



# PATHWAY TO PROFICIENCY: IMPLEMENTING THE ENGLISH LEARNER ROADMAP

IN LOS ANGELES COUNTY



THE GREATER LA  
EDUCATION FOUNDATION



Los Angeles County  
Office of Education

# EXECUTIVE SUMMARY

California’s English Learner Roadmap (ELRM) Policy, passed in 2017, was intended to provide guidance to leaders at all levels of the education system on welcoming, understanding, and educating the diverse population of students who are English learners attending California public schools. The Roadmap details how to go beyond compliance-driven policies and practices and move toward an aspirational approach to serving the state’s English learner (EL) and multilingual students. It is a critical vehicle for achieving many of the state’s educational goals to ensure all Californians can thrive.

The principles of the English Learner Roadmap show the way toward a coherent and aligned set of practices, services, relationships, and approaches to teaching and learning that add up to a powerful and effective twenty-first century education for all English learners.

- **Principle 1:** Assets-Oriented and Needs-Responsive Schools
- **Principle 2:** Intellectual Quality of Instruction and Meaningful Access
- **Principle 3:** System Conditions That Support Effectiveness
- **Principle 4:** Alignment and Articulation Within and Across Systems

Los Angeles County is one of the most culturally and linguistically diverse regions in California with three in five children ages 0–5 speaking a language other than English at home and one in six K–12 students classified as ELs. Although the ELRM Policy has existed for over four years, local and state leaders continue to grapple with how best to serve ELs—pointing to the need for shifts in organizational culture, staffing structures, funding, and instructional approaches. Further, the COVID-19 pandemic has only exacerbated the challenges that already existed between English learners and their peers.



¿Cómo?

¿Adónde?

¿Cuál?

¿Cuánto?

De la lista de elementos a tu derecha, selecciona: ¿Cuáles crees que pertenecen a un hotel? Si aparecen en ambos lugares, escríbelos en medio.

Introducción al vocabulario para alojarse en un hotel  
↳ quedarse

Pertenece a un hotel	Pertenece a ambos lugares	Pertenece a una casa
recepción vestíbulo	cama sencilla almohada sofás, televisión	

... selecciona 4 palabras diferentes de la lista y crea una oración original para cada una de ellas.

Me gusta sentarme en un partido de fútbol.

Profesor:

Señor Medina

→ Hoy es  
4 de noviembre del 2020  
jueves

→ Clase de español para nativos

El subjuntivo para expresar duda o negación

-El subjuntivo también se utiliza para expresar duda, incertidumbre y negación.

-Se usa después de verbos como:

1 no creer que...

4 negar que...

(Perhaps...)

2 dudar que...

5 no pensar que...

7 Quizá(s)...

3 no estar seguro(a) de que...

6 Tal vez...

8 Ojalá...

(Maybe)

(Hopefully...)

Ejemplos No creo que esta pandemia se acabe pronto.

Dudo que llegemos a tiempo.

Ojalá que no salga muy caro.

Tal vez tomemos un taxi.



This report highlights where progress is being made in ELRM implementation in Los Angeles County and identifies opportunities for further impact. Drawing on interviews with administrators and educators in LA County's public schools, the report uplifts key findings by ELRM principle and high-level themes across interviews. These include the following:

- Thoroughly unpacking the Roadmap and reflecting on strengths and areas for growth has been a difficult but important starting point for most education leaders.
- The ELRM Policy has affirmed many practices schools and districts already had in place while also pushing them to enhance and refine their practices.
- Capacity-building supports have been invaluable—and are still much needed.
- Pandemic recovery requires short- and long-term intentionality.

Stakeholders across our education systems have a critical role to play in ensuring stronger English Learner Roadmap implementation going forward. In order to realize the ambitious vision of the ELRM Policy, this report recommends the following actions, based on lessons learned thus far:

## STATE LEADERS

- ✓ Create a plan for sustained Roadmap implementation funding.
- ✓ Integrate the EL Roadmap more seamlessly into other state priorities.
- ✓ Engage in a sustained communications campaign that underscores the assets ELs and their families bring to our schools.
- ✓ Develop resources and exemplars related to entry and exit criteria from EL programs that address the variety of EL experiences (i.e., EL typology: newcomer, long-term EL, etc.).



- ✓ Create and uplift more exemplars around Roadmap implementation, including appropriate uses of funding for supports.
- ✓ Create greater spending flexibility over longer time periods to support sustained implementation.
- ✓ Identify opportunities to expand existing ELRM Policy language and implementation tools by adding higher-education components and strengthening early-learning components.

## LOS ANGELES COUNTY OFFICE OF EDUCATION (AND OTHER COUNTY OFFICES OF EDUCATION)

- ✓ Pilot a data dashboard similar to the one San Diego County Office of Education has developed, focused on monitoring EL progress at the county and local levels, disaggregated by EL typology.
- ✓ Assign a county office of education (COE) staff member to each local educational agency (LEA) to help LEAs problem solve through balancing the ELRM Policy, laws/regulations, LEA-specific context, and the specific students an LEA serves.
- ✓ Provide deeper analysis of Local Control Accountability Plan (LCAP) goals and actions targeting the needs of ELs, identification of exemplars, and use of ELRM language and tools to support technical assistance.
- ✓ Request greater specificity in LCAPs (and consider providing guidance, such as spending considerations based on percentages of ELs served).
- ✓ Offer increased guidance/suggestions to LEAs on appropriate, and innovative, uses of funding.
- ✓ Support the development of an expanded pool of professional learning facilitators.



## PROFESSIONAL DEVELOPMENT PROVIDERS

- ✓ Create additional “leave-behind” resources for COEs engaged in
- ✓ current Roadmap implementation activities.
- ✓ Focus professional development on how to implement and expand on Principles 3 and 4 (“System Conditions That Support Effectiveness” and “Alignment and Articulation Within and Across Systems”).
- ✓ Create expanded communities of practice to support the improvement cycle process.
- ✓ Build deep expertise around English learner pedagogy to be an effective support partner.

## DISTRICT AND SCHOOL LEADERSHIP

- ✓ Champion ELs by explicitly prioritizing their needs through efficient and sustainable systems and structures.
- ✓ Ensure all teachers receive ongoing training on and support with strategies to support ELs.
- ✓ Make information about program options (such as dual language programs) easily accessible to students and families and create opportunities for them to weigh in on program options.
- ✓ Utilize existing tools to support and track implementation progress.
- ✓ Hire more staff members that identify culturally, linguistically, and racially with the school’s/district’s EL populations.
- ✓ Develop and carry out plans to spend pandemic recovery funds (American Rescue Plan/Elementary and Secondary School Emergency Relief) in ways that reflect the needs and voices of ELs and their families<sup>1</sup>, along with other evidence-based strategies.

