and read language they understand. Interaction provides learners with more input, and improves understanding as learners construct meaning through their interactions – while offering authentic contexts for output. This process also allows EL students to express themselves in different types of communicative situations and to draw on all of their linguistic resources to do so. (Social) interaction has also been shown to be important to EL student motivation, which, in turn, is fundamental to learning. Out-of-school-time programs can provide EL students with greater opportunities for English language output and interaction than they are likely to receive during their regular school day. Out-of-school-time programs also offer opportunities for a broader array of learning activities—including interactive activities—than can be easily accommodated in a normal classroom setting.

- **Opportunity for language-rich experience.** Language develops in context and in and through active use. Out-of-school-time programs have the potential to engage English learners in real-world learning, and real-life tangible experiences—a perfect setting for developing language with meaning and context.

EXPANDING THE SCHOOL DAY AND/OR YEAR

Expanded learning time as a schoolwide strategy may entail redesigning and lengthening the school day and/or year to help support teaching and learning. This provides increased opportunities to access the full curriculum (including electives), and opportunities for longer blocks or double periods for more depth and more attention to language in and through content. Expanded learning time is a strategy that may be done at the site level (for

Out-of-School-Time (OST) programs offer the ability to expand the school day and provide English learner (EL) students with more time in educational settings that help to address the dual learning challenges they face. Out-of-school-time programs hold particular promise for improving outcomes for EL students when they have been designed as language-rich environments, intentionally focused on creating the assets-oriented, EL needs-responsive, intellectually rich, relevant, and engaged learning environment needed for English learner success.

all students, or specifically for EL students) or the district level (for all sites), or within a district through the creation of opportunities for EL students from across sites to come together. The additional time (adding a zero period before school, or an extra period at the end of the day, or adding days to the school calendar) may be for all students—or an option for English learners and others who need extra time. Research on expanded learning time overall reveals that increasing the school day by two hours or lengthening the year by 360 hours—the equivalent of at least 30 percent more learning time—can be pivotal in improving outcomes for students. This additional time is particularly effective in closing both the academic and language gap for ELs. The degree of access to services and the way time is used are also shown to make a difference in impact. Students who participate for longer hours or a more extended period receive the most benefit.

FIFTH- AND SIXTH-YEAR HIGH SCHOOL OPTIONS

The English Learner Roadmap calls upon schools to address the different typologies and needs of English learners. Newcomers who arrive in secondary schools with little or no prior schooling or interrupted schooling can face enormous challenges. They may not have basic literacy or may read far below their grade level in their home language. They generally acquire English slowly and require intensity and variety in approaches and support that other English learners may not. In some cases, they end up being placed in classes with students much younger than themselves. In other instances, they are placed with their age cohort, but the academic level is way over their heads. Both situations can be deeply demoralizing. For these students, planning for and providing extra time for intensive ELD support to develop foundational literacy and math is essential. Every effort should be made to offer options for extended time in high school, including summer school, after school, evenings, and fifth- and sixth-year curricula to complete the requirements for a diploma.

DISTANCE LEARNING AND DUAL HIGH SCHOOL-COMMUNITY COLLEGE ENROLLMENT

One of the practices identified to meet the challenges and support expanded learning time at the high school level for English learners is distance learning, which expands the reach to fulfilling academic credits and accessing primary language instructors that may not be available at their home high school site. Students can take these courses in addition to their regular high school schedule—and may be able to do work asynchronously at their convenience around work and family and school schedules. Another option is for districts to provide early college and dual enrollment through school partnerships, which allow high school ELs to earn college credit while working toward their high school diploma. (See CA EL Roadmap Implementation Guide and Toolkit for Administrators, Volume 3, pages 37 – 39 for more information about dual enrollment and a case study example.) Both of these strategies are an innovative way to expand learning time for students who may need more than the traditional four years to master the English language and catch up or stay on track academically.

BEFORE AND AFTER SCHOOL HOMEWORK SUPPORT, ACADEMIC SUPPORT, AND TUTORING PROGRAMS

Before- and after-school programs can play a critical role in ELs' success by providing a place and time for homework and extra academic support. These programs are particularly beneficial for older students who may not have access to academic resources or help at home. Or they may have additional responsibilities, such as working or caring for younger siblings. Although some of them actually want to do work at home, they simply may not have a space where they can quietly study because of small living quarters or large families. They may also need access to a computer and connectivity for some of their homework and not have one available at home. For all of these reasons, it is essential to try to provide a well-structured before- and after-school tutoring program at your school, as many ELs will not be able to make one time or the other. The content may be open tutoring (e.g., come and get help with whatever you are working on) or specific to an area of academic challenge (e.g., math support). Regardless, the pedagogical approach must be consistent with high-quality instruction for English learners. Although each school and community is different, certain standard elements will improve the program efficacy.

