

California's Great Start

P-3 Guide to Supporting Multilingual Learners

A Preschool through 3rd Grade Toolkit

California Department of Education

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Introduction

California is one of the most linguistically diverse states in the country with over 200 languages spoken¹. In California, nearly 60 percent of children under the age of five are

¹ Clarke, S. (2020) California Is the Most Diverse State, Report Says. U.S. News and World Report. Retrieved from:

<https://www.usnews.com/news/best-states/articles/2020-09-10/california-is-the-most-diverse-state-in-the-us>

dual language learners (DLLs).² Understanding the languages spoken across California is key to supporting the development and success of California's youngest learners.

Children's languages are not just communication tools; they represent cultural systems that nurture a child's sense of self and connection to community. Supporting children to nurture their linguistic roots is critical to supporting their long-term success in school and in life.

A Note on Terminology

Although their defining characteristics, assets, and support needs are similar, there are multiple different terms used to refer to children who communicate in multiple languages or modalities across the preschool through third grade (P-3) continuum in California.

The California State Preschool Program (CSPP) defines **Dual Language Learners (DLLs)** as children whose first language is a language other than English or children who are developing two or more languages, one of which may be English.

Once children enter the transitional kindergarten (TK) through grade twelve (TK-12) system, they are referred to as **multilingual learners (MLLs)** and may be identified as **English learner (EL) students** starting in kindergarten. EL students are defined as students whose primary language is not English, as identified through the Home Language Survey, and who have not yet attained full English proficiency based on the English Language Proficiency Assessments for California (ELPAC).

In this guide, we use the term **MLLs** to be inclusive of children who may be learning more than two languages, students who are fluent in English and another language, and students who may be reclassified as Reclassified Fluent English Proficient (R-FEP) but are still learning and developing in multiple languages. **MLL will be used throughout the rest of this guide unless we are covering information specific to the CSPP or the transitional kindergarten through third grade (TK-3) language classification process.**

During the 2022–2023 school year, data from the CDE showed that approximately 40 percent of students (or just over 2.3 million) enrolled in public schools spoke a language other than English at home and about 1.1 million students (19 percent) were EL

² Migration Policy Institute, National Center on Immigrant Integration Policy, "U.S. Young Children (ages 0 to 5) by Dual Language Learner Status: National and State Sociodemographic and Family Profiles" (data tables, MPI, Washington, DC, 2021)

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students. These range from the most prevalent languages such as Spanish, Mandarin, and Vietnamese to less prevalent languages such as Mixteco, Pashto, and Tongan.

Among EL students, 95.4 percent speak one of the following languages: Spanish, Mandarin, Vietnamese, Russian, Persian (Farsi), Arabic, Cantonese, Panjabi, Pushto, Armenian, Philippine languages, Korean, Otomian languages (Mixteco), and Hmong. Yet, in total, the CDE collected data for 200 separate languages/dialects spoken by EL students.

EL Students by Language in California, 2024–2025 ³			
Language	Percent of Total	Language	Percent of Total
Spanish; Castilian	80.05%	Cantonese	1.00%
Mandarin (Putonghua, Guoyu)	2.32%	Panjabi; Punjabi	0.96%
Vietnamese	1.79%	Pushto; Pashto	0.81%
Russian	1.45%	Armenian	0.80%
Persian (Farsi)	1.40%	Philippine languages	0.67%
Arabic	1.39%	Korean	0.59%
Uncoded languages (Other non-English languages)	1.09%	Otomian languages (Mixteco)	0.56%
		Hmong; Mong	0.52%

This guide aims to provide support to preschool through third grade school district leadership, preschool program administrators, principals, and other educators, so that they are better able to meet the needs of young MLLs across the state, regardless of their socioeconomic status. It also provides tools and templates for schools and programs to support parents of young MLLs.

Why Should Educators Support Multilingualism?

Multilingualism offers valuable cognitive, educational, sociocultural, and economic advantages that can last a lifetime. Being fluent in more than one language brings many

³ To view all English Learner Students by Language by Grade in California for 2024–2025, visit <https://dq.cde.ca.gov/dataquest/SpringData/StudentsByLanguage.aspx?Level=State&TheYear=2024-25&SubGroup=All&ShortYear=2425&GenderGroup=B&CDSCode=00000000000000&RecordType=EL>

lifelong benefits. It helps the brain stay sharp, improves focus, and makes it easier to switch between tasks. Strong home language supports children's socio-emotional development and identity, which creates a strong foundation for early learning.⁴ Children in multilingual programs often do as well or better in school and may be more likely to graduate.⁵

Supporting a child's home language also plays a vital role in strengthening their English language development. Research consistently shows that this support promotes overall language growth, builds a strong foundation for learning, and facilitates the transfer of skills across languages.⁶ Furthermore, the long-term benefits of early learning experiences for dual language learners are well-documented. However, MLLs often face barriers to accessing inclusive and high-quality early childhood and elementary education.⁷

Speaking multiple languages also builds understanding and respect for other cultures, strengthens connections to heritage, fosters senses of belonging, and boosts confidence. Furthermore, sustaining children's home language enables them to maintain meaningful interactions and a strong sense of belonging within their families.

Supporting MLL's home language development and recognizing diverse languages as an asset in classrooms and programs, also helps to support children's sense of belonging in the school or program. This is particularly critical for children whose home language may have been historically marginalized or viewed as a detriment rather than an asset.

⁴ Ramírez, R. (2023) "To Speak or Not To Speak My Language: Supporting Families' Home Language Practices" National Association for the Education of Young Children. Retrieved from: <https://www.naeyc.org/resources/pubs/tyc/fall2023/supporting-families-home-language>

⁵ U.S. Department of Education's Office of English Language Acquisition (OELA). (2020, April 1). Benefits of multilingualism- English. National Clearinghouse for English Language Acquisition (NCELA). Retrieved from: <https://ncela.ed.gov/resources/infographic-benefits-of-multilingualism-english-august-2020>

⁶ National Academies of Sciences, Engineering, and Medicine. (2017). Promoting the educational success of children and youth learning English: Promising futures. Washington, DC: The National Academies Press. Retrieved from: <https://doi.org/10.17226/24677>

⁷ Meloy, B., Gardner, M., & Darling-Hammond, L. (2019). *Untangling the evidence on preschool effectiveness: Insights for policymakers*. Palo Alto, CA: Learning Policy Institute.

Recognizing and Supporting Black and African American MLLs

Many Black and African American children speak two varieties of English: African American Vernacular English (AAVE) or Black Language (BL) and General American English (GAE). Just like other MLLs, many Black and African American children live in homes and communities where AAE is spoken, while GAE is the language of instruction in their schools. Strategies and support, similar to those used to enhance learning opportunities for MLLs who speak Spanish, Chinese, or some other language at home, can be leveraged to support the language development of Black and African American learners. They too are best supported when their home language (AAVE/BL) is viewed as an asset and a tool to support their overall language development and ultimately their proficiency in GAE. For Black and African American multilingual learners, language is not just a communication tool but is rooted in community history and cultural systems that nurture a child's sense of belonging. It is critical for programs and schools to support educators to examine and address their own biases related to language and MLLs of all types, so that they can provide support that will help children of all linguistic and cultural backgrounds thrive.

Young children are particularly adept at learning multiple languages. A variety of factors support young children's ability to learn multiple languages with greater ease than their older peers.⁸ Specifically, young children's brains have higher levels of cognitive flexibility, which supports their ability to hear and discern the wide range of sounds that are present in some languages. Young children also naturally learn language implicitly (through their experience with the world) rather than explicitly by studying words and their meaning.⁹ Their brains are specialized for language acquisition, allowing them to unconsciously absorb and internalize grammar and vocabulary through interaction, play, and listening. Learning environments that embrace multilingualism cultivate joy, belonging, and literacy for all children.

Speaking more than one language opens doors to different cultures and communities, and is a critical asset in an increasingly global society. It can support deep connections to multiple cultures, which equips children to navigate a diverse culture landscape in adulthood.¹⁰ Ultimately, speaking more than one language brings a valuable combination of cognitive abilities, linguistic skills, and cultural understanding that can lead to greater personal and professional success in the long-term. It can open more job

⁸ Ghasemi, B., & Hashemi, M. (2011). Foreign language learning during childhood. *Procedia-Social and Behavioral Sciences*, 28, 872–876.

⁹ Kuhl PK. (2010) Brain mechanisms in early language acquisition. *Neuron*. 2010 Sep 9;67(5):713–727. Retrieved from: <https://pmc.ncbi.nlm.nih.gov/articles/PMC2947444/>

¹⁰ SEAL (2024). The Benefits of Being Multilingual: How Multilingual Learning Leads to \$30 Billion Economic Growth. Milpitas, CA: Author. Retrieved from: <https://www.seal.org/news/benefits-of-being-multilingual#:~:text=for%20more%20research,-.Social%20and%20Cultural%20Benefits%20of%20Being%20Multilingual,among%20people%20from%20diverse%20backgrounds>

opportunities, increase earning potential, and give people an advantage in a global economy.¹¹

Tribal Languages in P-3 Classrooms

Tribal language revitalization is essential for preserving the cultural heritage, languages, and traditions of Indigenous communities. Many tribes across California have faced generations of displacement, assimilation policies, and cultural suppression that have threatened the survival of their unique identities and languages. Revitalization efforts can strengthen a community's sense of pride and belonging while helping to ensure that younger generations remain connected to their ancestral roots. By maintaining languages, ceremonies, and traditional knowledge, members of tribal nations not only protect their heritage but also share valuable perspectives and practices that enrich society as a whole.

P-3 schools can play a vital role in supporting tribal language revitalization. Young children are at a critical stage for language and cultural learning, and early exposure to tribal languages, stories, and customs can foster lifelong connections. Schools and programs can partner intentionally, and through ongoing communication and respect, with members of tribal nations to incorporate tribal history and culture into the curriculum, invite elders or cultural leaders to share knowledge, and celebrate Indigenous art, music, and storytelling throughout the school year.

Classroom activities that include local tribal perspectives encourage inclusivity and community engagement. From teaching traditional songs and dances to including lessons on the tribe's connection to the land, schools and programs can help bridge generations and support the survival of tribal heritage. These practices also educate non-Native children about the richness of tribal cultures, promoting respect and understanding. By creating learning spaces that honor and uplift indigenous knowledge, educators can contribute directly to the efforts of tribal language revitalization and help ensure that these cultures thrive for future generations.

State Policies and Practices to Support MLLs

California's current commitment to multilingual education represents a significant policy evolution. For nearly two decades, Proposition 227 (1998) restricted bilingual education programs, resulting in most instruction to occur in English. This changed dramatically with the passage of Proposition 58 in 2016—the California Education for a Global Economy Initiative—which restored local flexibility to implement multilingual programs

¹¹ U.S. Department of Education's OELA. (2020, April 1). Benefits of multilingualism- English (August 2020). NCELA. Retrieved from: <https://ncela.ed.gov/resources/infographic-benefits-of-multilingualism-english-august-2020>

and recognized the educational and economic benefits of multilingualism. Building on this foundation, *Education Code* Section 8241.5 established comprehensive data collection requirements for dual language learners in preschool settings, while Assembly Bill 2268 (2024) refined assessment practices by exempting transitional kindergarten students from developmentally inappropriate English proficiency testing. These legislative milestones reflect California's growing recognition that multilingualism is an asset to be nurtured rather than a deficit to be remediated, creating the policy framework that supports today's comprehensive approach to multilingual learner education from preschool through third grade

In addition to ambitious goals, California has developed a groundbreaking policy—the California English Learner Roadmap—for improving instruction and educational structures to support EL students.¹² The California State Board of Education unanimously approved the EL Roadmap Policy in 2017 with the vision that English learners fully and meaningfully access and participate in a twenty-first century education from early childhood through grade twelve that results in their attaining high levels of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple languages. The EL Roadmap Policy and its associated guidance strengthen comprehensive policies, programs, and practices for EL students. The roadmap puts forth four principles to guide all levels of the P-12 system towards a coherent and aligned set of practices, services, relationships, and approaches to teaching and learning for EL students. The Preschool/Transitional Kindergarten (PK/TK) Toolkit for the English Learner (EL) Roadmap Implementation translates its comprehensive principles into concrete, developmentally appropriate practices for early childhood education (ECE) settings and leaders.¹³

California English Learner Roadmap: 4 Core Principles

Assets-Oriented and Needs-Responsive Schools

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

Intellectual Quality of Instruction and Meaningful Access

EL students engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate

¹² To learn more, visit: <https://www.cde.ca.gov/sp/ml/roadmap.asp>

¹³ To learn more, visit: <https://californianstogether.org/resource/preschool-transitional-kindergarten-toolkit-for-english-learner-roadmap/>

language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. EL students have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.