<sup>1</sup> Consider the recommendations outlined in the following guide: <https://edtrust.org/resource/action-guide-targeting-resources-from-the-american-rescue-plan-to-address-the-needs-of-english-learners/>

# INTRODUCTION

One of California's greatest assets is its diversity, including its linguistic diversity. There is no place where this is truer than in Los Angeles County where residents speak dozens of languages and represent a wide range of immigrant communities as well as communities whose families have resided in the region for generations and have preserved their linguistic and cultural traditions.

Public schools in LA County are a reflection of this linguistic and cultural diversity—where an estimated three in five children ages 0–5 are dual language learners who speak a language other than English at home<sup>2</sup>, and one in six K–12 students (over 235,000) are English learners (ELs). English learners—who are K–12 students with a home language other than English and who require additional programs and services to support them toward English proficiency<sup>3</sup>—bring many identities to school that are assets to their learning. At the same time, local and state leaders have long grappled with how best to serve ELs beyond providing the dedicated supports throughout their academic and linguistic journeys to which they are legally entitled.

California's approach to serving multilingual learners has shifted dramatically in recent years, particularly since the Proposition 227, "English-only," era of the late 1990s. Passed in 2016, Proposition 58 repealed these restrictions and created an opening for new policies, including the ELRM Policy. This policy was passed in 2017 to provide guidance to local educational agencies (LEAs) around how to understand the needs and assets of ELs and provide the appropriate educational opportunities and supports to this diverse population<sup>4</sup>.

---

2 This estimate is based on estimates of language diversity of urban families in the following source: Holtby, S., Lordi, N., Park, R., & Ponce, N. (2017, May) Families with Young Children in California: Findings from the California Health Interview Survey, 2011-2014, by Geography and Home Language. UCLA Center for Health Policy Research. [http://healthpolicy.ucla.edu/publications/Documents/PDF/2017/Child\\_PB\\_FINAL\\_5-31-17.pdf](http://healthpolicy.ucla.edu/publications/Documents/PDF/2017/Child_PB_FINAL_5-31-17.pdf).

3 White, L., Bergey, R., & Quick, H. (2021, November 29). Starter guide: Important foundational principles. Multilingual Learning Toolkit. <https://www.multilinguallearningtoolkit.org/starter-guide>

4 English Learner Roadmap. (2020, November). California Department of Education. <https://www.cde.ca.gov/sp/el/rm/>

## Terminology in This Report

This report utilizes various terms to describe the same group of students. It incorporates the term "multilingual" learners/students frequently because it is a more assets-based way to describe students who are learning more than one language and bring many skills into the classroom to support their learning. The term "English learner" is still frequently used in the field because students with that designation are entitled to particular legal protections and resources, so this report also uses that term. The abbreviation "EL" is also utilized here.

## How Were Districts Identified for This Study?

The schools and districts included in this study are all located in Los Angeles County. We began by analyzing school- and district-level English learner data on the top languages spoken, percentage of ELs served, math and English language arts outcomes, graduation, and A-G, among others. We also engaged with the Los Angeles County Office of Education (LACOE) to learn which schools and districts have interacted with LACOE around the Roadmap. From there, we reached out to dozens of schools and districts to request interviews, being intentional about ensuring a diverse representation of school and district types. We conducted interviews with leaders across nine districts and schools, speaking with assistant superintendents, academic directors, principals, and English learner department heads and coordinators. One district preferred to remain anonymous; the rest are listed here: Centinela Valley Union High School District, Compton Unified, Downtown Value Charter School, El Rancho Unified, Green Dot Public Schools, Los Angeles Unified, Monrovia Unified, and Rowland Unified. Because the work in these schools and districts is in some cases being newly implemented, we hope to continue learning about their efforts in order to understand longer-term implementation outcomes.

The ELRM is a critical vehicle for accomplishing the state's Global California 2030 goals<sup>5</sup> and other state priorities that are all driving toward the goal of creating the learning conditions that will ensure all Californians can thrive.

In addition to articulating a state vision for supporting ELs, the ELRM provides a series of Web-based resources to guide leaders at various levels in their work with ELs. The state legislature also allocated \$10 million in total funding to two grant recipients through the Educator Workforce Investment Grant in 2020<sup>6</sup> in recognition of the need to build capacity across education systems to implement the Roadmap. In LA County alone, this funding will provide support for implementation activities across 80 school districts and over 300 charter schools through June 2023.

While implementation supports have created much-needed opportunities for school, district, county office, and state leaders to better understand and begin implementing the Roadmap, for many institutions the policy represents the need to make significant shifts in organizational culture, staffing structures, funding, and instructional approaches in order to fully embrace its principles. Further, this policy is aspirational and currently does not include any accountability mechanisms across all levels of the system. On top of these challenges, the disruption that the COVID-19 pandemic created has only exacerbated gaps in access and outcomes that already existed between student groups, particularly for multilingual learners.

The intent of this brief is to highlight where progress is being made in ELRM implementation and to identify opportunities for further impact. This report draws on interviews with LA County administrators and educators (based on a review of school- and district-level English learner data as well as recommendations from leaders in the field) to uplift how school systems in the region are putting into practice the principles of the ELRM. It also identifies areas for improvement and concludes with a series of recommendations for state leaders, school and district leaders, the county office of education, and technical assistance providers to truly bring to life the vision of the Roadmap so that multilingual learners in LA County and beyond thrive across California's education systems.

---

5 Global California 2030. (2018). California Department of Education. <https://www.cde.ca.gov/eo/in/documents/globalca2030report.pdf>

6 EWIG: EL Roadmap Policy Implementation. (2020, December). California Department of Education. <https://www.cde.ca.gov/sp/el/rm/ewigelrmpolicy.asp>

# CROSSCUTTING THEMES

While this brief primarily highlights institutional examples of ELRM implementation, the research yielded high-level themes related to LEA interpretation of the Roadmap, self-assessment of needs, and critical areas of support.

EL RISE! is one of two recipients of the Education Workforce Investment Grants (EWIG) awarded in March 2020<sup>7</sup> to build capacity to implement the EL Roadmap. Californians Together is the lead organization, partnering with Sobrato Early Academic Language (SEAL) and the Center for Equity for English Learners (CEEL) at Loyola Marymount University. These organizations work closely with 20 California COEs, including LACOE, for three years (estimated through mid-2023) to support LEAs in their implementation. The other EWIG recipient is the Multilingual California Project (MCAP), led by the California Association for Bilingual Education (CABE) in coordination with San Diego State University and five COEs. While LACOE works more closely with EL RISE! given its anchor COE role, MCAP also engages in LA County to provide ELRM implementation support, and LACOE features MCAP's resources as a complement to those offered by EL RISE! in order to provide a wide range of offerings for LEAs across the county.

