

Step 1: Review the current state and data on multilingual learners

In Step 1, a district or school considers its existing policies and practices for multilingual learners and conducts a review of different data sources about multilingual learner achievement and experiences.

CHECKLIST FOR MULTILINGUAL LEARNER ACHIEVEMENT AND EXPERIENCES

Use the checklist below to conduct an analysis of multilingual learner achievement and experiences in your context.

Review Mission and Instructional Vision for Multilingual Learners

Action Item	✓
Review the district vision for curriculum and instruction in English Language Arts (ELA) and/or English Language Development (ELD) for how it articulates support for multilingual learners. Determine if the district has a clear articulation of its language development approach in ELA.	

Review English Learner Academic Performance and Reclassification Data

Action Item	✓
Use the California Department of Education’s Data Dashboard and/or relevant data systems to review the ELA/ELD achievement of English learners and understand students’ areas of need.	
Consider which data are available to provide context for the Adoption Committee and Review Team regarding the specific assets and needs of ELs to focus on in the upcoming curriculum adoption.	
Present relevant data to the Adoption Committee and the Review Team.	
Lead a data inventory discussion with the Adoption Committee and Review team to interpret and understand the story the data are saying about how the district is serving multilingual learners.	
Review English Learner reclassification rates across grade levels. Identify trends by EL typology especially long term ELs and students who are at risk of long-term EL status.	

Review Findings from User Experiences

Action Item	✓
Teacher Focus Groups: Hold focus groups with ELA teachers on what they value in their instructional materials for multilingual learners and to understand the challenges and opportunities they perceive in their experience of implementing ELA/ ELD instructional materials with multilingual learners.	
Student Focus Groups: Hold focus groups with multilingual learners on what multilingual learners want and feel they need in instructional materials to support their learning.	
Synthesize findings from teacher and student focus groups to inform the Adoption Committee’s priorities in shaping the District Review Criteria for adoption	
Present findings from teacher and student focus groups to the Review Team to set the purpose for their review	