System Conditions that Support Effectiveness

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

Alignment and Articulation Within and Across Systems

EL students experience a coherent, articulated and aligned set of practices and pathways across grade levels and educational segments beginning with a strong foundation in early childhood and continuing through to reclassification, graduation and higher education. These pathways foster the skills, language(s), literacy and knowledge students need for college- and career-readiness and participation in a global, diverse multilingual 21st century world.

Since the EL Roadmap Policy was approved, partners in the field have created guides and toolkits that were designed to help educators and education leaders implement the policy in their classrooms, schools, and districts. The English Learner Roadmap Resource Hub provides a curated collection of EL Roadmap resources, including resources designed for educators in early childhood settings.¹⁴

California acknowledged these benefits and made multilingualism and biliteracy a focal point of education policy, with the publication of its Global California 2030 initiative. The mission of Global California 2030 is to “equip students with world language skills to better appreciate and more fully engage with the rich and diverse mixture of cultures, heritages, and languages found in California and the world, while also preparing them to succeed in the global economy.”¹⁵ California’s goal is for half of all K–12 students to participate in programs leading to proficiency in two or more languages by 2030 and to increase the proportion of K-12 students proficient in two or more languages to 75 percent by 2040.

¹⁴ See <https://www.elroadmap.org/>

¹⁵ California Department of Education (2019.) Global California 2030. Sacramento, CA: Author. Retrieved from: <https://www.cde.ca.gov/sp/ml/documents/globalca2030.pdf>

As incentive and recognition, students that achieve this benchmark can earn a State Seal of Biliteracy.¹⁶ Underlying this vision is the foundational understanding that simultaneously developing EL students' linguistic and academic capacities is a shared responsibility of all educators, and that all levels of the schooling system have a role to play in ensuring the access and achievement of the more than one million EL students who attend our schools.¹⁷

Another California initiative established to support multilingualism is the Biliteracy Pathway Recognition program. The Biliteracy Pathway Recognitions program is an optional initiative designed to acknowledge preschool, kindergarten, elementary, and middle school students who demonstrate progress toward proficiency in speaking, reading, and writing in English and one or more additional languages. The program aims to recognize and encourage students to study languages, foster multilingualism, provide a pathway towards the State Seal of Biliteracy, and affirm the value of diversity and multiple cultures and languages within the community.

Biliteracy Pathway Recognitions

The Biliteracy Program Participation Recognition is available to students enrolled in programs leading to biliteracy in preschool, kindergarten, elementary, and middle school. As a participation recognition, this award is provided to all students enrolled in the program and is not based on the student's proficiency. This recognition is an entry on the path to biliteracy or multiliteracy.¹⁸

The Home Language Development Recognition is available to emergent bilingual students with a home language other than English in preschool, kindergarten, elementary, and middle school. This recognition is provided to students who demonstrate that they are continuing to develop the home language by engaging in age-appropriate activities in the home language. This recognition is an entry on the path to biliteracy or multiliteracy.¹⁹

The Biliteracy Attainment Recognition is available to students at the end of elementary school (the grade level depends on the program model, usually either grade five or six), and the end of middle school (the grade level depends on the program model, usually grade eight). This recognition is based on proficiency and is

¹⁶ Ibid

¹⁷ Data retrieved from:

<https://dq.cde.ca.gov/dataquest/DQCensus/EnrELAS.aspx?cds=00&agglevel=State&year=2024-25>

¹⁸ For more information on the Biliteracy Program Participation Recognition visit:

<https://www.cde.ca.gov/sp/ml/biltrcypathwy.asp>

¹⁹ For more information on the Home Language Development Recognition visit:

<https://www.cde.ca.gov/sp/ml/blitdevelopment.asp>

awarded to students who meet specific proficiency criteria in English and one or more languages in addition to English. This recognition is aligned with the State Seal of Biliteracy requirements and is an indication that if a student continues on this path in high school they will be prepared to meet the requirements to earn the State Seal of Biliteracy.²⁰

Assessing Children's Language Status

Accurately identifying students who would benefit from language support is critical to ensuring all students are able to succeed academically while building on their language strengths. For children enrolled in the California State Preschool Program (CSPP) or those enrolled in the TK-12 system, there are processes in place for identification of these children, and educators and school staff play a crucial role in both identifying children and providing them with the support they need to develop their home language and English language skills.²¹ In addition to these formal assessments, teachers can and should use their observations and input from families to support all children's language development.

During the transition to elementary school, there are multiple touchpoints and processes, required by the state, that are designed to ensure that children who would benefit from language support are identified.

California State Preschool Program

Education Code (EC) Section 8241.5, enacted through AB 1363 in 2021 and later modified by AB 393 in 2024, outlines the requirements to identify DLLs and collect and report data on DLLs. Guidance requires California State Preschool Program contractors to provide a "Family Language Instrument" to all families²², and if a child is identified as a they must conduct a "Family Language Interest Interview."²³ Contractors are also required to report data about DLLs and their preschool program including data about their families, their classrooms, and their program staff to the CDE.

Early identification of DLLs is key in providing early support with evidence-based language development resources. The goal of these requirements is to provide teachers

²⁰ For more information on the Biliteracy Attainment Recognition visit:

<https://www.cde.ca.gov/sp/ml/blitattainment.asp>

²¹ For Technical support, guidance, frequently asked questions (FAQs), and resources for the identification, reporting, and support of dual language learners in CSPP visit

<https://www.cde.ca.gov/sp/cd/ci/dllsupport.asp>

²² Visit <https://www.cde.ca.gov/sp/cd/ci/documents/attachafamlanginst.docx> for a copy of the Family Language Instrument.

²³ Visit <https://www.cde.ca.gov/sp/cd/ci/csppdlltools.asp> for a copy of the Family Language Interest Interview.

with the information they need to support each child's language development to ensure they experience the benefits of multilingualism and promote welcoming, culturally affirming environments.

Transitional Kindergarten (TK)

Effective June 14, 2024, AB 2268 amends *EC* Section 60810(b) and 313 to exempt Transitional Kindergarten (TK) students from the Initial English Language Proficiency Assessments for California (ELPAC), the Initial Alternate ELPAC, the Summative ELPAC, and the Summative Alternate ELPAC. This exemption was implemented because the ELPAC is not developmentally appropriate for the younger children who were entering TK as a result of TK expansion.

While TK students are exempt from ELPAC testing, LEAs should provide language development support and access to a full curriculum for MLLs in TK as a services-first approach. However, without ELPAC results, LEAs cannot formally identify students as EL students using the traditional screening process.²⁴ Students will be screened for EL status upon entry to kindergarten.²⁵

LEAs shall continue to administer the Home Language Survey (HLS) during TK enrollment. This aligns with the California's English Learner Roadmap, which encourages schools to "affirm, welcome, and respond to a diverse range of EL strengths, needs and identities."²⁶

Kindergarten

In K-12, identification is legally required pursuant to *EC* Sections 313 and 60810 and ensures students get specialized instruction to access grade-level content while

²⁴ Beginning in the 2027-28 school year, California will implement a mandatory TK Multilingual Learner (ML) screener, with potential field testing occurring in the 2026-27 school year. This screener will be designed specifically for the developmental needs of TK students and will help educators identify which students would benefit from additional English language development support. The TK ML screener will be developmentally appropriate for younger learners and support the services-first approach by providing educators with actionable information to differentiate instruction and support for multilingual learners during the critical TK year. This screener will bridge the gap between the current HLS process and formal EL identification in kindergarten, ensuring that TK multilingual learners receive targeted support during this foundational year.

²⁵ For information about the transitional kindergarten multilingual learner screening requirements authorized by California Education Code Section 48004 visit <https://www.cde.ca.gov/sp/ml/tkmultilinguallearnerscreening.asp>

²⁶ Colón-Muñiz, E. D., Lavadenz, P. D., Armas, E. D., & Elvira, G. (2022). The California English Learner Roadmap Toolkit for Institutes of Higher Education (IHEs):(Re) Designing Educator Preparation Focused on Equity for English Learner/Multilingual Students. Retrieved from: <https://www.cde.ca.gov/sp/el/rm/>

developing English proficiency. The primary identification process uses the Home Language Survey (HLS) followed by the initial ELPAC screener.²⁷

Supporting a Multilingual Workforce

While California recognizes the benefits of multilingual programs, insufficient staffing has been an ongoing barrier to expanding access to multilingual programs. Like most states, California is experiencing a teacher shortage that is even more pronounced for multilingual teachers. Bilingual authorizations allow teachers to work with student populations whose primary language may not be English and to teach in settings where the primary language can be used to support children's English language development and access to content.²⁸ Children's home language skills frequently go unsupported at school due to this shortage.

The CDE released funding for the Bilingual Teacher Professional Development Program (BTPDP) grant,²⁹ which provides \$20 million through the 2028–29 fiscal year to ensure that California can meet the demand for multilingual teachers necessary for the implementation of dual language and other multilingual education programs and to ensure California is able to meet the demand in preparing multilingual education teachers.

Global California 2030 also addressed this challenge, setting a goal of increasing the number of bilingual teacher authorizations approved each year to 2,000 by 2030.³⁰ The state has made progress towards achieving this goal, despite gaps that persist. In 2023-2024, the Commission on Teaching Credentialing issued 1,370 bilingual teacher authorizations, up from 1,014 the year prior.³¹ Vietnamese, Cantonese, Russian, and Farsi are all spoken by a significant proportion of California's students, but there continue to be far too few teachers with bilingual authorizations in these

²⁷ For more information see the Educator Resource on Language Classification from Preschool - 3rd grade in the Multilanguage Support Tools and Templates Section of this guide. For more information the ELPAC, California's statewide test for English language proficiency, visit <https://www.cde.ca.gov/ta/tg/ep/>

²⁸ "Other Teacher Supply: Bilingual Authorizations." (April 3, 2023) Commission on Teacher Credentialing. April 3, 2023. Retrieved from: <https://www.ctc.ca.gov/commission/reports/data/other-teacher-supply-bilingual-authorizations>

²⁹ For more information on the Bilingual Teacher Professional Development Program (BTPDP) grant visit: <https://www.cde.ca.gov/ci/pl/btpdp24.asp>

³⁰ California Department of Education (2019.) Global California 2030. Sacramento, CA: Author. Retrieved from: <https://www.cde.ca.gov/sp/ml/documents/globalca2030.pdf>

³¹ For more information please visit: <https://www.ctc.ca.gov/commission/reports/data/other-teacher-supply-bilingual-authorizations>

languages.³² For some languages, a bilingual authorization may not even exist.³³ In the CSPP, 52 percent of all children have lead teachers who are proficient in at least two languages, and 64 percent of children are in programs with staff that speak at least two languages.³⁴

Providing Language Support Programs

The CDE envisions equipping students with world language skills that empower them to engage with diverse cultures, honor their heritages, and succeed in the global economy. Multilingual programs are designed to prepare students for linguistic and academic proficiency in English and other languages, based on research demonstrating their effectiveness. To bring this vision to life, CDE offers research-based programs that foster proficiency in English and additional languages while building cross-cultural understanding and academic achievement and supports these programs to equip students with world language skills for success in a global economy and to engage with diverse cultures.³⁵

Multilingual Program Models Across the P-3 Continuum

The following language models are used across P-3 settings, with some of these models also used in later grades.

