



Improving Education for Multilingual and English Learner Students

RESEARCH TO PRACTICE



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Creating Schools and Systems That Support Asset-Based, High-Quality Instruction for Multilingual Learners

The preceding chapters provide evidence-based guidance for implementing asset-oriented and intellectually rigorous practices in California classrooms to support the state’s growing multilingual student population, as aligned with the *California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners (CA EL Roadmap)* Principles One and Two. This chapter builds on this guidance to address the implementation of *CA EL Roadmap* Principles Three (System Conditions that Support Effectiveness) and Four (Alignment and Articulation within and Across Systems). Specifically, the chapter asks: How can California’s local education systems be (re)designed to foster the kinds of instructional practices outlined in previous chapters? And, more concretely, how have district and school leaders engaged in continuous improvement efforts that result in positive academic outcomes for multilingual learner (ML) students? As aligned with the other chapters in this volume, this chapter considers ML students as all students who are engaged in developing two or more languages, and focuses on those ML students who are also EL students in grades K–12 or dual language learner (DLL) students in early childhood education programs.

Recent policy changes in California pertaining to English language development (ELD) and content standards, multilingual programming, and school funding present an exciting opportunity to (re)imagine education

for ML students, specifically EL students. Yet creating schools and systems that provide quality instructional programs and student graduates with multilingual capabilities is a complicated endeavor. District and school leaders make decisions every day that implicate the education of ML students, from allocating resources and hiring staff, to making programmatic changes and establishing placement guidelines, developing curriculum and adopting instructional materials, and designing professional learning (PL) opportunities. But, are ML students' needs central when considering these options, and are leaders' decisions informed by current evidence related to effective, high-quality instruction for ML students?

Treating the education of ML students as a core initiative in the forefront of decision-making allows ML students equitable access to asset-oriented, rigorous, and high-quality learning opportunities. Leaders who have a clear vision and are committed to equity for ML students, specifically EL students, explicitly and directly acknowledge disparities in access and opportunity, take a systemic approach to implementing evidence-based instructional practices, and build capacity at district and school levels (Education Trust–West 2018). To move from “a sole focus on compliance to doing what’s right for kids,” as one district superintendent in the state recently described it, leaders must attend to the system conditions that support effectiveness (*CA EL Roadmap* Principle Three), as well as to alignment and articulation—which also imply coherence—within and across systems (*CA EL Roadmap* Principle Four).

This chapter begins by presenting a model for aligned continuous improvement processes that has ML students at its core. The model highlights the importance of (1) attending to organizational culture, (2) focusing on policy and management, and (3) developing educator capability. For each of these three components, the chapter describes several evidence-based practices that district and school leaders in California have used in continuous improvement processes focused on ML students from preschool to high school. Drawing on relevant research, as well as interviews with district leaders, the examples show how these components can facilitate improvements in ML students', specifically EL students', access and opportunity when implemented coherently and continuously. Throughout,

the chapter includes references to tools and resources used in districts and schools across the state. It concludes with concrete next steps for using the ideas presented in the chapter to facilitate district and school change.

A Framework for Continuous Improvement Aligned to California's English Learner Roadmap Principles

Motivated by the United States Supreme Court's decision in the *Lau v. Nichols* case (1974), the Equal Educational Opportunities Act (EEOA) mandates that all educational agencies provide appropriate instructional supports to help students “overcome language barriers.” Though at one time this civil rights mandate recommended bilingual instructional approaches through the Lau remedies, this mandate was clarified by the *Castañeda v Pickard* (1981) framework. This framework is based on an interpretation by the US Court of Appeals for the Fifth Circuit of what an appropriate educational approach looks like for ML students, specifically EL students, and requires that the educational approach be (1) based on sound educational theory, (2) implemented effectively with sufficient resources and personnel, and (3) evaluated to determine its effectiveness in eliminating language barriers.

The three-pronged *Castañeda v Pickard* framework aligns with the system used in California to drive a continuous improvement process: Plan, Do, Study, Act or PDSA (California Department of Education [CDE] 2019a). In the Plan phase, which aligns with the first prong of the *Castañeda v Pickard* framework, leaders set direction and purpose, assess local needs and causal determinants of greatest needs, and select evidence-based actions and services that respond to the greatest needs. Next, as part of the Do and Study phases, leaders implement and monitor their work by analyzing progress, meeting to discuss that progress, and providing status reports to stakeholders (these efforts align with the second prong of the *Castañeda v Pickard* framework). Then, as aligned with the third prong of the *Castañeda v Pickard* framework, leaders continue the Study phase and move into the Act phase by reflecting on whether strategies used achieved desired outcomes and adjusting course as necessary. The three-pronged *Castañeda v Pickard* framework and the aligned PDSA cycle are essential to the review, refinement,

and coherent implementation of continuous improvement processes that improve outcomes for ML students, specifically EL students.

The California system of support (SOS) is another central component of the state's accountability and continuous improvement system. The SOS is designed to assist districts and schools by using a three-level support structure that increases assistance based on identified needs. The first level is targeted at all districts and schools to reduce disparities among student subgroups, while the second level provides differentiated assistance to address identified performance issues. The third level offers intensive intervention to address persistent performance issues and lack of improvement over time.

How do these frameworks fit together to facilitate the continuous improvement of educational outcomes for multilingual students?

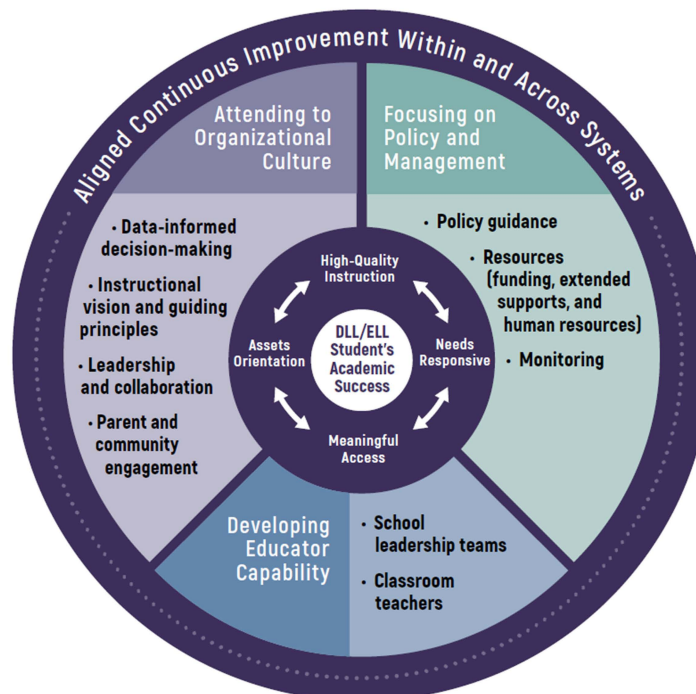
To meet the needs of each ML student, specifically EL students, by implementing high-quality instruction and effective instructional programs and services, local education agencies apply the *Castañeda v Pickard* standards in tandem with the PDSA cycle in continuous improvement processes, and secure necessary assistance from the state SOS model to support their efforts.

Guided by these frameworks and processes (*Castañeda v Pickard*, PDSA, SOS), this chapter unpacks components of continuous improvement processes that hold ML students, specifically EL students, at the core. The chapter draws on a framework presented in the 2018 NASEM report, “English Learners in STEM Subjects,” which identifies three interrelated areas around which continuous improvement processes should align: organizational culture, policy and management, and educator capability (see fig. 7.1). **Organizational culture** includes the data-informed practices, vision, and leadership that shape a collaborative culture and advance multilingual learners' access and opportunity. **Policy and management** attends to the policies, resources, and monitoring that are necessary to facilitate improvement efforts. **Educator capability** considers the PL needed to transform schools and classrooms around evidence-

based programs and supports. Although this Aligned Continuous Improvement Model (ACIM) was developed based on research in kindergarten through grade twelve (K–12) education, it aligns with calls for a unified foundation in early childhood education, that (1) is based on a sound vision and theory of child development and early learning; (2) attends to leadership, systems, policies, and resource allocation; and (3) provides support for high-quality professional practice (Institute of Medicine and National Research Council 2015).

When the ACIM is grounded in asset-based orientations and high-quality instruction (*CA EL Roadmap* Principles One and Two) and supports coherence within and between levels of the system (*CA EL Roadmap* Principles Three and Four), positive changes in ML student achievement are possible (Johnson, Bolshakova, and Waldron 2016). Below, each component of the ACIM is described in more detail and examples are provided from districts across California that engage in a continuous improvement process focused on multilingual learners.

Figure 7.1 Components of the Aligned Continuous Improvement Model (adapted from NASEM 2018)



[Long description of figure 7.1](#)

VIGNETTE

7.1

Focal District: Oakland Unified School District

This chapter repeatedly draws on work that has taken place in Oakland Unified School District (OUSD) starting in 2013 (and ongoing through 2020) to show how one local educational agency in California has engaged with the three components of the ACIM.¹ Over two-thirds of the OUSD students at some point have been designated English learners, and about 33 percent of students are currently identified as English learners (Oakland Unified School District [OUSD] 2020). These students speak 54 different languages and represent over 100 countries. Nearly 60 percent of the district's currently identified English learners have been enrolled in US schools for three years or less, while 25 percent are long-term English learners who have been enrolled for more than six years in US schools (CDE 2019b). Almost 90 percent of OUSD students are racially and ethnically diverse, and three-quarters qualify for free or reduced-price lunch (CDE 2019b).

After observing English learners' limited access to high-quality instruction alongside their low graduation rates, OUSD established the English Language Learner and Multilingual Achievement Office (ELLMA) in 2013. ELLMA's creation was also motivated by the state's adoption of new ELD standards in 2012, which occurred in conjunction with the district's implementation of California's new English language arts (ELA), math, and science standards. These changes motivated a focus on providing ambitious and equitable instruction for ML students, specifically EL students, as well as for all students. Since ELLMA's inception, engaging in continuous improvement processes has been central to its mission and vision.

OUSD has had a strong culture of school autonomy, making mandates from the district office difficult to implement with fidelity and quality. Historically, a compliance-oriented stance was used to ensure students'

basic rights were upheld; however, it often yielded a superficial, “check-the-box” response and did little to interrupt inequitable practices and disparities in EL student outcomes. To disrupt this stance, ELLMA has led with a focus on asset-oriented, high-quality instruction (*CA EL Roadmap* Principles One and Two) and identifies compliance as a minimum expectation for schools. At its inception, ELLMA leaders contracted with researchers from Understanding Language at Stanford University to assess the district’s practices and services for alignment to state ELD and content standards. Then they engaged in the Plan phase of the PDSA framework and used the researchers’ findings and recommendations to inform a districtwide English Language Learner (ELL)² Master Plan. Recognizing the complexity of their stakeholder-generated plan, ELLMA leaders adopted a continuous improvement process to guide subsequent implementation (i.e., the Do, Study, Act phases of the PDSA framework). Each year, ELLMA produces a districtwide *Roadmap to ELL Achievement* report (distinct from the state’s *CA EL Roadmap*) to summarize the impact of their efforts and to identify subsequent priorities and actions.

Between 2014 and 2019, the percentage of students identified as EL students who graduated high school with their cohort in the spring increased by 13 percentage points, and reclassification rates for all EL students, including long-term EL students, increased. Further, EL participation in bilingual education programs has increased, as has the number of EL students receiving the State Seal of Biliteracy. According to the holistic CORE Growth Model,³ several of OUSD’s dual language schools are among the highest performers in the state in terms of student growth on Smarter Balanced assessments in ELA and mathematics. These positive outcomes have been achieved despite significant growth in the district’s newcomer EL population, which has nearly doubled in the last five years (OUSD 2018).

OUSD is just one example of a California district engaging in an ACIM focused on ML education. Although the chapter draws heavily on OUSD's work to exemplify the three components of continuous improvement outlined above, the district context is an important consideration in any improvement effort. Findings from a recent survey of California superintendents showed that their experiences implementing the Local Control Funding Formula (LCFF) varied by context (Marsh and Koppich 2018). The study found, for example, that in larger districts with higher numbers of EL students, leaders were more likely to report that the LCFF enabled greater alignment and improved services as articulated in their Local Control and Accountability Plan (LCAP) that outlines goals, actions, services, and expenditures. In smaller districts, on the other hand, leaders reported more administrative burden and frequent concerns that eliminating categorical programs removed protections for EL students. Where possible, this chapter attends to these important contextual differences.

Evidence-Based Practices that Facilitate Continuous Improvement Processes with Multilingual Learners at the Core

To guide readers through the three ACIM components of continuous improvement processes, figures 7.2, 7.3, and 7.4 provide an overview of each component and the examples used to illustrate it in this chapter, along with associated tools and resources used in California districts. The text that follows the figure provides more in-depth information for each example listed.

