

BRIGHT SPOTS: FIVE DISTRICTS MOVE THE ENGLISH LEARNER ROADMAP FORWARD



A Compendium of Successful Implementation



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Funded by the California Department of Education, Educator Workforce Investment Grant



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EL RISE! ENGLISH LEARNER ROADMAP IMPLEMENTATION FOR SYSTEMIC EXCELLENCE

EL RISE! is a collaboration between Californians Together, SEAL (Sobrato Early Academic Language) and Loyola Marymount University's Center for Equity for English Learners, funded through an Educator Workforce Investment Grant from the California Department of Education to support statewide implementation of the visionary and comprehensive 2017 CA English Learner Roadmap State Board of Education policy. The goals of EL RISE! are:

- *Strengthen the capacity of County Offices of Education to support LEAs in planning, professional learning, and continuous improvement processes to centralize and meet the needs of their English learners in alignment with the EL Roadmap;*
- *Increase educators' knowledge of the EL Roadmap and research-based practices for English learners, and understanding of the implications for multiple roles and levels of the system*
- *Build skills and strategies for implementing Roadmap-aligned evidence-based practices*
- *Facilitate the development of shared vision and priorities for local plans and implementation of the EL Roadmap leading to greater coherence*
- *Support the design, improvement and sustainability of strong research-based language acquisition programs and services for English learners, including dual language programs*
- *Develop local policies and LEA system mechanisms focused on English learner needs and aligned to the EL Roadmap*



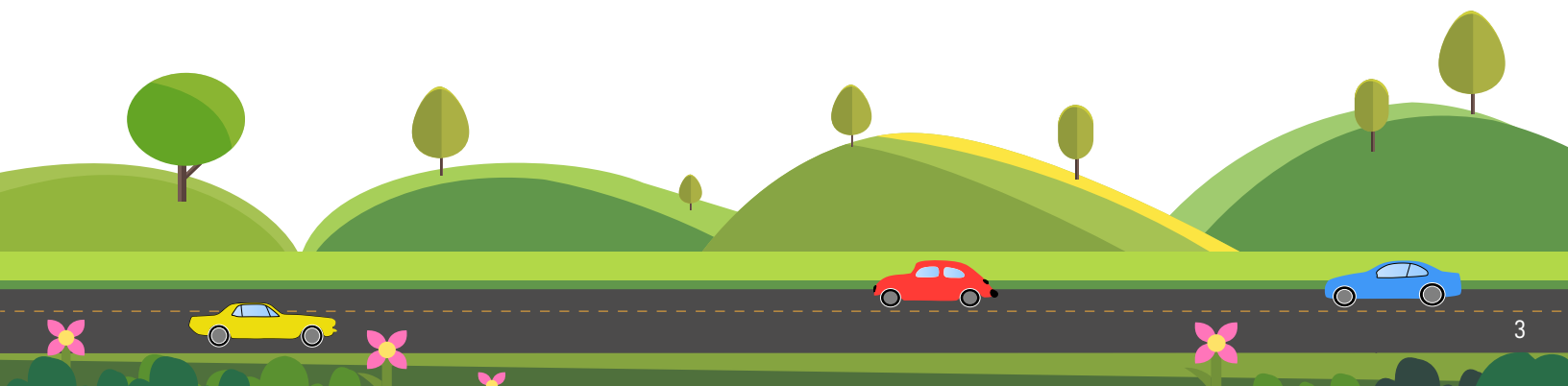
CALIFORNIANS TOGETHER was the Lead Agency for EL RISE!

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INTRODUCTION

The English Learner Roadmap policy, adopted unanimously by the State Board of Education in 2017, was written as a different kind of policy—a state policy for a local control era and a broad policy embracing the language and cultural assets of students after two decades of a narrow English-only policy in the state. The policy is:

Aspirational: It turns the tide from bottom-line, compliance-prescriptive approaches to instead describing the system of education we want for our state's 1.1 million English learners for equitable access, academic success, and active participation in this multilingual global world—including the promise of biliteracy.

Research-based: It draws upon the knowledge and accumulated expertise related to effective approaches to dual language development, second language development, and culturally and linguistically supportive pedagogy.

Principles-driven: It describes a core set of principles to guide aligned action across the P-12 system meant to be enacted by all educators and multiple levels of our educational system.

Comprehensive: The English Learner Roadmap covers all aspects of English learner schooling, from school climate to support services to classroom practice to the philosophy required to support effective teaching and learning from early learning to high school graduation (P-12).

And, written as a **call-to-action**, this English Learner Roadmap policy summons educators and partners at all levels of the system to take responsibility for enactment by stepping up and making meaning of the four principles, reflecting upon their practices through the lens of those principles, developing and pursuing action steps to strengthen our schooling system in a continuous process until we reach the vision and mission laid out by the policy.

EL Roadmap Principles

Assets-Oriented and Needs-Responsive Schools

1

Preschools and schools are responsive to different English learner (EL) strengths, needs, and identities and support the socio-emotional health and development of English learners. Programs value and build upon the cultural and linguistic assets. Students bring to their education in safe and affirming school climates. Educators value and build, strong family, community, and school partnerships.

Intellectual Quality of Instruction and Meaningful Access

2

English learners, engaged in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences, integrate language development, literacy, and content learning, as well as provide access for comprehension and participation through native language, instruction and scaffolding. English learners have meaningful access to a full standards based and relevant curriculum and the opportunity to develop a proficiency in English and other languages.

System Conditions That Support Effectiveness

3

Each level of the school system, (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of, and responsive to the strengths and needs of English learners, and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement. Each level of the system provides resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of English learners.

Alignment and Articulation Within and Across Systems

4

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 appropriate identification of strengths and needs, and continuing through to reclassification, graduation, higher education, and career opportunities. These pathways foster the skills, languages, literacy, and knowledge students need for college and career readiness and participation in a global, diverse, multilingual, 21st century world.

Raising Awareness: The first step was to raise awareness that this new policy existed and that it superseded (and differed in significant ways from) Proposition 227, ushering in an era of a new vision and mission for California schools in serving English learners.

Engaging Educators: The next step was to engage educators at all levels and all roles in making meaning of the four principles and implications for their specific place and function in the system. And this was to lead to action planning and capacity building—the professional learning and the leadership development in the strategies to give life to the vision, mission, and principles of the EL Roadmap. That’s a tall order under any circumstance. But a few short years into the process, the Covid pandemic hit. Communities throughout the state were devastated—with English learner communities among the hardest hit and hurt. Staff at all levels of the schooling system were likewise impacted. The very processes of schooling were disrupted, and the central focus of educators was how to keep students connected, families supported, and basic teaching and learning happening. One might expect that any attention at all would be highly unlikely to devote to a new lofty, visionary policy that requires investment and time in making sense and building capacity and organizing actions in order to implement—and that came without strings of accountability or oversight. But...that was not what happened!

Three key factors kept the English Learner Roadmap moving forward during those hard pandemic-ridden years:

1. A number of educators and educational leaders throughout the state had heard about the EL Roadmap, embraced its vision and principles wholeheartedly with great relief and excitement, and carried that passion and a dedicated commitment to its implementation in their hearts.
2. Just before the pandemic hit, the California Department of Education awarded \$10 million in Educator Workforce Investment Grant funds (funded by the California Legislature) for a three-year effort to build capacity in the state for enacting the EL Roadmap—and those funds could be used to embrace the challenges of schooling for ELs in a pandemic.

3. The pandemic raised a sense of urgency for many educators seeking ways to support their English learner students. They found guidance and direction in the EL Roadmap and initiatives in the EWIG (Educator Workforce Investment Grant) for implementing effective strategies to do so.

For those wondering if the infusion of capacity building and professional learning funds makes any difference... For those wondering if there is any way that educators stretched to the limit during the stressful times of a pandemic can and will pay attention to learning and implementing new effective strategies ...this **Compendium of Bright Spots** is an answer.

The Bright Spots highlighted in this publication show what it looks like when a district and its leadership take up responsibility for delivering aspirational, comprehensive, equitable, accessible and effective schooling for English learners.

Sharing Success Stories of EL Roadmap Implementation

The Bright Spots Compendium is comprised of selected examples that illustrate what it looks like to implement the English Learner Roadmap from TK to 12 at a district level. Although the contexts and journeys of these five districts differ, and the specific focus of their EL Roadmap work also differs, key elements in each case include:

- ***Strong visionary and advocacy-oriented Leadership***
- ***Investments in professional learning and capacity building***
- ***The development of district-level systems for coherence, clarity, accountability and sustainability.***

By sharing these Bright Spots, the hope is to inspire others to step forward to enact the EL Roadmap, and to ignite far more widespread attention and investment in implementation along with stronger state and district leadership holding our system accountable for realizing the vision – thus preventing the EL Roadmap from becoming a policy for the “willing” only, leaving behind hundreds of thousands of English learner students.