Dual-Language Immersion (Two-Way):	This program provides language learning and academic instruction for both native speakers of English and native speakers of another language. The primary goals are to achieve language proficiency and academic success in both students' first and second languages, along with fostering cross-cultural understanding. While typically offered from kindergarten through grade eight, it can also extend through grade twelve.
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³² Information retrieved from: <https://www.cde.ca.gov/ds/ad/cefelfacts.asp> and <https://www.ctc.ca.gov/commission/reports/data/other-teacher-supply-bilingual-authorizations>

³³ Bilingual Authorizations are available in the following languages: Arabic, Armenian, Cantonese, Farsi, Filipino, French, German, Hebrew, Hmong, Japanese, Khmer, Korean, Mandarin, Punjabi, Russian, Spanish, Vietnamese. For more information see: [https://www.ctc.ca.gov/credentials/leaflets/bilingual-authorizations-\(cl-628b\)](https://www.ctc.ca.gov/credentials/leaflets/bilingual-authorizations-(cl-628b))

³⁴ "Dual Language Learners in the California State Preschool Program - 2023–24" (2025) California Department of Education. Retrieved from: <https://cdn.caeducatorstogether.org/files/uploaded/resource/WgeW72NiozBfLHWGoLax7seID0pC6EzILtMvje6GIRXMLat1/Dual%20Language%20Learners%20in%20California%20State%20Preschool%20Program%20Fact%20Sheet%202023-24%20FINAL.pdf>

³⁵ For resources and information on the development, implementation, and location of multilingual programs visit: <https://www.cde.ca.gov/sp/ml/multilingualedu.asp>

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Transitional Bilingual)	This program is specifically designed for English learners. It provides instruction that uses both English and students' native language for literacy and academic learning. The main objectives are to achieve language proficiency and academic success in English. Students in this program typically transition to "English-only" instruction by third grade. It is usually found in kindergarten through grade three, but may be offered at higher grade levels.
Developmental Bilingual	Also intended for English learners, this program utilizes both English and students' native language for literacy and academic instruction. Its goals are to achieve language proficiency and academic success in students' first and second languages. This sustained instruction in both languages aims to support biliteracy and long-term achievement, and it is typically offered from kindergarten through grade eight.
One-Way Immersion	This program offers instruction in English and another language for students who are not native speakers of that other language. The goals include achieving language proficiency and academic success in both English and the partner language, as well as developing cross-cultural understanding. It is typically found in kindergarten through grade eight.
Heritage or Indigenous Language	This program provides instruction in English and another language for non-English speakers or students with limited literacy skills in their first language. Indigenous language programs play a crucial role in supporting endangered minority languages, often serving students who may have limited receptive or no productive skills in those languages. Both heritage and indigenous language programs frequently serve American Indian students and are typically offered from kindergarten through grade twelve.

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FLEX (Foreign Language Elementary Experience)	This program is for non-native speakers of a target language. It is designed for exposure, enrichment, and general language experience. Instruction usually occurs during a designated period of the school day or as an after-school program, typically a few times per week, providing basic exposure to a language. This program is typically found in kindergarten through grade eight.
FLES (Foreign Language in Elementary Schools)	Similar to FLEX, this program also provides instruction for non-native speakers of a target language. However, FLES involves regular, structured instruction in a world language during a designated period of the school day or as an after-school program specifically dedicated to language study. It is typically found in kindergarten through grade eight.

Program Models Specific to CSPP

CSPP programs are required to provide information to the CDE about what language model they use as part of reporting PLIS data reporting requirements. Names and descriptions of these models are included in the table below.³⁶

50:50 Model	The classroom or facility is in a program where the intent is to offer a balance of English and a language other than English, where English and the other language are used equally throughout the program day.
Other Language Allotment Model (Majority English)	The classroom or facility participates in a program where a proportion of more than half of content is taught in English and the remainder of the content is taught in a language other than English.
Other Allotment (Majority Non-English) Program	The classroom or facility participates in a program where a proportion of more than half of content is taught in a language other than English, and the remainder of content is taught in English.
Home Language Support	The classroom or facility participates in English-only instruction with home-language support.

³⁶ For more information on models specific to CSPP see Chapter 6: Support for Young Dual Language Learners of the California Preschool Program Guidelines at <https://www.cde.ca.gov/sp/cd/re/documents/preschoolproggdlns2015.pdf>

Other Language Program	The classroom or facility participates in a language program type not listed above.
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In addition to these formal multilingual program models, programs that integrate community storytelling and family partnerships can be successful at supporting home language development, including Tribal languages and Black/ African American languages which may not be supported by other multilingual models. Such programs help children connect language to culture, meaning, and joy—building strong foundations for reading comprehension and lifelong learning.

Best Practice Strategies to Support Multilingual Learners

Although supporting MLLs is complex and multi-faceted, there are best practices that, when implemented with appropriate support for educators in the classroom or program, can help ensure all children thrive.

Specifically, when educators **leverage children’s home language as an asset**, they can help to support each child’s acquisition of a new one. Effective multilingual learning environments celebrate all language systems as pathways to literacy and belonging through storytelling from home cultures, and literacy practices that affirm children’s lived linguistic identities. By encouraging students to make connections between their first language and the language of instruction, educators support both cognitive growth and linguistic growth in both languages. Translanguaging is one way for educators to do this, by implementing a pedagogical approach to teaching in which teachers support students to move fluidly between languages.³⁷

Furthermore, when educators **scaffold instruction intentionally for multilingual learners**, it allows them to tackle challenging content without being overwhelmed. Effective scaffolding involves breaking down lessons into manageable chunks and gradually building up children’s knowledge and skills. Educators who **embrace universal design for learning (UDL) and differentiated or individualized instruction**, for example, are better prepared to support all children by addressing diversity in learning styles and differences in base knowledge. By using a UDL framework, educators can create customized learning environments that remove learning barriers and make lessons more accessible and engaging to all students, regardless of their learning needs.

³⁷ Translanguaging is both a natural practice for multilingual speakers and a pedagogical approach that educators can leverage to encourage children to use both their home language English fluidly in interactions with their peers and as they engage with the learning environment and instructional content.

When educators **create a language-rich environment**, by engaging in interactive read-alouds or labeling the classroom in different languages, for example, opportunities for MLLs (and all children) to enhance their language skills are maximized. Educators can create a language-rich environment by utilizing visual aids that provide contextual support and allow students to make connections between language and their environment.

Designing learning centers and activities that promote **play-based interactions** and explorations where children can naturally use and develop language are also key. For example children may work together to build in the block area or play a game, negotiating their roles or establishing rules. Students are encouraged to leverage their full linguistic repertoire as a resource for learning, with scaffolds in place to support their speaking, listening, reading, and writing in the language of instruction. Through peer-to-peer interactions and large or small-group discussion, children are given many opportunities to practice their language skills in a meaningful context.

Educators should also **model language** by providing sentence frames for students, repeating student expressions, and adding on to them to extend student ideas with more information. Other language modeling instructional strategies include daily written and/or verbal messages that introduce key learning goals and support listening comprehension and vocabulary; use of songs and chants; vocabulary imprinting through the use of pictures, props, movements, and gestures; and the use of anchor texts and experiences that repetitively introduce key concepts and support oral language development.³⁸

When educators **cultivate a culturally inclusive classroom or program**, MLLs are more likely to feel a sense of belonging and community. For multilingual learners, as with all children, feeling valued and represented within the classroom or program is fundamental to their motivation and engagement. Educators can support a culturally inclusive classroom by creating opportunities to celebrate cultural diversity. For example, educators might celebrate different significant events, special occasions, or cultural traditions, or may incorporate cultural music.

Finally, when educators **build family partnerships**, they are able to better understand children's backgrounds, and families become key partners to their child's learning process. Families are children's first teachers and partnering with them creates incredible opportunities to gain insights for designing learning environments. When educators and families partner together, they combine their expertise to support

³⁸Personalized Oral Language Learning (POLL) Strategies. Language Learning Project. Retrieved from: <https://www.pollstrategies.org/strategies-index/>

children's growth and learning in meaningful, culturally connected ways. Even when families speak different languages, schools can build on their rich linguistic and cultural knowledge by offering interpreters, translated resources, and inclusive community events. Schools and programs can honor and engage families' linguistic and cultural strengths by providing interpreters, translated materials, and community events that foster meaningful connections.³⁹ Schools can further welcome families to share their cultures in the classroom through reading, singing, or sharing oral traditions in their home languages.

How to Develop and Implement Effective Multilingual Support Policies and Practices

A successful approach to multilingual support requires schools and programs to focus on implementing policies and practices that enable leadership and school or program staff to:

- Adopt a clear vision that values multilingualism as an asset and is responsive to the diverse strengths, needs, and identities of all children.
- Foster strong family and community partnerships by sharing research on benefits of bilingualism and striving to provide interpreters, translations, etc. whenever possible.⁴⁰ Ensure family and community voices guide policies and practices through multiple mechanisms for community and family input and feedback.
- Build the conditions for educator success by committing to home language development and providing educators with high-quality, research-based strategies and professional learning to support their implementation.
- Seek continuous improvement and feedback including through self-reflective practices to identify and address implicit biases while acknowledging how systemic biases perpetuate the oppression of historically marginalized groups.
- Support reciprocal relationships between preschool and elementary educators and utilize transition processes to ensure that elementary educators have knowledge about children's language development and what language supports they have experienced.

As a district, school, or preschool program, it is important to follow a series of steps to develop and implement multilingual support policies and practices. Doing so leverages

³⁹ Visit CDE's Family and Community Partnership Toolkit for additional strategies and support at https://docs.google.com/document/d/1b9oB3m1V2FA7jCiwmJfGiqo2eXB3oGrc/edit?usp=drive_link&ouid=117563203812218591126&rtpof=true&sd=true

⁴⁰ Note: Relying on tools like Google translate, or some other automated program, may not be a reliable strategy for ensuring that the information is effectively or tactfully communicated.

the deep knowledge of teachers, school staff, school leadership, and families within your learning community, ensures acknowledgement of the barriers you face, and supports alignment of new and existing strategies with the needs of the children and families you serve. District, school, or program leadership should build a team that represents these voices. Ideally, schools and programs serving children from preschool to third grade in the same community, would partner in this process to support articulation and alignment of policies and practices for young children.

Processes like these are helpful across many policy and practice areas. Below, you will find suggested steps for establishing effective multilingual support policies and practices.

Step 1: Assess Current Policies and Practices Related to Supporting Multilingual Learners

In this step, you will assess your current policies and practices to identify any bright spots or gaps. Compare your current policies and practices against policies and best practices outlined above for supporting multilingual learners, such as EL Roadmap policy.

During this step, it is critical to talk to and collect information from families, staff (including your student services, aides, paraprofessionals, and special education staff, etc.), leaders, and community partners (or potential partners). This information gathering may take place during one-on-one conversations, focus groups, or through surveys that include staff and families. As part of this process, you should determine what your current policies and practices are and what impacts they may be having on children, families, and staff. Consider whether and how your district's English Learner Master Plan aligns with your current preschool through third grade policies and how your policies and practices have worked well in supporting MLLs in the past. Also consider whether and how your policies can be further improved. See the self-assessment tool below.

Step 2: Identify Multilingual Support Improvement Goals

Ask yourself what your goals are, how you can best support your staff to achieve those goals, and how you, as a school leader, can guide and empower your team in this process.