**Figure 7.2 Essential Practices and Example Tools for ACIM
Component #1: Attending to Organizational Culture**

Subcomponent	Essential Practices and Example Tools
<p>Data-informed decision-making</p>	<ul style="list-style-type: none"> • Engage in reviews and equity audits with input from diverse stakeholders, often with the support of an external research partner <ul style="list-style-type: none"> • Example: see Understanding Language’s review findings from OUSD, available on the Oakland Unified School District website at https://www.cde.ca.gov/sp/el/er/ch7.asp#link1 • Collect and analyze quantitative and qualitative data on ML students • Shine a light on challenges and possibilities and identify actionable priorities and goals • Develop user-friendly data systems that include demographic, enrollment, and outcome indicators • Create transparent processes for ongoing data analysis and progress monitoring <ul style="list-style-type: none"> • Example: see OUSD’s <i>Roadmap to EL Achievement</i> progress reports, available on the Oakland Unified School District website at https://www.cde.ca.gov/sp/el/er/ch7.asp#link2

Subcomponent	Essential Practices and Example Tools
<p>Instructional vision and guiding principles</p>	<ul style="list-style-type: none"> • Articulate a theory of action grounded in practices that support high-quality instruction for multilingual learners <ul style="list-style-type: none"> • Example: see OUSD’s Essential Practices for ELL Achievement, available via the Oakland Unified School District website at https://www.cde.ca.gov/sp/el/er/ch7.asp#link3 • Collaboratively develop an equity-centered vision for multilingual education that guides continuous improvement around a theory of action • Identify priority areas aligned to vision that are based in identified needs <ul style="list-style-type: none"> • Example: see OUSD’s 2018–2021 <i>Roadmap to ELL Achievement</i>, available via the Oakland Unified School District website at https://www.cde.ca.gov/sp/el/er/ch7.asp#link4 • Create a culture in which all stakeholders share in vision and goals <ul style="list-style-type: none"> • Example: see Chula Vista Elementary School District’s (CVESD) shared vision, shared values, and strategic goals, available on the Chula Vista Elementary School District website at https://www.cde.ca.gov/sp/el/er/ch7.asp#link5 • Shift mindsets toward asset-based approaches <ul style="list-style-type: none"> • Example: a report on Sanger Unified School District’s (SUSD) improvement approach is available on the S.H. Cowell Foundation website at https://www.cde.ca.gov/sp/el/er/ch7.asp#link6

Subcomponent	Essential Practices and Example Tools
Leadership and collaboration	<ul style="list-style-type: none"> • Include executive leadership focused on multilingual education in the superintendent’s cabinet • Establish structures, routines, and time for collaboration across departments • Create positions to facilitate district–school communication • Invest in teacher leadership in schools, with a focus on ML students
Parent and community engagement	<ul style="list-style-type: none"> • Invite parents and community members to share their expertise and contribute to district and school decision-making • Revise or expand existing parent education approaches and communication strategies to be inclusive for ML students and their families • Provide PL sessions for attendance clerks, registrars, and counselors, in addition to all teachers and administrators, to enhance supports for families of ML students

**Figure 7.3 Essential Practices and Example Tools for ACIM
Component #2: Focusing on Policy and Management**

Subcomponent	Essential Practices and Example Tools
<p>Policy guidance</p>	<ul style="list-style-type: none"> • Collaborate with district and community stakeholders to develop a master plan focused on ML students • Outline explicit expectations and programming guidance based on current evidence-based definitions of high-quality education for ML students <ul style="list-style-type: none"> • Example: see OUSD’s ELL Master Plan, available on the Oakland Unified School District website at https://www.cde.ca.gov/sp/el/er/ch7.asp#link7 • Example: see Fresno Unified School District’s (FUSD) Master Plan for EL Success, available on the Fresno Unified School District website at https://www.cde.ca.gov/sp/el/er/ch7.asp#link8 • Support autonomy in implementation via “tight-loose” structures • Offer targeted guidance based on student and staff needs <ul style="list-style-type: none"> • Example: see OUSD’s guidance for master scheduling, available on the Oakland Unified School District website at https://www.cde.ca.gov/sp/el/er/ch7.asp#link9 • Example: see OUSD’s guidance for newcomer entry and exit criteria, available on the Oakland Unified School District website at https://www.cde.ca.gov/sp/el/er/ch7.asp#link10 • Publicly share progress <ul style="list-style-type: none"> • Example: see FUSD’s English Learner Services 2019 and English Learners Task Force Fact Sheet, available on the Fresno Unified School District website at https://www.cde.ca.gov/sp/el/er/ch7.asp#link11

Subcomponent	Essential Practices and Example Tools
<p>Resources: Funding</p>	<ul style="list-style-type: none"> • Align funding decisions to instructional vision and ML students’ strengths and needs • Include support for ML programming and teacher professional development in LCAP • Build parent capacity to participate in LCAP development <ul style="list-style-type: none"> • Example: see ELL Data Snapshot used to support parent communication in OUSD, available on the Oakland Unified School District website at https://www.cde.ca.gov/sp/el/er/ch7.asp#link12 • Secure external resources that align to the instructional vision <ul style="list-style-type: none"> • Example: see Oakland Language Immersion Advancement in Science (OLAS) project overview available on the Oakland Unified School District website at https://www.cde.ca.gov/sp/el/er/ch7.asp#link13
<p>Resources: Extended supports</p>	<ul style="list-style-type: none"> • Align internal resources with external fiscal and community resources to provide additional educational opportunities (e.g., summer school, after-school programs, or early boost sessions for acceleration and credit recovery) • Consider ML students’ social–emotional and wellness needs in external support provision <ul style="list-style-type: none"> • Example: see OUSD’s Newcomer Wellness Initiative, available on the Oakland Unified School District website at https://www.cde.ca.gov/sp/el/er/ch7.asp#link14

Subcomponent	Essential Practices and Example Tools
<p>Resources: Human resources</p>	<ul style="list-style-type: none"> • Define ML competencies that become part of recruitment and hiring processes • Include ML specialists on hiring panels • Partner with colleges and universities to develop teacher preparation pathways <ul style="list-style-type: none"> • Example: see FUSD’s Teacher Pipeline Programs, available on the Fresno Unified School District website at https://www.cde.ca.gov/sp/el/er/ch7.asp#link15
<p>Monitoring</p>	<ul style="list-style-type: none"> • Create data systems that incorporate multiple forms of assessment • Engage in regular monitoring routines (e.g., learning walks) that use common and aligned protocols and processes <ul style="list-style-type: none"> • Example: see OUSD’s ELL Review Overview, ELL Review Manual, and ELL Shadowing Overview, available on the Oakland Unified School district website at https://www.cde.ca.gov/sp/el/er/ch7.asp#link16 (Review Overview), https://www.cde.ca.gov/sp/el/er/ch7.asp#link17 (Review Manual), and https://www.cde.ca.gov/sp/el/er/ch7.asp#link18 (Shadowing Overview) • Example: see FUSD’s Instructional Practice Guides for Literacy and Mathematics, available on the Fresno Unified School District website at https://www.cde.ca.gov/sp/el/er/ch7.asp#link19 (literacy) and https://www.cde.ca.gov/sp/el/er/ch7.asp#link20 (mathematics) • Routinely analyze findings to inform improvement priorities • Report findings to diverse constituencies

Figure 7.4. Essential Practices and Example Tools for ACIM Component #3: Developing Educator Capability

Subcomponent	Essential Practices and Example Tools
School leadership teams	<ul style="list-style-type: none"> • Create a structure with time for collaboration among school leaders • Offer learning sessions or modules focused on ML leadership capacity development • Align PL opportunities for leaders with what teachers are learning (e.g., leaders learn to observe for high-quality instructional practices that teachers are learning to implement)
Classroom teachers	<ul style="list-style-type: none"> • Provide PL support for all teachers focused on targeted knowledge areas • Employ effective PL processes (e.g., incorporate active learning focused on content, support collaboration, model effective practice, provide coaching support, offer feedback and reflection) • Use teacher leaders to provide on-the-job support

Aligned Continuous Improvement Model Component 1: Attending to Organizational Culture

Creating schools and systems that foster equity for ML students requires attention to organizational culture. Specifically, leadership structures and practices should foster reciprocal accountability (Elmore 2004), where educators hold themselves collectively responsible for ML education. This culture of collaboration helps to ensure that ML students are central to improvement efforts, rather than an afterthought or add-on to other initiatives. Decisions related to multilingual instructional policy and practice are made using multiple sources of data, and adjustments are made as necessary to meet common goals. Collective goal setting and decision-making occurs in ongoing routines that bring language and content educators together, during which roles and expectations for joint work are made clear. Roles and

responsibilities for all educators are clearly articulated and made transparent in work plans and performance reviews. Below is a description of (a) how data can be used to inform continuous improvement processes, (b) the importance of developing an instructional vision and theory of change grounded in data, (c) the roles that leaders can play in establishing a collaborative culture that supports their implementation, and (d) how parent and community assets and voices can be expanded in decision-making processes.

Data-informed decision-making. Across districts using an ACIM focused on ML education, educators commit to using data to inform both policy and practice. An initial data review can be transformative in identifying and assessing equity (and inequity) in outcomes, programs, and teacher quality, and determining their root causes. Such a review has been referred to as an equity audit (Skrla et al. 2004), and involves district and school leaders, often in collaboration with external researchers, gathering and analyzing demographic and performance data, observing in classrooms, shadowing multilingual students, conducting school walk-throughs, and surveying teachers, parents, and students. (See vignette 6.1 in chapter 6 of this volume for an example of how one high school engaged in an equity audit process to address EL equity issues.)

VIGNETTE

7.2

Using data to develop a districtwide continuous improvement plan: Oakland Unified School District

As described previously, leaders in the newly formed ELLMA department engaged with Understanding Language researchers, who conducted a comprehensive review of district policies, programs, and practices for ML students, specifically EL students. The review was initiated by the deputy superintendent, who saw the state's implementation of content and ELD standards, along with the presence of representatives from the Office for Civil Rights (OCR) in the district, as an opportunity to request the assistance of an outside organization whose findings were likely to be viewed as valid and legitimate. Understanding Language researchers collected and analyzed a range of data to identify the types of programs implemented across schools, assess their strengths and needs, and inform a path forward. In addition to analyzing quantitative, student-level data provided by the district, researchers observed in classrooms and conducted interviews and focus groups with over 65 students, 80 families, 20 principals, and 70 teachers, district staff, and community partners.

Findings from the Understanding Language review offered recommendations across programs and categories of service for ML students, specifically EL students, which informed the development of a three-year, districtwide *Roadmap to ELL Achievement*, as well as the district's ELL Master Plan (adopted in 2016 by the OUSD Board of Education).⁴ Findings from the review also motivated the development of a data management system that aligned with the priorities and goals outlined in the district's *Roadmap to ELL Achievement*. The new data system offers a suite of dashboards around a range of outcomes, such as those related to college and career readiness: Advanced Placement (AP) enrollment and passage, on track to graduation, Scholastic Aptitude Test (SAT) participation and results, dual enrollment, and language pathway enrollment. Each dashboard can be disaggregated for EL students who

are (1) recently enrolled (three years or less), (2) at risk or progressing (more than three years and less than six years), and (3) long-term EL students (LTELs; more than six years in US schools). Because analyses of the at risk or progressing category has allowed leaders to track students who are at risk of becoming LTELs, leaders are refining the recently enrolled category to create a more comprehensive early warning system for EL newcomers. In addition to using this data to inform capacity-building efforts districtwide, school leaders and teachers are encouraged to use the data to inform programming and instructional practices.

Each year, ELLMA leaders conduct analyses to measure progress toward the goals set out in the district's *Roadmap to ELL Achievement*. They present their findings in an end-of-year report that is shared with district leadership and the public,⁵ a practice that has made their growth, impact, and challenges transparent to all stakeholders. In 2018, ELLMA leaders developed their second OUSD *Roadmap to ELL Achievement*, which reported growth in each priority area to date, identified goals and associated plans for the next three years, and articulated impact and implementation targets as aligned with OUSD's LCAP.⁶ Progress toward goals is constantly monitored to inform human and fiscal resource provision, as well as PL cycles, which are described in subsequent sections of this chapter.

VIGNETTE

7.3

Additional district examples of data-driven decision-making: Fresno and Sanger Unified School Districts

Data has also been a driving force behind continuous improvement processes in FUSD, where district leaders partnered with UC Merced faculty to develop approaches for increasing students' college readiness and access to higher education (Haxton and O'Day 2015). FUSD is the third largest district in California, where almost 90 percent of students are racially and ethnically diverse, 85 percent qualify for free or reduced-price lunch, and about one-quarter are identified as EL students. University, district, and school leaders collaborated in developing a robust data system that includes student performance indicators as well as indicators related to school practices and procedures. The system includes user-friendly tools that facilitate data-driven decision-making in continuous improvement cycles. Since these processes have been implemented, district leaders have reported positive changes in the practices of district and school leaders, counselors, and university officials. In addition, EL students' participation in diverse graduation pathways (e.g., A-G, AP enrollment, college and career readiness) has increased, and chronic absence and drop-out rates have decreased.

Similar processes have been taken up by leaders in SUSD, which serves about 11,000 students, three-quarters of whom are Latinx, half of whom speak a language other than English at home, and 17 percent of whom are identified as EL students. In 2004, SUSD was named one of the lowest performing districts in the state; in 2012, 12 of its 13 elementary schools exceeded the state's academic targets, and 9 out of 18 schools attained the highest possible ranking in statewide comparisons of similar schools (Smith, Johnson, and Thompson 2012). These outcomes were not accidental. In the mid-2000s, SUSD leaders sought collaboration from university researchers to analyze data and

document achievement outcomes. Leaders sought external assistance after observing the limitations of using standardized test scores to drive decisions related to ML education, especially given concerns about the validity and reliability of such assessments for EL students (Hopkins et al. 2013). Based on their findings, leaders developed a district assessment that is given three times a year on the most essential standards for each grade level. A parallel ELD assessment was also developed to monitor EL students' progress toward proficiency of the ELD standards. These assessments provide SUSD leaders and teachers with actionable student data that is used in professional learning communities (PLCs) to guide instructional decisions. Though the depth of PLC collaboration varies across schools, all teachers look at data together, identify groups of students with particular needs, and group them for instruction based on those needs (Smith, Johnson, and Thompson 2012). The most effective PLCs continuously shift student groupings based on ongoing data analysis. Analyses within PLCs also shined a light on the large number of high school EL students who showed little English language growth over five or more years; as a result, teachers collaborated with these students to determine how best to meet their needs.



With which institutions of higher education could you potentially partner to ignite continuous improvement processes focused on ML students in your district? What motivating factors or critical issues would inform the work with these external partners? Who would you need support from in your district to engage with these partners?