<sup>7</sup> EWIG: EL Roadmap Policy Implementation. (2020, December). California Department of Education. <https://www.cde.ca.gov/sp/el/rm/ewigelrmpolicy.asp>

## Who Are the Key Support Providers in LA County?

LACOE's Multilingual Academic Support (MAS) Unit is an existing technical assistance and professional development provider. LACOE is one of four anchor county offices of education for EL RISE! (English Learner Roadmap Implementation for Systemic Excellence), which supplements and amplifies the existing support LACOE is already providing. As an anchor county office of education (COE), LACOE also partners closely with two LEAs to comprehensively support all aspects of the ELRM through multiyear professional learning opportunities for educational partners and development of Roadmap implementation plans.



# THEME 1:

**An important implementation starting point for most LEAs—and a consistent challenge—has been thoroughly unpacking the Roadmap and reflecting on strengths and areas for growth.**

There have been a wide range of LEA reactions to the EL Roadmap. Support providers like the Los Angeles County Office of Education’s (LACOE) Multilingual Academic Support (MAS) Unit and EL RISE! that have engaged with many LEAs in LA County have identified that some local leaders feel overwhelmed by the policy and are not sure where to begin with implementation:

**//** *The roadmap itself is so visionary, big, and overwhelming. It’s hard for people to envision it in action. For EL RISE!, this means having to think about how to bring it into action, what are the critical components, how do you make it tangible for people so that people understand it? Districts still need help reflecting on what they are already doing right and where they still need to grow. It can be hard to take ownership and maintain self-efficacy to move the work forward.*

## **MARGARITA GONZALEZ-AMADOR**

EL RISE! Project Administrator

Support providers like LACOE’s MAS Unit aim to help education leaders reflect on what they are already doing well and where they need to grow. They also encourage local education leaders to plan their LEA’s long-term goals, keeping in mind the aspirational nature of the policy, in addition to attending to the legally required elements<sup>8</sup>. Practical resources for thinking about where to begin, like the implementation guides and tool kits published by Californians Together<sup>9</sup>, are helpful for identifying more specific, concrete steps.

<sup>8</sup> For example, English learners are entitled to access to the full curriculum and English language development supports.

<sup>9</sup> <https://www.californianstogether.org/el-rise/tools/>

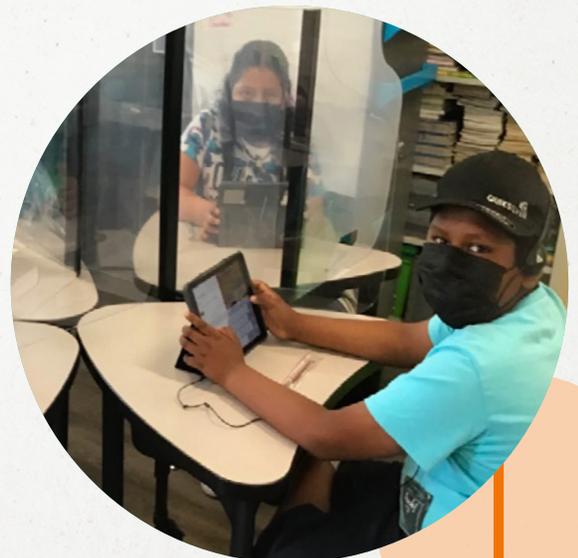


# THEME 2:

**The ELRM Policy has, for many LEAs, affirmed and validated the practices they already had in place and pushed them to enhance their practices further.**

In some cases, having the EL Roadmap be a statewide initiative engendered more staff buy-in. Further, it gave credibility to the ideas, vision, and strategies that schools and districts already had in place. Before the Roadmap, principles for serving ELs tended to be more implicit and seen generally as supports that were “good for all”; but with the official ELRM Policy, leaders and educators are now making explicit connections to the principles with the Roadmap providing a clear structure and justification for their research-backed work.

The Roadmap has also helped refine district and school practices, such as developing more consistent approaches to English language development (ELD). Many of the districts interviewed feel they have made the most progress with Principle 1, “Assets-Oriented and Needs-Responsive Schools,” in recent years and see it as a critical foundation for successfully implementing the other principles.



# THEME 3:

**Capacity-building supports have been invaluable and additional capacity-building supports are still needed.**

School and district administrators spoke positively across the board about the support they have received from the MAS Unit and the extent of engagement with EL RISE! professional development providers. These resources are seen as critical to their work with Roadmap implementation, including guidance from the MAS Unit around supports and services for ELs even prior to the ELRM Policy.

**//** *The professional development provided by EL RISE! helped us refocus and opened our eyes to reflect on all the kids even on the other side of the screen and got us thinking more about what supports they need.*

## SCHOOL ADMINISTRATOR

The MAS Unit shares best practices, facilitates collaboration among LEAs, and develops tools (including professional learning providers) for the LEAs in their region. They often host workshops where attendees practice what they learn and debrief in later sessions, bringing participants together across departments or from the same department but across different LEAs. The MAS Unit often provides follow-up trainings based on EL RISE! offerings and has received positive feedback from participants about their trainings. They believe it is the result of creating collaborative learning spaces and shared language around the work.

EL RISE! has seen high participation rates in their trainings among educators and administrators across LA County. Participants gain



practical tools related to Roadmap implementation. For example, 90 percent of administrators surveyed said these professional development experiences have helped them access useful tools and better understand needs by EL typology. One silver lining to the pandemic is that the shift to virtual training platforms has broadened educator access to trainings—a practice EL RISE! intends to continue going forward.

These support providers identified a number of areas where additional support and capacity building are needed. At a high level, they acknowledged that many education leaders and educators maintain a compliance-oriented approach to serving ELs because of past and current accountability mechanisms that narrowed what local leaders have focused on in order to ensure minimal compliance based on legal obligations. Other needs are more specific. For example, one provider identified that secondary teachers need much more support in understanding the ELD standards and how they connect to content standards.



# THEME 4:

## **Pandemic recovery requires short- and long-term intentionality.**

From a logistical perspective, a number of LEAs shared that the pandemic interrupted their Roadmap implementation plans and that they need to re-evaluate if and where adjustments to those plans need to be made to get back on track. They also identified a number of practical challenges that created roadblocks to serving ELs. For example, the English language proficiency assessment (ELPAC), which is administered to ELs annually and is an important tool for reclassification, had to be administered virtually in the spring of the 2020–21 school year. This required a significant increase in time and resources, which sometimes came at the expense of other needs and EL services.

Education leaders are also worried about recovering from the documented impact that a lack of in-person instruction, and the other challenges brought on by learning in a pandemic context, has had on ELs' academic and linguistic development<sup>10</sup>—including the impact that lost learning time has had on those who did not participate in learning<sup>11</sup> last year for a variety of reasons. In particular, they feel unclear about how best to address learning gaps and are especially concerned about students in lower grades who are still developing skills such as literacy.

Perhaps most significantly, leaders across levels acknowledged the personal impact the pandemic has had in terms of the significant loss and trauma experienced by educators, students, and families. English learner students and their families have been particularly vulnerable to the impacts of the pandemic given a number of factors, including lack of access to healthcare (and the disproportionate impact of COVID-19 on people of color), financial/job instability, and lack of access to public supports<sup>12</sup>.