It is critical to consider how to collect information from across your community to inform your work. It may be helpful to reach out to community members, local Tribes, district partners, families, and educators in this information gathering process. Think critically about your current policies and whether your perspective is influenced by biases related

to race, socio-economic status, or culture. It is important to challenge our biases in order to make decisions that benefit all children and families.

Utilize the information you gather to prioritize improvement goals linked to changes you want to make to your policies and practices, such as what might be documented in your local LCAP plan. Allocate time for collective reflection at your district, school, or program site. It is essential that you establish a shared vision with clear goals that all interest holders understand and feel invested in. Take care to ensure all staff understand your school or program's vision for multilingual support, how it is defined, and what role they play in supporting MLLs and their families. Before moving to the next step make sure to follow up with those who provided the information to ensure you have accurately captured their input and insights

Step 3: Identify Strategies to Support Improvement

Identify the strategies that will be most effective for your program, school, or district at this time, while acknowledging any challenges you face. See the self-assessment tool and other helpful resources included below for ideas about strategies to consider.

Ensure your selection of strategies is supported by robust community engagement with attention to the needs of all children, including children with disabilities, Tribal children, refugee children, immigrant children, Black and African American children, and other children who experience racial bias and discrimination and their families.

Once key strategies are determined, you may need to identify related funding needs, opportunities, and gaps. In many cases, the activities may not require additional funding, though they may require a shift in how existing funding is leveraged.

Step 4: Seek Input from Interest Holders

This critical step will ensure all relevant parties are involved in the selection of strategies and development of policies that could affect them. Having all interest-holders collaborate provides critical opportunities to create policies and practices that best support MLLs and their families. Relevant parties might include district administrators, union representatives, principals, teachers, community-based PreK directors and staff, expanded learning directors and staff, parents and caregivers, district or site English Learner Advisory Committees, students, regional centers, resource and referral agencies, Tribal leaders or elders, local religious institutions and faith-based leaders, organizations supporting refugee and new immigrant populations, or other important groups in your community, such as community and cultural leaders.

Step 5: Identity Implementation Partners and Co-construct a Timeline

Implementation partners should include the staff who will be implementing the policies and practices (for example, principals, directors, teachers, staff, external consultants, and of course families). Consider whether county or regional organizations are positioned to support your implementation plan as facilitators or partners. A timeline of activities can be developed with a small group of partners representing the various interest-holder groups. The timeline should be clear, attainable, and complimentary of the work individuals are already conducting.

Step 6: Implement Policies and Procedures

Based on the timeline outlined in Step 4, key partners will need to formalize policies and procedures to support agreed upon strategies. A clear vision and consistent communication about the agreed upon strategies, policies, and practices is critical.

Step 7: Evaluate and Improve

Using formal and informal feedback from families, staff, and other interest-holders, such as community organizations and union representatives, is critical throughout the entire process. It is important to regularly collect and review this information to inform continuous improvement. This process may include:

- Conducting focus groups of parents and other family members, staff, and community partners;
- Disseminating periodic surveys in their preferred language to families, staff, and community partners and analyzing the results; and,
- Developing, implementing, and evaluating an improvement plan annually.

Conclusion

Multilingualism is a strength, not only at the individual level, but at the community and state level as well. Exposing children to multiple languages and supporting the development of multilingualism builds understanding and respect for other cultures, strengthens connections to heritage, fosters senses of belonging, and boosts confidence. California has acknowledged these benefits and is making multilingualism and biliteracy a central goal of its education system. California made a commitment to “equip students with world language skills to better appreciate and more fully engage with the rich and diverse mixture of cultures, heritages, and languages found in

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California and the world, while also preparing them to succeed in the global economy.”⁴¹ Educators and administrators of our youngest children play a critical role in realizing this vision. Intentionally created learning environments that foster belonging and fully integrate MLLs into early childhood and elementary programs, support not only their development, but the enrichment of learning experiences for all children. Children’s languages are a reflection of their identity and by recognizing home languages as sources of power, pride, and academic potential educators can honor every child’s voice and create true belonging.

This guide was designed to provide the rationale and offer tips and strategies to support preschool program administrators and school district leaders as they work to advance multilingualism and multilingual programs, and support practices that enhance outcomes for all children.

⁴¹ California Department of Education (2019) Global California 2030. Sacramento, CA: Author. Retrieved from: <https://www.cde.ca.gov/sp/ml/documents/globalca2030.pdf>

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Multilingual Support Policies and Practices Self Assessment Tool

This tool will help programs, schools, or districts evaluate their current policies and practices and identify priority strategies to support multilingual learners and families in their school/program. It is critical that the self-assessment process includes perspectives of educators, staff, and families, in addition to school or program leaders. You should consider how to include these perspectives in your self-assessment. For example, this self-assessment could occur at an open meeting with leadership, educators, staff and families, or could be completed by multiple interest holders, separately, and then reconciled to support a plan of action. Evaluate your policies and practices using the following rubric:

- **Emerging** - In the first stages of implementing the policy or practice in your school or program
- **Progressing** - Continuing to build upon initial implementation of policies practices toward fully achieving your goal
- **Excelling** - Fully implementing the policy or practice at a high level of quality

<i>Adopt a Clear Vision That Values Multilingualism</i>	Emerging	Progressing	Excelling
Clearly articulating formal statements (vision, mission, goals) that recognize multilingualism and diverse cultures as assets for individuals, the community, and society.			
Identifying and leveraging community language strengths and resources (for example, local organizations, parent groups) to support student learning and engagement.			

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<i>Foster Strong Family and Community Partnerships</i>	Emerging	Progressing	Excelling
Inviting all families, including families that speak a language other than English, to provide input on key decisions through multiple communication channels and interpersonal approaches.			
Providing opportunities for families to share their cultural traditions, languages, experiences, and strengths to enrich the learning environment and classroom or program activities.			
Encouraging family input and participation in classroom and program design, including representation of cultural and linguistic diversity in materials, lessons, and learning spaces.			
Displaying signs and key information in the languages spoken by families to promote accessibility and inclusion.			
Using a system of communication that includes multiple modalities (such as email newsletters, text messages, mobile apps, social media posts, or in-person communication) to ensure accessibility for all families.			
Providing information to families in their home language.			

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<i>Build Conditions for Educator Success</i>	Emerging	Progressing	Excelling
Equipping educators with the support, resources, and professional learning they need to design and implement intellectually rich, developmentally appropriate learning experiences that foster high levels of language and literacy proficiency in English and, whenever possible, in children' s home language(s).			
Creating the structures and supports for educators to share assessment data and developmental progress information across grades (including from preschool to TK or Kindergarten).			
Creating the structures, guidance, and resources that empower educators to actively support home languages.			
Cultivating the conditions, championing practices, and allocating resources that enable educators to create welcoming, inclusive, and safe classroom environments where children' s cultures and languages are honored and reflected.			
Creating opportunities for educator self-reflection in order to provide culturally and linguistically responsive and affirming practices.			

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<i>Seek Continuous Improvement and Feedback</i>	Emerging	Progressing	Excelling
Engaging in self-reflective practices to recognize and address implicit biases while acknowledging how systemic inequities perpetuate the oppression of historically marginalized groups			
Developing a clearly communicated system for interest holders (including community members and families) to provide ongoing formal and informal feedback on programs, policies, and practices, through methods such as surveys and focus groups, and in languages they can access.			
Using family or caregiver, educator, and school staff input to improve engagement strategies and meet evolving family needs.			
Creating a plan to collect and analyze relevant data that includes disaggregation by subgroup to identify trends, gaps, and areas for growth, with a focus on addressing the needs of historically marginalized groups.			

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<i>Ensure Coherent Pathways and Articulation</i>	Emerging	Progressing	Excelling
Establishing clear, articulated pathways from early childhood (preschool and TK) through elementary, middle, and high school to ensure continuity in language development and progression toward biliteracy.			
Ensuring smooth transitions between educational segments by providing bilingual supports for children and families			
Encouraging and supporting children to participate in Biliteracy pathway programs.			
Communicating about the language support strategies used in preschool programs with TK and K educators and district leadership			



Parent Communication -- Your Child's Language Journey: Understanding Language Support in California State Preschool Programs (CSPP)

No matter where your child is in their educational journey, the State of California is dedicated to supporting their language development. California is committed to supporting multilingualism, which is a significant asset.

There are different terms used to describe children that are learning more than one language. In the California State Preschool Program (CSPP) we refer to children who are developing two or more languages as Dual Language Learners (DLLs) and we use an identification process to ensure your child's teacher has knowledge about their language experiences in order to support English development and ongoing development of your child's home language.

Later in Transitional Kindergarten (TK) and the K-12 grade you will hear children learning more than one language referred to as multilingual learners (TK) or English learners (K-12).

By identifying DLLs in preschool, our goal is to provide teachers with the information they need to support your child's language development to ensure they experience the benefits of multilingualism and promote welcoming, culturally affirming environments.

Benefits

There are many benefits when your child's educator has more information about the languages your child speaks:

- Children receive support for their language skills and strengthen their overall language development
- Families get information about the importance of developing your home language
- Families and educators have better connections
- Educators respect and incorporate your child's cultural and linguistic background into the learning.

Process

Identification of DLLs follows the following steps:

At Enrollment:

- Programs will conduct the Family Language Instrument to determine your child's DLL status. They may also obtain information on your child's designation as an English learner if your child is also enrolled in TK or kindergarten. Designation as an English learner means your child speaks another language at home or has not yet demonstrated English proficiency.

Within 30 Calendar Days:

- Your child is designated a DLL if a language other than English is the answer to any of the following questions on the Family Language Instrument:
 - What language(s) does your child hear and/or is exposed to at home?

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- Which language(s) does your child understand and/or respond to?
 - Which language(s) does your child speak and/or use to communicate?
- If your child is designated as a DLL, your child's teacher or other staff will conduct the Family Language and Interest Interview with you.
- A teacher may designate your child as DLL based on further observation if your child demonstrates that they speak, respond to, or understand a language other than English within 30 calendar days of enrollment.

DLL identification ensures your child will receive additional support and resources, not differential treatment. Research shows that maintaining the home language benefits your child's overall development and will help your child reap the long-term benefits of bilingualism.

Your Rights as Parents

We want you to feel comfortable sharing information about your child's language background. We understand you may have concerns and are here to answer any of your questions

You have the right to:

- Understand why we are asking about your child's language background
- Know how this information will be used to support your child
- Ask questions about the identification process at any time
- Receive information in your preferred language when possible

Things to Remember

- Your child's home language is an asset - Multilingual children have cognitive and academic advantages
- These identification processes ensure your child receives appropriate support
- You have rights and your input is valued throughout the process
- Student information is protected under the federal Family Educational Rights and Privacy Act (FERPA), as well as state data privacy laws, which safeguard the privacy of student education records.

Questions? Concerns? Don't hesitate to reach out to your child's teacher or school administrator. We're here to support your child's language journey every step of the way.



Parent Communication -- Your Child's Language Journey: Understanding Language Support in Transitional Kindergarten (TK)

No matter where your child is in their educational journey, the State of California is dedicated to supporting their language development. California is committed to supporting multilingualism, which is a significant asset for young children.

There are different terms used to describe children that are learning more than one language. In Transitional Kindergarten (TK) we refer to children who are developing two or more languages as multilingual learners (MLLs), and we use a process to ensure your child's teacher has knowledge about their language experiences in order to support English development as well as your child's home language.

Later when your child enters kindergarten you will hear children learning more than one language referred to as MLLs or English learners.

We want to understand your child's multilingual experience when they enter TK so we can provide your child's teacher with the information they need to support your child's language development and leverage the benefits of multilingualism. We also want to promote a welcoming, culturally affirming environment.