DISTRICTS

AZUSA UNIFIED

Tackling the Long-Term English Learner Challenge

Principle 1: Typologies—preventing and addressing Long Term English Learners

Principle 2: High-quality instruction

Principle 3: Professional learning and LCAP (Local Control and Accountability Plan) goals/metrics

Principle 4: Alignment across elementary (preventing LTELs) and secondary (addressing needs of LTELs)

Description

Azusa Unified School District serves almost 7,000 students TK-12 in 16 schools in Azusa and parts of Covina in the greater Los Angeles area. The district is 85% economically disadvantaged, almost entirely Latino (92%), with half of the students having a language other than English at home and 26% being English learners. The vast majority of English learners (97%) are Spanish speakers. Many of the teachers and administrators themselves went through Azusa schools, and there is a strong sense of connection to the community. Over the past few years, the district has experienced declining enrollment overall, and an increase in newcomers from Central America with interrupted prior schooling.

Norma Camacho was the Director of Multilingual Services and Categorical Programs when she first heard of the English Learner Roadmap in June 2018. With a team from the district, Camacho attended a "Launch" event sponsored by the Los Angeles County Office of Education and was introduced to the EL Roadmap vision and four principles. What struck her immediately as powerful about the EL Roadmap was the focus on an assets-based approach and the comprehensiveness of the policy. Bringing it back to the district, she started with a leadership group including principals and teachers of the most EL-serving schools, the Superintendent of Instructional Services (now the Superintendent), and district office directors.

The group charted the EL Roadmap principles and elements and reflected on their own practices and outcomes as a district. Making meaning of the four principles was accompanied by data conversations, and the group realized they hadn't been drilling down far enough into the data on their English learner students to look at the typologies and diversity noted in Principle #1 of the EL Roadmap. As they looked deeper, they noted gaps and identified a large number of LTELs (Long Term English Learners). To prevent the creation of LTELs, they prioritized professional learning on effective practices for English

learners at the elementary level. For support of secondary LTELs, they urged PL for those students' teachers. As Camacho described, *"It began to move us away from a monolithic EL category and to think in terms of aligning our practices and services to particular needs of particular subgroups of ELs."* A continuum of elementary, middle, and high school administrators engaged in group walk-throughs in classrooms throughout the district to reflect on the experiences of LTELs across the system.

Tools for Raising Awareness

Two resources became helpful in the process of raising awareness of LTELs district-wide and implementing the EL Roadmap as a guide. 1) *Reparable Harm: Fulfilling the Unkept Promise of Educational Opportunity for Long Term English Learners* by Laurie Olsen, Ph.D., and 2) the Californians Together *English Learner Roadmap: Teacher Toolkits*.

Teams of district teachers read *Reparable Harm* and discussed in small groups at their school site what they saw in their own classrooms related to LTELs. This increased awareness of inadequate supports for elementary ELs (leading to students becoming LTELs in secondary grades) and amplified the teachers' desire to learn more effective strategies.

A team of Azusa teachers stepped up to assist in developing Californians Together's English Learner Roadmap Teacher Toolkits. They later became trainers using the Toolkits to work with teachers within the Azusa schools as part of the PLCs (Professional Learning Communities). The goal was to make meaning of the EL Roadmap Principles and determine priorities for their own growth as classroom teachers. The selected focus for teachers across the district was to strengthen designated and integrated ELD (English Language Development).

Investment in Professional Learning

Strengthening designated and integrated ELD would require building an understanding of second language development, understanding the ELD Standards, and developing aligned high leverage instructional strategies integrating language, literacy and content. The search for the right professional development began.

SEAL (Sobrato Early Academic Language)

In seeking professional development at the elementary level, the district turned to SEAL, an EL-centered approach of language-rich education that focuses on teacher professional learning. A visit to the neighboring Mountain View district that had implemented SEAL as part of their "preventing LTELs" efforts, convinced a team of Azusa teachers and administrators that investing in professional learning through SEAL was a good match. As Camacho reported, *"Seeing the joy in students learning in SEAL classrooms is what convinced the teachers. It's what got the buy-in to invest in professional development. They understand that learning and implementing those strategies is hard work and takes new thinking, but seeing the engagement and achievement of the students, hearing the rich language children were using every day in those classrooms—that's the WHY. That's what did it."*

However, the pandemic prevented a full launch of the comprehensive SEAL model. Fortunately, SEAL is a partner in the EWIG-supported EL RISE! partnership providing professional learning tailored to the pandemic context. Azusa chose to participate in the SEAL-provided "ELD for Elementary Teachers Institutes." Camacho noted, *"This provided a way to meet our needs to keep things moving forward during the pandemic. People went to those online institutes, and it got us hooked and provided a set of shared strategies to implement as a start."*

At monthly Instructional Leaders Meetings (Principals), Camacho used the rubrics and tools in the *California EL Roadmap Implementation Guides and Toolkits for Administrators* developed by Californians Together to focus on one ELR Principle at a time for a deep-dive reflection on practices in the district's schools.

Recognizing that instructional strategies are just one aspect of a comprehensive response to preventing and serving LTELs, Camacho and district administrators also focused together on Principle 3 (System Conditions that Support Effectiveness) and attended the "English Learner Roadmap Aligned LCAP Toolkit Workshop: Using Research-Based Tools to Promote Equity for English Learners" provided by EL RISE! partner CEEL (the Center for Equity for English Learners at LMU). This supported the district's intention to use LCAP resources and the LCAP development process to focus on LTELs which involved aligning their



goals to state priorities in the EL Roadmap and pushing for more specificity in the metrics they were using. For example, while there had been a strong district-wide goal about College and Career Readiness, they needed to reflect on how they were ensuring that ELs have access to college and career preparation courses and pathways in the master schedule. With the solid support and leadership of Superintendent Arturo Ortega, this became a focus in the rewrite of their LCAP and a way to measure success for their EL students.

There were general goals defined for ELs (i.e., "Increasing achievement of ELs" and "Reducing the number of LTELs"), but the work of developing a more strongly aligned LCAP led to looking more specifically at the actions and services included in the LCAP to ensure they were moving toward those goals. So EL access to dual language immersion programs, teacher access to professional learning with SEAL, the training of coaches in high leverage practices for quality ELD, the provision of PLC time with a focus on LTELs, etc., enriched and focused their LCAPs. Because of the commitment to involve EL parents in the LCAP process, Camacho and others participated in an EL RISE! TOT (Training of Teachers) related to the English Learner Roadmap for Parents.

The Journey Continues

Now, as the district prepares to create the new three-year LCAP, the guidance of the EL Roadmap keeps them anchored and guides their conversations. Camacho says, "We have a group of students, too many, who have historically been underserved. We want to rewrite that story, and our LCAP is the key mechanism for doing that. The English Learner Roadmap Principles is what informs it."

In summarizing the impact of the EL Roadmap on the district, Camacho reports: "The English Learner Roadmap inspired us. It inspires us to create a system to better meet the needs, to better leverage the assets of our English learners. It inspires us to align things and see it all as connected. And while it's definitely a commitment of our leadership, the inspirational impact is also seen in the grassroots teacher leadership that has emerged." A critical mass of teachers are excited and engaged. The district is signed up to expand the number of teachers receiving the full model of SEAL professional learning that had been truncated during the pandemic. The new LCAP will reflect the commitment to prevent LTELs and serve those who are in secondary schools. And the work continues.

Leadership in Diversity, Equity, and Inclusivity

Principle 1: Typologies—newcomers and LTELs, family engagement, and support

Principle 2: Course development, ELD

Principle 3: Leadership systems, vision, and strategic planning, data systems, professional learning investment, and infrastructure

Principle 4: Anchor LEA for EL RISE! in Partnership with Sacramento County Office of Education

Description

Elk Grove is the fifth largest district in California (and the largest in northern California). It serves almost 63,000 students in 68 schools. One-third of the district's enrolled students are "Ever ELs," and close to 120 languages are spoken. The district is richly diverse, with 17% White, 11% Black, 33% Asian and API, 28% Hispanic/Latinx, and others. Elk Grove is generally known as a high-achieving district, and the English Learner Roadmap implementation melds with an overall commitment to diversity, equity, and creating an inclusive environment. Engrained in the district culture is a belief that all educators hold the responsibility and the privilege to serve the more than 10,000 multilingual students and a system commitment to making sure that *"Every student is learning in every classroom, in every subject, every day to prepare college, career, and life-ready graduates."*

In 2016, the English Learner Services Department had looked at several qualitative and quantitative data points—A-G completion, percentage of ELs in honors classes, and stories from school sites about student and educator needs to better support their ML (Multilingual Learner) students. The district data analysis revealed that multilingual students did not have the same success rates as their English-only peers.