These examples highlight how data-driven decision-making processes can move districts away from a focus on compliance to an emphasis on educational equity and instructional quality. They also show how research-practice partnerships can help facilitate continuous improvement processes. In collaboration with researchers, district and school leaders can ensure data quality, receive support for data collection and analysis, engage in program evaluation, and connect their efforts to the broader evidence base (Coburn and Penuel 2016; Thompson et al. 2017). For districts that are geographically distant from research institutions, online collaborations are possible, especially when there is strong alignment between the district needs and researcher expertise (Feldman and Malagon 2017).

When beginning to analyze data in your district, it is important to keep in mind that ML students are not a uniform group; they vary by language proficiency, including initial and current English language proficiency levels, home language proficiency levels, and home language literacy levels, as well as by schooling experiences, such as time in US schools, prior formal schooling, length of enrollment in bilingual programs, and the quality of prior instructional settings. Students identified as EL students are also very diverse in relation to the grade level at which they exit EL status, how much time they take to exit, and the time that has lapsed since their exit. Figure 7.5 lists a range of demographic, enrollment, and outcome data that district leaders can collect and analyze to identify equities and inequities in their systems. Data comparisons between EL students and non-EL students, as well as between current EL students, ever-EL students, and never-EL students can be useful to inform continuous improvement processes, as well as comparisons between subgroups of EL students by language and proficiency level.

Figure 7.5 Considerations for Analyzing Districtwide Data with a Focus on Multilingual Learners

Demographic/Background Data	Enrollment and Outcome Data
<ul style="list-style-type: none"> • Languages spoken • Free and reduced lunch participation • Age • Entry date • DLL/EL student subgroup category • Disability classification, if applicable • Stress factors (e.g., family status, transitions, migration history) • Prior schooling and status as a student with limited or interrupted formal education (SLIFE) • Students' and parents' hopes, aspirations, and challenges (from interviews or focus groups) 	<ul style="list-style-type: none"> • Preschool and pre-K enrollment • Attendance rate, by grade • English Language Proficiency Assessments for California (ELPAC) scores and growth • English language proficiency progress monitoring using an observation rubric⁷ • ELA and math assessment results • Participation in integrated and designated ELD • Participation in special education and gifted and talented programs • Participation in bilingual, dual language, and heritage language programs • Proficiency levels and growth in languages other than English (LOTE) • A–G enrollment and attainment rates • Career and technical education enrollment • AP course enrollment and completion (as well as congruent enrollment) • Graduation rates

Instructional vision and guiding principles. Data-driven decision-making that promotes ML equity is often guided by an instructional vision that focuses on engaging all students in intellectually ambitious standards. An instructional vision describes “beliefs about the education of children and the expressed ... goals ... for the school district to accomplish these beliefs” (Petersen 1999, 6). In a recent study of seven positive outlier districts in California, where students across racial/ethnic groups consistently outperformed their peers in most other districts in the state, a key strategy employed by leaders was to set a clear vision for teaching and learning that was communicated districtwide and centered on equity and social justice (Burns, Darling-Hammond, and Scott 2019). These districts’ visions set explicit goals for student learning in the context of new standards and accountability systems, and specifically emphasized equity for ML students in their guiding principles. While a vision is important for honing in on equity issues, guiding principles help provide motivation for the vision and identify specific areas of focus. Visions and principles are most efficacious when they are developed locally by diverse stakeholders who have the opportunity to collaboratively review research, engage in equity audits, and listen to the hopes and aspirations of multilingual students and their families. Stakeholders take time to understand California’s ELD and content standards and to anchor their vision and guiding principles in the *English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve (ELA/ELD Framework)*, *California English Language Development Standards: Kindergarten Through Grade 12 (CA ELD Standards)*, and *California Preschool Learning Foundations*, as well as current content curriculum frameworks.

VIGNETTE

7.4

Developing an instructional vision and corresponding principles: Oakland Unified School District

Given that OUSD’s goals for ML students were the same as their goals for all students in the district, ELLMA leaders adopted the same instructional vision as the broader district: “All OUSD multilingual students will find joy in their academic experience while graduating with the skills to ensure they are caring, competent, fully informed critical thinkers who are prepared for college, career, and community success.” To move toward this vision, ELLMA leaders outlined guiding principles and essential practices that serve as guideposts for their work, as well as priority areas that inform their immediate next steps. Building from this vision, ELLMA leaders articulated three guiding principles that shaped their work: (1) EL students can achieve at high levels with the right support, (2) the language and cultural resources that students bring are tremendous assets to their learning and that of the community, and (3) all educators are responsible for language development. Guided by these principles, ELLMA leaders articulated a theory of change grounded in California’s newly adopted ELA, math, and science content standards and ELD standards, as well as the *ELA/ELD Framework*, which emphasize using sophisticated language to engage in subject-specific practices. The theory of change is summarized in the following five essential practices⁸ that ensure all multilingual learners are on track to graduate college and become career and community ready, by holding all educators accountable for their academic, linguistic, and social–emotional needs:

- 1. Access and Rigor:** Ensure all EL students have full access to and engagement with the academic demands of current content and ELD standards.
- 2. Integrated and Designated ELD:** Ensure EL students receive designated ELD and integrated ELD in every content area.

- 3. Data-Driven Decisions:** Make programmatic, placement, and instructional decisions for EL students that are grounded in a regular analysis of evidence.
- 4. Asset-Based Approach:** Leverage the linguistic and cultural assets of students and ensure that they are active contributors to their own learning and that of their community.
- 5. Whole Child:** Leverage family and community supports. Activate resources to address the unmet, nonacademic needs that hinder EL students' ability to thrive in school.

Since 2013, ELLMA leaders have focused on four priority areas that engage these practices and facilitate alignment with other OUSD initiatives: (1) advance quality instruction, (2) meet the needs of the whole child, (3) expand and enhance robust language programs, and (4) align policies and practices across district departments. These priority areas are outlined in OUSD's *Roadmap to ELL Achievement*, with specific goals identified for each three-year period.⁹

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7.5

Additional examples of district vision statements: Chula Vista Elementary School District and Sanger Unified School District

Chula Vista, which is located less than seven miles from the US–Mexico border, serves about 30,000 students, two-thirds of whom are Latinx and one-third of whom are identified as EL students. In CVESD, the board of education and superintendent worked with groups of school and community stakeholders to articulate a shared vision, shared values, and strategic goals. The vision explicitly describes children as multiliterate, names diversity as a strength, and acknowledges families as partners.¹⁰ Following this vision, the district named equality, equity, and diversity as shared values, and stated that equity was a strategic goal so that, “All students will have access to academic programs and resources that will enable each child to achieve [their] full potential.” Turning to its theory of change (i.e., how it will enact the vision), CVESD explicitly specified EL students and described its approach to reducing achievement gaps:

The [Chula Vista] community will work collaboratively to ensure that ALL students, *including English learners*, students with disabilities, and designated target groups, show measurable growth, which will lead to reducing the achievement gap in literacy and mathematics. This will occur through the implementation of high impact language development strategies aligned to the California State Standards and driven by the district’s LCAP goals. (Burns, Darling-Hammond, and Scott 2019, 13; emphasis added)

Over the last two decades, CVESD has observed consistently strong student performance and has earned the distinction of a California Exemplary District. In SUSD, leaders recognized a pervasive tendency for educators to blame students for the district’s performance; thus,

the leaders developed three guiding principles aimed at creating an asset-based culture that emphasizes instructional improvement and collective responsibility: (1) hope is not a strategy, (2) do not blame the kids, and (3) it is about student learning (David and Talbert 2012; Smith, Johnson, and Thompson 2012). These principles center responsibility on the teachers and administrators, who need to have explicit plans that focus on creating teaching and learning environments where SUSD's diverse student body can thrive.



What is your district's instructional vision, and how might it be revised to place ML students at the core of equity-focused improvement efforts? What information would you use to help articulate guiding principles that promote this vision at the district and school levels?

To summarize, districts in California that have observed significant improvement in outcomes for EL students have clear instructional visions that attend to equity. These visions are driven by the needs observed in analyses of data and by the intellectual rigor and language demands of new standards. They are further articulated into practice via guiding principles and priorities that emphasize multilingual learners' assets and capabilities.

Leadership and collaboration. Districts with instructional visions that emphasize ML students' success also implement leadership structures that foster collaboration among district leaders and develop mechanisms for district-school interdependence. These structures resolve the fragmentation that typically exists between language and content by building capacity around their integration (Elfers et al. 2013). For example, collaborative organizational routines can engage district leaders in joint work that focuses on improving ML instruction. In these routines, district leaders from diverse academic departments (e.g., Multilingual Education, Curriculum and Instruction, Early Childhood, Special Education) meet regularly to co-construct products (e.g., curricula, instructional frameworks, PL sessions) that require diverse expertise and cross-departmental communication, and to discuss the impact of their implemented strategies and actions. Such routines can promote responsibility sharing, and even result in policy change, for example by allocating protected time for elementary science instruction that fosters complex reasoning skills and language development (NASEM 2018). Further, coordination between district and school levels can engage leaders "in a mutual and reinforcing blend of efforts that set direction and mobilize resources" (Elfers et al. 2013, 169). Rather than enforcing compliance, these efforts can support a collaborative, systemic approach focused on language-rich academic instruction, culturally responsive pedagogy, and students' social and emotional well-being.

VIGNETTE

7.6

Collaborating within and between the district office and schools: Oakland Unified School District

Although the district vision articulates that all OUSD teachers and leaders are responsible for ML education, the position and role of ELLMA leaders have afforded ML students, specifically EL students, a strong and consistent voice at the executive leadership table. An executive director was named to lead ELLMA, a position that is comparable in status to the same position in other academic departments, and equivalent participation was secured in the deputy superintendent's cabinet. ELLMA's executive director partners with other departments, school leaders, and teachers to design and implement improvement strategies, processes, and tools; the OUSD *Roadmap to ELL Achievement* is one example of a product of their joint work.

ELLMA also created language specialist positions to facilitate district-school communication. For each of OUSD's five networks (i.e., three elementary networks, one middle school network, and one high school network), a language specialist is assigned to monitor and support continuous improvement processes. Within each network, the language specialist engages in a three-tiered system of differentiated site support: (1) universal supports, including centralized PL offerings and resources for all schools; (2) light support or support that is limited in scope, such as one six-week cycle of inquiry, for what they call focus schools; and (3) year-long, intensive support for an identified partner school. The language specialist closely monitors data from benchmark, interim, and curriculum-embedded assessments, as well as from reading inventories and pre- and post-writing samples, and meets regularly with the network superintendent to discuss progress, make decisions about targeted supports, and determine which schools will be named focus and partner schools the following year. When decisions are made, the language specialist approaches each school principal with a proposed

scope of support that is turned into an agreement outlining roles and responsibilities between the school leadership team and ELLMA staff. At the time this book was written, in the 2019–20 school year, all support agreements to date have been accepted and implemented.

Learning walks are routines in which leaders and teachers conduct classroom walk-throughs or observations, often using a protocol designed around elements of effective instruction that align with the district's instructional vision and guiding principles (City et al. 2009).

Looking within schools, ELLMA leaders made strategic investments in teacher leadership across disciplines to facilitate enactment of its instructional vision. Building on the science department's successful experience with a Lead Science Teacher initiative, which supported schools in meeting the instructional demands set out in the Next Generation Science Standards, the district invested in a cadre of teacher leaders who would support strong pedagogical approaches across the curriculum. These teacher leaders are on the school site leadership team and work closely with the language specialists. A districtwide collaborative was formed in 2013 among teacher leaders in science, math, ELA, EL education, and social-emotional learning. Through their collaborations, teacher leaders began to see pedagogical connections between California's ELA, math, science, and ELD standards, and identified areas of convergence around academic discussions and developed common PL sessions for school sites during summer institutes supported by the district. Teacher leaders then engaged in learning walks with principals and network superintendents that focused on assessing the quality and quantity of academic discussions in classrooms. Resulting from their efforts, academic discussions increased across the content areas, thus supporting the implementation of integrated ELD. For example, the number of teachers who reported often or always engaging students in academic discussions in science increased from 50 to 70 percent between the 2015–16 and 2018–19 school years.

VIGNETTE

7.7

Another example of leadership structures that promote collaboration: Fresno Unified School District

In FUSD,¹¹ the EL Services Department is part of the Curriculum and Instruction Unit and is led by an assistant superintendent. Additional staff include 13 teachers on special assignment (TSAs) and two managers. The assistant superintendent of the EL Services Department is a member of the superintendent's cabinet and is thus involved not only in the decisions and actions related to their department, but also in those of every other department in the district. All departments within the Curriculum and Instruction Unit participate in biweekly manager meetings to share practices and develop instructional tools. For instance, the math manager and secondary curriculum director, along with key members of the secondary EL team, facilitated the development of an instructional unit that integrated language and content (using the math and ELD standards in tandem) as an example to share with school administrators. These efforts have helped FUSD withstand superintendent changes and stay the course with their instructional vision for multilingual learners.



What changes to district office structures and routines could help enable opportunities for the ML department to engage in joint work with other departments? How could district leaders support greater district-school collaboration and communication focused on ML education?

Parent and Community Engagement.

In addition to creating structures and routines to support collaboration within the district office and between the district and schools, districts that are inclusive and draw on the assets of parents and the community build structures and processes to engage them as partners in decision-making. Through clear communication processes, parents and community members are invited to actively participate and share their expertise in support of ML students. Districts using an ACIM also design learning opportunities for parents, community members, and educators that focus on effective partnering.

VIGNETTE

7.8

Engaging multilingual parents and community members: Oakland Unified School District

To keep parents and community members informed of multilingual progress, OUSD leaders regularly prepare presentations that share ML data, both growth and outcome, by school and subgroups (e.g., years in school, newcomer, language groups, etc.). District leaders also built the capacity of ML parents to participate in the LCAP development process, which motivated the allocation of fiscal resources to support high-need ML students, specifically EL students. Parents also had specific opportunities to provide feedback on the district's *Roadmap to ELL Achievement*. In addition, the district involves parents in ML-focused learning walks (see the section on monitoring below under ACIM Component #2: Focusing on Policy and Management).