Benefits

This information helps your child's teachers and school staff to effectively support your child's English and home language development:

- Research shows cognitive, economic, and long-term academic benefits of multilingualism and multiliteracy
- The languages and cultures that children bring with them are an asset to their learning communities

Process

Understanding your child's multilingual experience follows the following steps:

At Enrollment:

- Schools will ask all families to complete your district's Home Language Survey (HLS) upon enrollment to TK.
- If a language other than English is identified on the HLS, your district may provide additional screening and specific language support services.
- Beginning in the 2027-28 school year, California will implement a mandatory TK Multilingual Learner (ML) screener. The TK ML screener will be developmentally appropriate for younger learners and support the services-first approach by providing educators with actionable information to differentiate instruction and support for MLLs during the critical TK year.

Parental Rights

We want you to feel comfortable with the language support available in TK. We understand you may have concerns and are here to answer your questions

You have the right to:

- Understand how the Home Language Survey information will be used
- Know what additional screening your child may benefit from
- Receive information about multilingual support services
- Ask questions about our approach to understanding your child's multilingual experiences

Things to Remember

- Your child's home language is an asset - Multilingual children have cognitive and academic advantages
- These processes ensure your child receives appropriate support
- You have rights and your input is valued throughout the process
- Student information is protected under the federal Family Educational Rights and Privacy Act (FERPA), as well as state data privacy laws, which safeguard the privacy of student education records.

Questions? Concerns? Don't hesitate to reach out to your child's teacher or school administrator. We're here to support your child's language journey every step of the way.

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Parent Communication -- Your Child's Language Journey: Understanding Language Support Kindergarten and Beyond

No matter where your child is in their educational journey, the State of California is dedicated to supporting their language development. California is committed to supporting multilingualism, which is a significant asset for young children.

You may have heard your child referred to as a multilingual learner or dual language learner in preschool or TK. In the K-12 grades, a child that is developing two or more languages at the same time and needs additional support with developing English is formally referred to as an English learner (EL) based upon federal law.

Identifying your child as an English learner student makes sure your child's teacher has knowledge about their language experiences in order to support English development and ongoing development of your child's home language. The goal of identifying your child as an EL is to provide teachers with the information they need to support your child's language development and leverage the benefits of their multilingualism. We also want to promote a welcoming, culturally affirming environment and make sure your child receives appropriate support without limiting access to their educational opportunities.

Benefits

If your child is identified as an EL student your child will receive English Language Development (ELD), which is specialized instruction designed to help English learners develop English language skills while learning academic content. ELPAC results help teachers understand what kind of support your child needs to succeed in school. As an English learner, your child will receive language instruction to support their access to grade level content. The support may include visual support and hands-on activities, opportunities to use both their home language and English. You can expect regular progress monitoring and family communications. Depending on your child's proficiency with the English language and district resources, they may receive:

- **Designated ELD:** Specific time each day focused on English language skills (listening, speaking, reading, writing)
- **Integrated ELD:** English language support woven throughout all subjects (math, science, social studies)
- **Home language support:** When possible, support in your child's home language to help bridge understanding

Process

Identification (also called classification) of EL students follows these steps:

At Enrollment:

- Your school will ask all families to complete your district's Home Language Survey (HLS) at Kindergarten entry (unless you already completed it at TK enrollment)

In Response to the HLS and within 30 days:

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- Your school will administer the English Language Proficiency Assessments for California (ELPAC) screener to all children whose home language is not English. If a student is identified as an English learner based on results of the initial ELPAC assessment, the student will be administered the ELPAC summative assessment annually to measure progress in English language proficiency until they achieve exit status.
 - The ELPAC is the test used to measure how well California students understand English **in four different areas**:
 - Listening
 - Speaking
 - Reading
 - Writing

When Receiving Comprehensive ELD:

Every Year (until exit status is achieved):

- Your school will evaluate whether your child is ready to be reclassified to Fluent Reclassified English Proficient (RFEP) and exit EL status.
- **In California, students need to meet four reclassification criteria:**
 1. **Assessment of language proficiency:** Overall Performance Level 4 on the Summative ELPAC or Overall Performance Level 3 on the Summative Alternate ELPAC
 2. **Teacher evaluation:** Review of the student's curriculum mastery
 3. **Parental opinion and consultation:** Your input about your child's progress
 4. **Comparison of performance:** Student's basic skills performance compared to English proficient students of the same age
- Parents are encouraged to participate in the reclassification process by:
 - Sharing your opinion and feedback regarding your child's progress
 - Voicing any concerns and questions about your child's likely reclassification
 - Working collaboratively with the school to identify strategies to address questions and concerns

After Reclassification:

- Your school district must monitor your child's progress for a minimum of four years to ensure correct classification, placement, and to provide additional academic support as needed.

Parental Rights

We want you to feel comfortable with the language support and English Language Development process in Kindergarten and beyond. We understand you may have concerns and are here to answer your questions.

You have the right to:

- Understand how Home Language Survey information and ELPAC results will be used,
- Receive information about ELD support services, and
- Ask questions about the identification and support process.

Things to Remember

- Your child's home language is an asset - Multilingual students have cognitive and academic advantages
- These identification processes ensure your child receives appropriate support
- You have rights and your input is valued throughout the process

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- Student information is protected under the federal Family Educational Rights and Privacy Act (FERPA), as well as state data privacy laws, which safeguard the privacy of student education records.



Educator Resource on Language Classification from Preschool - 3rd Grade

This guide explains terminology used to describe children learning more than one language, and the identification processes they experience to identify their language experience as they move through preschool and transition into elementary school. It outlines how educators can identify children who may benefit from language support services and initiate the correct process to provide those services. Resources are also available for educators to share with parents about the language support process for the program in which their child(ren) is enrolled.

Understanding Key Terminology

Dual Language Learners - California State Preschool Programs (CSPP)

Children whose first language is a language other than English or children who are developing two or more languages, one of which may be English. This designation is derived from conducting the Family Language Instrument and Family Language and Interest Interview as required for all children enrolled in CSPPs. Guidance can be found on the [Dual Language Learner \(DLL\) Support](#) web page.

Multilingual Learners - Transitional Kindergarten

Students whose primary language is a language other than English, as identified through the Home Language Survey (HLS). These students are assigned a "To Be Determined (TBD)" status in the California Longitudinal Pupil Achievement Data System (CALPADS) based on the results of the HLS. Educators can visit the [Multilingual Learners](#) web page for more TK guidance.

English Learners - Kindergarten through 12th Grade

Students whose primary language is a language other than English, as indicated on the HLS, who have been assessed using the English Language Proficiency Assessments for California (ELPAC) and determined to need English language development support. For more information regarding the ELPAC, educators can visit the [Multilingual Learners Support](#) web page.

Dually Enrolled Children - CSPP & TK or CSPP & K-12

A child can be dually identified in a CSPP and in the Transitional Kindergarten (TK)–12 grade system if they are dually enrolled.

For TK Children

- Programs must, until further notice per CSPP requirements, conduct the Family Language Instrument to determine DLL status.
- Schools will also administer the Home Language Survey.

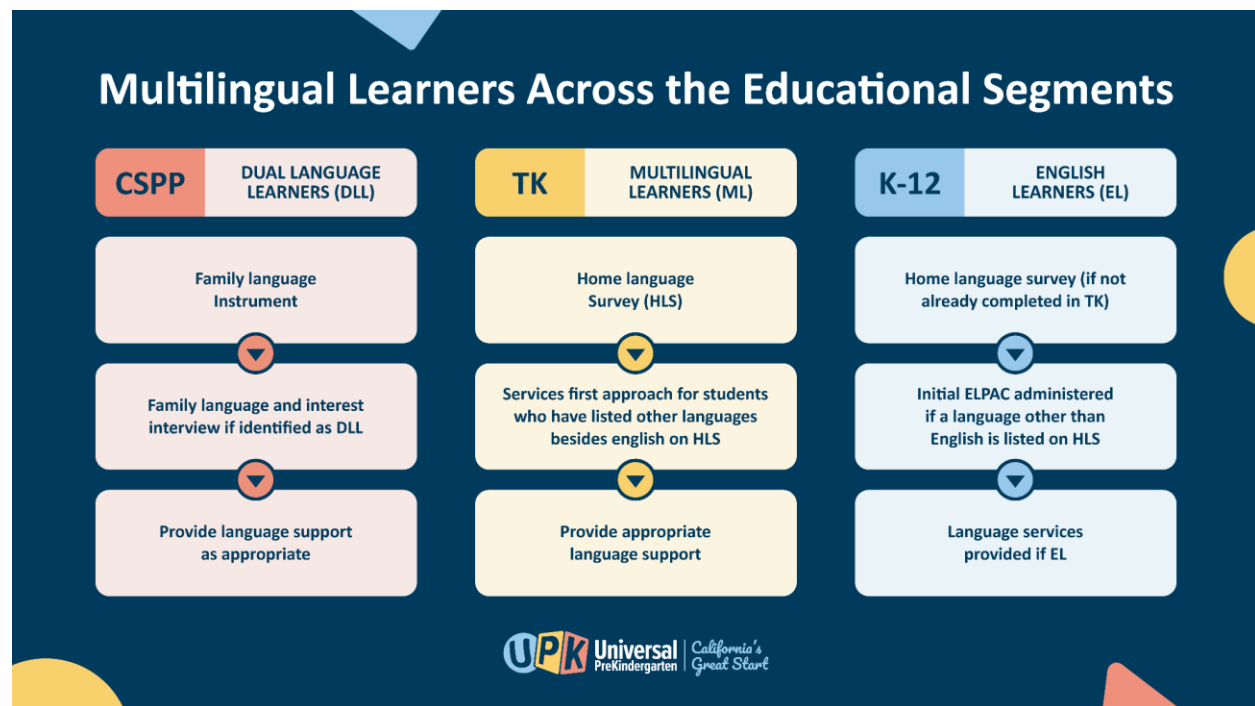
For Kindergarten Children

- Per CSPP requirements, programs must either:
 - Obtain information on the child's designation as an English learner in kindergarten, or
 - Conduct the Family Language Instrument to determine DLL status.
- Administer the ELPAC to assess English proficiency

Identifying Children for Language Support

Accurately identifying children who would benefit from language support will help ensure all children are able to succeed academically while building on and cultivating their strengths in their home language. For children enrolled in the California State Preschool Program (CSPP) or those enrolled in the TK-12 system, educators play a crucial role in ensuring all children receive the support they need to continue developing their home language and acquire English language skills.

During the transition to Elementary school, there are multiple touchpoints and processes designed to ensure that children who would benefit from language supports are identified. This flow chart shows the process, which is described in further detail for Preschool, Transitional Kindergarten (TK), and Kindergarten below:



Identifying Dual Language Learners (DLLs) in Preschool⁴² (CSPP)

1. **Document observations** of language use. Note whether a child demonstrates they speak, respond to, or understand a language other than English.
2. **Consult with colleagues** who may have additional observations.
3. **Meet with the Family** share the benefits of multilingualism and home language development, share that proper designation can support the program in supporting the child and their English and home language development, clarify that this designation is specific to CSPP and will not apply in elementary school and beyond, indicate that the process in TK-12 will look a little different, and address any other hesitations or concerns they might have around the process.
4. **Update** the responses to the Family Language Instrument or designate the child as a DLL through Teacher designation. This will be indicated in data reporting as well.
5. **Include the following in the family file:**
 - Written observations for how the child has demonstrated they speak, respond to, or understand a language other than English.
 - Documentation from conversation with the family about their responses to the Family Language Instrument.
6. **For data reporting** children identified as a DLL through Teacher Designation, contractors should attempt to obtain and document responses to Questions 4, 6, 7, and 8 from the Family Language and Interest Interview within 30 calendar days of designation as these responses are still required to be reported into the PLIS or the California Preschool Data Collection (CAPSDAC) system, as applicable.