Introducing the EL Roadmap

The work began with the entire EL Services team attending an Introduction to the English Learner Roadmap provided by the Sacramento County Office of Education. They left inspired by the vision and principles of the EL Roadmap, and ready to use the Teacher Toolkits to begin selecting priority areas for focus. Elk Grove approached the EL Roadmap committed to creating the mechanisms at a district level that would infuse the vision and principles with coherence across the large district. A focus on Principle 1 established the basic understanding that there are different types of English learners, with a variety of needs requiring different responses. The student information system was modified to provide information for each English learner about which typologies may apply, the level of English proficiency, and their history of progress towards English proficiency. A review of data and dialogue with site personnel led to a focus on Newcomers.

Supporting Newcomers

Welcoming School Binders were created and translated into 15 languages to provide information for newcomers' and their families' and respond to the most commonly asked questions. A specific newcomer icon was attached to student data for staff at the sites to see which students may need newcomer support right away. The district staff created a "Newcomer Toolkit" so teachers have lessons and protocols for supporting their newcomer students soon after their arrival. EGUSD has developed resource and referral mechanisms to connect immigrant and EL families to health, legal, housing, and other supports in collaboration with the Family and Community Engagement Department (FACE). Four Newcomer Welcome Centers, which act as community hubs have been created to support newcomers, staffed with multilingual program educators ("cultural concierges") and family Mental Health specialists. Wellness workshops are provided for staff and families. Resources are available for teachers related to the cultures and experiences of cultural, national, and language groups in the schools.

Becoming an EL RISE! Anchor LEA – Strategy and Focus

Just as the pandemic hit, EGUSD was offered the opportunity by the Sacramento County Office of Education to become their partner Anchor LEA in the EWIG/EL RISE! initiative to build capacity to implement the EL Roadmap. Building upon the foundation already laid, Superintendent Chris Hoffman made the commitment to participate. They began by focusing on two of the nine feeder district regions in the district (those with the most English learners), with the intention of piloting EL Roadmap efforts there, and then spreading from those first adopters to other regions. The selected focus was on Designated ELD, high-quality instruction for ELs and Integrated ELD. The district had already built some EL focus into district walkthrough protocols but hadn't yet deepened that into building capacity among administrators for supporting more robust practices and facilitating professional learning to support teachers in creating effective instructional strategies.

The pandemic impacted all of this, but EGUSD proceeded with professional development. Teams attended many EL RISE! offerings (*see full list on the "EL RISE Resources Used" Chart on page 26*).

According to Lucy Bollinger, then EL Director in EGUSD, *"People were excited to be an Anchor District. With Covid, so much got stripped back to the basics. In a way, good EL practices became even more important than ever. And people who attended the EL RISE! sessions were overwhelmingly positive. It reinvigorated them and offered concrete strategies."* The EL RISE! professional development augmented and infused a general district (all-staff) focus on high-quality instruction by embedding English learner-specific approaches within it. For example, ensuring equal opportunities for engaging in student communication, scaffolding and language support for ELs was included under the broad focus of "Student Talk."

Continuing their focus on newcomers, EGUSD created courses specifically for newcomers. They also produced professional development sessions for teachers to build awareness of the refugees' experiences and cultures as these new populations entered the district. They provided resources to make books available in the languages of newcomers. In addition, the district created eight courses for LTELs in middle and high school, as well as offering intersession institutes for LTELs.

A Leadership Focus and District Mechanisms

In EGUSD, Principle 3 (Systems Conditions for Effectiveness) was given life in multiple ways. As evidence of the **leadership priority**, the Superintendent's Cabinet regularly focuses on EL education as a standing agenda item. When the pandemic hit, Superintendent Hoffman clearly messaged that ELs need to become part of every planning conversation.

With a greater sense of urgency than ever before, the EGUSD EL Leadership teams were brought together and tasked with crafting a district-wide response to supporting ELs. Clear roles were established for coordinating EL programs/services in the district office and leading the EL focus within the district. These roles are designated and staffed with people with deep EL expertise and are accorded equal status with other content areas. Lindsey Lilley, Director of the English Learner Services, explains that *"Fostering a*

"Fostering a collective ownership of the work is a crucial aspect to ensure the progress we have made will continue. No single department, school site, or individual can single-handedly move this work forward. Collaboration allows for a more comprehensive approach to addressing the needs of our multilingual learners."

– Lindsey Lilley, Director of EL Services, Elk Grove

collective ownership of the work is a crucial aspect to ensure the progress we have made will continue. We recognize that no single department, school site, or individual can single-handedly move this work forward. Collaboration allows for a more comprehensive approach to addressing the needs of our multilingual learners and our ability to effectively implement the CA EL Roadmap."

An infrastructure of mentor teachers, coaches, and resource teachers with expertise in EL are now available to teachers. High-quality **professional learning** (including coaching, demonstration lessons, co-planning, co-teaching workshops, etc.) is provided to teachers regarding meeting the needs of ELs and delivering research-based approaches and models. All 68 school sites have an EL Coordinator. EL instructional coaches at all sites support instruction and support administrators. In agreement with the union, the coaches are an "opt-in" for specific training support. Opt-in means that coaches have to be asked by a teacher to offer support. It is voluntary. Coach support cannot be mandated. During distance learning, teachers needed more tools in order to build relationships with their ELs, and the coaches were primed to respond. Teachers and administrators are tapped into networks, informed about, and encouraged and supported to participate in local and state professional development trainings related to meeting the needs of EL.

An overall commitment to **Diversity, Equity, and Inclusion** in the district requires every single staff member to put in a specified number of hours in professional learning related to diversity. As Superintendent Hoffman described, *"The goal is to provide a common language, knowledge and experience that promotes an equitable culture... We are committed to improving outcomes for all of our students, and the only way I know how to do this is if we, the adults, continue to learn and grow. This commitment to training for all EGUSD staff is part of our commitment to improving student outcomes."* Mandated Diversity, Equity, and Inclusion training contains courses on second language acquisition, typologies of English learners, and implications for dually identified EL students. A course focused specifically on family engagement and communication with families includes resources for interacting with newcomer families.

The EGUSD student achievement **data system** can now be disaggregated and analyzed by EL typology, English



proficiency level, and program placement. The district's FONT (Framework Observation Notetaking Tool) and PIC (Program Implementation Continuum) systems are designed to provide more detailed information, attention, and monitoring of English learners across the district. It draws upon a district-wide EL Walk-Through protocol designed to build a shared understanding of what high-quality instruction looks like. The protocol keeps school leaders focused on the issue of high-quality teaching and learning.

The EL Department staff in the district regularly review RFEP (Reclassification to Fluent English Proficient) achievement and participation, in addition to EL data overall and by typology. As a result of this, for example, they have quantified the positive impact of the Newcomer supports and focus by showing

- 1. An increase in newcomer graduation rates**
- 2. Increases in newcomer attendance**
- 3. Increases in A-G course enrollment**
- 4. Success for newcomers**

To underscore both coherence and intentionality across the district, EGUSD updated its district's EL Vision. It now reads as follows:

All English learners shall attain proficiency in English and other languages, meet or exceed the state's academic and content standards, and be prepared for success in careers and college.

The Vision led to the creation of the EGUSD EL Plan, which commits to:

- Strengthening equitable and effective systems for all English learners in EGUSD.
- Allocating support for all of the above.
- Updating the outdated EL Strategic Plan with stakeholder input in order to enact the CA EL Roadmap.
- Continuing to engage in EL RISE! and other professional learning specific to the EL Strategic Plan.

The formalized and adopted Mission of the EGUSD English Learner Program is to:

- Provide both English language skill attainment and academic achievement.
- Welcome and affirm students of all backgrounds,
- Ensure legal compliance as a baseline to build off of.
- Provide culturally, linguistically, needs-responsive, and assets-based instruction, including social skills and wellness.
- Promote programmatically sound, evidence-proven best instructional and structural practices.

The Journey Continues

In enacting this plan, EGUSD wrote EL Roadmap implementation into their LCAP. Speaking of the role of the EL Roadmap in this process, Bollinger remarked: *“The fact that the EL Roadmap is state policy, and is happening across the state, is what it took for leadership attention. We link everything we do now to the EL Roadmap. We anchor our LCAP meetings in the EL Roadmap rubrics. The Administrators Toolkits are resources for all administrators in our district. And so, teachers hear our administrators using the same language they are hearing in their teacher professional development. In the past, it was Federal Program Monitoring and concerns about being compliant that got attention. That was a bare minimum. Now the EL Roadmap shines the light on what we can do.”*

“In the past, it was Federal Program Monitoring and concerns about being compliant that got attention. That was a bare minimum. Now the EL Roadmap shines the light on what we can do.”