10 Sugarman, J. & Lazarin, M. (2020, September). Educating English Learners during the COVID-19 Pandemic: Policy Ideas for States and School Districts. Migration Policy Institute. <https://www.migrationpolicy.org/sites/default/files/publications/mpi-english-learners-covid-19-final.pdf>

11 Lehrer-Small, A. (2021, September 30). Exclusive Data : Absenteeism Surge Among English Learners During Pandemic. The 74. <https://www.the74million.org/article/exclusive-data-absenteeism-surged-among-english-learners-during-pandemic/>

12 Uro, G., Lai, D., Alsace, T., & Corcoran, A. (2020, August). Supporting English Learners in the COVID-19 Crisis. Council of the Great City Schools. [https://www.cgcs.org/cms/lib/DC00001581/Centricity/domain/35/publication%20docs/CGCS\\_ELL%20and%20COVID\\_web\\_v2.pdf](https://www.cgcs.org/cms/lib/DC00001581/Centricity/domain/35/publication%20docs/CGCS_ELL%20and%20COVID_web_v2.pdf)

Educators will first and foremost need to be attentive to students' social-emotional needs, particularly in the current school year but also beyond, as part of broader pandemic recovery efforts.

**//** *The number one lesson from COVID is that every single teacher needs to focus on EL strategies. It was hard for ELs' needs to be invisible during distance learning. That continues into this year...every teacher has ELs and needs to be focusing on that. Also the piece around social-emotional learning, especially for our EL and immigrant students, transitioning through all the stuff that's going on with them. Taking the time to build community and relationships, while something we've always prioritized, post-COVID, is a complete nonnegotiable. We have to build community so students feel comfortable talking to each other again.*

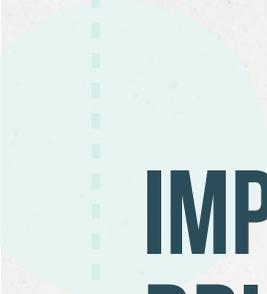
---

## DISTRICT LEADER

In addition to the hard work of educators to ensure ELs' academic and social-emotional needs are being met, school and district leaders—as well as state leaders—must consider how to best utilize the funding available through the federal American Rescue Plan (ARP), specifically the Elementary and Secondary School Emergency Relief Fund (ESSER), which is intended to support states and LEAs in safely reopening schools and addressing the impacts of the pandemic<sup>13</sup>.

---

<sup>13</sup> <https://oese.ed.gov/offices/education-stabilization-fund/elementary-secondary-school-emergency-relief-fund/>



# IMPLEMENTATION BRIGHT SPOTS

As the crosscutting themes demonstrate, schools and districts are experiencing a range of challenges in implementing the EL Roadmap, but they are also experiencing some great successes along the way. Here, we highlight examples of how schools and districts are putting into practice the specific Roadmap principles, based on the language of each principle in the policy. (See the note on methodology near the introduction.) These examples include innovative approaches to supporting ELs as well as strong practices that were already in play before the ELRM Policy was passed.



  
 JEFFERSON  
 ELEMENTARY  
 SCHOOL

**ENGLISH LEARNER  
 RECLASSIFICATION  
 Ceremony**

MONDAY, JUNE 7TH, 2021  
 11:00 A.M. - 12:00 P.M.



**Reclassification**  
 Certificate of Reclassification  
 Student Name: [Name]  
 Date of Reclassification: [Date]

ENGLISH LEARNER  
 RECLASSIFICATION  
 Ceremony  
 PIZZA



# PRINCIPLE 1:

## ASSETS-ORIENTED AND NEEDS-RESPONSIVE SCHOOLS

*“Preschools and schools are responsive to different English learner strengths, needs, and identities and support the socio-emotional health and development of ELs. 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.”*

### DOWNTOWN VALUE CHARTER SCHOOL

Downtown Value Charter School already viewed students’ culture and language as assets to the school environment prior to the Roadmap. However, the policy has further cemented those practices. For example, teachers encourage students to use their native language orally and in writing.

The school also invites parents to come into the classroom for art activities and storytelling in their native language/culture. The Roadmap reoriented the school staff and the new parent coordinator on how to build stronger partnerships with parents and empower them so they can be strong advocates for their children, regardless of English fluency. School leaders have introduced ELRM principles to parents at meetings and encourage them to see the use of Spanish as an asset. Parents have been empowered to give input on how funds are spent, and school staff encourages parents to share their concerns regarding school policies or procedures. Examples of the school’s parent engagement goals coming to fruition were seen when parents called in during distance learning to raise concerns that their students were not being challenged enough. Another example was seen during a meeting when parents shared that an employee of a special education support agency was discouraging a student from speaking Spanish. As one leader shared when speaking to their goal of Principle 1 articulation,

*“We don’t want to just give parents information; we want to give them information with purpose to shape their decision making.”*

## ROWLAND UNIFIED

Leaders in Rowland Unified have focused on ensuring educators and staff know their ELs and that students have a voice in their educational experiences. The district's ELD coordinator makes a strong effort to get to know EL students and also helps their teachers get to know them better. She goes into classrooms and learns their stories to help teachers understand the different student identities and experiences. Some students even help create videos to tell their own stories. Additionally, during professional development sessions, the coordinator encourages teachers to identify their EL students by name, where they are from, and what activities the students enjoy in order to get to know them better.

In an effort to be responsive to student needs, the coordinator will visit a school site when there are concerns around misidentification of EL status or concerns about incorrect program placement. The coordinator's visit includes interviewing the student, which has been especially powerful at the secondary level. These visits serve as effective reminders to counselors and teachers about the importance of knowing the individual student.

The district has a strong focus on supporting newcomer students, starting from the moment they are welcomed into the school environment. When the district had an influx of newcomers, staff asked current students who shared the same language to create welcome videos for the newcomers in the students' native languages. The videos are presented in ELD classes and address topics like school expectations. Rowland leaders also recognized the importance of engaging newcomers and other ELs in extracurricular activities. When staff members noticed that newcomer students were not joining school clubs, they started talking with ELD teachers to learn about students' interests and what they like to do at home to help connect them with opportunities. For example, a teacher connected a student with the choir teacher after learning that she loved to sing. Staff also started going into classrooms to share about extracurricular activities after realizing that newcomers may not be present in spaces where sports and clubs were being promoted.

During the LCAP stakeholder engagement process, the district conducts surveys and holds focus group sessions with students to ensure they are aware of specific supports and opportunities and to gather their input. For example, the district hired a new counselor after students reported that they wanted more counseling support.

## EL RANCHO UNIFIED

In an effort to be assets oriented, the district staff at El Rancho Unified communicates to families, many of whom have lived in the United States for four or five generations, that their home language is an asset to the learning community to counter the opposing narrative many were told throughout their schooling experiences. Strong district leadership matters

in communicating these messages: Both the Superintendent and Director of Secondary Education are former EL students and have worked closely with EL students and families throughout their careers, making decisions along the way that have prioritized the needs of EL students.