For more information on Teacher Designation please review the guidance posted and follow the best practices on Teacher Designation found in the Frequently Asked Questions (FAQs) webpage, both of which can be found on the DLL Support web page.⁴³ Identification helps children build strong language foundations for future school success.

It is important to note that Teacher Designation is designed to support the program's funding through the DLL adjustment factor, if applicable, and help support the child's language development by reassuring and addressing parents or guardians concerned about the implications of answering these questions and about DLL identification in preschool. CSPP contractors can engage and inform families to participate in the process or update responses as needed in the following ways:

⁴² EC section 8203 outlines the standards for the implementation of high-quality preschool programs which includes, among other things, program activities and services that meet the cultural and linguistic needs of children and families. Additionally, EC 8241.5 requires contractors to identify and collect data on dual language learners (DLL) including multilingual learners, language characteristics of preschool programs, and language composition of program staff using the Family Language Instrument and Family Language and Interest Interview.

⁴³ Visit CDE's DLL Support Web Page here: <https://www.cde.ca.gov/sp/cd/ci/dllsupport.asp>

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- “Identification of your child as a DLL in CSPP means that your child will benefit from additional support from the program in order to continue developing their home language and acquire English language skills.”
- “Your family’s home language and cultural practices are respected and valued in our program. We honor and support your child’s unique linguistic and cultural experiences.”
- “We want you to feel comfortable sharing information about your child’s language background during this process. If you have any questions or concerns about the questions we are asking you, please feel free to share.”
- “DLL identification will serve them only in preschool and is different from any identification process or program support a child might receive in TK or kindergarten.”

Understanding Multilingual Experience in Transitional Kindergarten⁴⁴

Following this identification process will help you and your school provide targeted support for overall language development without formal EL classification, to help prepare students for kindergarten success.

1. **Document observations** of language use and academic performance over a minimum of 2-weeks (Note: Some children may take time to acclimate to the classroom setting before beginning to use oral language)
Maintain an evidence folder that includes:
 - o Dated observation notes with specific examples of language use
 - o Student work samples showing language patterns
 - o Notes from conversations with the student about language use
 - o Records of academic performance indicating language needs
 - o Communication with family members about language use at home
2. **Gather work samples** that demonstrate language abilities
3. **Consult with your site’s EL coordinator** about your observations
4. **Engage in informal interviews with families** regarding students with more complex “linguistic histories” (information about the students’ language experiences) to better understand observed performance.
5. **Initiate Correction Process A** if appropriate where the LEA and CALPADS coordinators will review evidence and may change status to “to be determined” (TBD)
6. **Student becomes eligible** for TK English Language Proficiency Screener, similar to the process in K-12 settings.

Identifying English Learners in K-12⁴⁵

In K-12, identification is legally required and ensures students get specialized instruction to access grade-level content while developing English proficiency. The primary identification process uses the Home Language Survey (HLS) followed by English Language Proficiency

⁴⁴ California’s EL Roadmap promotes a services-first approach for multilingual learners, including multilingual learners during their TK year.

⁴⁵ Under federal civil rights laws and state requirements (20 U.S.C. 6823(b)(2); EC sections 313, 60810; 5 CCR Section 11518.5), school districts have legal obligations to properly identify English learners and provide appropriate language assistance services.

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Assessment for California (ELPAC) assessment. However, if a student was initially missed in this process, it is possible for a student to be identified to take the ELPAC for official designation as an EL based on a teacher's observations and classroom assessment through the correction process:

1. **Document observations** that indicate:
 - a. Evidence the student has a language other than English
 - b. Student is unable to perform classwork in English
 - c. See notes above regarding evidence folder
2. **Collect work samples** demonstrating language abilities
3. **Submit documentation** to your site's EL coordinator
4. **Engage in informal interviews with families** regarding students with more complex "linguistic histories" (information about the students' language experiences) to better understand observed performance.
5. **Initiate Correction Process A** in the [Correction of Classification Process At-a-Glance](#) if appropriate where the LEA and CALPADS coordinators will review evidence and may change status to "to be determined" (TBD)
6. **Student becomes eligible** for Initial ELPAC/Initial Alternate ELPAC assessment

Conducting Classroom Observations

As an educator, your observations are critical in identifying students who may benefit from language support but were not initially designated and / or classified. Students may be missed in the initial identification process for various reasons:

- Families may not fully understand the Home Language Survey questions
- Families may not fully understand the Family Language Instrument questions and process as it applies to the TK-12th grade system
- Families may hesitate to share language information due to misconceptions
- Language use patterns may change after initial enrollment
- Students may demonstrate language needs that weren't apparent during enrollment

As an educator, you can be on the look out for specific indicators. If you observe any of these behaviors or challenges, you may wish to communicate with families about their child's potential language support needs. You may also have access to resources to support your assessments including, for Kindergarten and beyond, the Observational Protocol for Teachers of English Learners (OPTEL).⁴⁶

Academic Performance Indicators include:

- Student struggles with academic English language despite showing conceptual understanding

⁴⁶ Visit <https://www.cde.ca.gov/sp/ml/documents/opteltool.pdf> for more information

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- Student shows comprehension when content is presented with visuals, but struggles with verbal-only instruction in English
- Student engages more readily with hands-on activities than with verbal instructions in English
- Student demonstrates understanding of concepts but has difficulty expressing ideas in English

Language Use Indicators include:

- Student uses words or phrases from another language during play or conversation
- Student responds appropriately when someone speaks to them in another language
- Student demonstrates understanding of cultural references specific to another language community
- Student code-switches between English and another language
- Student translates for family members during conferences or school events
- Student speaks another language with family members or peers

Case Examples: Teacher Observations Leading to Identification

Preschool Example

Ms. Jimenez's Observation: Four-year-old Aiden rarely participated in group discussions but spoke animatedly in Spanish with his Spanish-speaking peers during free play. His family had indicated "English only" on initial forms.

Action Taken: Teacher Designation can only occur after 30 calendar days and after meeting with the parent or guardian. Ms. Jimenez documented her observations, then met with Aiden's family. She learned they spoke Spanish at home with extended family but were trying to use 'English only' with Aiden to help him succeed in school. After discussing the benefits of bilingualism, Ms. Jimenez worked with the family to update the Family Language Instrument. This led to Aiden's proper designation as a DLL.

Outcome: Ms. Jimenez began using the DRDP English Language Development measure to support her observations of Aiden's language development and growth. With appropriate language support in place, Aiden began participating more in class and continued developing both languages.

TK Example

Mr. Lee's Observation: Maya struggled with following multi-step directions and answering open-ended questions despite seeming engaged. During a family event, Mr. Lee noticed Maya's grandmother speaking to her in Tagalog.

Action Taken: Mr. Lee documented his observations, gathered work samples, and met with the family. The parents explained they primarily used English at home but grandparents used Tagalog. They had answered "English" on the HLS thinking it was asking about their preferences for school communication.

Outcome: The school then assessed Maya's language need, utilizing a language screener the district has approved for TK. She received appropriate support and began making stronger progress.

Kindergarten Example

Ms. Williams' Observation: Kindergartener David was classified as English Only but struggled with following classroom routines and participating in literacy activities. He often watched other students before attempting tasks and relied on visual cues rather than verbal instructions.

Action Taken: Ms. Williams documented her observations during the first month of school, noting how David responded more readily when paired with a Spanish-speaking peer. During fall conferences, she learned David's grandparents, who provided after-school care, spoke primarily Spanish with him, though his parents had indicated English on the HLS.

Outcome: Using Correction Process A, David was screened with the Initial ELPAC and found eligible for language support services. With appropriate scaffolding and primary language support, he began engaging more confidently in classroom activities and showed progress in early literacy skills.

Communicating with Parents and Families

When advocating for language support with families, it is critical that educators:

- Emphasize that accurate identification ensures children receive the instructional approaches most likely to help them succeed
- Focus on the educational benefits of language support, including:
 - Targeted language instruction designed for their specific needs
 - Access to specialized curriculum materials and teaching strategies
 - Support for developing both English and home language skills
 - Assessment accommodations when appropriate and as applicable for grade level
 - Culturally responsive teaching practices that value their background
 - Connections between home culture and school learning
- Share research showing that supporting home language development actually accelerates English acquisition

Remember that the goal of this process is to ensure children have access to appropriate educational services that will help them reach their full potential. By approaching these conversations with sensitivity and focusing on student benefits, you can fulfill your professional responsibilities while building positive partnerships with families.

The current political climate has made some families hesitant to provide language information for their family or child. Some families may also feel that identification for language support could hinder their child's access to educational opportunities in the future. While respecting

family perspectives is important, educators have a professional and legal responsibility to ensure children receive appropriate educational services.⁴⁷ Remember these principles when engaging with families:

- **This is about access to support, *not* labeling:** Language support is an educational service that helps children succeed academically. Framing conversations around educational benefits rather than status or labels can help address concerns.
- **Trust-building is essential:** Building positive relationships with families creates the foundation for open conversations about language development. Taking time to listen to families' hopes, goals, and concerns builds this trust. The goal is to create interactions with parents and families and provide opportunities to strengthen the relationship between the program and family.
- **Cultural responsiveness matters:** Understanding cultural perspectives on education and language learning helps frame conversations in ways that resonate with families' values and experiences.
- **Maintaining student confidentiality:** Reassure families that student information is protected under the Family Educational Rights and Privacy Act (FERPA)⁴⁸ which safeguards the privacy of student education records, and language status is an educational classification used solely to provide appropriate services, not related to immigration status.⁴⁹

Conversation Tools and Templates

Start a conversation with families⁵⁰ by sharing your curiosity about their home language or your desire to support their child's learning, such as:

- "I've noticed your child has some knowledge of [language]. How do you use different languages at home?" OR
- "I'm seeing some patterns in your child's work that suggest they might benefit from additional language support. Can we talk about your family's language experiences?"

Ask questions to understand how families feel about your suggestion that their child could benefit from language support. For example you might ask one or more of the following questions:

- "What are your goals for your child's language development?"

⁴⁷ In TK-12 settings, this obligation is established in Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d, and the Equal Educational Opportunities Act (EEOA), 20 U.S.C. § 1703(f), which require schools to take 'affirmative steps' to address language barriers that impede equal participation in instructional programs. As affirmed in *Lau v. Nichols*, 414 U.S. 563 (1974), schools must ensure that EL students can participate meaningfully in the educational program.

⁴⁸ 20 U.S.C. § 1232g; 34 CFR Part 99

⁴⁹ California law prohibits schools from collecting any information or documents regarding citizenship or immigration status of students or their family members, unless required by state or federal law, or as required to administer a state or federally supported educational program. *EC* Section 234.7(a).

⁵⁰ For additional conversation starters for CSPPs Teacher Designation please refer to the FAQs page found on the DLL Support web page at <https://www.cde.ca.gov/sp/cd/ci/dllsupport.asp>

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- "How do you use languages in your home currently?"
- "Do you have any hesitations about the language support your child will receive?"
- "What would make you feel comfortable with this process?"
- "How can we help support your child's language and development at home?"

Be transparent about the type of support you are able to offer in their child's home language, and address family concerns with sensitivity and understanding for example:

If a parent says...	You might respond...
"We want our child to learn English only"	"I understand your focus on English. Research shows supporting home language actually helps English development. Your child can benefit from both."
"We don't want our child pulled out of class"	"That is a valid want. Language support is designed to be integrated into the classroom, not separate them from learning."
"We're worried about our child being labeled"	"I understand your concern. Language designation is about providing support, not labeling. It's similar to identifying a student's strengths in music or math."
"We speak another language, but rarely with our child"	"Thank you for sharing. Even limited exposure to another language can influence a child's language development. Speaking multiple languages is a strength. The assessment will help us determine the right support for your child."