– Lucy Bollinger, Elk Grove



CUTLER OROSI UNIFIED

Goals, Frameworks and Professional Learning Across the District

Principle 2: High-quality first instruction

Principle 3: Professional learning systems, leadership development, district vision/goals

Description

The Cutler Orosi Unified School District serves 4,100 students in ten schools in Tulare County in the south-central region of California's fertile but impoverished San Joaquin Valley. Over 50% of the families work in agriculture-related jobs in the fields or packing houses. More than 88% of the students are Hispanic/Latinx; over half (57%) of the students in the school district are English learners, and 98% are Spanish speaking. All students qualify for free and reduced lunch.

The COUSD district has set three overall goals: (1) Achieve academic excellence and meet the needs of all students in a safe and supportive environment. (2) Build human capacity by investing in training, coaching, and setting expectations for students, parents, staff, and the Board to support student achievement. (3) Create efficient and effective systems that are innovative, accountable, and proactive.

In a district with so many students who are English learners, obviously these goals are meant for English learners. But more than demographic reality is needed to keep English learners as a focus. As Superintendent Yolanda Valdez shared in speaking to the Superintendents and Principals from across the EL RISE! network, *"I think for us as Superintendents, the clear messaging to school leaders is important. When we say we are going to meet the needs of our ELs, we have to mean it. And this means being very intentional and providing clarity about our expectations of what that means. I always tell my school leaders we need to be relentless, courageous instructional leaders. We ARE going to meet the needs of our ELs."*

Becoming an EL RISE! Anchor LEA (Local Educational Agency)

This intentionality led to Cutler Orosi becoming one of the Anchor LEAs in the EL RISE! EWIG grant for implementation of the English Learner Roadmap – partnering with Tulare County Office of Education. To help meet the district's goals to better meet their English learners' needs, all levels of the system, including administrators, participated in English Learner professional learning and collaboration. This shared experience for all administrators, of engaging together in the EL RISE! modules, "Leading Implementation of the English Learner Roadmap" provided a shared understanding of the EL Roadmap and the opportunity to reflect together on what it could mean for COUSD. After one year of this engagement, an EL Roadmap implementation meeting brought together a cross-section of district and site leaders and teachers, where they reflected on what they had learned and done, and identified several next-level steps for EL support. This became an annual district implementation meeting for reflection and continued planning.

Building Alignment with Existing Frameworks

Implementing the EL Roadmap required infusing the EL Roadmap's vision and principles into the existing frameworks that the district had in place. For Cutler Orosi, this included their GIFT (Great Instruction the First Time) framework, which describes five core elements and nine essential components identified as critical to the teaching and learning process. The GIFT framework serves as a guide for teachers to analyze, reflect upon and improve their teaching practice independently, with colleagues, and/or their instructional teams. The framework also provides a common language for improving teaching and learning outcomes.

To strengthen this GIFT framework, the district administrators infused it with an EL lens, utilizing the EL Roadmap Principle #2 as a guide. The "Assessment for Student Learning" section was, for example, augmented to include analysis of EL student talk and writing. Other adjustments included scaffolds for ELs. Similarly, the "Designing Instruction" section now includes differentiation for language proficiency.

Setting Improvement Goals and Pursuing Instructional Coherence

As part of the core focus on English learners, the district set a goal that "Every EL will improve a minimum of one EL proficiency indicator level annually." To address that goal, the district's leaders placed a major emphasis on training all staff in integrated and designated ELD. To create alignment, all teachers TK-5 participated in the EL RISE!/SEAL professional learning "Leveraging Elementary Academic Text to Deepen Language Proficiency." And all teachers in grades 6 – 12 attended the "Asset-based Content and Language Instruction for Multilingual Learners in the Secondary Grades Institute." Dual language program teachers participated in a "Dual Language Teacher Strand". As a result of participation, *"the teachers stepped out of their comfort zones and tried new strategies,"* says the Tulare County Office of Education (TCOE) Consultant and Curriculum Specialist, Ryann Derrington, who supported implementation as part of TCOE's role as an EL RISE! Anchor COE.

Creating common instructional strategies and approaches began building coherence across the district. For example, teachers learned how to focus on language functions and build "Language Function Focus Walls", which are now evident across school sites. Teachers asked for lesson demonstrations and support on their "push-in" days, which were provided following each module. These days were opportunities for teachers to try out new strategies with their students and receive "in-the-moment" support from coaches and from TCOE staff. Veronica Raigoza, COUSD Dual Language Director, said, *"As a result of this opportunity, we have also built a tight bond with our Tulare Office of Education Consultant and have extended this work to build an ELD Taskforce. The highlight of this entire journey was the collaboration at their Community of Practice. The Community of Practice provided a safe and supportive opportunity for conversations and planning time to implement new strategies."*

A summer Learning Lab, with EL RISE! partner SEAL, enabled teachers to co-teach and receiving coaching support in new strategies. Adding an additional layer of support and collaboration and learning.

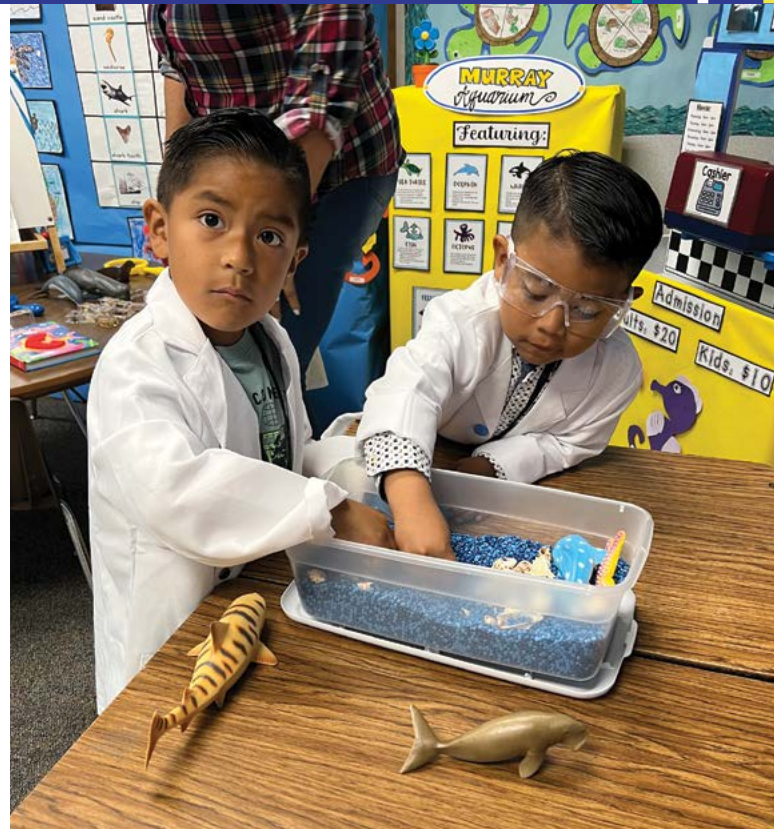
And commenting on the impact on the Dual Language Teachers, Veronica Raigoza reflected: *"The teachers*

are now working hard to refine and rebrand our work with our DLI program. As we grow as a new team, the opportunity to re-ground our work on our learning through the modules and alignment to the EL Roadmap has been needed. The teachers are making a connection between the EL Roadmap Dual Language Teachers strand of professional learning, and the Sociocultural Competency Pillar articulated in the Guiding Principles for Dual Language Education published by the Center for Applied Linguistics. We have been using this resource with our team this year. We are focused specifically on creating inclusive, linguistically, and culturally inviting learning for our students by having them share about their home languages and interview their families. Our younger students read texts that celebrated who they are, and some students wrote "I am" poems or poems to share why they are special. We also followed up later in the year by using poems that highlight how it's an asset to be bilingual. So we are actually seeing strategies being used across classrooms now."

Finally, in enacting the EL Roadmap, the district committed to build and expand dual language immersion opportunities. Cutler Orosi USD sought and received a CA Dual Language Immersion Grant, which will enable them to make the dual program available through Grade 5 at two different school sites next year.

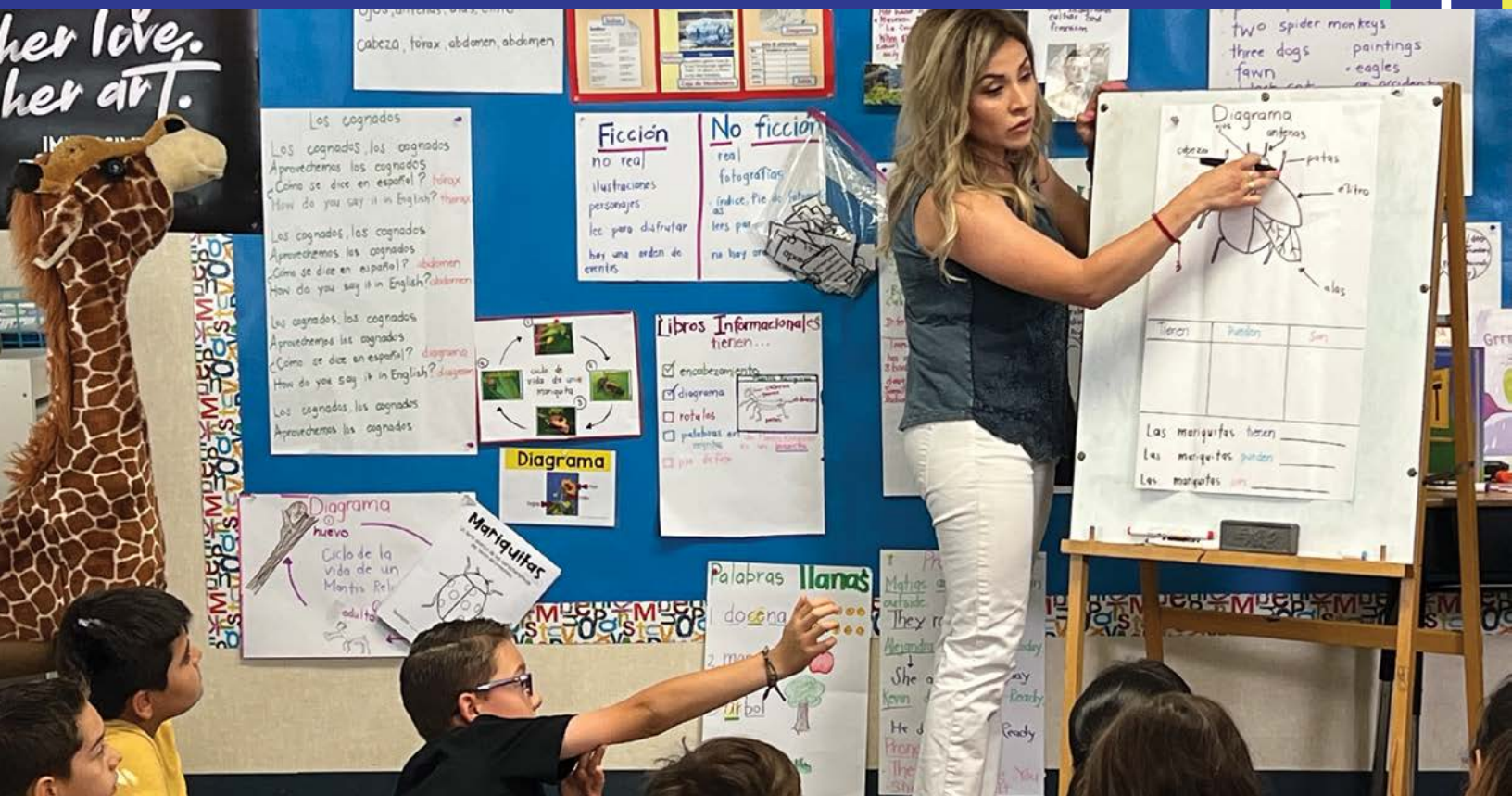
The Journey Continues

According to the Director, the journey they have been on in the renewed focus on English learners and to implement the EL Roadmap is "...beyond rewarding. We are beyond proud and excited about our learning because we know our kids will benefit from it," says Veronica Raigoza. And the TCOE Consultant and Curriculum Specialist, Ryan Derington, concludes, "there are, of course, still areas for refinement. The Roadmap is aspirational, so we aren't there yet. But the teachers are willing to take risks, they are working together, and we celebrate their desire to enhance learning for their multilingual learners!"



"When we say we are going to meet the needs of our ELs, we have to mean it. And this means being very intentional and providing clarity about our expectations of what that means. I always tell my school leaders we need to be relentless, courageous instructional leaders. We ARE going to meet the needs of our ELs."

**– Yolanda Valdez, Superintendent,
Cutler Orosi School District**



WOODLAND JOINT UNIFIED

Leadership and Systems for Strengthening Academic Outcomes

Principle 1: Family engagement, affirming schools

Principle 2: Quality instruction

Principle 3: Building systems to centralize English learners (LCAP, professional learning, district-wide goals, adequate staffing, and coherence)

Description

Woodland Joint Unified School District (WJUSD) is a school district in Woodland, CA, serving students in the city of Woodland and the surrounding agricultural areas throughout Yolo County. The district provides preschools and Transitional Kindergartens at 11 elementary schools, two middle schools and two comprehensive high schools, a continuation high school, and independent student options. The student population is just over 9,531—with declining enrollment. Hispanics/Latinos comprise 70% of the student enrollments. Two-thirds are socioeconomically disadvantaged, and almost half (47%) of WJUSD students have a language other than English at home. Nearly a quarter are English learners, and the vast majority (87%) of those are Spanish speakers, with small numbers of other language groups comprising less than 1% each (Punjabi, Urdu, Nepali, Hindi, etc.).

WJUSD has worked actively for years to center the focus on English learners and all students through myriad initiatives aimed at strengthening academic outcomes. Over the past several years, the district story has been about aligning these initiatives. It supports using the English Learner Roadmap as the framework and guide and builds the district systems to support effective implementation and accountability. This has included adopting a central Goal for English Learners in the LCAP with robust commitments of actions and resources, building metrics and data monitoring around that goal, investing in major professional development and professional learning infrastructure for administrators, teacher, and parents, and stepping up to serve as an Anchor LEA in the EL RISE! EWIG grant.

Specialist Positions and “All-in” Professional Development

About 15 years ago, the current superintendent, Elodia Ortega-Lampkin, was hired as a new Director of English learner services for the district. Her EL team began looking at the needs, assessments, and academic achievement of ELs and found there was little ELD being provided, and no district systems for guiding, supporting, or monitoring EL programs. Under her direction, with support from the then-Superintendent, Lampkin began by creating EL Specialist positions as adjunct after-school jobs, which became part-time positions with funding from Title III, and then eventually full-time positions at most of the schools. By the time the EL Roadmap policy was passed, WJUSD had built this into 15 FTE (Full-Time Equivalent) positions across the 17 schools and tackled the creation of district systems for EL success.

Along the way of trying to improve instruction for English Learners, the district has actively looked for opportunities to strengthen their programs, for professional development that might make a difference, for models and resources. This search was enhanced because Ortega-Lampkin was active in educational leadership and EL/bilingual education circles throughout the state—in CALSA (California Association of Latino Superintendents and Administrators) and CABE (California Association for Bilingual Education). She was aware of the EL Roadmap being developed and that it had been adopted as state policy in 2017.

In 2019, when the Yolo County Office of Education sponsored an EL Roadmap Training focusing on the Californians Together Teacher Toolkits, Ortega-Lampkin (then serving as Acting Superintendent) came to Maria Orozco, Director of Equity and Access, and announced her intention to roll out the EL Roadmap district-wide by sending all of the WJUSD principals and EL specialists to the training. Orozco remembers Ortega-Lampkin's statement, *“This is going to help us develop stronger systems and instruction for our students, for our families.”* WJUSD sent every administrator in the district, every coordinator, every central office person, and every EL Specialist. And thus, WJUSD became one of the early implementers using the toolkits to build awareness of the EL Roadmap principles and to generate dialogue about priorities for implementation.

When the presenter of that workshop, Dr. Laurie Olsen, shared there would be a state EWIG grant for EL Roadmap implementation and that Californians Together was looking for a few Anchor LEAs as sites for a comprehensive focus on the EL Roadmap, WJUSD leadership was ready.

Leveraging the LCAP

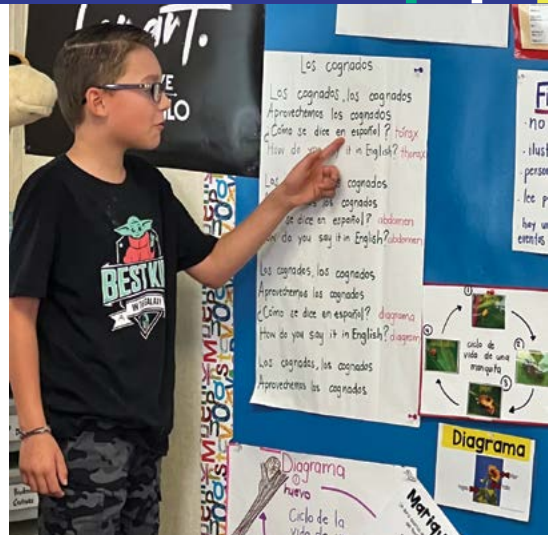
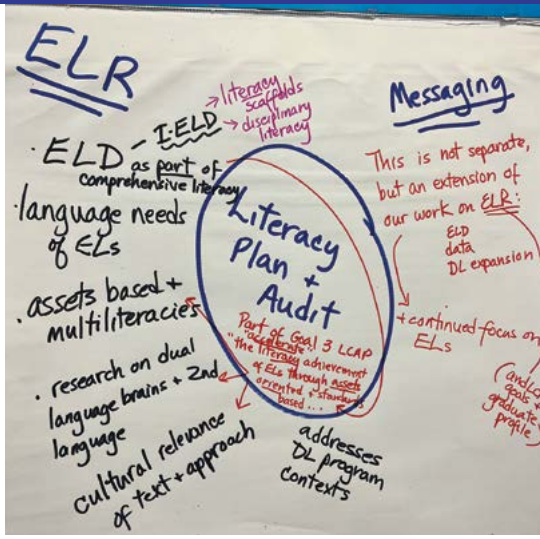
The WJUSD story is fundamentally a story of leadership. And Ortega-Lampkin (serving then as Assistant Superintendent) was clear: *“We needed a plan. You have to start with a plan. It has to be deliberate, intentional, monitored, and supported.”* The plan was shaped around an **EL-specific Goal in the LCAP**. In 2019, WJUSD began to work on its LCAP. After almost a year of engaging stakeholders in looking at data and discussing priorities, the Board approved an LCAP in 2020 that centralized English learners and specifically aligned the plan to the English Learner Roadmap. The introductory narrative from their LCAP reads:

LCAP GOAL: Accelerate the academic achievement and English proficiency of each English learner through an assets-oriented approach and standards-based instruction

Actions in Goal 1 focused on supporting the implementation of standards-based instruction—including designated and integrated English Language Development—which are essential to the academic achievement of English learners. Additionally, professional development addressed cultural proficiency and the language and social-emotional assets and needs of different English learner profiles.

One of the goals (“Goal 3”) was developed to outline the district’s services, programs, and staff that support the achievement of English learners. Special attention has been paid to the California English Learner Roadmap, which identifies the ways in which teachers, staff, and administrators support teaching and learning, as well as the systems that create the conditions for success. Goal 3 has been written with language designed to be intentional in specific ways: accelerating academic achievement, standards-based instruction, and focusing on using an assets-oriented approach.

One of the metrics written into the LCAP for this goal is the district-wide rating of the status of EL practices and services in all schools focusing on the four EL Roadmap Principles using a self- assessment (filled



out by teams at each site) derived from the Californians Together EL Roadmap Toolkits. A baseline rating put almost all sites at around a 2.0 (out of 5) rating, and the LCAP set out to improve the ratings on all four principles.

The Actions committed to in the LCAP were a combination of "all-in" professional learning, monitoring, creation of tools and district systems, commitments to adequate staffing, and clear policies.

Examples include:

- Training and support will be provided to support PK-12 teachers and staff to increase the achievement of English learners through district-wide training focused on California integrated and designated ELD standards via the EL RISE! grant for 2021-22 and 2022-23, followed by Community of Practice meetings through EL RISE! to increase the number of teachers implementing ELD standards-based instruction.
- A commitment and investment will be made to enhance coaches' and EL specialists' capacity to support practice improvement and provide targeted support for English learners through EL Specialists, EL Teachers on Special Assignment, and clerical support.
- Resources will be devoted to monitoring the implementation of ELD standards in the classroom through the development of an ELD walkthrough tool and implementation of regularly scheduled district-wide walkthroughs.
- There was also attention to the diversity within the EL population, including newcomers, long-term English learners, and students who are proficient in both

L1 and L2. The district holds monthly collaborations among all secondary LTEL teachers to review data, share, learn, and implement effective EL instructional strategies. Additionally, the district provides supplemental intervention funding to each school site to deliver intervention for EL students.

- Hiring practices were upgraded to ensure qualified, bilingual staff, and resources were targeted towards staffing sections of ELD at the secondary level. The goal was to reduce class size and allow for differentiation and acceleration to meet the needs of LTELs—which also meant hiring tutors and/or paraprofessionals to provide supplemental support for newcomers at secondary schools.
- A commitment to Family engagement ensured that 1) parents would have access to communications in their primary language and were able to participate in all aspects of their child(ren)'s education, 2) teachers and administrators would be provided professional development on family engagement, welcoming environments, and cultural sensitivity. Parent and family support through Community and Family Engagement specialists were to be established at each school site.

A Leadership Story

The LCAP is not just a Plan. It is given life through the serious commitment of leadership and staff to make it real. Resources are spent to make it real. And the most precious resource of all, TIME, is scheduled and dedicated.

Professional development is not just offered in WJUSD.



It is an “all-in” proposition. ALL elementary teachers in the district participated in the EL RISE! “Elementary ELD Strand” provided by SEAL. ALL secondary teachers participated in the “Asset-based Content and Language Instruction for Multilingual Learners in the Secondary Grades Institute.” ALL site and district administrators participated in a five-module series offered by EL RISE! “Leading the Implementation of the EL Roadmap.” Holding everyone accountable for this professional learning was critical. The message from the Superintendent was clear, *“I know you all have a lot to do, but this is important, and you’re going to go to every session, and you’re going to participate. This is not going away. We’re all going to obtain this skill set and the knowledge—together.”* There is no question that this a priority for WJUSD.

Because there is always some turnover, with new Principals, new district staff entering the picture, attention to ensuring that new staff also receive leadership development and support in leading implementation of the EL Roadmap in an ongoing task. Yolo County Office of Education EL staff expert, Heather Schlaman, has stepped in to provide a replication of the EL Roadmap Administrator training modules as well as to offer additional sessions for secondary teachers in Integrated ELD as part of her role of supporting WJUSD as an Anchor EL RISE! LEA.

The pandemic made things more complicated, but the commitment to implementing the EL Roadmap remained strong. And in its strange way, the pandemic added to the sense of urgency. The EL Roadmap has continued to be a focus for the district, with district- and site-level teams analyzing their progress on implementing the EL Roadmap. These teams include

school site ELACs, the DELAC, EL Specialists, and Educational Services administrators. School Site Councils are measuring progress on the roadmap as a metric in the School Plan for Student Achievement. District and site administrators have continued to receive training on the EL Roadmap. Having the Board adopting and focusing on the EL goal in the LCAP has really uplifted the importance of English learner achievement with everyone.

The Journey Continues

The Superintendent’s persistent message is that English learners are important, everybody’s responsibility, and they’re not going away. Ortega-Lampkin explains this as a lesson learned of relevance to other district leaders throughout the state: *“The superintendent has to lead the implementation of the roadmap through messaging and monitoring and action. What gets monitored gets done. What a superintendent says is important happens. If, as a superintendent, I pay no attention to the English Learner Roadmap, if I don’t ask questions about the English Learner Roadmap, if I’m not present during staff developments, if I’m not asking for updates, all those things send the message that is not important. So as a superintendent, as the face of the district, I need to be sure my staff understands that this is important work that we need to do in order to meet the needs of our English learners.”*

That’s been the messaging. It’s about commitment, consistency, and follow-through. And as WJUSD sees it, without that, things will stay the same. The challenge now is moving the learning into actual practice in the classrooms. Instructional rounds, the implementation of PLCs, and continued focus are on the plate now.

Developing a Multilingual Master Plan

Principle 3: Developing a Multilingual Learner Master Plan for coherence and guidance

Description

Located in the central area of Coachella Valley, Desert Sands Unified School District (DSUSD) primarily serves the socioeconomically and ethnically diverse student populations from the cities of Bermuda Dunes, Coachella, Indian Wells, Indio, La Quinta, Palm Desert, and Rancho Mirage. The district currently operates eighteen elementary schools, six middle schools, four comprehensive high schools, two continuation high schools, and one virtual school of choice. In addition, the district operates an early childhood learning center that includes eight special education early childhood programs and three Head Start and State Preschool programs. The remaining Head Start and State Preschool programs are housed throughout the district. The district is one the largest employers in the Coachella Valley (nearly 2,800 employees) and covers more than 752 square miles of Riverside County.

The district's student enrollment (inclusive of two charter schools) in TK-12 is 27,000, of which 74.6% are of Hispanic/Latino descent, 17.1% are white, 1.5% are Black/African American, 2% Asian, and 4.8% other ethnicities. The diversity among the population is evidenced by the 44 different home languages reported, with Spanish being the home language of 95.76% of the district's 5,802 English learners.

The district has an unduplicated pupil percentage of 79%; 21.5% (5,802) are English language learners, 69.8% (18,827) are from low-income families eligible for free or reduced-priced meals, including .5% (141) foster youth, and 2.2% (585) homeless students; and 11.4% (3,072) are students with disabilities. There is a small migrant student population that is growing.

Developing a Multilingual Master Plan that enacts the English Learner Roadmap

Dr. Angela Randolph, Director of State and Federal Programs, has been with the Desert Sands Unified School District for five years—her arrival coinciding with the adoption of the state's EL Roadmap policy. Her job is to oversee Title I, II, III, and IV, all the federal programs, all the parent advisory committees related to that, and the English learner program. Prior to coming to DSUSD, Randolph had worked in the Rio School District in Oxnard, California, and was a member of the Oxnard Union High School District's EL Master Plan Development Committee. Selected to sit on the state Work Group to develop the EL Roadmap, Randolph was well acquainted with the intent and elements of the new policy when it was formally adopted by the State Board of Education. Randolph remembers the sense of urgency and possibility from that time: *"I've always been an advocate, and I've served on multiple state-level committeesI just felt adamant that, once we had the EL Roadmap in place in the state—that if our district was going to be looking at an EL Master Plan—it needed to align with the new policy."*

When she arrived at Desert Sands in 2018, one of Randolph's priorities was to update the EL Master Plan. Randolph explained: *"I feel that systems are essential. In this role, you can see there are aspects of the program that are disjointed. You can see that not everyone understands reclassification or RFEP monitoring. You are aware that more professional development is needed for good first instruction. You see the gaps and see the lack of coherence. So an EL Master Plan was a way to make sure that we're being clear about what needs to be done, that we cover every aspect that we're required to, and that we are aspirational and assets based. I felt, at that time, it was the right time to get started to do that. And the EL Roadmap was a guidepost."*

The goal was to align the document to the vision and four principles of the EL Roadmap, as well as to the EL Program Instrument from the California Department of Education Federal Program Monitoring Review. She set out to create a document “that goes beyond compliance”. In this document, everyone in the district would have a stake and a role in putting into action and implementing a coherent and visionary plan for meeting the needs of English learners.

Laying the Groundwork

To start, awareness had to be built about the EL Roadmap. In that first year, the English Learner Roadmap Self-Assessment Rubric from the California Department of Education was shared with the principals. They walked through the indicators together, making meaning of the principles and thinking about their own sites. Based on that, school principals set priorities and goals for the year. For example, one school decided to work on its culturally relevant pedagogy by engaging together in a book study. Another school set a goal of ensuring they placed kids in ELD and providing professional development at their school site for their teachers.

While this was going on, Randolph set to work laying the groundwork for the district EL Master Plan. She sought a partnership with the Center for Equity for English learners to guide Desert Sands USD in rewriting their EL Master Plan. The work began with a formal letter of support from the Superintendent that was shared with all committees working on the plan. The Superintendent’s support from the beginning never wavered and was an essential element in giving the work credibility and urgency. Then, they distributed and analyzed parent and staff surveys, reviewed EL-related policy documents, and looked at data.

An EL Master Plan Advisory Committee consisting of educational partners from school sites, the district office, and the community was formed—meeting for the first time in January 2020. Classroom visitations were scheduled as a part of the needs assessment process; however, the pandemic interrupted this process. Throughout the following two years the EL Master Plan Advisory Committee and several subcommittees continued to provide input into the process. The Director of State and Federal programs

and the EL Master Plan Lead Writing team completed the plan with the assistance of the staff from the Center for Equity for English Learners.

Changing from ELs to MLs

In the spring of 2022, the decision was made to rename the plan. Although “English learners” is the term used in federal policy, legislation, and court cases, the Desert Sands team wanted to uphold the potential for multilingualism and to use the term multilingual learners (MLs) throughout the document to acknowledge the assets that ELs bring and to set the tone that this plan was about leveraging multilingualism as a resource. The revised Desert Sands Multilingual Learner Master Plan was had as a primary purpose to provide guidance related to the development, implementation, and evaluation of multilingual learner programs and services. The Master Plan also provides:

- Guidelines for the identification, assessment, placement, and reclassification of English learners (ELs).
- Notification and involvement of parents
- The formation and functioning of the District English Learner Advisory Committee and site English Learner Advisory Committees
- The annual evaluation of multilingual learner programs; and
- The use of state and federal resources for multilingual learner programs and services.

The Plan begins with an explicit statement of Commitment to Multilingual Learners, echoing the vision and mission of the English Learner Roadmap policy:

“DSUSD is committed to ensuring multilingual learners experience a coherent, articulated, and aligned set of practices and pathways across contexts, beginning in early childhood through reclassification and graduation, and in preparation for college and careers in the 21st century.”

The overall goals of the plan include:

1. Create equitable, coherent, and sustainable systems of EL services.
2. Develop equity-driven processes to build LEA-wide capacity to deliver research-based programs and practices that leverage EL students' assets and address their specific needs.
3. Establish effective family community engagement systems to foster collaborative partnerships.
4. Implement an accountability model that ensures EL students' success.

A major strength of the Master Plan was clarifying and defining ELD, including defining minutes for designated ELD at each level.

DSUSD Multilingual Learner Master Plan: Alignment to the California English Learner Roadmap Principles and Elements

Chapter Title	ELR Principle(s)	Relevant Elements
1 Introduction, Vision, Goals, Guiding Principles	<p>Principle 1: Assets-Oriented and Needs-Responsive Schools</p> <p>Principle 2: Intellectual Quality of Instruction and Meaningful Access</p> <p>Principle 3: System Conditions that Support Effectiveness</p> <p>Principle 4: Alignment and Articulation Within and Across Systems</p>	<p>Chapter 1 uplifts facets of elements across all ELR principles. Visit the California Department of Education's ELR website to access the complete list of elements.</p> <p>Principle 1 Elements</p> <p>Principle 2 Elements</p> <p>Principle 3 Elements</p> <p>Principle 4 Elements</p>
2 Responding to Diverse Learners	<p>Principle 1: Assets-Oriented and Needs-Responsive Schools</p> <p>Principle 4: Alignment and Articulation Within and Across Systems</p>	<p>1A. Language and Culture as Assets</p> <p>1B. English Learner Profiles</p> <p>1E. English Learners with Disabilities</p> <p>2G. Programmatic Choice</p> <p>4A. Alignment and Articulation</p>
3 Language Acquisition Program Options	<p>Principle 1: Assets-Oriented and Needs-Responsive Schools</p> <p>Principle 2: Intellectual Quality of Instruction and Meaningful Access</p> <p>Principle 4: Alignment and Articulation Within and Across Systems</p>	<p>1A. Language and Culture as Assets</p> <p>1B. English Learner Profiles</p> <p>1E. English Learners with Disabilities</p> <p>2E. Use of Students' Home Language</p> <p>2G. Programmatic Choice</p> <p>4A. Alignment and Articulation</p> <p>4C. Coherency</p>
4 English Language Development	<p>Principle 1: Assets-Oriented and Needs-Responsive Schools</p> <p>Principle 2: Intellectual Quality of Instruction and Meaningful Access</p> <p>Principle 4: Alignment and Articulation Within and Across Systems</p>	<p>1B. English Learner Profiles</p> <p>1E. English Learners with Disabilities</p> <p>2A. Integrated and Designated English Language Development</p> <p>4A. Alignment and Articulation</p> <p>4C. Coherency</p>

DSUSD Multilingual Learner Master Plan:

Alignment to the California English Learner Roadmap Principles and Elements (*continued*)

Chapter Title		ELR Principle(s)	Relevant Elements
5	Access to Core Curriculum and Integrated English Language Development	<p>Principle 1: Assets-Oriented and Needs-Responsive Schools</p> <p>Principle 2: Intellectual Quality of Instruction and Meaningful Access</p> <p>Principle 4: Alignment and Articulation Within and Across Systems</p>	<p>1A. Language and Culture as Assets</p> <p>1B. English Learner Profiles</p> <p>1E. English Learners with Disabilities</p> <p>2A. Integrated and Designated English Language Development</p> <p>2B. Intellectually Rich, Standards-based Curriculum</p> <p>2C. High Expectations</p> <p>2D. Access to the Full Curriculum</p> <p>2E. Use of Students' Home Languages</p> <p>2F. Rigorous Instructional Materials</p> <p>4A. Alignment and Articulation</p> <p>4C. Coherency</p>
6	Student Progress Monitoring Benchmarks	<p>Principle 3: System Conditions that Support Effectiveness</p> <p>Principle 4: Alignment and Articulation Within and Across Systems</p>	<p>3A. Leadership</p> <p>3C. Assessments</p> <p>4A. Alignment and Articulation</p> <p>4C. Coherency</p>
7	Program Evaluation & Accountability	<p>Principle 3: System Conditions that Support Effectiveness</p> <p>Principle 4: Alignment and Articulation Within and Across Systems</p>	<p>3A. Leadership</p> <p>3B. Adequate Resources</p> <p>3C. Assessments</p> <p>4A. Alignment and Articulation</p> <p>4C. Coherency</p>
8	Staffing and Professional Learning	<p>Principle 3: System Conditions that Support Effectiveness</p> <p>Principle 4: Alignment and Articulation Within and Across Systems</p>	<p>3A. Leadership</p> <p>3D. Capacity Building</p> <p>4A. Alignment and Articulation</p> <p>4C. Coherency</p>
9	Family School Partnerships	<p>Principle 1: Assets-Oriented and Needs-Responsive Schools</p> <p>Principle 3: System Conditions that Support Effectiveness</p> <p>Principle 4: Alignment and Articulation Within and Across Systems</p>	<p>1D. Family and School Partnerships</p> <p>3A. Leadership</p> <p>4A. Alignment and Articulation</p> <p>4C. Coherency</p>

After almost three years, the plan was ready. Newly appointed as Superintendent, Kelly May-Vollmer (a long-time educator in the district who had been involved in development of the ML Master Plan as Assistant Superintendent for Ed and Tech Services), presented it to the DSUSD board. The Board formally adopted the Multilingual Master Plan in 2022.

The cumulative inclusive process of developing the plan, plus that final step of Board approval were crucial foundations for the plan's implementation. Says Randolph, *"If you're one person writing a plan and just giving answers to key questions, it doesn't have sustaining power. But if you have a formal document that has resulted from a process that involved many people, and if you create systems and build the capacity along the way, it will leave a legacy when you're not there. Knowing the needs of English learners and knowing there's more work to do than there are people, the document as policy is there to be referenced. And for us, our ML Master Plan is policy. Our board passed this. It's based on the state EL Roadmap policy; but it's our policy now—board adopted and approved."*

Motivated and guided by the vision, mission and principles of the EL Roadmap policy, these districts have forged their own paths to strengthen EL education and outcomes. They demonstrate that this aspirational, comprehensive, principles-based policy can be a powerful force in creating the schools our English learners need.

Building Capacity

The development of the Master Plan was just a start. With the plan in place, the work has shifted to building the systems and capacity to give life to the plan. The process of developing the Master Plan had already started to build capacity. The writing team and the subcommittees had been charged with learning what was required by law, reading, and researching effective practices, and introducing systems for EL success. Subcommittees had worked on specific chapters and then presented drafts to others for input and response. Drafts and information filtered through Educational Services Directors and interdepartmental directors' meetings, and were vetted with the assistant superintendent for educational services. DSUSD had worked with EL RISE! partner LMU-Center for Equity for English Learners, and had sought and utilized more of the EL RISE! offerings, including the EL Master Plan Institute for the team working to finalize the plan. All of this was not only a way to develop a plan, it was an important learning process for everyone and the building of a shared vision.

To implement the Master Plan would require even more professional learning. To implement the plan, teachers, district staff, and TOSAs (Teachers On Special Assignment) participated in the "Newcomers in the Classroom" Institute and the Dual Language Pedagogy Institute for Teachers to focus on classroom strategies. Those who attended the trainings returned to train others.

The Journey Continues

The Multilingual Learner Master Plan has led to a decision to create a linked insert that speaks specifically to dual language immersion pathways—a DLI Master Plan. It has also led to investments in staffing. A new position, coordinator of multilingual learner programs was added. The secondary schools were allocated more FTEs to ensure the delivery of ELD. Ten new ELD intervention teachers/coaches have been added to the roster to support elementary schools. And the district is working with the Riverside County Office of Education next year. Randolph concludes, *"The process of developing and writing our ML Master Plan created a synergy of energy and advocacy for our ELs—a focus on ELs that keeps building."*

CLOSING THOUGHTS



From this Compendium of Bright Spots, we have seen what can happen when districts, their leaders, teachers, parents, and communities accept responsibility for delivering aspirational, comprehensive, equitable, accessible, and effective schooling for English learners. Motivated and guided by the vision, mission and principles of the English Learner Roadmap policy, these districts have forged their own paths to strengthen English learner education and outcomes. They demonstrate that this aspirational, comprehensive, principles-based policy can be a powerful force in creating the schools our English learners need. But they do not answer the question of what it will take for this to become a reality on a broader scale. They do not answer the question of whether this type of policy is sufficient to engage commitment, ownership, action on behalf of our English learners throughout the state. May these Bright Spots inspire deeper investments and greater leadership attention at the state and local levels towards the day when bright spots are not the exception, but the norm, towards the day when this exceptional vision and policy are not just the province of students in districts with “willing” leadership – and towards the day when all 1.1 million English learners in California are granted the education they deserve.

EL RISE! RESOURCES USED IN THESE EXAMPLES

EL RISE! made available many toolkits, playbooks, printed and media resources in addition to 40 different professional learning modules addressing a comprehensive range of English learner education issues, preschool through graduation, and explicitly focusing on a wide range of roles within the system (district leaders, site administrators, classroom teachers, counselors, school board members, parents/families). Districts selected which resources were matched to their chosen EL Roadmap priorities and focus. The following chart lists those resources used by the Bright Spots examples in this publication.

EL RISE! Offering/Resource	Azusa	Elk Grove	Cutler Orosi	Woodland Joint	Desert Sands
Asset-based Content and Language Instruction for Multilingual Learners in the Secondary Grades Institute	X	X	X	X	
Californian EL Roadmap Implementation Guides and Toolkits for Administrators (volumes 1 - 5)	X	X	X	X	
Californians Together EL Roadmap Teacher Toolkits (elementary, middle, high)	X	X			
Californians Together Fall 2020 Webinars - Administrator Series on Serving ELs in the Pandemic Context			X		
Centralizing the needs of English Learners: English Language Development (ELD) for Elementary Teachers and Administrators Institute		X	X		
Co-Constructing Educator Capacity to Meet the Needs of English Learners for Integrated ELD Math and Designated ELD Educators		X			
Developing an English learner Data Dashboard, Systems and Culture	X				
Developing and Strengthening Programs and Services to Meet the Needs of Long-Term English Learners	X	X			X
Dual Language Pedagogy Institute for Elementary Teachers	X	X			X
ELD for Elementary Teachers and Administrators Institute	X	X			X
Elementary Coaching to Enact the English Learner Roadmap	X	X			
Elementary English Learner Roadmap 101 Family Webinar-Trainer of Trainer Model		X			
English Learner Master Plan Institute: Designing local policy aligned to the California English Learner Roadmap		X			X
English Learner Master Plan Playbook developed by EL RISE! partner Center for Equity for English Learners (LMU)		X			X

EL RISE! Offering/Resource	Azusa	Elk Grove	Cutler Orosi	Woodland Joint	Desert Sands
English Learner Roadmap 101 for School Board Members	X		X		
English Learner Roadmap Aligned LCAP Toolkit Workshop: Using Research-Based Tools to Promote Equity for English Learners	X	X		X	
English Learners with Disabilities Community of Practice		X			
Harnessing the Power of Instructional Rounds	X	X			
Honoring the Principal's Role in Implementation of the English Learner Roadmap Policy - A Statewide Convening	X	X	X	X	
Improving Outcomes for English Learners with Disabilities				X	
Integrated and Designated ELD Strand for Secondary Teachers	X	X		X	
Integrated and Designated ELD: Elementary Teacher as a Language Coach	X	X		X	
Leading School Improvements with English learners at the Heart: The ELR for Administrators Strand of Five Modules		X	X	X	
Leveraging Elementary Academic Texts to Deepen Language Proficiency	X		X		
Meeting the Unique Needs of Newcomers in the Classroom		X			X
NRCAL Institute for English Learners / Emergent Bilinguals and the California English Learner Roadmap Policy in Action (focus on Asian Languages)	X				
The National Resource Center for Asian Languages Webinar on implementing the EL Roadmap		X			
Partnership with Anchor COE			X	X	X
Preparing to Lead Integrated and Designated ELD (for Administrators)	X				
SEAL Fall 2020 Webinars - Teacher Series			X		
Structuring District and School Site Programs to meet the needs of Newcomer Students			X		
Summer Learning Lab (SEAL)		X	X		X
The English Learner Roadmap Dual Language Elementary Teacher Strand Modules 1 - 5			X		
The English Learner Roadmap Elementary Teacher Strand Modules 1 - 5		X		X	



ELRISE!

ENGLISH LEARNER ROADMAP IMPLEMENTATION
FOR SYSTEMIC EXCELLENCE

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