As a result of active parent engagement, OUSD leaders report an increased use of data tools, including an EL Snapshot that provides an overview of reclassification criteria, during parent-teacher conferences. Parents have also had opportunities to voice their continued support for newcomer programs and to share concerns about how changes to school configurations (e.g., mergers, closures, expansions) have affected newcomers.

Parent voice has been important for shaping changes in OUSD; for example, parents rallied behind the district's focus on developing multilingual pathways, which motivated increased staffing support for dual language education by 3.0 full-time equivalent roles (FTEs), as well as hiring of a new coordinator of multilingual pathways and two Spanish language specialists. Since 2015, OUSD has opened four new dual language elementary schools and expanded dual language programming into middle school grades. The district now serves close

to 3,000 students in dual language programs. OUSD continues to operate a small number of transitional/early exit bilingual sites but is working with its leadership teams to evaluate its language program and consider an additive program that truly builds bilingualism and biliteracy (see chapter 3 for more information on these bilingual programs). Further, as a result of parent engagement, OUSD leaders are focusing on developing more explicit processes for identifying and supporting multilingual learners with disabilities.

VIGNETTE

7.9

Another example of parent communication: Fresno Unified School District

In FUSD, district leaders built on existing district resources, such as their Parent University, to increase opportunities for parents and families of multilingual learners to participate. In addition to expanding Abriendo Puertas courses for ML parents, they revised and expanded the EL Parent modules within Parent University and established college excursions for students and their families. The district also expanded its communication strategies to provide families with information about attendance, academic and language proficiency progress, instructional models, and graduation requirements. They prepared and disseminated take-home packets for parents of newborn children that provide information on language development, as well as other information and activities that support children's later academic success.

In partnership with parents, FUSD leaders revised their EL Instructional Program Options pamphlet and made efforts to ensure that it is used at schools as a communication tool with parents and students. They also provided support to principals and teachers in developing strategies to effectively engage families in ways that enhance student learning and foster trusting and collaborative home-school relationships. PL sessions focused on multilingual learners are offered for attendance clerks, registrars, and counselors to enhance guidance and supports for multilingual learners and their families. These and other parent-focused resources are vetted by the District English Learner Advisory Committee, which also monitors their implementation.



What are some ways your district or school could redesign current structures or processes, or implement new ones, that allow parents' and community members' voices to be included in decision-making?

Aligned Continuous Improvement Model Component 2: Focusing on Policy and Management

Creating a districtwide organizational culture that emphasizes ML equity requires the development of policies aligned to the instructional vision, as well as management systems that facilitate resource provision and additional supports as necessary (Blumenfeld et al. 2000; NASEM 2018). The sections below describe how districts throughout California have focused on policy and management by (a) developing policies and guidance to guide the creation of systems that meet multilingual students' needs and goals, (b) allocating the necessary fiscal and human resources to implement these policies, (c) identifying ML subgroup needs and designing extended supports, and (d) monitoring the implementation process. These aspects of the ACIM align closely with the *Castañeda v Pickard* framework that requires attention to program selection, implementation, and evaluation.

Policies and guidance. As teachers and administrators across California consider implementing dual language programs and pathways (see chapter 3), and continue refining their approaches to supporting integrated and designated ELD (CDE 2019c), it is important for district administrators to articulate clear expectations for schools. In positive outlier districts, these expectations are nonnegotiable, but schools are given the autonomy to pursue them in ways that are responsive to their particular contexts and student populations (Burns, Darling-Hammond, and Scott 2019). Hierarchy and flexibility are important in organizations undertaking change efforts (Kotter 1996), where roles and responsibilities are delineated so that everyone is accountable, and structures and routines are in place that enable sustained communication between levels (see the subsection “Leadership and collaboration” above).

California districts making significant strides to improve educational programs and outcomes for multilingual learners have strategically engaged diverse and critical stakeholders in the development, implementation, monitoring, and evaluation of ML master plans. Their master plans are driven by an ambitious instructional vision for ML education and include guiding principles for high-

quality ML instruction (see the subsection “Instructional vision and guiding principles” above). They also offer clear guidance on recommended models and structures for the delivery of services, a theory of action with prioritized goals and high-leverage strategies, and aligned implementation and student outcomes, as well as a monitoring structure and an evaluation plan. As stakeholders collaborate on plan development, implementation, monitoring, and evaluation, they strengthen their capacity to serve multilingual learners and deepen their commitment to multilingual learners’ success.

This chapter draws on the work of leaders in Oakland, Fresno, and Los Angeles to offer examples of EL master plan development. Although each district describes services, programs, and pathways for students in traditional kindergarten through high school, none include alignment with preschool or other early care services focused on dual language learners. Given the importance of providing coherent and aligned supports for multilingual learners beginning in early childhood (see chapter 4), including early childhood supports in a comprehensive master plan represents an area of opportunity and growth for many California districts.

VIGNETTE

7.10

Developing a master plan for multilingual learners: Oakland Unified School District

OUSD's ELL Master Plan¹² was designed with the intention of putting the 2012 *CA ELD Standards* and the 2014 *ELA/ELD Framework* into practice. This “timeless” reference document was the result of a collaborative effort engaging district and community stakeholders. It outlines policies and practices pertaining to (1) English learner identification, placement, and reclassification; (2) instructional programs for EL students; (3) family and community engagement as articulated in the LCAP; and (4) monitoring, evaluation, and accountability. It is intended as a quick reference guide for schools, as well as a resource for deeper dives into each area, with links that connect to more information embedded throughout.

As an example of the “tight-loose” structure of OUSD's policy, the district outlines requirements for a base instructional program for English learner students, called the English Language Acceleration Program (ELAP), then describes three specialized programs that can be implemented depending on school needs. All schools must incorporate elements of the ELAP, including strengthening grade-level instruction for multilingual learners and all students, implementing integrated and designated ELD, and ensuring that all staff have the necessary skills and resources. There are also minimum requirements for integrated and designated ELD that are articulated to align with state policy and standards, with connections to essential practices for elementary and secondary students.¹³

Beyond these minimum requirements, schools can choose a program model based on their specific context and student population, including dual language, newcomer support, and LTEL support. To facilitate program development, the plan outlines the student population served by each program, exit criteria, program components, staffing requirements and professional development, and family information. It

also includes requirements for both the elementary and secondary levels to facilitate coherence along particular program pathways. By way of example, figure 7.6 provides language from OUSD’s EL Master Plan for schools implementing two-way dual language program models. Further articulated in the plan are minimum progress expectations for multilingual learners by subgroup and program, and guidance related to interventions within OUSD’s Multi-Tiered System of Supports.

Figure 7.6 Program Components for the Dual Language Two-Way Immersion Model, as Described in OUSD’s ELL Master Plan

Students Served and Exit Criteria

1. English learners of any proficiency level, including newcomers and students with disabilities, English Only (EO), Initially Fluent English Proficient (IFEP), and Reclassified Fluent English Proficient (RFEP) students. Note that for students with certain disabilities, such as language processing disabilities, special supports may be necessary in order for the Dual Language program to be successful.
2. After the end of first grade, students who enroll in a Dual Language program should demonstrate a minimum level of competency in the target language.
3. Since Dual Language is being built out to a full transitional kindergarten through grade twelve (TK–12) program, there is no “exit” apart from graduation. In the event that a family chooses to discontinue their child’s participation in the Dual Language program, parents must be informed of the possible negative effects of changing language programs from one year to the next, and English learners should be monitored to ensure their academic success during their transition to the ELAP instructional program.
4. Each class has EL students and non-EL students (ideally 50% in each group, or a minimum of 33%).

Program Components

In addition to the program components from the ELAP, the Dual Language Two-Way Immersion Model should include these features:

1. Clearly articulated TK–12 Dual Language pathway
2. BOTH integrated ELD and integrated Spanish Language Development (SLD) for all students
3. Daily study focused on language development for all students in BOTH languages: designated ELD for English learners, designated SLD for EOs/IFEPs
4. Purposeful and strategic use of languages and intentional leveraging of each language to support the development of both languages, including appropriate translanguaging practices
5. For elementary, at least 50% of the day in the target language
6. For secondary students:
 - a. For content classes taught in English, robust integrated ELD for English learners as well as instructional differentiation
 - b. Minimum 30% of A–G coursework in Spanish
 - c. Courses taught in Spanish, combining the following: academic content area courses (math, history–social science, science) and elective classes

Staffing, Credentialing, and Professional Development

In addition to the staffing, credentialing, and professional development bullets from the ELAP, the Dual Language Two-Way Immersion Model should include:

1. Appropriate Multiple Subject or Single Subject Credential with Bilingual Cross-Cultural, Language, and Academic Development (BCLAD) certification (or CLAD certification when a teacher is instructing in English only)
2. Ongoing district-sponsored or district-approved professional development in Dual Language instruction
3. For students with disabilities, a special education teacher providing consultation to the designated ELD teacher, or coteaching with the designated ELD teacher

Family Information

- 1.** EL students are placed in the ELAP instructional program unless by family choice a student is placed through the enrollment process in a Dual Language instructional program.
- 2.** Families have a right to request a Dual Language instructional program at their site. The district has set procedures for accepting and responding to these requests.
- 3.** Where appropriate Dual Language instructional program options exist, families of EL students are encouraged at both the Student Welcome Center and the school site to enroll their newcomer child in a Dual Language Two-Way Immersion instructional program.
- 4.** Families meet with the teacher at least twice a year and use various data sources to:
 - a. Review program placement and progress
 - b. Set goals for meeting reclassification criteria and academic progress targets in both languages

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7.11

Additional examples of master plan development: Fresno and Los Angeles Unified School Districts

In 2009, the Assistant Superintendent for EL Services in FUSD cochaired, along with the Associate Superintendent for School Support Services, an English Learner Task Force. The task force developed a report resulting from their engagement with cabinet members, teachers, parents, representatives from district offices, site administrators, community representatives, and institutions of higher education. The report made seven recommendations and charged the district with developing a Master Plan for EL Success¹⁴ with a corresponding implementation plan. In 2016, the district completed the Master Plan, a policy document that not only includes compliance requirements, but also spells out the district's theory of action with a focus on multilingual learners' success, corresponding strategic drivers with high-leverage strategies and action steps, and the outcomes district leaders aim for as a result of their implementation. Throughout the plan development process, the Assistant Superintendent for EL Services worked strategically to create alliances within the cabinet and across departments, including Curriculum and Instruction. She built capacity and understanding of high-quality instruction for multilingual learners using California's anchor documents, including the ELD and content standards, the *CA ELA/ELD Framework*, and documents from Stanford's Understanding Language Initiative.

As an example, Strategic Driver II in FUSD's plan is: "Invest all stakeholders in a shared vision of effective instruction that drives our work." One of the high-leverage strategies to achieve is to pursue FUSD's instruction vision by (1) enacting effective ML instruction and ELD in all classrooms as outlined in the *ELA/ELD Framework*, and (2) developing common understandings of curriculum and instruction for EL students that are aligned to state content standards and the Master Plan. The plan

then outlines a three-phase implementation process, describes what accountable communities that facilitate capacity building around high-quality instruction look like, and outlines essential elements of EL instruction, including the conditions under which integrated and designated ELD should be taught. (See pp. 27–36 of FUSD’s Master Plan for more detail.) To make the district’s accomplishments visible in terms of using the high-leverage strategies identified in the Master Plan, FUSD published an Action Plan Update in 2018 that spelled out accomplishments, challenges, and next steps. In addition, yearly one-page Fact Sheets are shared publicly that showcase multilingual learners’ demographic and performance data.¹⁵ All of these tools make the district’s policies and priorities for multilingual learners transparent and help to monitor progress.

Los Angeles Unified School District (LAUSD) provides another example—it is the largest district in the state and serves close to one-third of all students identified as EL students in California. Over a period of four years, beginning in 2013, LAUSD leaders engaged in building a set of policies that emphasized a commitment to bilingualism for all students. In 2013, a board resolution stated a commitment to preparing students for a multilingual global economy. In 2015, the board passed a resolution directing the district to expand dual language instructional pathways, from TK through the secondary grades. Then, in 2017, shortly after the passage of Proposition 58 (CA Ed.G.E. Initiative) and the adoption of the *CA EL Roadmap*, district leaders began work on a new Master Plan¹⁶ for English Learners and Standard English Learners (SELs) that operationalized their commitment to bilingualism for all. After gathering stakeholder input over months, the Master Plan was formally adopted in 2018 and unanimously approved by the board. The Master Plan lays out a vision of increasing dual language education to provide opportunities for all students in the district to become bilingual and biliterate, and opens with the following:

Join us in envisioning and imagining that every single student feels as though their language matters, their culture matters, that they matter. Picture a future where L.A. students are prepared for 21st century jobs, where our students lead the way because they have an impressive suite of skills and knowledge, excellent academic achievement across the spectrum of coursework, and full bilingualism and biliteracy ... In the current context, we can't afford to envision any other future.

The plan then outlines six guiding principles that highlight the values underlying the district's commitments:

- 1. Asset-Based Education:** Educators foster an assets-oriented mindset by knowing, valuing, and affirming their own, students', and families' cultures and languages, empowering students' voices, and cultivating a joy of learning.
- 2. Bilingualism and Biliteracy:** Students have opportunities to learn language skills in two or more languages, including speaking, writing, reading, and listening. Educators promote students' metacognitive skills, allowing them to make the appropriate language choices based on situational awareness. These skills support future language development, content learning, and postsecondary success to benefit their community and society.
- 3. Sociocultural Competence:** There is an affirming classroom and school culture where staff, students, and families foster positive attitudes among students regarding both their own and others' diverse and complex cultural and linguistic identities.
- 4. Rigorous Academics for All:** Language learners engage in intellectually rigorous and developmentally appropriate learning experiences that promote high levels of proficiency in English and another language including academic language, as well as academic achievement across the curriculum.