Implementing Language Support Practices

When children are identified as needing language support, there are practices that educators can implement that can enhance any other support the program or school provides. Many of these practices are applicable across grade levels. These include:

- **Visual supports** including graphic organizers, pictures, and regalia
- **Clear and consistent routines and procedures** to provide structure
- **Strategic grouping** of children for language practice
- **Explicit vocabulary instruction** with multiple exposures
- **Scaffolded academic conversations** with sentence frames
- **Comprehensible input** through gestures, visuals, and modified speech
- **Connections to children's cultural and linguistic backgrounds**
- **Regular formative assessment** to monitor language progress
- In preschool and Transitional Kindergarten, **utilize the California Preschool and Transitional Kindergarten Learning Foundations (Language and Literacy Domains)** as part of daily instruction.
- In Kindergarten, **utilize California English Language Development (ELD) standards** as part of daily integrated and designated ELD instruction

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Although the best way to support multilingual development is to provide multilingual instruction, there are also strategies that educators can implement to support home language development for children, even when they do not speak that language themselves, including:

- **Partner with families** to learn key phrases and culturally important concepts
- **Incorporate multilingual labels** throughout the classroom
- **Include books in multiple languages** in your classroom library
- **Use translation tools** for key instructions and materials
- **Invite family/community members** to share language and culture
- **Validate all language use** by acknowledging and encouraging home language
- **Create buddy systems** with peers who share the same language
- **Learn and use greetings** in children's home languages
- **Allow children to draft or discuss** in home language before producing English
- **Respect silent periods** as children develop confidence



Supporting Multilingual Learners Educator Self Assessment

This checklist is intended to support educators to take initial steps that can support multilingual learners, by supporting English language learning and supporting home language in their classrooms or programs.

Supporting Multilingual Learners Educator Checklist	
Know Your Classroom	
● Identify which languages children speak ● Build connections with families ● Build knowledge of community resources	
Use a Universal Design for Learning (UDL) Approach	
● Plan for differentiated or individualized instruction ● Create customized learning environments that remove learning barriers ● Demonstrate concepts through modeling ● Incorporate videos, songs, and digital stories that present information through multiple sensory channels ● Use shorter sentences, emphasize key vocabulary, and repeat important concepts in different ways ● Let children demonstrate understanding through drawing, pointing, acting out, building, or using their home language ● Provide options like manipulatives, art, dramatic play, and technology as ways to engage with content ● Create word banks with pictures or communication boards to support expression	

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Leverage Children’s Home Language	Foster Sharing and Belonging
• Support translanguageing by supporting children to move fluidly between languages⁵¹ • Include books, songs, and materials that represent the languages spoken by children • Create a "word wall" featuring vocabulary in both English and children's home languages • Celebrate when children use their home language to help classmates understand concepts • When possible, teach concepts in home language first, then English.	• Invite children to teach the class words, phrases, or songs in their home language • Use greetings, transitions, and common phrases in multiple languages during circle time • Connect lessons to children’s cultural backgrounds • Celebrate significant events, special occasions, or cultural traditions • Incorporate cultural music • Respond warmly to any language and never discourage home language use
Intentionally Scaffold Language Instruction for MLLs	Facilitate Play-Based Language-Rich Interactions⁵²
• Establish predictable daily routines and repeat key vocabulary and phrases throughout activities • Break down lessons to gradually build upon children’s knowledge and language skills • Build on children’s expression to help them to extend ideas with more information • Utilizing visual aids that provide contextual support and allow children to make connections between language and their environment • Show children what to do before asking them to do • Use interactive read-alouds and think-alouds and step-by-step demonstrations • Use language modeling⁵³	• Set up explorations where children can naturally use and develop language • Observe children’s conversations and storytelling in play and actively encourage all children to have these language interactions • Engage in informal conversations with small groups of children while they are playing • Use storytelling to describe children’s play by narrating and welcome corrections or additions from the children • Support the use of playful activities like fingerplays, puppetry, movement games, matching games, and crafts, to encourage oral language development • Address conflict in play through conversation

⁵¹ Translanguageing is both a natural practice for multilingual speakers and a pedagogical approach that educators can leverage to encourage children to use both their home language English fluidly in interactions with their peers and as they engage with the learning environment and instructional content.

⁵² For more on the powerful role of play visit <https://www.cde.ca.gov/sp/cd/re/documents/powerfulroleofplay.pdf>

⁵³ Personalized Oral Language Learning (POLL) Strategies. Language Learning Project. Retrieved from: <https://www.pollstrategies.org/strategies-index/>

Build Family Partnerships⁵⁴

- Involve families and the community in reading, singing, and play opportunities in the classroom or program
- Request translations of key vocabulary or phrases from families to use in the classroom or program
- Ask family members to visit the classroom or program to share songs, stories, cooking activities, or cultural traditions in their home language
- Ask families to record themselves reading favorite books in their home language for the classroom or program library
- Display welcome signs, classroom labels, and important information in the languages spoken by families in your classroom or program
- Offer interpretation services during parent-teacher conferences, family events, and when sharing important communications
- Share information through various methods such as translated newsletters, text messages, phone calls, and face-to-face conversations to accommodate different family preferences
- Make an effort to learn and use basic greetings and phrases in the language of families you serve
- Share information with families about the cognitive, academic, and social benefits of maintaining their home language while learning English
- Send home activities and suggestions that families can do in their home language to support learning
- Provide multiple ways for families to be involved, from attending events to volunteering in the classroom to sharing expertise from home

Engage in Self- Reflection

- Consider whether all children's home languages are represented and affirmed in your classroom or program
- Think critically about your approach to supporting multilingual learners. Could your perspective be influenced by children's race, socio-economic status, or culture?
- Seek support for self-reflective practices and strategies to address any biases you may have.

⁵⁴ Visit CDE's Family and Community Partnership Toolkit for additional strategies and support at [https://docs.google.com/document/d/1b9oB3m1V2FA7jCiwmJfGigo2eXB3oGrc/edit?usp=drive link&oid=117563203812218591126&rtpof=true&sd=true](https://docs.google.com/document/d/1b9oB3m1V2FA7jCiwmJfGigo2eXB3oGrc/edit?usp=drive_link&oid=117563203812218591126&rtpof=true&sd=true)



Partnering with Families of Multilingual Learners Checklist

This checklist is intended to provide a guide for implementing strategies that will support strong family-program and family-educator connections as children, especially Multilingual Learners (MLLs), begin their journey in your program and then prepare to exit your program and enter elementary school. This checklist was derived from the UPK resource “[Promoting School Success for Dual Language / Multilingual Learners: Partnering with Families](#)” by Linda M. Espinosa, Ph.D.

Partnering with Families of Multilingual Learners Checklist		
Meeting Families Before School Starts		
Family-Teacher Conferences Before School Starts. Schedule one-on-one meetings with families to learn about the child’s strengths, linguistic abilities, and family background. Use this time to build trust and set shared goals for the child’s development. Use this opportunity to learn about and honor each family’s cultural background, language, and values. See the Family Meeting Form for a template. Conduct Home Visits or Virtual Check-ins. Conduct short visits or video calls with families before the school year begins to ease anxiety and personalize the experience.	Engage a bilingual interpreter fluent in both English and the language of the family (as needed).	
	• Done	• Not Done
	Ask about the family’s cultural practices, their use of different languages, and their parenting practices.	
	• Done	• Not Done
Guiding Questions for Families During Conferences and Check-Ins		
• What languages do the children speak? ○ What languages do their family members speak? ○ Who were their early conversational partners and what languages have they been exposed to? • What are their family’s customs, traditions, values, and preferences? • What is the structure of their family (who do they live with)?		

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• What interests do they and their family have? • What talents are their family proud of?		
Engaging with Families Throughout the School Year		
Develop Family Engagement Plans. Develop a plan with families outlining how they can stay involved throughout the year. Be sure to collect information about preferred communication (for example, volunteering, attending workshops, participating in decision-making). Support Social-Emotional Readiness Activities. Share resources with families to help children build skills like self-regulation, communication, and problem-solving before entering kindergarten. Share information about Dual Language Development. Share family friendly research on why it's important for them to continue using their child's home language in daily activities. Create and Share Transition Portfolios. At the end of the preschool year, share a portfolio of the child's work from preschool with the transitional kindergarten or kindergarten teacher and the family. Include photos, developmental milestones, and notes from preschool educators to support continuity.	Encourage families to continue using their child's home language in daily activities.	
	• Done	• Not Done
	Invite families to visit, volunteer, or just observe in their child's classroom.	
	• Done	• Not Done
	Share information with families about supporting home language development	
	• Done	• Not Done
Share a portfolio of the child's work with the family at the end of the year.		
• Done	• Not Done	
Collaborate with Staff		
Form Collaborative Transition Teams. Reach out to preschool, transitional kindergarten and kindergarten teachers, administrators, and family liaisons at the elementary school(s) your program's children, especially MLLs, will matriculate to, and work with them to coordinate smooth transitions and share best practices.	Coordinate with program staff to better support the child.	
	• Done	• Not Done



Sample Communication to Families (Template)

Dear Families,

As we start this exciting new year together, I want to share our sincere commitment to building a welcoming, inclusive environment for all children. At [School or Program Name], we believe that multilingualism is an asset to be nurtured through support for English language and home language development. We are committed to ensuring that multilingual children, English learners, and their families feel welcomed and valued, because we believe that a multilingual [school or program] community is beneficial to all children. Our goal is to build understanding and respect for other cultures and create a climate of belonging.

As your child's first teacher and most important caregiver, you play a key role in their learning journey. As you support the development of their home language at home, we are committed to valuing and building upon their home language development at school. This support will promote their overall language growth, build a strong foundation for learning, and help with the transfer of skills across languages, including English. Speaking more than one language will open doors for your child and ultimately foster greater personal and professional success.

Your child's teacher will reach out to you to connect about your child's language history. We hope a strong teacher-family partnership will support your child's language development. We hope that you will feel at home at our [school or program] and we encourage you to share your thoughts and ideas with us at any time. We value your partnership and believe that you play a vital role in shaping your child's learning experience.

Thank you for your continued support and partnership. Together, we can create a nurturing, engaging, and inclusive learning environment where all children thrive.

Best,

[Your Name]

[Your Position]

[School Name]

[Contact Information]



Sample Communication to Educators and Staff (Template)

Dear Educators and Staff,

As we continue our mission to provide the best educational experience for all of our students, it is essential that we reaffirm our commitment to supporting multilingualism, and specifically supporting home language development for children who speak languages other than English.

The collaboration between educators, staff, and families is vital, especially for multilingual learners. It is critical that you work to communicate clearly and effectively with families of multilingual learners, by collecting information about their language preferences and leveraging the resources available to you. We are able to provide [Add resources and/or support your school or program has made available to teachers to support effective communication, e.g. access to translators, flyers or forms in other languages, etc.].

In your communication with families, it is important that you convey our belief in the benefits of multilingualism and how they can support their children's overall language development by continuing to support their home language development. I encourage you to meet quickly and regularly with these families to support them and support their understanding of the assessment and classification processes for [dual language learners or English Learners].

I invite you to share your ideas and suggestions on how we can further enhance our support for multilingualism at our [school or program]. Your insights and experiences are crucial to creating a nurturing and collaborative educational environment that meets the needs of all of our [children or students]. Thank you for your continued dedication and passion.

In partnership,
Administration Team



Family Meeting Form (Tool)

Note: This form is meant to provide a guide for how to foster family partnership through conversations and support educators to understand a child's background, strengths, and growth areas from the family's perspective, as well as listen and learn from families about their needs and priorities for their child. This form does not replace any aspect of the Language Classification Process for children. We recommend sharing the form with families to ensure their voices were captured and heard.