The district also provides after-school programming for EL students to get additional support from faculty. Specifically, they implemented faculty mentors for ELs to provide social and emotional support and increase EL students' sense of belonging at school.

## LOS ANGELES UNIFIED SCHOOL DISTRICT (LAUSD)

While LAUSD is the largest school district in California and provides substantial flexibility to regional districts and local school sites, their Executive Director of Multilingual, Multicultural Education Department, Lydia Acosta Stephens, emphasized the importance of recognizing and celebrating EL students and encouraging parents to be engaged at school. She shared about the importance of setting a positive tone from the start:

*"It's important to make families feel welcome from the moment they enter the front office. Do we make them feel safe? Do we offer translation? It starts from their first experience with the school that sets the tone."*

The district also made a strong effort to engage family members in their child's learning during distance learning. They created EL resource guides – one for transitional kindergarten and one for 6th–12th grade—to help families engage in constructive conversations at home. The guide was translated into the six most commonly spoken languages and mailed to every EL family.

## GREEN DOT PUBLIC SCHOOLS

Leaders at Green Dot are developing a series of workshops to target the specific needs of EL parents. The first workshop this year is on understanding the US school system, including grading, A-G high school courses, and college requirements. The second workshop is on reclassification criteria, the ELPAC, assessment systems, and ways parents can support their children at home. The third workshop is on migration and supporting students' social-emotional needs in partnership with the LEA's mental health team. The final session aims to connect families to community resources such as immigration lawyers, housing support, and food access. All sessions will be offered virtually. Staff across Green Dot has also started using the term "emergent bilingual" in an effort to become more asset oriented.

## PRINCIPLE 2:

# INTELLECTUAL QUALITY OF INSTRUCTION AND MEANINGFUL ACCESS

*“English learners engage 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 proficiency in English and other languages.”*

### COMPTON UNIFIED

Compton Unified works to ensure ELs have meaningful access to robust learning experiences, with targeted interventions to support students when needed. Leaders described how these support systems are applied, being mindful of EL typology. The district uses a Multi-Tiered System of Support (MTSS), focusing on Tier 1 instruction to ensure all students can universally access the core curriculum and then addressing Tier 2 (targeted, group) and Tier 3 (intensive, individualized) interventions as necessary. To support Tier 1, the district provides numerous professional development activities around a set of key practices—including language objectives, building background knowledge, blended learning, and literacy—that include a focused EL component. To support appropriate interventions, all school sites receive a list of their ELs students and then identify them by typology, including long-term ELs (LTELs), students at risk of becoming LTELs, and newcomers. The district helps site leaders understand what differentiated instruction should look like so staff can develop intervention and monitoring plans for ELs who are struggling at Tier 1.

Students’ native languages are utilized as an asset to support their learning. Teachers who speak a student’s first language are encouraged to use it. The district also provides training in the use of first languages as a method for increasing English development and building knowledge as well as the use of cognates. Each site also provides bilingual instructional assistants to support small-group instruction to ELs based on their caseload.

The district also makes an effort to provide relevant learning opportunities that integrate language development with content. For example, each school site offers an EL journalism club for 4th–8th graders who are struggling with literacy. Students create a newsletter over the course of 10 weeks based on a curriculum developed by Loyola Marymount University.

## GREEN DOT PUBLIC SCHOOLS

Green Dot is taking an intentional approach to fostering high levels of English fluency through its ELD program—particularly integrated ELD—and revamped curriculum. The charter management organization (CMO) crafted focus principles of integrated and designated instruction to articulate what educators need to do to ensure EL success. Integrated ELD has been a consistent focus of professional development sessions over the last four years, and the CMO created an integrated ELD handbook to support teachers. As English Language Development Program Coordinator Juan Pacheco shared,

*“With integrated ELD, we’re pushing that every teacher is a language teacher. You should look at the data and think about how to scaffold content to make it accessible. Most of our designated ELD teachers also teach other classes.”*

Green Dot was taking a sheltered approach to designated ELD but realized it was creating barriers to equitable curriculum access, so leaders came up with alternatives to ensure full access to electives while also providing designed supports.

The CMO is working on further adjusting their curriculum to align with their efforts. Staff is currently piloting a designated ELD version of an 11th grade A-G approved elective: African American/Latinx Literature. After recognizing that EL students on some campuses have not been receiving equitable or consistent access to college readiness supports, Green Dot is also piloting a college readiness course that simultaneously provides language support.

## LOS ANGELES UNIFIED SCHOOL DISTRICT (LAUSD)

LAUSD aligns with Principle 2 in the opportunities it provides for students to develop proficiency in other languages. The district offers a robust set of bilingual program options (with credentialing opportunities for staff) alongside the Seal of Biliteracy and world language programs. There are 230 dual language programs supporting seven languages (Spanish, Mandarin, Korean, Armenian, Arabic, French, and Japanese), 31 of which start in early education and feed into K–12 programs. While most programs are in the lower grades, there are a few pathways through high school. The district has also significantly increased the number of students who are achieving the Seal of Biliteracy—from 3,000 in 2016 to 7,000 last

year. The Executive Director of LAUSD's Multilingual and Multicultural Education Department attributes this expansion to both the district's dual language and World Language programs.

## CENTINELA VALLEY UNION HIGH SCHOOL DISTRICT (CVUHSD)

CVUHSD is working to provide their high school ELs (most of whom are newcomers and long-term ELs) with rigorous course opportunities while developing language proficiency. Programmatic supports for ELs are intentionally crafted based on EL typology, including designated ELD classes that differentiate between the needs of LTELs and non-LTELs. Additionally, newcomers are enrolled in sheltered content courses for a more intensive integrated ELD experience. The content, however, is the same as the nonsheltered courses, and all courses are A-G approved. All LTELs are automatically enrolled in A-G courses and their schedules permit them to participate in AVID or career pathway programs. Recognizing the value of extended learning opportunities, the district offers summer school for credit recovery and enrichment so that ELs can take a course for original credit rather than waiting until the following school year.

## ROWLAND UNIFIED

Rowland leaders credit the EL Roadmap for expanding their language programs, particularly at the elementary and junior high level. With the expansion to a comprehensive biliteracy pathway, the district began biliteracy recognition for 3rd graders in dual language programs and 6th graders who are not enrolled in dual language programs but are biliterate. The ELRM Policy was also the impetus for another dual language school to offer a Mandarin pathway.

## EL RANCHO UNIFIED

El Rancho Unified leaders work to ensure that a student's status as an English learner is not a barrier to their ability to access a full, college preparatory-rich curriculum. The district offers AP Spanish and AP Spanish Literature to newcomer students so that they can access advanced courses. And, because many ELs were struggling to complete the A-G sequence required for UC and CSU eligibility, the high school made upper-level designated ELD classes A-G approved. This was particularly helpful for students coming to the United States who still want to graduate in three years.