5. **Alignment and Articulation:** Language learners experience a coherent, articulated, and aligned set of practices and pathways across contexts, starting in early childhood through reclassification and graduation, in preparation for college and careers in the twenty-first century.
6. **Systemic Support:** Leaders and educators across all levels of the school system are provided integrated professional development. They share responsibility for educating and monitoring the progress of language learners, are accountable and responsive to the needs of diverse learners, and ensure fiscal investments are equity oriented and evidence based.

LAUSD's Master Plan goes on to (1) describe the instructional programs (all of which involve at least some home language support and the promotion of bilingualism), (2) discuss reclassification and graduation requirements, (3) offer a plan for family and community engagement and connection, (4) discuss effective instruction for EL students and instruction and assessment for standard English learners, (5) commit to PL and leadership development, and (6) describe the approach to ensuring effective practices through program evaluation and accountability; the plan ends with meeting legal and compliance requirements. (Also see chapter 3 in this volume for an example from Oxnard Unified School District where district plans focused on developing dual language program pathways.)



What stakeholders would be involved in master plan development or revision in your district? How would you identify goals and high-leverage strategies that align with your district's instructional vision for ML education? What program pathways and instructional practices are (or would be) articulated in your district's master plan?

Resources. Both fiscal and human resources are necessary to ensure realization of the master plans described above. According to research conducted by Hill and colleagues (Hill et al. 2019) in two large California districts, leaders who are faced with limited funding or staff capacity are often unable to offer the kinds of programs and courses that would support multilingual learners' progress. In districts where multilingual learners have been at the center of improvement efforts, funding is secured and hiring mechanisms are put into place to ensure that all schools provide quality instruction. Extended supports are also offered to students to ensure they make progress, especially newcomers at the secondary level.

Funding. Districts receive a combination of federal and state funding to support the education of students identified as EL students, and district leaders must decide how to allocate these funds across schools. State funding is distributed according to California's LCFF, which requires districts to complete an LCAP that describes their goals, actions, services, and expenditures.¹⁷ Within districts, the allocation of fiscal resources that focus on ML education depends on (1) the extent to which ML initiatives have been explicitly outlined in LCAP plans, and (2) the level of centralization in resource distribution (Zarate and Gándara 2019). When evidence-based services are incorporated in LCAP plans and explicitly linked to multilingual learners' progress, they are more likely to be included in resource allocation and decision-making (Armas, Lavadenz, and Olsen 2015). Further, when LCAP plans articulate a clear requirement that funding be equitably distributed to schools based on ML population size and need, there is greater likelihood that any interventions will be well resourced and effective (Alejandre and Massaro 2016), thereby upholding the *Castañeda v Pickard* framework.

VIGNETTE

7.12

Examples of promising funding practices in district LCAPs

In a review of LCAP plans from across the state, analysts from the Center for Equity for English Learners and from Californians Together identified promising practices for using LCFF funds to foster ML equity in the areas of ELD, PL, and program and course access (see fig. 7.7; Lavadenz, Armas, and Hodge 2017). In the area of PL, for example, two districts wrote the implementation of the Sobrato Early Academic Language (SEAL)¹⁸ program into their LCAP plans. The program is an intensive PL program for teachers of multilingual learners in preschool through sixth grade that emphasizes language development throughout the school day via integrated standards-based thematic units (Armas, Lavadenz, and Olsen 2015). Funds were also earmarked to hire coaches to support teachers in providing integrated and designated ELD using the SEAL units and strategies (Lavadenz, Armas, and Hodge 2017).

In other districts, LCAP plans articulated approaches for providing all new teachers with PL focused on lesson planning using academic vocabulary and instructional strategies known to be effective for multilingual learners (Feldman and Malagon 2017). With respect to access to core content, a number of districts have engaged in efforts to establish dual language programs, with some LCAPs detailing strategic partnerships and steps to ensure the success and expansion of these programs.

Figure 7.7 Promising Practices for Multilingual Learners in Selected LCAPs

Focus Area	Categories	Examples of Promising Practices
English Language Development (ELD)	Integrated and Designated ELD Approach	<ul style="list-style-type: none"> • Formation of EL Taskforce • Rubric created for schools to use as guidance on daily lesson expectations for implementing integrated and designated ELD • Intensive professional development provided to all teachers • Instructional coaches provided teachers with support in implementing integrated and designated ELD using evidence-based approaches
Professional Learning	Stakeholder Input	<ul style="list-style-type: none"> • District EL Director conducted a needs assessment for professional learning with administration, teachers, and staff to identify learning needs.
Professional Learning	Content	<ul style="list-style-type: none"> • All new teachers received special training in teaching multilingual learners and in unit/lesson planning using academic vocabulary and evidence-based instructional strategies.

Focus Area	Categories	Examples of Promising Practices
Programs and Course Access	Access to Rigorous Core Content	<ul style="list-style-type: none"> • Middle School program was redesigned as a response to multilingual learners' lack of access to a broad course of study due to participating in intervention classes. With the redesign, multilingual learners have access to electives and still receive the interventions they need. • A number of districts documented their efforts in establishing bilingual and dual language programs. Some LCAPs detailed strategic partnerships and steps to ensure the success of the new programs, with plans to expand in the following school years.

Source: Adapted from Lavadenz, Armas, and Hodge 2017

VIGNETTE

7.13

Garnering external funding to support multilingual learner programs: Oakland Unified School District

In addition to aligning their EL Master Plan priorities with LCAP goals, district leaders in OUSD have worked to garner external resources to support program development. For instance, the OLAS¹⁹ was a CDE-funded PL project in which five dual language schools came together to work on improving their content and language instruction. Using a networked strategy, the project supported administrators and teacher leaders in all five schools as they implemented the Next Generation Science Standards in dual language contexts. The goal of the initiative was to provide equitable access to science for students living in poverty, EL students, students of color, and girls (also see Feldman and Malagon 2017).

As a second example, through a partnership with the Kenneth Rainin Foundation, OUSD has a cohort of 13 schools focusing deeply on early literacy instruction and assessment. One of the most important evolutions of this work has been differentiated support for early biliteracy in dual language and other bilingual programs. The partnership has helped to ensure that instructional materials, assessments, and professional development support students' literacy development in English and Spanish. Professional development builds teachers' capacity to teach foundational literacy in the bilingual context and understand such concepts as simultaneous literacy instruction and biliteracy transfer. (See chapter 3 for more information on transfer.) OUSD is exploring how to better align its pre-K or Early Childhood Development Centers to the TK–5 program, with the goal of opening a dual language pre-K on at least one of its elementary school campuses within a two-year period.

At the secondary level, OUSD leaders made strategic investments in newcomer education and secured significant external funding to support it. With funding from a multimillion-dollar annual investment from

Salesforce, ELLMA supports a Newcomer Wellness Initiative and funds Newcomer Navigators (described below). ELLMA also received a \$1.8 million grant from the California Department of Social Services to support college and career readiness for students who are refugees and asylees. This funding is provided as part of the California Newcomer Education and Well-Being (CalNEW) project.²⁰ To address the needs of the oldest newcomers, many of whom enter ninth grade at age sixteen and up and are unaccompanied minors who hold jobs, ELLMA partnered with the Alternative Education Office and opened a special school, Rudsdale Newcomer,²¹ that provides a supportive and innovative context responsive to these students' needs. More recently, the OUSD-Oakland Education Association negotiated a contract that allocates a 0.5 FTE for schools with at least 50 newcomers, and a 1.0 FTE for schools with more than 100 newcomers. Elementary schools receive this support in the form of a TSA who provides instructional and coaching support, while secondary schools receive a social worker.



How does (or could) your district attend to multilingual learners in its LCAP plan? How could funding be distributed across schools in your district to attend to diversity in multilingual learners' assets and needs? What external resources could be accessed to support ML initiatives in your district?

Extended supports. Districts and schools often face significant challenges in meeting multilingual learners' diverse and complex needs during the school day and academic year. This is especially true for older newcomers, who enter US schools and have limited time to learn English and fulfill high school graduation requirements before aging out at twenty-one. Some California districts and schools are attending to this issue by aligning internal resources with external fiscal and community resources to provide multilingual learners with additional educational opportunities, such as summer school, after-school programs, and early boost sessions for acceleration and credit recovery. These districts and schools also seek to understand and meet the social-emotional needs of multilingual learners, and they work with community-based organizations and foundations to design and implement innovative supports.

VIGNETTE

7.14

Offering extended supports for newcomers: Oakland Unified School District

In OUSD, ELLMA leaders have recently articulated guidance to schools that are serving newcomers²² at the secondary level, particularly unaccompanied minors and SLIFE, as these populations have increased exponentially in the district over the last five years. While the district's EL Master Plan requires that all newcomers receive intensive supports in their first and second years, and be monitored for up to four years, all schools must provide universal newcomer supports. These supports include (1) a robust intake process; (2) content with integrated ELD appropriate for newcomer EL students, plus daily specialized designated ELD; (3) special attention to literacy development and early reading skills as needed; (4) primary language supports as are possible either to aid in the comprehension of English texts and discussions or to provide content area instruction (e.g., through dual language programs); (5) extended learning opportunities in summer school and after-school programs targeted specifically for secondary newcomers; (6) counseling and other services; and (7) family engagement activities, bilingual support staff, and community partnerships.

ELLMA leaders also developed specific guidance on master scheduling for newcomers²³ to foster coherence and quality across schools, and well-articulated newcomer entry and exit criteria²⁴ ensure newcomers are not kept in the program longer than necessary. OUSD policy states that newcomers must be mainstreamed to some extent starting in their second year in US schools regardless of whether they have met reading or language proficiency scores needed to exit newcomer status. ELLMA recommends adding elective classes to newcomers' schedules in their second year and at least one standards-aligned content area course in their third year.

Newcomer services in OUSD go beyond academic to include a robust newcomer wellness team that strengthens capacity around mental health, legal services, and family and community engagement. The Newcomer Wellness Initiative²⁵ places bilingual social workers and marriage and family therapists—called Newcomer Navigators—at all of the district’s secondary schools with newcomer programs, to support students in navigating barriers to coming to and staying in school. Newcomer program staff also work closely with outside agencies to make social services readily available to students and their families.



How could extended supports be utilized in your district to address the needs of ML students who are long-term EL students or newcomers? How would these supports facilitate newcomers’ integration into core academic courses?

Human resources. Quality teachers are a district’s most valuable human resource and are thus worthy of significant investment. This investment requires attention to both hiring practices and teacher preparation and PL. California districts that have engaged with the ACIM articulate educator competencies that are aligned to teaching standards (i.e., ELD and content standards, application of the *ELA/ELD Framework*). These competencies are used not only to design PL opportunities and examine teachers’ practices in classroom reviews, but also to inform the recruitment and hiring of district and school leaders, teachers, teacher leaders, and counselors. Additionally, some districts partner with local universities to increase educator capabilities.

VIGNETTE

7.15

Attending to ML students in the hiring process: Oakland Unified School District

OUSD has established a partnership with Reach Institute for School Leadership and secured grant funding to create a teacher and administrative pipeline. The program offers scholarships for teacher and site leader candidates focused on the needs of EL students. Additionally, Oakland established the Maestr@s program to support credentialing of Latinx educators.²⁶

A process was also instituted to recruit and hire district leaders in OUSD, as well as site-based but centrally funded teacher leaders (described in the subsection “Leadership and collaboration” above), with a focus on bringing in leaders with strong backgrounds in multilingual education. General competencies included in the hiring process are (1) an understanding of language and literacy practices across content areas, (2) an asset-based lens, and (3) a well-articulated equity stance. These competencies are attended to in the hiring process via performance tasks in which candidates observe a video lesson with ML students and are asked questions to solicit their skills in observation and feedback on ML-related practices. Further, ELLMA leaders are included in hiring committees for almost all leadership positions, thus contributing a multilingual lens to the hiring of cabinet-level positions as well as school principals. For instance, the coordinator of counseling services came from Oakland International High School and is an expert in newcomer advising, equity-based master scheduling, and transcript analysis.

VIGNETTE

7.16

Additional examples of fostering teacher preparation and professional learning: Fresno Unified School District and Chula Vista Elementary School District

In addition to developing an extensive list of educator competencies in their 2016 Master Plan for EL Success, FUSD leaders collaborate with California State University, Fresno (CSUF) and Fresno Pacific University to ensure their teacher preparation programs reflect the *ELA/ELD Framework* and include language acquisition theory and ML-focused strategies. Collaborative activities include the development of a Dual Immersion Academy course and a teacher residency program, which offer courses cotaught by FUSD and CSUF staff. In addition, FUSD's EL leadership team collaborated to offer a Paraprofessional Academy to support candidates currently serving Fresno students who aspire to become teachers, as well as a Teacher Academy, which is a unique "Grow Your Own" program offered in three high schools that develops and supports students in their journey to becoming teachers. In 2018, there were 84 graduates of the Teacher Academy. District leaders are currently working to secure additional funds to support students engaged in an early career bilingual teacher pathway. These collaborations are sustained to deepen the learning and expand implementation of the high-leverage strategies defined in the district's Master Plan.

In the area of early childhood education, districtwide TK is supported in FUSD by including all TK teachers in PL focused on multilingual learners. PL for infant and preschool programs is also supported in FUSD through the Fresno Language Project, an externally funded, multiagency collaborative, whose goal is to ensure that all children have a foundation in English and their home language when they enter kindergarten.

In CVESD, district leaders have a partnership with the California State University, San Diego Department of Dual Language and English Learner Education to create pathways into CVESD for program graduates. The partnership generates a pipeline of well-qualified teachers prepared to employ asset-based, linguistically responsive, and intellectually rigorous instruction across the district's language programs (Alfaro et al. 2014; Garcia 2017). Similar partnerships have been documented for home-based early childhood educators; Early Educator Apprenticeships was a pilot program aimed at developing a skilled pipeline of early educators in California through partnerships with local colleges who offer courses taught by bilingual instructors (Gardner et al. 2019). Support for teacher development continues as bilingual coaches, who are experienced early childhood education providers, offer ongoing observation, feedback, and reflection.