School or Program Site:	Educator:
Child Name:	Parent or Caregiver Name:
Educators will share information with families about how critical they deem partnerships with families to be for a child's success and well-being. Although ongoing, reciprocal communication is recommended throughout the year, educators will meet formally with families at the start of the year in order to gather their input on a child's background, strengths, and potential growth areas in the coming year. Topic 1: Ask the parent or caregiver to share what they think their child's strengths are. Encourage them to think beyond traditional academics and include thoughts about their children's personalities, skills, and so forth. Ask the parent or caregiver to share what they hope their child will learn or experience in your classroom this year. Finally ask the parent or caregiver what needs to be done to help ensure their intended hopes come true (both by the school or program and by them). Notes:	
Topic 2a: Ask the parent or caregiver their biggest fear or concern about their child this year. Ask the parent or caregiver what you can do to help address their concern or alleviate their	

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fear. Discuss strategies that they use at home to support their child and share strategies you might implement in the classroom to get their thoughts and feedback. Share that multilingualism is a strength and encourage the parent or caregiver to continue supporting home language at home.

Notes:

Topic 2b: Ask the parent or caregiver if they are aware of the language classification process [as either a dual language learner in CSPP or an English Learner in K-3] and if they have any questions or concerns. Address any questions you are able to answer and take note of any questions you need to follow-up with your leadership about.

Notes:

Topic 3: Ask the parent or caregiver about significant events, special occasions, or cultural traditions that are important to them. Explore whether there are ways to incorporate one or more aspects of the family's culture into your curriculum.

Notes:

Topic 4: Ask the parent or caregiver how they would like to be involved in the school or program and the best ways to support their engagement. Share opportunities for the parent or caregiver to partner, both academically and socially, with the school or program and classroom in the coming year and solicit the family or caregiver's feedback on whether those opportunities will work or if they have other ideas or suggestions to be involved together, determine the best way to partner with families and ensure they feel welcome and are able to participate if they wish.

Notes:

Topic 5: Ask the parent or caregiver what is the best way to communicate with them about their child's progress. Share how you were considering communicating information about the child's progress, activities, strengths, and needs throughout the year. Together, determine the best way to stay connected and revisit communication strategies as needed throughout the year.

- Newsletters
- Emails
- Text messages,
- Messages via a school-wide platform (if applicable)
- Mobile applications (e.g. Parent Square, Class Dojo, etc.)
- Office hours __ In Person __ Virtual (Teams or Zoom)
- Parent-teacher conferences (share schedule in advance):
__ In Person __ Virtual (Teams or Zoom) __ Phone Only
- Other _____

Notes:

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Language Needs or Preferences for Communications

- English
- Spanish
- Chinese _____(Dialect)
- Other _____

Contact information:

- Phone call or text (*circle one or both*) _____
- Email _____



A Guide to Creating a Preschool Dual Language Immersion Classroom

The content for this checklist is derived, in large part, from “[A Guide to Creating a Preschool Dual Language Immersion Classroom](#)” prepared for the UPK Mixed Delivery Workgroup by Kidango.

Choose Your Model		
50:50 Model	Other Language Allotment Model (Majority Non-English)	
The 50:50 model aims for equal distribution of instructional time in both languages throughout the early childhood years and beyond. That means that instruction is delivered in English and the target language (for example, Spanish or Vietnamese) in a balanced manner, with each language receiving approximately 50 percent of instructional time. This model promotes balanced bilingualism, where children develop proficiency in both languages at similar levels.	In this model, more than half of the content is taught in a language other than English (the target language). This model allows for early intensive exposure to the target language, facilitating rapid language acquisition and proficiency. This model emphasizes the mastering of the target language prior to introducing academic content in English.	
Consider Your Curriculum		
Dual Language Immersion (DLI) programs typically prioritize language development alongside age-appropriate cognitive, social, and emotional growth. Look for a curriculum that includes robust strategies and meaningful learning opportunities to develop children's language skills across content areas that can intentionally be utilized throughout the program day and routines. Your curriculum should help educators integrate language-rich activities such as storytelling, music, movement, and play-based	Does the curriculum emphasize language development?	
	Yes	No

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learning to engage children in meaningful language experiences, and foster a positive language-learning environment.		
A strong DLI curriculum should include many opportunities in various modalities for family or caregiver engagement and support, and should include guidance on how to engage with families to source or suggest learning materials or activities from their culture or community.	Does the curriculum support family or caregiver engagement?	
	• Yes	• No
A strong DLI curriculum should be inclusive, flexible, and adaptable to meet the diverse needs of learners and accommodate changes in enrollment, staffing, or resources. It should allow for differentiation and individualized support to address the varying language proficiencies and learning styles of children in the program so that each child feels valued, included and celebrated.	Is the curriculum flexible and adaptable?	
	• Yes	• No
A strong DLI curriculum should reflect the cultural backgrounds and experiences of the children and families participating in the program. A strong curriculum will include guidance on how to adapt existing curriculum materials to be more meaningful for children. For example, changing a math patterning activity with colored paint to an activity on patterning with basket weaving, which may be a cultural activity that is meaningful to families in the program. It should also include strategies for integrating culturally relevant stories and traditions in program and classroom activities to foster a sense of belonging and identity among young learners. This is an aspect of the curriculum that may need modification to your community's specific context.	Is the curriculum culturally affirming & sustaining?	
	• Yes	• No
Your curriculum should support your ability to assess children's development and learning progress, in multiple languages.	Does the curriculum support assessment?	
	• Yes	• No

Considerations for Educator Recruitment and Preparation		
Teachers must be proficient in both the target language and English. Proficient means the ability to speak, read, write, and understand the language, as well as an ability to integrate the language into culturally and linguistically appropriate interactions with children. Programs should be aware that even teachers who are fluent in the target language chosen may still require support to learn how to teach in that language.	Do you offer professional learning opportunities that support DLI specific competencies?	
	• Yes	• No
Key competencies for Professional Development include, but are not limited to: • Deepening understanding of bilingual pedagogy; • Strengthening culturally responsive, affirming, and sustaining teaching strategies; • Learning instructional practices specific for DLI; • Adapting curriculum materials to meet the needs of diverse learners; • Cultivating a supportive and inclusive classroom community, and; • Creating a language-rich environment that fosters language development, literacy skills, and socio-emotional growth in young learners.		

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Program Evaluation					
Children		Families		Teachers	
a. What to Measure: Language development in both English and the target language, as well as how culturally affirming the environment is for each child.		a. What to Measure: Satisfaction with the program, any challenges they face, and how involved and engaged they feel.		a. What to Measure: Teachers sentiments, what is working, quality of interactions and language environment, areas for improvement, and support needed.	
b. How to Measure: Language development can be assessed through standardized assessments like the DRDP, while cultural affirmation can be observed through the quality of interactions, and classroom and family engagement activities.		b. How to Measure: Regular anonymous family surveys conducted yearly or semi-annually, as well as focus groups and one-on-one interviews, if desired.		b. How to Measure: Anonymous surveys and ongoing teacher meetings.	
Are you prepared to measure progress?		Are you prepared to measure progress?		Are you prepared to measure progress?	
• Yes	• No	• Yes	• No	• Yes	• No
Program Launch Strategies					
• Develop communications materials such as information on your website, 1-pagers, flyers, etc. that explain the DLI program, the benefits, and how families can express interest. Make sure all of these materials are available in the target language you have decided to focus on in addition to English. • Begin talking with families in your program who may be interested in the DLI and provide them with information and materials to spread the word about the program to other families. • Go back to the community partners and local school district you started working with and enlist their help in finding interested families, particularly families who do not have a connection to a program yet. • Set a deadline based on your launch date for fully enrolling in the classroom. • Host an information session (offer in-person and virtual options) for the community to come learn more about the program and ask questions.					

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- Consider hosting an open house for enrolled families so that they can get a better sense of how a typical day for their child will look before the child starts.
- Develop a plan for ongoing evaluation and assessment of the chosen DLI model to monitor its effectiveness, make adjustments as needed, and ensure continuous improvement over time.



Selecting Culturally and Linguistically Responsive Books and Materials

It is important for programs and schools who serve young children from diverse cultural and linguistic backgrounds to inventory, assess, and enhance the books and materials available to children and students. Providing culturally and linguistically responsive books and materials can help support a sense of belonging for students from various cultural backgrounds and who speak languages other than English. Culturally and linguistically responsive books and materials also have the potential to enhance learning opportunities for all children. Selecting culturally and linguistically responsive books can be achieved by following these steps:

- **Know your children, families and community:** Ask families, caregivers, and children about their interests, languages spoken at home, and cultural traditions.
- **Ask Families their Suggestions:** Ask for recommendations on books, stories, and authors that represent their cultural backgrounds.
- **Assess your current collection:** Take inventory of your existing books and materials to see which cultures, identities, and experiences are represented—and which are missing. Your goal should be to curate a collection that exposes children to a range of experiences across different genres (fantasy, sci-fi, poetry, etc.), not just books about social justice issues. Look for gaps in language, race, culture, gender, disability, socioeconomic status, and family structures.

Assess your collection's cultural diversity and inclusion orientation.

- Does it include books that illustrate a diversity of characters and communities across multiple racial/ethnic groups, identities, abilities (example: children with disabilities), and cultures?
- Does it include books that illustrate characters and communities that reflect the racial/ethnic demographic, identities, abilities, and culture of children and families in the program?

Assess your collection's linguistic diversity.

- Does it include books in English that provide translations of key vocabulary in the home languages of children in the program?
- Does it include books that are available in at least one language other than English?
- **Generate a list of potential books and materials for inclusion.**

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- Consider consulting specialized booklists. Many organizations provide curated lists and tips on identifying quality diverse books. (Consider using resources like the [CDE Recommended Literature List](#), [ColorinColorado Diverse Books: Booklists and Related Resources](#), and [BlackECE Book Club](#))
- Visit diverse bookstores and publishers. Many bookstores and publishing houses owned by people of color focus specifically on culturally relevant texts.
- Create a multicultural and multilingual committee of staff, families, and community volunteers to recommend materials, especially books in languages you don't speak.
- **Evaluate potential books and materials for authenticity.**
 - Consider the author's background. Prioritize books which are written by authors from the culture they are depicting.
 - Check the copyright date. Be mindful of older books, as they may contain outdated language or inaccurate cultural portrayals.
 - Analyze the illustrations. Check that illustrations avoid stereotypes. They should accurately and respectfully depict the people and cultural details, such as clothing and settings, associated with the story.
 - Assess the language and message. Look for text that uses a respectful and positive tone. Avoid books that contain condescending or offensive terms or dialects used in a mocking way.
 - Ensure diverse representation within cultures. Avoid books that lump entire cultural groups under a single "umbrella label," like "Native American" or "Asian American." Look for books that specify details about the characters' specific heritage.
- **Vet your list with families, staff, and other members of your community.** Take feedback seriously, especially feedback on books or materials from members of the community or culture that the book or material aims to represent.
- **Reassess your collection.** Have you curated a collection that represents the cultures, identities, and experiences that are most relevant to your community and the children and families you serve? Will your collection expose children to a range of experiences and perspectives across different genres (fantasy, sci-fi, poetry, etc.), not just books about social justice issues.
- **Practice intentional integration.** Embed new books and resources intentionally throughout your curriculum. Elevate contributions of diverse cultures, different languages, and specific traditions to enrich instructional content or to reflect on your community's context or current events.

Additional Resources

This section contains resources for the audiences listed below. The intended audience for the resource is indicated in the right-hand columns of the table. The audience name is abbreviated in the table. See the audiences and abbreviations listed below:

- Program administrators and principals (Prog Admin)
- District Leaders (Dist. Ldrs)
- Teachers, educators, and program staff (Teach)
- Professional development providers and curriculum specialists (PD & Curr. Spec.)
- Families, parents, and caregivers (Fams)

Title	Publishing Organization	Summary	Prog Admin	Dist. Ldrs	Teach	PD & