



Improving Multilingual Learner Outcomes Through Community School Systems

FEBRUARY 2026

Districts can implement the California English Learner Roadmap policy by looking at current district and site systems and auditing for gaps in services and supports for multilingual learners. In many cases, community school practices are already establishing a robust set of strategies that just need to explicitly consider ML students. Efforts to create a culture of belonging and inclusion, or develop collaborative spaces for student and parent input, can be amplified by ensuring that multilingual learners and newcomer students are experiencing culturally responsive and sustaining strategies and practices.

These tools were adapted from pages 30-31, **Volume I EL Roadmap Implementation Guide and Toolkit for Administrators** in partnership with Californians Together and Community Schools Learning Exchange.

Mapping Current Efforts

Undoubtedly your school and district have been working in various ways to better meet multilingual learners' needs through current and ongoing initiatives. The work of implementing the EL Roadmap policy does not begin with a clean slate, and there are likely many areas of strength to continue to build on. These practices can be strengthened by mapping them onto the EL Roadmap policy and your work enacting the Roadmap should build from there.

This tool and reflection activity is designed to prompt you to identify those current systemic practices, and to consider which ones need strengthening or intentional support as part of EL Roadmap policy implementation. Many of these indicators are supported through the sustainability infrastructures of community schools like professional learning opportunities, strategic partnerships, and shared governance structures. As you read through the following tool ask yourself, “Are there current practices that might benefit ML students through renewed focus or shift in direction?” What systems have you been wanting to work on but haven’t yet started? After completing the sheet, discuss in teams about what kind of support these changes would take.

What we are working on for ELs	District or School Priority (High – Med – Low)	Where we are (Just starting, some time and effort going into making it happen, who’s involved, etc.)	How is it going? (Facing resistance? Positive reception? Outcomes?)
Strengthening Designated ELD instruction .			
Developing shared routines and common strategies across school and curriculum to scaffold ML participation and comprehension (Integrated ELD).			
Strengthening integrated ELD in academic content courses.			
Addressing newcomer needs with community partners and other trusted CBOs .			
Making the effort to better serve our Long-Term English learners .			
Creating a more inclusive, culturally and linguistically responsive and affirming school environment .			
Planning for or starting a new dual-language program .			
Building a dual-language program into new grade levels —or expanding from a dual-language strand to full school program.			



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Articulating our ML programs across grade levels, and across school levels.			
Strengthening collaborative leadership, data use, and progress monitoring for MLs.			
Strengthening shared decision-making through two-way communications with ML students and families.			
Awarding Seal of Biliteracy pathways and awards to celebrate students' intersectional identities.			
Improving access and support for MLs to A-G courses.			
Enacting mechanisms to improve credit accumulation toward graduation.			
Strengthening technology and multilingual outreach support for ML students' online learning.			
Other (Toot your horn and share what else you're doing!) :			