How could your district revise its hiring processes and approaches to teacher PL to support high-quality culturally responsive instruction for ML students?

Monitoring. Actionable continuous improvement plans are accompanied by monitoring systems that allow stakeholders to track progress toward goals, communicate the impact of new policies and practices, and act where needed to build capacity. To facilitate this kind of monitoring, districts have established user-friendly data systems that merge state and district assessment data and allow for disaggregation by ML subgroup as well as longitudinal analyses (Hill et al. 2019). This data is used to drive district and school decisions (see the “Data-informed decision-making” subsection under ACIM Component #1: Attending to Organizational Culture) and to identify areas where more fiscal and human resources are needed.

Beyond data systems that enable data-informed decision-making, districts have established coordinated activities that help leaders and teachers develop shared understandings of high-quality instruction for ML students. Such activities include instructional rounds or learning walks, which help to promote a coherent approach to improving instruction within and between schools (which aligns with *CA EL Roadmap* Principle Four) and to foster a collaborative learning culture rather than a culture of compliance (City et al. 2009; Fisher and Frey 2014).

VIGNETTE

7.17

Using data to monitor student progress and instructional improvement: Oakland Unified School District

Benchmark, interim, and curriculum-embedded assessments are used by leaders and teachers in OUSD, in conjunction with pre- and post-writing samples, to monitor ML students' progress throughout the year. Assessments from which data is collected and centrally analyzed include Pearson's Development Reading Assessment or Evaluación del Desarrollo de la Lectura (DRA/EDL) for primary grades, the Reading Inventory (RI, formally Scholastic Reading Inventory [SRI]) for all grades, the Smarter Balanced Interim Assessments, and the Avant language assessment to monitor Spanish language proficiency for students in dual language schools. ELLMA staff hold monthly meetings that bring together site-based leaders, including teacher leaders and TSAs, to unpack the language demands and opportunities of texts and tasks in these assessments and to analyze results by student group and item type. Patterns that emerge are then used to shape capacity-building efforts within and across schools. Locally, teachers are encouraged and expected to analyze these assessment results in PLCs to inform instruction.

Learning walks are also prevalent across OUSD schools and are used to monitor the implementation of high-quality instruction for EL students. The ELLMA department leads two kinds of learning walks—one that is guided by an EL Review that is grounded in evidence-based, high-quality instruction, and another that is focused on EL Shadowing. **The EL Review**²⁷ focuses on teacher practice and observable student behaviors and is grounded in ELLMA's five essential practices for multilingual teaching and learning (see the subsection "Instructional vision and guiding principles"). The EL Review is site based, but is facilitated by ELLMA leaders, and includes the principal and other members of the instructional leadership team. After calibration, the team visits classrooms

for 10 to 15 minutes, then works in pairs to decide on a quantitative rating for each focal indicator (from “no evidence” to “clear and consistent evidence”) and write qualitative descriptions of the high-quality instruction that was observed and the opportunities for growth.

The findings from these observations are used by ELLMA leaders to inform the provision of school-based supports. **Data snapshots** show growth on focal indicators for a network of schools supported during the 2018–19 school year, with bars indicating where the classes scored before and after an ELLMA-supported cycle of inquiry on language instruction. The results of the first EL Review help ELLMA and the network of schools decide on priorities for their upcoming professional development cycle.

In addition to being helpful for identifying focal areas for professional development, the EL Review is used by ELLMA leaders to conduct **program quality reviews**. Whereas school leaders may only use the classroom observation component of the EL Review, a program quality review takes a more comprehensive look at a school’s ML services and programs.²⁸ These reviews are often completed at the request of a school leader or network superintendent to support program-level improvements. Depending on the type of program, certain indicators and areas are emphasized. For dual language programs, for example, ELLMA emphasizes focal indicators aligned to Essential Practice #4: Asset-based approach, and examines how a school’s practices facilitate biliteracy transfer. For newcomer programs, ELLMA staff look carefully at intake and master scheduling practices to examine opportunities for integration and to ascertain to what extent schools are following program exit criteria. After the review, ELLMA staff work with school leaders to co-construct goals and identify ELLMA resources that can support progress toward these goals. Results also help ELLMA staff examine progress toward goals outlined in the district’s *Roadmap to EL Achievement*, and to target resources and support.

To monitor progress toward goals, and to understand how ML students experience and participate in instruction that aligns to these goals, OUSD educators also conduct EL Shadowing reviews. **EL Shadowing**²⁹ was initially used to bring awareness and urgency to the needs of long-term EL students but is now used more broadly as a progress monitoring tool. In an EL Shadowing Review, school leaders designate a team that engages in learning walks and conducts classroom observations that focus on measuring student engagement in language and literacy practices. Schools set goals for how much time they would like to see students reading, writing, or speaking, and the shadowing protocol helps the team evaluate progress toward these goals.

Increasingly, both the EL Shadowing and EL Review tools are used by school leaders and are less dependent on ELLMA staff to facilitate. Both processes use an asset-based approach with the sites, in alignment with the asset-based orientation for students as articulated in the *CA EL Roadmap* Principle One. Through these processes, effective practices are drawn from the work at the network, site, or classroom level, then showcased at principal PL sessions and through videotaped examples of teaching practice.³⁰

VIGNETTE

7.18

Additional district examples of developing data systems and observation guides: Los Angeles and Fresno Unified School Districts

In LAUSD, a new data management system with an ML dashboard was implemented to track progress toward reclassification and to monitor program and course placement (Hill et al. 2019). The system follows ML students over time across a range of college and career pathways. Implementation of the new data system in LAUSD was facilitated by human resources as the district created several new positions, such as data specialists and coordinators, to facilitate data use and communication between the district office and schools. These individuals use data reports as communication tools during data-informed coaching sessions to examine ML program and course placement and to identify areas for action.

In FUSD, data systems incorporate results from ELPAC and local literacy benchmarks to monitor ML students' progress districtwide. To align with Smarter Balanced assessments, FUSD just transitioned to the use of i-Ready diagnostics for ML monitoring and reclassification purposes. Results from i-Ready adaptive assessments are posted in student information systems three times per year. Principals are responsible for allocating time during buy-back days and professional development days for teachers to reflect on this data and to use it to identify priorities in improvement practices.

FUSD also has a systemwide focus on academic discourse and scaffolding, where all classroom teachers are expected to increase the quality and quantity of academic discourse in integrated ELD and to design and implement appropriate and purposeful scaffolding practices. In classroom observations, leaders look for consistent use of high-

leverage strategies and academic discourse structures. Their observations are guided by an Instructional Practice Guide³¹ that identifies core instructional practices aligned to the district's instructional framework. Observations using the guide are calibrated via ongoing collaborative meetings of no less than 10 hours each year for teachers and leaders. These observations can come in one of two forms: (1) open-ended, where the goals and focus are set by the observers; and (2) close-ended, where the goals and focus are set by district leaders. Each team of observers identifies a problem in instructional practice in partnership with site-based educators, and their observations focus on identifying patterns aligned with this practice. All the data gathered is submitted online and used to identify focal professional development areas. While district leaders review the data quarterly and report on trends, they also contract external experts to analyze the data periodically to confirm or disconfirm results. Principals are required to do instructional walks once per quarter and report results. These results inform site-based professional development efforts, which is expanded on in the next section.



What monitoring systems are in place in your district to assess multilingual progress and ML instructional improvement? How could learning walks, ML shadowing, or observation guides be used in your district to support leaders and teachers as they engage in continuous improvement processes?

Aligned Continuous Improvement Model Component 3: Developing Educator Capability

Implementing an ACIM focused on ML students requires attention to school capacity, and particularly to educators' understandings of and beliefs about ML instruction. Efforts that overlook these aspects of educator capability are less likely to be taken up in a widespread manner than those that attend explicitly to them (Lee and Luykx 2005). Based on a review of research and recommendations from professional organizations, six core areas have been identified in which educators of ML students should be knowledgeable:

1. Understanding the structural aspects of language development (e.g., syntax, phonology) and the development of both the primary language (L1) and the second language (L2)
2. Understanding the role of culture and its linkage to language development
3. Acquiring knowledge and developing skills with respect to effective instructional practices for promoting development and learning in ML students
4. Understanding the role of assessment and how to implement appropriate assessment strategies with ML students
5. Understanding the teacher's role as a professional in the education of ML students
6. Understanding how to engage families (NASSEM 2017, 440)

While in-depth knowledge in each area is essential for teachers of ML students, leaders' awareness is also important for their work in supporting teachers and designing teacher PL opportunities. For this reason, some districts include leaders in teacher-focused PL. This section discusses how systems have attended to educator capability for both school leaders and classroom teachers in ways that facilitate the implementation of the instructional vision and policies outlined above.

In considering how to structure PL opportunities, many districts and schools in California draw on the CDE's Quality Professional Learning Standards

(2014) that articulate seven interdependent standards (see fig. 7.8). These standards align with a recent review of research that identified several features of effective PL (Darling-Hammond, Hyler, and Gardner 2017). For example, effective PL incorporates active learning, where educators have opportunities to engage with authentic artifacts and in interactive activities that are highly contextualized to their work. Such contextualization can be facilitated by situating PL in a particular content area, so that educators have an intentional focus on examining discipline-specific curriculum and pedagogies. Given the discipline-specific language demands and discourse that educators must consider, this focus may be particularly important for developing educators' capacity to engage EL students in content-based, integrated ELD lessons (Turkan et al. 2014).

Effective PL also affords opportunities for educators to share ideas and exchange relevant resources, offers coaching and expert support, and offers time for feedback and reflection (Darling-Hammond, Hyler, and Gardner 2017). Further, it can be helpful when PL draws on models of effective practice (e.g., via sharing model lesson plans, sample work, videos of or observations in classrooms) to develop shared understandings of the district's instructional vision. Finally, effective PL is of sustained duration so that educators have ample time to learn, practice, implement, and reflect on their practice. The examples below describe how some of these features of effective PL were taken up in work with leaders and teachers in California districts.

Figure 7.8 Quality Professional Learning Standards

The California Superintendent of Public Instruction identified seven learning standards to promote quality professional learning and development. Although they focus on teacher professional learning, these standards are also applicable to district and school leaders and other school-based personnel.

- 1. Data:** Quality professional learning uses varied sources and kinds of information to guide priorities, design, and assessments.
- 2. Content and Pedagogy:** Quality professional learning enhances educators' expertise to increase students' capacity to learn and thrive.
- 3. Equity:** Quality professional learning focuses on equitable access, opportunities, and outcomes for all students, with an emphasis on addressing achievement and opportunity disparities between student groups.
- 4. Design and Structure:** Quality professional learning reflects evidence-based approaches, recognizing that focused, sustained learning enables educators to acquire, implement, and assess improved practices.
- 5. Collaboration and Shared Accountability:** Quality professional learning facilitates the development of a shared purpose for student learning and collective responsibility for achieving it.
- 6. Resources:** Quality professional learning dedicates resources that are adequate, accessible, and allocated appropriately toward established priorities and outcomes.
- 7. Alignment and Coherence:** Quality professional learning contributes to a coherent system of educator learning and support that connects district and school priorities and needs with state and federal requirements and resources.

More information on California's Quality Professional Learning Standards is available on the California Department of Education website at <https://www.cde.ca.gov/sp/el/er/ch7.asp#link21>.

School leadership teams. School leaders are arbiters of opportunity for ML students, in that the decisions they make related to how state and district policy are implemented can either enable or constrain equity (Mavrogordato and White 2019). Thus, as districts work to implement state policies, there is a need for system leaders to attend to educator capability with a focus on school leadership teams.

VIGNETTE

7.19

Developing district and school leader capacity: Oakland Unified School District

School leaders in OUSD receive PL led by ELLMA that is aligned to districtwide instructional goals during biweekly learning sessions. All PL begins with a data point that purposefully creates disequilibrium and an urgency to act, such as the percentage of long-term EL students in the system at each grade level, or student voices that bring forward the faces and stories behind the numbers.³² In addition, the design of PL sessions is informed by the needs of ML students and their teachers, and assumes that professionals strive for each individual’s success even though some students might have gaps in skills. This presumption of positive intent has created buy-in and reciprocal accountability and reduced the view of the district office as regulating school- and classroom-level practices.

During the 2018–19 school year, all principals engaged in learning sessions developed by district leaders from the Literacy and ELLMA departments that focused on accelerating language and literacy outcomes by engaging students in complex text and text-based discussions. Each learning session focused on developing observation and feedback cycles and leading instructional leadership teams and PLCs in the service of these instructional goals. In the 2019–20 school year, over half of the district’s high school leaders implemented communities of practice focused on language and literacy instruction and used the EL Shadowing tool in learning walks (see the subsection “Monitoring” above).

To develop district leaders’ capacity to deliver these PL sessions with principals, they participate in weekly learning around an instructional focus, and engage in inquiry around district implementation plans. During the 2018–19 school year, ELLMA leaders facilitated a five-week cycle focused on the implementation of integrated ELD for all instructional specialists and network superintendents. ELLMA envisions that leaders will independently use the centrally developed tools and frameworks in their own continuous improvement efforts.

VIGNETTE

7.20

Designing learning modules for leaders: Another district example from Fresno Unified School District

FUSD’s EL Leadership Academy is focused on developing governance expertise for the design and implementation of high-quality ML programs and deepening understanding of high-quality instruction for ML students. District leaders developed a PL module for district and school leaders related to establishing an effective ML instructional program that outlines strategies for data use, language development, and attaining projected outcomes, as described in the district’s Master Plan. The learning module includes information pertaining to the following areas: the district’s instructional vision for ML students, the California *ELA/ELD Framework*, standards-based instruction, language development competencies, leadership and presentation skills, the Instructional Practice Guide (see the subsection “Monitoring” above), and site plan development that considers teacher PL. The first cohort of leaders completed the three-day institute based on the module in 2018–19, and throughout 2019–20 additional cohorts of school leaders completed the module until all leaders had participated. Group learning occurred at sites, online, and at the district office. As an outcome of their participation, leaders were expected to design PL structures and processes to accelerate improvement for ML students, using the site plan template and other tools and resources provided during the institute.



How could learning sessions or modules be used in your district to support leaders’ PL focused on ML education? Who would lead their development, and what resources could be leveraged to support them?

Classroom teachers. Many California educators do not feel adequately prepared to deliver rigorous standards-aligned instruction that engages ML students in asset-oriented and culturally and linguistically responsive ways (*CA EL Roadmap* Principles One and Two; Santibañez and Gándara 2018). A systemic approach to teacher PL is necessary to ensure on-the-ground enactment of a district’s vision for ML instruction. But what do teachers of ML students need to be able to do? The previous chapters in this volume point to several skills, including the ability to learn about ML students’ linguistic, cultural, and academic backgrounds, to consider students’ cultural backgrounds and language proficiency in English and their home language when organizing instruction, to identify linguistic features and demands of the disciplinary discourse, and to implement a broad range of strategies that afford opportunities for students to learn language and content through carefully structured and scaffolded activities (Lucas and Villegas 2013; Santos, Darling-Hammond, and Cheuk 2012; Turkan et al. 2014). The examples below highlight how some of these skills have been supported at the district and school levels.

VIGNETTE

7.21

Supporting professional learning in elementary science: Oakland Unified School District

In 2010, OUSD required a minimum number of instructional minutes for hands-on science instruction for grades K–5, and adopted the Full Operation Science System (FOSS) curriculum materials to support inquiry-based science. To facilitate these instructional shifts, the district science department provided PL support for all teachers, first centrally by grade level and later at the site level. Teacher PL focused on three areas: (1) authentic use of language for making meaning, (2) oral discourse, and (3) writing in science. Site-based workshops engaged teachers and principals in cycles of inquiry³³ around activities such as notebooking and developing language through science.

To augment capacity building within schools, all elementary principals were required to assign a teacher as the Lead Science Teacher, and this person was tasked with being the conduit between the district science department and the school. While their initial responsibilities focused on supporting teachers with implementing the new science materials, after two to three years Lead Science Teachers moved away from a narrow focus on the FOSS materials to that of a science teacher leader who advocated for high-quality science instruction and supported teachers toward this end. The Lead Science Teachers model was so successful that it became the foundation for the district’s strategic investment in teacher leadership across disciplines (see the subsection “Leadership and collaboration” above).

In addition to increasing district support for science, this powerful work also increased district support for external funding possibilities. One of the external funding opportunities, OLAS (see chart on page 10; see the subsection “Funding” above), enabled OUSD to network with dual language schools that were working to integrate content and language

development. One of those impacted was a dual language (50-50) TK-5 school in the heart of East Oakland. OLAS provided the next level of PL, offering science content sessions in Spanish and support to plan long-term goals for science and language development. Given all the experience and support around science and language, the school developed a strong science program, which consisted of hands-on FOSS activities taught in Spanish K-5 and a bridging to English through science literacy. The language supports during this bridging time were based on the content of the FOSS lessons. Spanish and English teachers had a common prep time, during which they met in PLCs to look at student work and plan the lessons.

For the OLAS project, the school worked on developing a deeper understanding of how students transition from talk to writing during science, with a specific equity lens on girls. The instructional leadership team developed tools for teachers to engage in peer observation during science instruction, including audio and video observations, so that students' transition from talk to writing was illuminated and next steps could be developed. Writing became a schoolwide focus during this period, where students used writing as an authentic response to their hands-on science experiences, not copying from the board or only using sentence frames and filling in the blanks. According to the principal, student writing improved dramatically in the next few years, from writing one paragraph to writing four or five paragraphs in the upper grades, while first- and second-graders began to compose more than one or two sentences, and with increasingly complex ideas. Some first-graders were able to sequence and show diagrams with labels, which pushed teacher discussion toward revisiting and adding to diagrams



How could teacher leadership be leveraged in your district or school to support PL focused on ML students? What structures could be put in place to facilitate peer observation among teachers?

and drawings as a way to model newly constructed ideas around science concepts. The school focus on speaking and writing through science also seemed to be related to increases in reclassification rates from 7 percent in 2014–15 to 16.4 percent in 2017–18. Even though the OLAS grant ended, educators at the school continue to take a science-centered approach that uses the intersection of science and language to support language development for all of their learners. This example demonstrates how a school’s culture and focus can be sustained through an initial investment in intensive and systematic PL.

VIGNETTE

7.22

Using a lab school approach: Another district example from Fresno Unified School District

To experiment with new practices that integrate language, literacy, and content development, and that build teacher capacity in implementing rigorous standards-aligned instruction for ML students, FUSD used a “lab school” approach. This approach was initially supported by Leading with Learning,³⁴ a researcher–practitioner partnership funded by a US Department of Education Investing in Innovation (i3) grant, with additional support provided by California-based nonprofit organizations and businesses. The lab school approach was initiated in three elementary schools, and there are currently ten elementary and seven secondary schools implementing it. These schools serve as laboratories of innovation and are supported by a site-based TSA as well as a centralized instructional coach. The coach initiates engagement with the school by assessing the quality of academic discourse and language instruction before working intensively with the school to improve structures and practices.

Selected schools are those that have structures in place to support implementation and monitoring of innovations and to provide feedback to teachers. The role of the TSAs evolves over time based on feedback from principals, teachers, and instructional coaches. They began with largely centralized face-to-face PL sessions with some follow-up coaching, and moved to almost entirely job-embedded activities. TSAs seek to engage teachers where they will have the most impact, namely in the acts of planning and delivering lessons. Therefore, TSAs spend large chunks of time working with teacher teams on identifying rigorous tasks and texts, determining criteria for success, developing and identifying exemplar and mentor texts, determining language and literacy challenges, and ensuring that they address these areas in the instructional sequence

that culminates in examining student evidence and adjusting instruction. These teacher teams include ELD and content teachers, as well as special education specialists. In addition to sustaining PL for teachers, the capacity of lab school principals and teacher leaders is developed with learning and reflection opportunities, such as facilitated role-alike sessions, coaching, and learning walks.

In terms of integrated and designated ELD, the TSAs have been largely focused on supporting elementary and secondary content teachers in engaging in practices that integrate language into their content instruction. For several years, they focused solely on supporting teachers in sheltered content instruction; thus, the lab school approach represented a significant shift toward integrating high-level academic language, literacy, and genre-based learning into content instruction. The foundations they have built support FUSD's goal of ensuring that teachers have the knowledge and skills required to eventually provide designated ELD in secondary content settings. They have made progress toward that goal as TSAs integrate with other departments to support the use of grouping and technology as a means by which to customize instruction for English learners who require additional language support.

FUSD's EL Services Department began an informal partnership with one of their middle schools six years ago as a result of a state legal compliance review process that twice identified the school as in need of monitoring for adherence to state and federal requirements. The initial focus was largely on meeting legal requirements, which provided the backdrop for a partnership that would support deeper, more meaningful collaboration when the middle school became a lab school.

In their first year as a lab school, leaders offered seven days of PL sessions for its ELA, math, science, and history teachers, followed by coaching and collaboration in PLCs. Teachers engaged in learning and application sessions focused on the Teaching and Learning Cycle and Keystone Pedagogies. The Teaching and Learning Cycle (Spycher 2017)

is a process for scaffolding deeper thinking, extended discussions, interactive reading, and language development in which teachers guide students through five stages of learning: (1) building content knowledge through language-rich experiences (building the field), (2) exploring the language of text types, (3) jointly constructing texts, (4) independently constructing texts, and (5) reflecting on one's own written texts. The Keystone Pedagogies³⁵ are high-level practices that integrate deep content learning with language and literacy development and that address California's ELA and ELD standards.

Although teachers actively participated in the PL sessions, classroom observations revealed that they were not applying the Keystone Pedagogies in a consistent way. Many were challenged by the impression that integrating language was yet another thing to add to their already impacted planning time. To address these challenges, the TSAs started to shift toward a more job-embedded PL model, and, in the second year, they leveraged resources toward lesson study with coaching support instead of adding new content to the PL activities. The TSAs launched lesson study groups and started to see more widespread implementation. However, there was a divide among teachers who felt lesson study was beneficial and those who thought it was too time-consuming and not reflective of real-life planning practices. Despite these challenges, promising practices started to emerge at the school, namely in mathematics, and TSAs began to examine and document what they were witnessing to build out to the other teams.

The partnership has evolved; now planning begins with the end in mind and borrows some key components from lesson study, such as developing criteria for success and engaging teachers in exemplar creation to ensure they understand the content and language challenges of the tasks and texts they are selecting. They have also incorporated teachers' desire to maximize their planning time and ensure they are addressing larger instructional sequences beyond a single lesson.

Therefore, besides identifying rigorous tasks and texts and determining criteria for success, they work with teachers to develop and identify exemplar and mentor texts, determine language and literacy challenges, and ensure they are examining student evidence and adjusting instruction as necessary. Overall, leadership moves that fostered teacher PL at the school included

- creating an environment where teachers and PLCs could make curriculum and instructional decisions that aligned to California's *ELA/ELD Framework*;
- providing time for planning by leveraging the EL Services Department and site-allocated resources;
- creating an accountability system that required teachers to share their work and their students' work with colleagues;
- focusing on PLCs for coaching rather than on individual teachers;
- providing additional, regular professional time to focus on the lab school project;
- maintaining a close partnership with EL Services to support teachers and leaders;
- building site-based capacity in teachers and leaders to independently support and sustain language and content integration over time; and
- finding exemplars and leveraging them in a timely way to illustrate and inspire others.



What fiscal and human resources would be required to enact these leadership moves to support teacher PL in your district or school?

Conclusion

Districts implementing asset-oriented and intellectually rigorous instruction and robust and coherent services for ML students have made significant systemwide shifts in their beliefs, policies, and practices. They have taken up the first prong of the *Castañeda v Pickard* framework by identifying institutional changes to support dual language and EL students in light of California's *ELA/ELD Framework*, *CA ELD Standards*, *Preschool Learning Foundations*, and current content curriculum frameworks. Then they have followed the second and third prongs of the *Castañeda v Pickard* framework to implement, evaluate the impact of, and refine their improvement plans. In doing so, they continuously consider and reflect on ML demographic and performance data, as well as the latest research, and incorporate guidance as defined in key state policies and documents, such as the *CA EL Roadmap*, the California Education for a Global Economy (CA Ed.G.E.) Initiative (Proposition 58), the *CA ELD Standards*, online professional learning modules, and *Integrating the CA ELD Standards into K–12 Mathematics and Science Teaching and Learning*. These districts have made the commitment to stay current and hold all educators responsible for ML students', specifically EL students', progress and well-being. They have shifted their practices in several ways, as listed in figure 7.9.

To move their systems, district leaders have ensured that ML students' needs are represented at the executive level, and that a broad set of leaders are engaged in the design and implementation of systemic improvement plans for ML student success. The multiple tools and processes that have been used to articulate local policy and priorities for ML student improvement include task force reports, master plans, systemic improvement plans, roadmaps, yearly master plan–action plan updates, LCAPs, and yearly fact sheets. When these tools are evidence based and owned by cross sections of leadership, they help systems communicate urgency, provide guidance, and align fiscal and human resources to well-defined and prioritized action steps. These tools can also be used to monitor a continuous improvement process.

Figure 7.9 Shifts in District Practices That Foster an Aligned Continuous Improvement Model

From traditional practices that ...	To systemic practices that ...
Hold the EL department responsible for ML students	Hold all educators and adults in the system responsible for ML students and all other students
Have a focus on compliance as the high bar	Have a focus on quality, excellence, and “doing the right thing” (with compliance as the minimum bar)
Are driven by an external accountability process	Are driven by processes that first build individual internal accountability, then collective internal accountability, and finally move to external accountability
Support beliefs that ML students have problems, deficits, and require simplified education	Assert that all ML students have strong assets and can and must learn at grade level and beyond
Use information as a hammer	Use information as a flashlight
Focus on getting ML students to English proficiency only	Focus on getting ML students college and career ready
Rely on English-only instructional programs	Cultivate all students’ multilingualism through diverse language program pathways
Have content, ELD, and bilingual teachers working in isolation	Ensure there are structures and processes in place to encourage and allow for content, ELD, and bilingual teachers to work together to plan and deliver high-quality instruction
View teaching as a technical activity with a fixed set of knowledge and skills	View teaching as an intellectual growth experience and opportunity

From traditional practices that ...	To systemic practices that ...
Offer subject-matter professional development and ELD professional development separately	Approach PL as a mutually beneficial community composed of content, ELD, and bilingual teachers, early childhood educators, special education specialists, and principals
Focus on fidelity of implementation	Emphasize principled practice (adaptability, contingency)
Have a smorgasbord of initiatives approach to change	Have adopted coherent, powerful models for change

Next Steps for Leaders

The districts showcased in this chapter have been engaged for years in focused activities to increase the quality of educational opportunities for ML students, and are still working on creating and improving policies, practices, systems, and structures that afford increased success. They started the journey in different ways and committed to sustaining the continuous improvement process. How might you get started and what might be the next steps to propel change in your district? Below is a list of ideas to consider, followed by resources of note as you get started with the work.

1. Recruit a leadership team from your district to engage in a book study. Read and discuss each section of this chapter with attention to where you are as a district.
2. Read this chapter with colleagues and reflect on the shifts outlined in figure 7.9 above. Determine your district's status for each shift, citing evidence of current practices. Consider your context and what the next steps you can immediately take might be to change policy and practice in several areas.
3. Review the other chapters in this volume and California's guidance documents and tools with district and site leaders to build common understandings as to what needs to be implemented in the system and schools for ML students, specifically EL students, to be able to receive high-quality instruction and services.

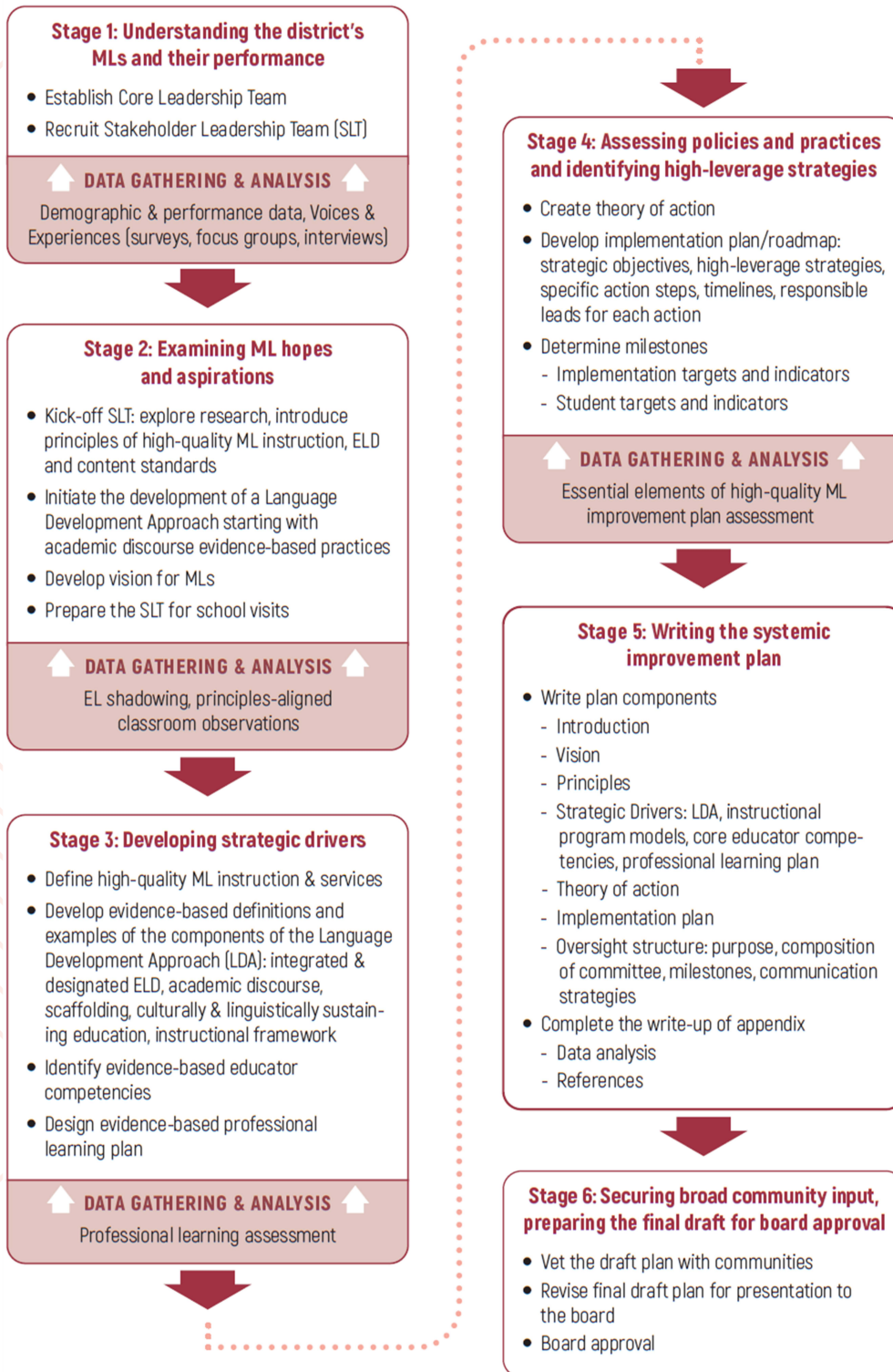
4. Seek support from internal and external experts to develop and apply new policies and practices informed by research and a comprehensive analysis of data, policies, and practices.
5. Visit some of the districts mentioned in this chapter to delve deeper into their transformative work and to understand the rationale for the choices they made (e.g., the stakeholders they engaged, potential entry points, opportunities that were leveraged, and priorities that were established) and the challenges they addressed in their journey toward excellence.
6. Advocate for an ML task force or development process to design a systemic plan for ML success that will generate systemwide responsibility and accountability for ML students. For ideas on how to get started, review the systemic improvement plan process in the appendix that is being used in multiple California districts, including those described in this chapter.
7. Establish an ML committee within the district to implement an equity audit of the district's strategic plan to assess the level of access and equity it affords ML students. Create a presentation that includes a comprehensive review of the data (i.e., not just language proficiency data) to facilitate conversations with leaders across the district.
8. Identify external partner organizations and researchers who can support the data collection and analysis process, provide critical feedback, codesign professional development, and offer human and fiscal resources.

Join the community of educators that have decided to change the odds for California's ML students, specifically EL students, by taking on their systems and moving ML programming from marginalized compliance to high-quality educational opportunities.

List of Resources

- Illustrative case examples that illustrate the *CA EL Roadmap* principles in districts across California are available on the California Department of Education Illustrative Case Examples web page at <https://www.cde.ca.gov/sp/el/er/ch7.asp#link22>.
- Crosswalk between the *CA EL Roadmap* and eight state LCAP priorities is available on the California Department of Education Crosswalk to LCAP web page at <https://www.cde.ca.gov/sp/el/er/ch7.asp#link23>.
- A *CA EL Roadmap* self-reflection rubric to engage in dialogue, assess current status in enacting *CA EL Roadmap* principles, and identify improvement areas is available on the the California Department of Education website at <https://www.cde.ca.gov/sp/el/er/ch7.asp#link24>.
- Toolkits designed to help teachers understand the *CA EL Roadmap* principles, and an associated administrator’s guide are available on the Californians Together website at <https://www.cde.ca.gov/sp/el/er/ch7.asp#link25>.
- Chapter 6 of the *California Practitioners’ Guide for Educating English Learners with Disabilities* is available on the California Department of Education website at <https://www.cde.ca.gov/sp/el/er/ch7.asp#link26>.
- Chapter 11 of the *ELA/ELD Framework* that focuses on leadership, PL, and systems is available on the California Department of Education website at <https://www.cde.ca.gov/sp/el/er/ch7.asp#link27>.

Appendix Multilingual Learner Systemic Improvement Plan: Planning Flowchart by Stage



Long description of Chapter 7 Appendix Figure

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Endnotes

- 1 The information in this chapter was gathered directly from OUSD leaders and is included in the chapter with their permission.
- 2 Note that Oakland Unified School District (OUSD) uses the term “English language learner” (ELL) rather than “English learner” (EL) to refer to its applicable students. The ELL acronym will be used when referring to specific documents from OUSD that use this phrase.
- 3 Core Data Growth is available on the Core Districts website at <https://www.cde.ca.gov/sp/el/er/ch7.asp#link39>.
- 4 The Stanford review, ELL Master Plan, and *Roadmap to ELL Achievement* are available on the OUSD English Language Learner and Multilingual Achievement web page at <https://www.cde.ca.gov/sp/el/er/ch7.asp#link40>.
- 5 End-of-year progress reports are available on the OUSD English Language Learner and Multilingual Achievement web page at <https://www.cde.ca.gov/sp/el/er/ch7.asp#link41>.
- 6 At the time this book was published, OUSD’s 2018–2021 *Roadmap to ELL Achievement* was under revision as ELLMA leaders considered stronger alignment to the state’s *EL Roadmap*.
- 7 In response to new language in the state’s *Education Code*, the CDE expects to recommend a tool called the Observation Protocol for Teachers of English Learners (OPTTEL) for statewide use, likely beginning in the 2020–21 school year. More information about the OPTTEL is available on the California Department of Education website at <https://www.cde.ca.gov/sp/el/er/ch7.asp#link42>.
- 8 Further explanation of the five essential practices is available on the Oakland Unified School District website at <https://www.cde.ca.gov/sp/el/er/ch7.asp#link43>.

- 9 The priority areas and associated goals are outlined in OUSD’s 2018–21 *Roadmap to ELL Achievement*, available on the Oakland Unified School District English Language Learner and Multilingual Achievement web page at <https://www.cde.ca.gov/sp/el/er/ch7.asp#link44>.
- 10 Chula Vista Elementary School District’s (CVESD) vision, values, and goals are available on the CVESD Vision and Values web page at <https://www.cde.ca.gov/sp/el/er/ch7.asp#link45>.
- 11 The information presented about the Fresno Unified School District (FUSD) from this point forward was gathered directly from district leaders and is included in this chapter with their permission.
- 12 OUSD’s ELL Master Plan is available on the OUSD English Language Learner and Multilingual Achievement web page at <https://www.cde.ca.gov/sp/el/er/ch7.asp#link46>.
- 13 Essential practices for supporting integrated and designated ELD at the elementary level is available on the Oakland Unified School District website at <https://www.cde.ca.gov/sp/el/er/ch7.asp#link47>. Essential practices for supporting integrated and designated ELD at the secondary level is available on the Oakland Unified School District website at <https://www.cde.ca.gov/sp/el/er/ch7.asp#link48>.
- 14 FUSD’s Master Plan for EL Success is available on the Fresno Unified School District website at <https://www.cde.ca.gov/sp/el/er/ch7.asp#link49>.
- 15 The FUSD English Learners Task Force Fact Sheet and the 2019 English Learner Services Fact Sheet are available on the FUSD Fact Sheets web page at <https://www.cde.ca.gov/sp/el/er/ch7.asp#link50>.
- 16 Los Angeles Unified School District’s (LAUSD) Master Plan for ELs and SELs is available on the LAUSD Multilingual and Multicultural Education Department web page at <https://www.cde.ca.gov/sp/el/er/ch7.asp#link51>.

- 17 More information on the Local Control Funding Formula is available on the California Department of Education LCAP web page at <https://www.cde.ca.gov/sp/el/er/ch7.asp#link52>.
- 18 More information on the Sobrato Early Academic Language (SEAL) program is available on the SEAL website at <https://www.cde.ca.gov/sp/el/er/ch7.asp#link53>.
- 19 More information on the Oakland Language Immersion Advancement in Science project is available on the Oakland Unified School District website at <https://www.cde.ca.gov/sp/el/er/ch7.asp#link54>.
- 20 More information on CalNEW is available on the California Department of Social Services website at <https://www.cde.ca.gov/sp/el/er/ch7.asp#link55>.
- 21 More information on Rudsdale High School is available on the Oakland Unified School District website at <https://www.cde.ca.gov/sp/el/er/ch7.asp#link56>.
- 22 Newcomers are all students born outside of the United States and have been enrolled for three years or fewer. They include refugees and asylees who have special status due to past persecution, as well as unaccompanied immigrant youth who enter the United States without a guardian, often to escape violence in their country of origin. Many newcomers arrive with gaps of two or more years in their formal education, referred to as students with limited or interrupted formal education (SLIFE).
- 23 OUSD's guidance for newcomer master scheduling is available on the Oakland Unified School District website at <https://www.cde.ca.gov/sp/el/er/ch7.asp#link57>.
- 24 OUSD's guidance related to newcomer entry and exit criteria is available on the Oakland Unified School District website at <https://www.cde.ca.gov/sp/el/er/ch7.asp#link58>.

- 25 More information on OUSD’s Newcomer Wellness Initiative is available on the Oakland Unified School District website at <https://www.cde.ca.gov/sp/el/er/ch7.asp#link59>.
- 26 More details on the Maestr@s program is available on the Oakland Unified School District Retention and Employee Development web page at <https://www.cde.ca.gov/sp/el/er/ch7.asp#link60>.
- 27 An overview of the ELL Review is available on the Oakland Unified School District website at <https://www.cde.ca.gov/sp/el/er/ch7.asp#link62>. For more detail, the online ELL Review Manual is available on the OUSD website at <https://www.cde.ca.gov/sp/el/er/ch7.asp#link63>.
- 28 The ELL Review Qualitative Report master template used by ELLMA staff is available on the Oakland Unified School District website at <https://www.cde.ca.gov/sp/el/er/ch7.asp#link64>.
- 29 An overview of the ELL Shadowing process is available on the Oakland Unified School District website at <https://www.cde.ca.gov/sp/el/er/ch7.asp#link65>.
- 30 The Teaching Channel video series with examples of exemplary practice in Oakland Unified School District is available on the Teaching Channel website at <https://www.cde.ca.gov/sp/el/er/ch7.asp#link66>.
- 31 The Instructional Practice Guides for Literacy and Mathematics are available on the Fresno Unified School District website at <https://www.cde.ca.gov/sp/el/er/ch7.asp#link67>. The Instructional Practice Guides for Mathematics are available on the Fresno Unified School District website at <https://www.cde.ca.gov/sp/el/er/ch7.asp#link68>.
- 32 Some of these student narratives are available on the Oakland Unified School District English Language Learner and Multilingual Achievement Spotlights web page at <https://www.cde.ca.gov/sp/el/er/ch7.asp#link69>.

- 33 A description of the elementary science site-based professional learning cycles of inquiry is available on the Oakland Unified School District website at <https://www.cde.ca.gov/sp/el/er/ch7.asp#link70>.
- 34 More information on Leading with Learning is available on the WestEd Leading with Learning web page at <https://www.cde.ca.gov/sp/el/er/ch7.asp#link71>.
- 35 For more information, the Leading with Learning resources are available on the WestEd Educator Resources web page at <https://www.cde.ca.gov/sp/el/er/ch7.asp#link72>.