- **Staff and coordinate the program with EL teachers if possible:** English learners will be more likely to come if their regular teachers are there to provide a certain level of familiarity and comfort. Known EL teachers ensure more direct application to what is being taught/studied in the academic day, and provide pedagogical coherence in how language is being supported and developed in and through content.

- **Properly train volunteers:** In addition to teachers, have volunteers provide students with individualized instruction. Remember, though, that these volunteers need to be equipped to assist the EL students without simply giving them the answers. Basic principles of second language development and effective instruction can be helpful (e.g., using/creating visuals and graphic organizers to aid comprehension, clarifying and building and practicing vocabulary, the importance of wait time and time to process, utilizing home language reference materials, etc.) Consider the following:

  – *Explain your student's situation as background for the tutor.*

  – *Provide the tutor with a certain level of contextual information on how ELs learn (conversational fluency versus academic language proficiency, L1 literacy and its connection to L2, visuals to bolster comprehension, etc.).*

  – *Give the tutor a specific task for the day and ask the tutor and the student to report back at the end of the day on the progress they made.*

  – *Allow the tutor time simply to get to know the student and form a relationship.*

- **Provide computers and printers:** For many students, this will be their only opportunity to work on a computer and print their assignments or projects. Try and provide these important tools. For research, ensure connectivity and offer a list of vetted primary language resources/reference sites.

- **Communication with parents:** Many parents of ELs are very nervous about their students staying after school for a variety of reasons, and they may be concerned about why their students do not come home right away. As a result, it is a good practice to tell parents that the school will contact them at the beginning of tutoring to let them know that their child is there, and again when their child leaves, to let them know that their child is on their way home.

- **Partner with classroom teachers:** Make a point of getting in touch with the EL students' classroom teachers who do not participate in tutoring. Tell them how their students are doing and find out if they think the tutoring is helping. They may also have suggestions on what they would like their students to be doing in tutoring.

SPECIAL ENGLISH LEARNER ACADEMIES, INSTITUTES, SESSIONS

Offering special sessions designed explicitly for English learners, and addressing their language development and learning needs, adds an integral level of targeted support. These may take the guise of ELD Saturday Schools or an intersession ELD academy. Because language is most powerfully developed in and through content, these special sessions can focus on topics of high interest to students beyond what is provided in the regular school curriculum. They are exciting opportunities for students to focus on some of the "elective" areas less accessible to English learners during the regular academic calendar. It could be the arts, community, or technology topics. The main elements include:

- Focus on a high-interest topic.

- Focus on language development in and through the content.

- Either focus on key ELD standards, or on major elements of biliteracy pedagogy if the special academy/institute is a dual-language focus. In either case, the time should be used to find an avenue for explicit focus on an opportunity for strengthening and using language.

- Deliver content in ways that engage all four domains of language: reading, writing, oracy/discourse, and listening.

- Provide opportunities for active engagement, interaction, critical thinking, discourse, inquiry, student production, and action. Principle #2 challenges the program to engage intellectually rich instructional pedagogy.

- Use the home language where possible.

An excellent example of this approach is that Los Angeles Unified School District (LAUSD) offers a Winter Enrichment Spanish Course for 7th and 8th grade English learner and RFEP students. The course is provided virtually, so students across the district can participate. It is held during the Winter break, plus four additional Saturdays in January. The Winter Enrichment course allows students to complete an A-G requirement (requirement E) for a language other than English while still in middle school, which makes it possible for them to graduate from high school in four years and frees time in their high school schedule for elective and career pathway classes.

Regardless of the design and structure for expanding time, it makes a difference to build coordination and communication between expanded learning/out of school time staff and the regular school day staff (including teachers and counselors). The extra time should be utilized for intentionally planned activities focusing on key strategies that promote and speak to the specific needs of English learners. Some of these include interaction and collaboration, offerings that produce language in the context of activity, primary language opportunities, and scaffolds and supports for full participation and comprehension. The extra time provided by these programs

lends itself well to interaction strategies that are often too time-consuming to fit into the parameters of the regular school day and lose out in the competition for instructional time. Moreover, the less restrictive environment of many OST programs can reduce the stress or embarrassment that can silence many EL students as they are developing their English proficiency. To do all of this, the staff of expanded time offerings need professional learning and support to understand second language and dual-language development, and they need to become acquainted with strategies that support comprehension, participation, and language development for English learners.

Expanded learning time is both an opportunity to augment what happens in classrooms, and provide learning contexts that go beyond the classroom. In particular, the potential for project-based learning built around student interests aimed at solving authentic problems or answering pressing questions is far more possible without the constraints of a packed, standards-driven curriculum during the school day. Project-based learning is promising for both social and academic language development. And having students confront "a real-world problem that requires authentic solutions" facilitates academic language development while the cooperative nature promotes peer interactions that support language development through problem-solving and dialogue.

For all students, the availability of out-of-school-time programs that expand opportunities to learn is useful. For English learners, the OST programs are particularly valuable if they are designed with intentionality. Such programs offer a different kind of setting (more informal, more relaxed) than in the classroom. OST programs create a place to cultivate relationships among youth and between adults and youth. The added benefit for English learners' language development is the opportunity of an interactive language context supporting language development, and the potential to build relationships with staff who share languages and cultural backgrounds and community experiences with English learners. These programs can provide safe and supportive environments of belonging when they explicitly build assets-oriented and anti-bias climates and practices that welcome and embrace the English learners' cultures and languages and create sanctuary spaces that counter anti-immigrant attitudes.

Expanded learning time is both an opportunity to augment what happens in classrooms, and to provide learning contexts that go beyond the classroom. The added benefit for English learners' language development is the opportunity of an interactive language context supporting language development, and the potential to build relationships with staff who share languages and cultural backgrounds and community experiences with English learners.

CASE STUDY: An Enrichment/Intervention Middle School Journalism Program for LTELs

The Journalism for English Learners Program is a project-based, student-centered program focusing on oral and written language development for middle school EL students at risk of becoming LTELs. The student impact goals of the program are to increase English Learners' achievement and engagement in 1. English language arts in the area of informational reading and writing, particularly in the journalistic genre; and 2. Oral academic language skills to reach English language proficiency and to prevent the long-term trajectory of prolonged EL status for this group of students.

While the Journalism for EL Students curriculum and professional development institute has now been implemented in districts throughout California, it was first piloted as an innovative, eleven-week afterschool program between 2008-2011 in Lennox School District. Recognizing the need to address their LTEL challenges, the district researched existing Intervention programs. Their queries found that other programs appeared to be extensions of the regular school day curriculum (offering more of the same). They found these uninspired OST curricula reflected the emerging research on LTEL intervention programs indicating that many programs are based on deficit perspectives rather than promoting a needed assets-based, differentiated LTEL curriculum. Traditional intervention programs did not provide sufficient support for meeting the needs of ELs, nor did they promote the kind of pedagogy called for by the ELA/ELD standards and research. Bottom line, they lacked the students' active participation, and social integration with strong language models in affirming environments that include authentic opportunities to connect learning with students' communities and social realities.

The district was looking for interventions for students—and sought to use strategies and methods that could integrate English language instruction with content area learning. The Center for Equity for English Learners at Loyola Marymount University's Journalism for EL Students provided the combination of a research-based intervention for EL students and quality professional learning for teachers. Teachers prepared for the ELD Intervention Program by attending a training session at the beginning of each cycle where they were informed of the assessment and instruction protocols and procedures as well as receiving the lesson objectives for each week. Immersion in understanding second language development and the critical role of oral language as a foundation for writing framed the focus on strategies to engage students in purposeful relevant curriculum.

The curriculum for this after-school intervention incorporated strategies from district professional development trainings (such as a vocabulary lesson planner and think alouds) to maintain consistency and familiarity of strategies presented during the regular school day. The instructional approach modeled effective pedagogy for English learners: Providing a rigorous and relevant curriculum through meaningful teaching and learning

Expanded learning time offers the potential for project-based learning built around student interests aimed at solving authentic problems thus promoting both social and academic language development. Having students confront a real-world problem that requires authentic solutions facilitates academic language development while the cooperative nature promotes peer interactions that support language development through problem-solving and dialogue.

in an engaging environment; Scaffolding for oral and written language input and output; Selecting expository reading materials at students' instructional level to support research and inquiry for field research; Using and modeling of genre-specific academic language (journalism) with the expectation that students use and appropriate the language orally and in writing, use ELD reading/writing levels to differentiate instruction through IPT assessments, highlighting community connections through field experiences and use of varied grouping strategies and one-on-one support during on-going instruction.

Students were about to become journalists on community issues, charged with creating a newspaper of articles. Thus, the community partnership aspect of the model was essential. Teachers selected community business/locations for student fieldwork and prepared students to conduct computer-based research and prepare interview questions for the community subject matter experts on their focus topic. Background information about the experts and locations were given to students prior to beginning their research. Armed with their interview questions (and having practiced the oral skills involved in interviewing), students became reporters/journalists once they arrived by bus at the selected locations. After conducting their interviews, students paraphrased, analyzed, and synthesized information through a writing process approach to producing articles for their Lennox Voices newspaper. The district newspaper was distributed to participating schools, the community, and the locations visited.

The articles were evidence of the ELD program's impact in bolstering LTEL's oral and written language output—verified by the evaluation assessment of students' skills. For the students, the program was about being journalists and actively learning about and contributing to their community. And their academic English skills were strengthened in the process.

Since the pilot, the Journalism for EL curriculum has been used in various contexts. The program is research-based, focuses on journalistic writing, includes a minimum of 40 hours of instruction, and can be delivered either after school or within the school day as standards-aligned after school or summer enrichment and for designated or specialized English Language Development or interventions.

CALIFORNIA'S EXPANDED LEARNING OPPORTUNITIES PROGRAMS

Formally, "expanded learning" is part of the Learning Support structure of California schools. California has the most robust publicly funded expanded learning system in the nation, serving over 900,000 students across 4,500 programs. California defines expanded learning as including before and after school, summer, and intersession learning experiences that develop the academic, social, emotional, and physical needs and interests of students. According to the CDE website, "California's Expanded Learning programs are an integral part of young people's education, engaging them in year-round learning opportunities that prepare them for college, career, and life." Programs are primarily funded by state Afterschool Education and Safety (ASES) grants and supplemented by the federal 21st-Century Community Learning Centers. Additional state and federal funding related to reopening schools post-pandemic and addressing the socioemotional and academic needs of students in the pandemic era also provides resources for expanded learning and out-of-school-time services. The Expanded Learning Division (EXLD), a department in the California Department of Education (CDE), manages the expanded learning system.

The **Expanded Learning Opportunity** program provides funding for afterschool and summer school enrichment programs for TK through sixth grade. "Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year."

The purpose of the **After School Education and Safety (ASES) Program** is to create incentives for establishing locally-driven Expanded Learning programs, including after school programs that partner with public schools and communities to provide academic and literacy support and safe, constructive alternatives for youth. The ASES Program involves collaboration among parents, youth, and representatives from schools, governmental agencies, individuals from community-based organizations, and the private sector.

The purpose of the 21st Century Community Learning Centers (CCLC) Program, as described in federal statute, is to provide opportunities for communities to establish or expand activities that focus on improved academic achievement, enrichment services that reinforce and complement the academic program, and family literacy and related educational development services.

Expanded Learning Division. expandedlearning@cde.ca.gov

The CA English Learner Roadmap Vision, Mission, and Interconnected Principles

An aligned system, a coherent direction

The CA English Learner Roadmap was designed to be a comprehensive policy providing aspirational direction for the state's schools and articulating four interrelated principles that together are meant to undergird schooling throughout the state of the over one million English learners. It is intended to guide all practices, programs, and services for English learners in a coherent, shared direction. Thus, the EL Roadmap itself is an instrument of coherence.

REFLECTION: Taking Stock—Why Is Principle #4 Important?

Reflecting on the sections of Principle #4 (engaging the community, pathways to career and work, passage to reclassification and biliteracy, vertical and horizontal articulation, expanding time) and what it means to create a coherent and supportive system for English learner success —try to articulate your response to the following:

What seems most essential to you personally about this Principle? What resonates the strongest? What matters the most?

Are there any key areas of need, improvement, or urgency for your school that stood out to you as the most important or highest priority?

Are there any aspects of your school that you feel particularly proud about in terms of enacting the vision of Principle #4?

A Reflection and Case Study of Coherence through the EL Roadmap Principles

The following case study illustrates how the four principles of the EL Roadmap work together in creating a coherent system. Do you see evidence of Principle #1 ("Assets oriented and Student responsive")? How is Principle #2 ("Intellectually rich instruction and meaningful access") enacted? What are the system conditions Oxnard works to create to support professional learning, capacity development, and a shared instructional vision across the district (Principle #3)? And do you see evidence of networking and articulation and alignment across sites and vertically to create coherence (Principle #4)? As you read, reflect on how the absence of attention to any one of the Principles would impact their work.

CASE STUDY: Oxnard Elementary School District

District Wide Coherent Implementation of Pathways to Biliteracy K-8: All four Principles of the CA EL Roadmap in Action! *(excerpted from Olsen, L. et.al. (2020) "Multilingual Programs and Pedagogy: What Teachers and Administrators Need to Know and do." Chapter 3, Improving Education for Multilingual and English learners: Research to Practice. California Department of Education: Sacramento, CA.)*

Oxnard Elementary School District (OESD) is a K-8 district of 20 schools, serving approximately 16,000 students, 51.8% of whom are English learners, located in Ventura County on California's south coast, adjacent to an agricultural center of strawberries and lima beans. The vast majority of their students are Latinx/o/a. It is a district that throughout the Proposition 227 era held onto some of its bilingual programs, although those that were retained were scaled back to Transitional early exit programs.

Intrigued by research on the effectiveness of dual-language programs, in 2009, the district opened its first Two Way bilingual immersion program. After only two years, long waiting lists to enroll in the program convinced the district to add dual-language programs at two additional sites. Demand for the programs continued to grow, and the district became increasingly convinced that biliteracy programs were more effective than English-only programs. The commitment to asset-based dual-language programs and to high levels of biliteracy for students was shared from the School Board and Superintendent level and throughout the district. The challenge was not to convince people that biliteracy was a worthy goal but rather to craft a plan that would result in high-quality and sustainable programs across the district.

It was clear that the district needed to begin to build some infrastructure to support the development and implementation of their ambitious plan to make dual language a feature of education across the district. Local Control Funding Formula funds enabled the district to hire a Director of Dual Language Programs in addition to

the existing Director of English Learner Services position. The first focus for this role was to facilitate learning across the district about dual-language approaches—the why, the what, the how.

The Importance of External Guidance

To support the district in developing its expansion plan and ensure high-quality programs, the district enlisted external experts to look at what they were doing. The Bueno Group (Bilinguals United for Education and New Opportunities—Kathy Escamilla/Literacy Squared) and later Karen Beeman (Center for Teaching for Biliteracy)—reviewed the work in the district and offered recommendations for action. Beeman led several trips to Chicago so OESD teacher leaders and administrators could see strong biliteracy programs and engage in learning together. A comprehensive vision began to emerge: a long-term plan outlining a six-year process of implementation to build pathways up through the grades and to spread the program across sites in the district.

Creating Consistent, Sustainable, Research-Based Additive Program Models Across the District

Understanding the research on dual-language models, learning from other districts about implementation challenges, and clarifying their vision for student outcomes, OESD made several important decisions:

- *Phase out existing Transitional Bilingual programs by building them into Developmental dual-language programs, grade level by grade level, thus moving from a weak model into a more robust and additive pathway towards biliteracy.*

- *Switch from creating programs as strands within a school to whole-school programs by expanding existing strands and planning for new programs as full, school-wide programs, thus creating more sustainable programs through the upper grades.*

- *Match the demographic realities of the district (i.e., a large percentage of English learners) and the linguistic skills of teachers (i.e., a shortage of authorized bilingual teachers) by moving forward with 50:50 models of dual-language education that could utilize the English-instructing teachers in their home schools.*

All of this required clear articulation of the selected dual-language models and engagement of principals, the teacher's union and the community in understanding the various program models and their rationale. Phase Three of expansion occurred quickly, then, with four additional schools in 2013-14, and three more schools added in 2017-2018. Mindful of equity in the opportunity for a dual-language program, every neighborhood in the city now had one dual-language program. For coherence and consistency, the ten schools were brought together to collectively establish a biliteracy vision statement for the district *"To provide students the opportunity to become biliterate/bicultural/multicultural through a rigorous academic program in order for them to be able to develop to their fullest potential as global citizens."*

As part of building a sense of district direction and to motivate students along the pathway toward biliteracy and the Seal of Biliteracy at high school graduation, the district established Bilingual Pathway awards at 5th and 8th grades.

In OESD, the commitment to asset-based dual-language programs and to high levels of biliteracy for students was shared from the School Board and Superintendent level and throughout the district. The challenge was not to convince people that biliteracy was a worthy goal but rather to craft a plan that would result in high-quality, articulated and sustainable programs across the district.

Articulating a Coherent Framework for Instruction and System of Professional Support to Guide Implementation

OESD was clear that effective programs require teachers who understand the model and its implications for instruction and pedagogy. The plan for implementation, therefore, included a major emphasis on supporting teachers to "do the everyday work" of biliteracy teaching, which required creating a district-wide framework for instruction and agreed-upon practices that are non-negotiables for every classroom, for all of the more than 800 teachers in the district. Despite a major shortage of substitute teachers that made release time difficult, the district was committed to quality, ongoing and focused professional learning as the engine of what would result in the student outcomes desired. OESD approached this in several ways.

- *Creating a Literacy Pedagogy statement and a condensed set of Biliteracy Essential Components as the framework and touchstone for everything from professional development to coaching to Instructional Walk-throughs ("Look-for's"). Everyone (leadership, administrators, teachers, parents) knows what instruction should be.*

- *Establishing an ongoing system of professional learning for teachers including a five-day summer institute, after school meetings (voluntary, but with pay), once a month district grade-level meetings (after school), special conference going opportunities (strategically allocated), hosting a Teaching for Biliteracy Institute, walk-throughs (so teachers could visit each other's classrooms and focus on specific problems of practice), and use of TOSAs to support teachers.*

- *Attention to academic rigor and curriculum alignment through the strategic use of adopted curriculum in the context of immersion in the standards (Spanish standards, English standards, content standards)—resulting in more intentional teaching, transfer, and Biliteracy Units development.*

Because the programs were being built beginning with grades K/1 and adding a grade level per year, it won't be until 2026 that all schools will have complete K-8 biliteracy pathways. However, this steady phasing allows for professional learning and support for teachers and curriculum development targeted at specific cohorts of teachers who are in the process of implementation.

In addition to supporting teachers, OESD looks to the principals to serve as primary instructional leaders in dual-language education. Regular DLI principal meetings engage them in examining research, building leadership capacity, and problem solving.

Designing a System of Accountability for Dual-Language Outcomes:

OESD has invested heavily in this direction for their schools as a top priority for leadership, a central core of its instructional focus, and the use of its resources. Therefore, the district takes seriously the need to know whether students are achieving their goals, and where the weak spots are that need attention.

While the California Assessment of Student Performance and Progress (CAASPP) is one metric (because it is only in English and only for students in the 3rd grade and higher), it is far from adequate in answering the district's questions. OESD uses Star 360 in English and Spanish, enabling them to see what is happening for students in both languages and inform their focus on transfer. This is both a task for district personnel monitoring the effort and a collaborative task engaging teachers. As a regular practice, they are able to respond to questions like *"Are there big gaps between what students are able to do in the two languages? How does this inform the need for more explicit focus in English, or in Spanish, for ELD, for Transfer time?"*

Writing assessments in both languages are linked to the curriculum being taught, thus enabling teachers to analyze student writing from a biliteracy lens. As teachers work in the district on the development of the new biliteracy units, the clarity about which standards are being taught in which language is leading to the development of assessments as well.

OESD has a clear vision, an entire system aligned around that vision, and enthusiasm and inspiration to carry it forward. They are building an assets oriented schooling experience (Principle #1 of the CA EL Roadmap), implementing high quality rigorous and standards-based education aiming towards goals of biliteracy (Principle #2), being sure that their entire system is shaped around creating the conditions needed to support quality and consistent implementation (Principle #3), and instituting the professional learning and networks and collective engagement that make district-wide coherent practice possible (Principle #4).

ACTIVITY: Building Awareness, Talking Points, and Key Messages

To acquaint your school community or district colleagues with Principle #4 of the English Learner Roadmap, you as a school leader need to be able to articulate what it is and why it's important. First, review the set of Key Messages listed below, checking or highlighting those that seem most important for you to communicate to others. Then, gather your notes about why you believe building a coherent, articulated and aligned system of EL schooling across grade levels, classrooms, and sites PK-graduation is important for you, your EL students, and your school. Gather your notes on key points from the readings and learnings. Then, add your personal notes to the Talking Points (below). This becomes your communications agenda.

Key Messages from Principle #4:

In order to serve English learners well, we need to ensure equity and consistency across our system, with articulated connections across classrooms, grade spans, and sites. All components of the system should be logically connected and grounded in a unified focus and purpose—with vertical alignment so what an English learner experiences one year builds on what has come before and leads to what comes next toward goals of English proficiency, biliteracy (wherever possible), grade-level mastery and preparation for college, career, and civic participation in a diverse 21st-century world. Articulation and coherence are major factors in how well and how quickly our English learners will be able to master the academic English needed for full participation in school, to reach for goals of biliteracy, and to become prepared for college and career upon graduation.

Reclassification is a significant step in the journey of an English learner—it is the culmination of many years of learning a new language and of years of tackling academic studies in a language English learners haven't yet mastered. The attainment of reclassification should be recognized as a major accomplishment, and a moment of celebration—honored and recognized by the school.

Our responsibility doesn't end with reclassification. We need to monitor students who have been reclassified and exited EL status for a period of four years after they have RFEP status to ensure that: they were not prematurely exited while they still needed EL support services, that any academic deficit incurred as a result of learning English has been remedied; and that they are meaningfully participating in the standard instructional program at a level comparable to their English-only peers.

Explicitly recognizing the value of bilingualism, and honoring the efforts and accomplishments of students who are pursuing the journey towards biliteracy, is an important part of a system that has set the goal of proficiency in two or more languages. Every school district should participate in the Seal of Biliteracy program. Every English learner should know about the potential to qualify for the Seal, about the pathways towards developing biliteracy, and how to apply to obtain the recognition of the Seal of Biliteracy. And every school community should visibly and joyfully celebrate the awards.

Written into the vision and mission of the CA English Learner Roadmap is the commitment to prepare English learners with skills for life beyond high school—for college and career and civic engagement in a diverse global world. Hence, preparation for career is an explicit goal for students in our schools. Yet currently, English learners are under-represented in career education. Creating the pathways to a career for English learners requires a combination of (a) implementing relevant and quality career technical education that draws upon and develops the cultural and linguistic assets of our ELs and responds to students career interests, (b) infusing language development and comprehension scaffolding and supports into career education thus enabling English learners to fully participate, and (c) building the systems of support that bridge across from the classroom to the world of work and carries across the years as students journey from high school into their life beyond in higher education and work.

Schools should mobilize to engage English learner students and their families in goal setting by providing the following:

- *Clearly written explications of expectations and requirements along the full trajectory toward English proficiency, reclassification, and biliteracy—available in multiple languages, and made available and accessible to families and students with regular updates on student progress.*

- *Clearly written explications of expectations and requirements along the full trajectory PK-graduation trajectory—available in multiple languages, and made available and accessible to families and students with regular updates on student progress—with multilingual multi-media presentations*

- *Regularly scheduled meetings with counselors, teachers, or mentors to review progress and discuss supports and next steps for progressing along the pathway.*

- *Engagement with students discussing their personal goals, reviewing progress, and discussing opportunities and options.*

For English learners, the journey from early education to high school graduation includes all of the transitions that other students face, with added complexities related to language development (i.e., involvement in becoming English proficient and developing their dual-language capacities), the need to develop healthy bi-cultural and dual-linguistic identities, and for most, the challenge of finding their way through a schooling system that is "foreign" and unknown in how it works/functions for both themselves and their families. These all require explicit attention and supports.

Horizontal articulation is about creating sufficient consistency to mediate inequity and so that education within a district adds up meaningfully across grades and schools. It is also profoundly about supporting educators in their ongoing quest to provide the best schooling they can to their students. The task of education is complex, and the more educators can learn with and from each other about their challenges and what works and what does not, the stronger schooling will be. The shared direction and emergent knowledge base that results from collaborative professional conversations is how educators can help each other, drawing upon each other's experiences in the service of their EL students. An important mechanism for creating that sense of coherence, of shared direction and support, is the creation of professional networks focusing on English learners and their education.

Schools are important institutions, but they do not stand alone. Children are not only students, they are members of families, and they are residents and participants in communities. Their development occurs in an integrated process of physical, socio-emotional, and cognitive development that occurs in multiple settings—schools being only one. Knowledge and cognition develop in tandem with the cultural realities of their lives. It takes a village. And this means that school leaders have to see themselves as part of that village and actively work to build partnerships beyond the school walls—with community-based institutions, social service agencies, local employers, and businesses—all in the service of supporting student learning

and development. High-performing and equitable schools embrace a vision that includes both drawing upon community resources to support the education of English learners, building the strength of the community, and responding to community needs and concerns.

Time is of the essence for students learning English. English learners face the challenge of mastering all of the same grade level knowledge and skills as their English proficient peers despite not yet fully comprehending the language in which it is commonly taught. Plus, they are working to develop proficiency in English (a second language). ELs have more to learn—yet have the same amount of time, or even less, than their native English-speaking peers in which to learn it. Designated ELD classes fill time in the day that is pulled from time other students are engaging in continued content and learning. Fitting all of this into the standard school day, school week, school year—the same number of minutes that an English proficiency student has —can be challenging.
So, they need expanded time and opportunities before and after school, and on weekend and intersession offerings, summer programs, dual enrollment partnerships, and distance learning opportunities for additional study.

Add other key talking points here:

There is plentiful work to be done to implement each of the EL Roadmap principles, yet the profound truth is that no one principle stands alone. Each informs the other. Each demands attention to the others. And the vision and mission of the English Learner Roadmap cannot be realized without enactment of all four principles.

Work with your ELR Implementation Team to determine who you are going to engage and in which formats and ways you will make meaning of Principle #4, generate dialogue about Principle #4, and build your shared understanding of the status of Principle #4 implementation at your site and within your district. Review the activities, readings, and tools in this Toolkit to determine which (if any) might be used with which groups.

Planning Chart: Which Activities Will I Use with My ELR Implementation Team and Others?

Purpose	Activities, Readings, Tools	ELR Team	Faculty & Staff	Others
Build understanding of Principle #4	• Read Text			
	• Explore the concepts of coherence, articulation, alignment.			
	• Do activities of examples impacting ELs.			
Strengthen pathway to reclassification	• Read "Toward English proficiency and reclassification."			
	• Discuss your reclassification criteria, and look at data on how RFEPs are doing.			
	• Plan an RFEP showcase.			
	• Plan for a robust Reclassification celebration.			
Focus attention on pathways to biliteracy	• Read "Building DL pathways"			
	• Engage conversation on pathways PK-HS involving representatives from all levels.			
	• Review Seal of Biliteracy award data from your district.			
	• Institute pathways to biliteracy award program.			
Preparation for work and career	• Read AUHSD Case study and discuss			
Overall articulation and alignment	• Reread this Toolkit.			
	• Use tools that support the mission.			
	• Reflect and discuss.			
Engaging the village	• Read introduction and essential component: school as community resource.			
	• Discuss the four levels and consider where your school falls.			
	• Discuss what would strengthen your resolve.			
	• Read: What is a Community School?			
	• Are you interested? Would it work? Check out resources. Gather people to discuss.			
	• Community Mapping Activity			
Increasing Time for ELs	• Read and discuss.			
	• What is needed?			
Overall	• Read the Oxnard ESD case study, and discuss.			

7 SECTION 7:
NOW WHAT?

The five toolkits in this series of have tackled building meaning of each of the four principles of the EL Roadmap policy individually—each volume providing resources, tools, supports, and prompting reflection and planning for administrators about that principle. The first principle, the creation of assets-oriented and student-responsive schools set a foundation of understanding about the diversity of English learners and their needs, and focused on creating school climates that are inclusive and affirming and embrace the whole child, their families, culture, and community. The second principle describes research-based approaches to intellectually-rich teaching and learning for English learners, the direct attention to language development integrated in and through content, second language development, and bilingual development, and the practices that support meaningful access for English learners. The third principle centers on the creation of a system designed to support assets oriented, needs responsive, intellectually rich and accessible schooling for English learners—calling for knowledgeable and advocacy oriented leadership, systems of professional learning, the necessary investment of resources and meaningful assessment and accountability. And the fourth principle speaks to the alignment, coherence and articulation that an effective, efficient, and equitable system demands. There is plentiful work to be done in each of these areas, yet the profound truth is that no one principle stands alone. Each informs the other. Each demands attention to the others. And the vision and mission of the English Learner Roadmap cannot be realized without enactment of all four principles.

For school leaders, this means holding always in your heart and gaze the overall commitment that English learners in our schools will fully and meaningfully access and participate in a meaningful 21s -century education from the moment they step in our doors until they graduate—prepared with the linguistic, academic, and social skills and competencies they require for college, career, and civic participation in our global, diverse, and multilingual world. And always ask, always check ourselves, always use the lens:

1. *Is what we are doing assets-based? Are we seeing, valuing, affirming and building upon the cultural and linguistic assets students bring?*

2. *Are we responsive to the needs of our English learners and to who they are?*

3. *Is the instruction and curriculum we are providing intellectually rich, focused on language development in and through content, and scaffolded for comprehension and full participation?*

4. *Do English learners in our school(s) really have full, meaningful access?*

5. *Are we doing whatever we can to build our own knowledge and capacity, to invest adequately, assess meaningfully, and hold ourselves accountable for the education of our English learners?*

6. *Have we built and are we utilizing the partnerships (and walking arm in arm) with families, community, agencies, and others to ensure that our English learners have a strong, aligned, and coordinated net of support for their success?*

7. *And, finally, are we reaching out to and listening to our English learners, hearing their stories and their voices, learning who they are, and responding with the commitment and love in our hearts to provide them the education they need—the education they have a right to, the education they deserve?*

AT LAST! A practical, informative resource speaking directly to the essential role of school administrators and educational leaders in creating schools in which English learners thrive! This series of five Toolkits provides comprehensive guidance for school leaders in leading implementation of all four research-based principles of the historic and aspirational CA English Learner Roadmap policy. The Toolkits offers essential background knowledge about English learners (who they are, their needs and assets), activities and tools for engaging others in examining programs and practices for English Learner success, resources for further learning, case studies and examples of exemplary practices, and reflections for strengthening leadership skills and strategy. The first Toolkit (Volume I) addresses the overall task of leading an aspirational and equity-focused change process. Volumes II focuses on Principle #1 of the EL Roadmap – assets oriented and student responsive schools. Volume III tackles teaching and learning through Principle #2 – intellectually rich quality of instruction and meaningful access. Volume IV centers on Principle #3 - building the systems of assessment and policy and professional learning needed in order to support effective programs and practices for English learners. And Volume V ties it all together dealing with alignment and coherence across the system. Used individually, or taken together, these Toolkits belong on the shelf of every school leader in California who is committed to equity, access and meaningful inclusion for English learner students.

**Toolkits can be downloaded for free, or
purchased through www.californianstogether.org**

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CHAMPIONING THE SUCCESS
OF ENGLISH LEARNERS

FOR MORE INFORMATION ABOUT THE
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