The district also commits resources to provide extra supports for ELs. For example, when a student came from another country who did not speak any English, a teacher advocated for the student to be placed in an AP Calculus class because they felt that the student was advanced in math. The student was assigned a college tutor to provide additional supports.

## PRINCIPLE 3:

# SYSTEM CONDITIONS THAT SUPPORT EFFECTIVENESS

*“Each level of the school system (state, county, district, school, preschool) 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.”*

## MULTILINGUAL ACADEMIC SUPPORT UNIT, LACOE

The Multilingual Academic Support Unit at LACOE provides a number of supports for LEAs so they in turn can best support their ELs. Recognizing the critical support role they play in capacity building, they developed a series of sessions to bring in different divisions within LACOE. The first was facilitated by EL RISE! and the second was facilitated in house. County office teams were eager to apply the Roadmap to the different content areas and planned to meet quarterly in 2022 to continue discussing the Roadmap across departments in order to formalize cross-department collaboration (for example, drafting tools, professional learning opportunities, and plans as well as asking for the MAS Unit’s feedback).

The MAS Unit builds opportunities for educators to connect with and learn from one another with the goal that these opportunities will lead to cross-department or cross-school sharing of ideas. The team is intentional about aligning their agendas and already-funded projects with the EL Roadmap, making the principles the focal point of their work. When sharing resources, they annotate them to the Roadmap principles, reinforce the language, and ensure the educators they support are familiar with the principle(s) at hand.

The MAS Unit also maintains strong partnerships with other entities to provide specific supports. For example, they have a long-standing partnership with the Center for Equity for English Learners at Loyola Marymount University (LMU-CEEL) to provide professional development for EL strategy implementation (Observation Protocol for Academic Literacies,

also referred to as OPAL), formative assessment through a social-emotional learning and equity lens, and formative assessment in dual language classrooms. LMU-CEEL conducts a professional learning series on EL strategy implementation observation and measurement practices that district and school leaders can bring back to their districts.

## ROWLAND UNIFIED

District leaders at Rowland Unified identified that the Roadmap helped them become more intentional about placing students in particular programs. They use a data-driven approach and look at students individually to identify particular EL supports and electives that would best meet their needs. They also described how they use various funding sources (including LCAP, general funds, Title III, and Title I) to meet their EL programmatic needs. Through these funding sources, they prioritize paying teachers to participate in professional development and conferences, hiring a dedicated EL counselor, and providing after-school student tutoring via Zoom. As they shared,

*“For Rowland, serving ELs is about having the staff and having the right resources. The state gives a lot of resources, but it’s about using them correctly.”*

Rowland Unified has developed strong educator professional development supports to ensure educators are equipped with the skills and resources to support their ELs. The district offers differentiated professional development to secondary teachers on supports students with interrupted formal education (SIFE) and long-term English learners (LTELs) need to make sure they can differentiate between EL profiles. The district also created a professional learning cohort to support teachers working with newcomers. Sessions focused on model lessons, instructional strategies, and how to help newcomers feel safe. Staff also came together to discuss what additional supports should be available to ELs, including clarity around how to encourage and facilitate students’ skills with asking for supports, increased opportunities to converse, and the use of scaffolds such as language frames. The ELD coordinator follows up professional development with classroom visits to see how strategies are being implemented and to identify what supports teachers still need for ongoing professional development planning and coaching purposes.

Rowland also provides support for paraprofessionals at the secondary level. During monthly after-school meetings, paraprofessionals were able to share their needs and receive training and resources, including putting together visuals and videos that demonstrated specific skills to help students develop, such as online annotation.

## GREEN DOT PUBLIC SCHOOLS

When the charter management organization (CMO) at Green Dot began Roadmap implementation about three years ago, leaders brought together a team to articulate a vision for English learners and identify specific action steps. They started by categorizing their goals

within each of the principles. This activity was helpful at the district level for thinking about systems that need to be in place—including stronger communication structures—to ensure alignment between the CMO’s vision and the Roadmap. Leaders acknowledged that checklists and other tools provided by the state were helpful in thinking through their plans. This past year, as part of its annual revision of the EL Master Plan, the Master Plan Committee decided to focus on Principle 2 of the Roadmap, focusing on integrated and designed ELD instruction.

Systemic implementation also happens at the school level. School site EL leads come together monthly to learn about their role in Roadmap implementation and think about school site goals in connection with the Roadmap. Each site plans to engage in professional learning communities where departments and grade levels have flexibility to customize strategies and supports within their curriculum and then engage in an inquiry cycle to assess the impact of particular strategies on student achievement.

Data have also played a critical role in supporting the CMO’s work. Ellevation, a student management system specifically designed to monitor supports and progress of ELs, has helped Green Dot become more data driven. Through greater transparency and clarity around **“where we’re getting it right and where we’re not,”** staff can look at student data to determine instructional strategies to use by language level, determine actionable interventions, and communicate with parents.

Green Dot is currently focused on hiring bilingual aides to build capacity to support students within the designated ELD model. This will be especially helpful for supporting newcomers who are sometimes grouped with LTELs because there is not enough staff to support individual student needs. The specific role of aides is customized around the needs of the unique EL population at each school but is guided by the same integrated and designated principles. Leaders emphasize that part of training aides is about highlighting what ELs are capable of doing:

*“We help them understand that [ELs] should have access to rigorous content and can carry the cognitive load despite some language limitations, and that aides shouldn’t just translate everything for students.”*

## EL RANCHO UNIFIED

District and school leadership at El Rancho are making it clear that staff across the district need to make ELs a priority in their efforts. For example, the assistant principal at El Rancho High School schedules EL students first when creating the master schedule to ensure that ELs are taught by the most qualified teachers who provide the most support, before scheduling

other students. This helps to avoid large EL classes or combination classes with multiple grades—a challenge some schools face.

The district is also allocating funding in alignment with priorities identified as a result of the ELRM Policy. For example, the district plans to bring on a new staff member to provide more EL-specific professional development for teachers, likely around integrated or designated ELD. Leaders have identified in their LCAP that they will bring on additional coaches to guide math, English, science, and social studies teachers on how to support ELs in the context of those specific subject areas. As leaders shared,

*“The Roadmap Policy helped to push this to the forefront and allowed the district to do more with this funding.”*

## LOS ANGELES UNIFIED SCHOOL DISTRICT (LAUSD)

To support the expansion of bilingual programs, the district now offers a pathway for teachers to earn a bilingual authorization. Many teachers do not currently have the authorization, and the district recognizes the importance of this authorization with shifts in teaching strategies. Spanish language authorization came first, but the district is working on creating an authorization for other languages as well. The district also offers a TK–12 EL Microcredential and a Dual Language Education Microcredential. These microcredentials are primarily intended to provide rich professional learning experiences for teachers with 105 hours of coursework that includes meetings, online training, and field work. Teachers who successfully complete the program are eligible to earn three salary points.

## 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 appropriate identification of strengths and needs, and continuing through to reclassification, graduation, higher education, and career opportunities. These pathways foster the skills, language(s), literacy, and knowledge students need for college and career readiness and participation in a global, diverse, multilingual, twenty-first century world.”*

### ROWLAND UNIFIED

The district is working on building K–12 alignment around their dual language opportunities so that students across all grades can experience greater continuity in strengthening their dual language skills. Even before the Roadmap, leaders wanted to expand their dual language programs across K–12. They already had a strong foreign language component for high schoolers and many students received the Seal of Biliteracy, but those options were not available in junior high. As a result of the Roadmap, the district decided to expand dual language programs across K–12 and create a comprehensive biliteracy pathway for students.

### MONROVIA UNIFIED

In order to better understand EL students' academic and linguistic backgrounds, at the end of each year the district asks principals to talk to feeder schools about the reclassification status of each EL student. Understanding which students did not reclassify and why is helpful for gaining additional context into how students are (or are not) progressing across the grades. It also helps the teachers who will be teaching these students in the coming year to understand the specific strengths and areas for growth of each student.

### ANONYMOUS DISTRICT

One unified district we spoke with works hard to provide postsecondary supports for EL students, particularly newcomers, to help prepare them for life after high school. Since newcomers enter high school at a later age or grade, they may be missing the credits needed

to graduate on time and/or are less likely to be eligible for UCs/CSUs based on the A-G course sequence. The district provides summer school and a credit recovery program for students to make up classes and credits and to fulfill the A-G course requirements. Additionally, district staff works with students to fulfill their foreign language requirement with previous classes and/or competency in their native language so that students do not need to take unnecessary foreign language classes. This accommodation creates more space and options within an EL's schedule to take the required classes needed to graduate on time and be UC/CSU eligible.

## EL RANCHO UNIFIED

El Rancho Unified has a dual immersion elementary school and secondary school, and they have identified a middle school that will serve as a dual immersion school to create coherency in curriculum and options across the grade levels. They also created district-wide, grade-level professional learning communities that will meet four times each year to discuss formative assessments and strategies for instruction, among other topics. There is also interest in creating an EL-focused professional learning community (PLC) to create more alignment across the EL curriculum and instruction overall.

# CHALLENGES AHEAD

While conversations with districts brought exemplary practices to the surface, the leaders we spoke with also identified a number of challenges they continue to experience in Roadmap implementation. Here, we outline some of those challenges by principle.



# PRINCIPLE 1

## **Assets Orientation and Family Engagement**

Many district leaders named Principle 1 as the critical foundation upon which the other principles are built. However, some leaders also recognized that implementing this principle well is often the most challenging because it requires a significant culture shift. In particular, some school and district staff see engaging students and families as the most significant roadblock.

*“If you can’t feel valued by the people serving you on your campus, it doesn’t matter how rigorous the academics are. It filters down the whole system.”*

—DISTRICT LEADER

School leaders identified that parents would benefit from schools providing additional learning opportunities around how to support their children, development of social and cultural capital, and how the school system works.

## **Resources Aligned with Changing Needs**

Schools and districts need resources to support the shifts happening in real time in a constantly changing landscape. For example, with the wide variety of additional languages now spoken by students in LA county, particularly by new refugee students, schools need to hire counselors who speak less frequently spoken languages and provide translation services beyond those that are legally required in order to connect with families and help meet students’ and families’ personal needs.

## **Responsiveness to EL Typologies**

Many leaders discussed the ongoing challenge that ELs are often grouped into a broad EL category without acknowledging the diverse identities and needs of the EL population. At the secondary level, some leaders worry about providing students access to all the supports they need, beyond ELD. In particular, there are questions around the ideal pathway(s) for students with interrupted formal education (SIFE) entering in high school.

## PRINCIPLE 2

### **Native Language Instruction**

Some teachers still struggle with the concept of native language instruction, in part because of their own negative experiences speaking another language. As a result, not all teachers use or encourage the use of students' native languages in the classroom, nor do they see the use of translation applications as helpful tools to support students' language development.

Similarly, for some parents, there is still a stigma attached to maintaining and learning home language via a dual language program, such that parents often choose not enroll their child in these programs.

### **Instructional Quality and Rigor**

Ensuring ELs are engaging in rich, developmentally appropriate learning opportunities to support their academic and linguistic development continues to be a challenge—in large part because of the capacity issues articulated under Principle 3. This challenge is even greater at the secondary level, where building foundational literacy for long-term ELs and newcomer students poses a long-standing challenge.

In the context of COVID recovery, educators are wondering how to best address instructional and learning gaps resulting from the pandemic and are especially concerned about students in the lower grades who are just learning how to read.

As part of instructional rigor and relevance, some districts have made attempts to revise the curriculum to make it more culturally responsive, inclusive, and appropriate for ELs but have encountered pushback from some administrators and parents.

# PRINCIPLE 3

## **Knowledgeable and Responsive Educators**

By far, the most significant challenge articulated around Principle 3 was that many teachers are not well equipped to teach multilingual learners. The nature of this challenge ranges from a lack of knowledge about how to integrate the ELD standards into content areas, to a lack of knowledge about how to teach foundational literacy skills to ELs, to not understanding and seeing ELs' native language as an asset to their learning, to negative beliefs about ELs and their capabilities, to the underrepresentation of diverse, bilingual teachers relative to the student population.

Another challenge is finding staff who are qualified to meet the unique needs of ELs needs in particular contexts, such as middle school teachers who are not trained to support LTELs who have gaps in foundational literacy skills. Further, significant staff turnover in some places has made it difficult to sustain innovative programs and initiatives for EL students.

## **Valid Assessments**

While the topic of assessments did not surface frequently, some districts identified that linguistically and culturally valid assessments are still a struggle. And, making assessment results actionable so that they support planning, instruction, and continuous improvement toward language and academic proficiency is an ongoing challenge.

## **Supports and Capacity Building**

Many leaders articulated the need to build systemic capacity to support students but identified a number of roadblocks to meeting that goal—ranging from funding, to hiring qualified staff, to allocating time for intentional planning. As one LEA leader simply described, “We need time and space to think, plan, reflect, and adjust and this is not always available.”

Related challenges sit on the professional development and support side. MAS staff tried holding Communities of Practice to accompany the supports provided by EL RISE! but the timing was a challenge due to COVID, engagement was time intensive, and participation was ultimately low. Further, the ability of MAS staff to provide comprehensive support is limited, particularly given it is a small unit that is responsible for supporting 80 LEAs and hundreds of charter schools with EL, world-language, and dual language programs.

## PRINCIPLE 4



Findings from conversations with district and school leaders surfaced very few examples of alignment and articulation within and across systems (including support and coherency across grade levels, schools, districts, counties, and the state)—a strong indication alignment and articulation is challenging to achieve.

One articulated area of need, however, is continuing to provide support to students even after they are reclassified, which requires monitoring and making adjustments to supports as needed. Another challenge is alignment and articulation for districts that are not unified. As one high school district leader shared, “We don’t have control over what happens in K–8 feeder districts. We’d want to start intervening much earlier if we could.” This indicates the need for stronger lines of communication between feeder districts to understand students’ prior experiences and to inform districts’ planning in both directions based on student needs and academic and linguistic demands.

# RECOMMENDATIONS

Both implementation exemplars and remaining challenges make it clear that stakeholders across our education system have a critical role to play in ensuring stronger EL Roadmap implementation going forward. To that end, we conclude with a series of recommended actions for state and local leaders to take that are driven by the supports interviewees identified would be helpful in their ongoing implementation work.





## STATE LEADERS

- ✓ Create a plan for sustained Roadmap implementation funding that extends beyond the current 2023 timeline. Engage in conversations with stakeholders across all levels of the system to gauge what level of funding is needed to provide deep, ongoing supports to LEAs via different levels of the system.
- ✓ Integrate the EL Roadmap more seamlessly into other state priorities so that LEAs receive clear guidance around how to align their planning efforts. This includes greater alignment and integration across state systems and structures, such as the System of Support, so that districts and schools receiving assistance to tackle particular challenges are also receiving support on Roadmap implementation to better support ELs specifically. It also includes stronger alignment and integration into efforts to implement recommendations in the Master Plan for Early Learning and Care<sup>14</sup>.

*“Where does [the Roadmap] fit into LCAP and everything else? We can’t implement 10 different plans in isolation, and that doesn’t even make sense. Some sort of crosswalk between all these guidance documents out there, including instructional frameworks [would be helpful].”*

- ✓ Engage in a sustained communications campaign that underscores the assets ELs and their families bring to our schools and the urgent need to better support ELs in order to ensure the success of our whole state. Emphasize our collective ability to help ELs succeed with the right focus and highlight the fact that ELs are a diverse, dynamic group—including the fact that reclassified students often experience strong linguistic and academic success longer term.
- ✓ Develop resources and exemplars related to entry and exit criteria from EL programs that address the variety of EL experiences, particularly for newcomers and long-term ELs. Create and uplift more exemplars around Roadmap

14 See specific ideas here [file:///C:/Users/lwolf/Downloads/DLL-Policy-Platform\\_Final-Report.pdf](file:///C:/Users/lwolf/Downloads/DLL-Policy-Platform_Final-Report.pdf)



implementation in the field, including appropriate uses of funding for particular programmatic supports based on limitations/restrictions.

- ✓ Create greater spending flexibility over longer time periods to decrease sustainability challenges to longer-term plans that aim to provide continuity of programming.  
Identify opportunities to expand the existing language of the policy and related implementation tools by adding higher education components and deeper, more explicit early learning components (beyond the current K-12 focus).

## LOS ANGELES COUNTY OFFICE OF EDUCATION (AND OTHER COES)

- ✓ Pilot a data dashboard similar to the one San Diego COE has developed, focused on monitoring EL progress at the county and local levels, disaggregated by EL typology.
- ✓ Assign a COE staff member to each LEA to help LEAs problem solve through balancing the ELRM Policy, laws/regulations, LEA-specific context, and the specific students served by the LEA.  
Provide deeper analysis of LCAP goals and actions specifically targeted to meet the needs of EL students, identification of exemplars, and use of ELRM language and tools as part of technical assistance and guidance for LCAP training.
- ✓ Request greater specificity in LCAPs (and consider providing guidance, such as spending considerations based on percentages of ELs served).
- ✓ Offer increased guidance/suggestions to LEAs on appropriate, and innovative, uses of funding.
- ✓ Support the development of an expanded pool of professional learning facilitators who work outside of current grant funding to expand the capacity to offer Roadmap implementation support. Consider opportunities to prioritize these resources based on LEA-identified needs, such as building teacher capacity, providing newcomer supports, and so forth.



## PROFESSIONAL

## DEVELOPMENT PROVIDERS

- ✓ Create additional “leave-behind” resources and tools for COEs engaged in current Roadmap implementation activities so that COE leaders may continue to offer sustained, manageable learning activities for district and school leaders.
- ✓ Focus professional development on how to implement and expand on Principles 3 and 4 (“System Conditions That Support Effectiveness” and “Alignment and Articulation Within and Across Systems”)—principles that leaders across levels are most struggling to understand and effectively implement.
- ✓ Create expanded communities of practice; for example, providing meaningful time and space for representatives from different districts at various stages of implementation to learn from one another in order to implement cycles of improvement.
- ✓ Build deep expertise around English learner pedagogy to be an effective support partner to districts working to better support their ELs.

## DISTRICT AND SCHOOL LEADERSHIP

- ✓ Champion ELs by explicitly prioritizing their needs through efficient and sustainable systems and structures, such as master scheduling, expanded learning offerings, and dual language program access.
- ✓ Ensure all teachers receive ongoing training and supports around strategies to support ELs.
- ✓ Make information about program options (such as dual language programs) easily accessible to students and families and create opportunities for them to weigh in on the types of multilingual programs they would like to access.



- ✔ Utilize existing tools to support and track implementation progress, such as the teacher and administrator tool kits developed by Californians Together and the crosswalks provided by the California Department of Education on the state resource page.
- ✔ Hire more staff members that identify culturally, linguistically, and racially with the school's/district's EL populations.
- ✔ Develop and carry out plans to spend pandemic recovery funds (ARP/ESSER) in ways that reflect the needs and voices of ELs and their families, along with other evidence-based strategies for supporting ELs as articulated by the EL Roadmap.



# CONCLUSION

One thing is clear: California cannot be successful without ensuring the success of its diverse students and families, including multilingual learners. In LA County, these students represent a sizable proportion of children in our early education and K–12 systems.

The passage of the English Learner Roadmap Policy represents an important turning point in our state by articulating a clear vision for how we hope to see multilingual learners thrive in our educational systems. Districts and schools across LA County have begun engaging in the work of implementing the Roadmap—a complex, often difficult effort that has both affirmed for leaders what they are already doing well to support ELs and also illuminated the path they must begin to follow so that English learners can increasingly access the supports and experiences they need and deserve in school and beyond. Rather than being seen as a separate initiative, the Roadmap must be fully embraced and utilized as a guide for how leaders across all levels of the education system can make meaningful progress with not just ELs but all students.

In addition to the complexities that implementation of a new policy naturally brings, leaders across levels continue to grapple with how best to meet students' needs as we continue to battle—and recover from—a global pandemic that has disproportionately impacted our most marginalized students, including multilingual learners.

While the research findings make it clear that the road to fully implementing the EL Roadmap is not an easy one, they also demonstrate that great work is indeed already happening. We hope readers can gain valuable ideas to try out in their own contexts and that the recommendations spur additional opportunities for collaboration and progress as leaders across different levels of the system work to bring to life the vision of the Roadmap in LA County and beyond.



*This report was written in collaboration with The Education Trust – West and made possible through the support of Sobrato Philanthropies.*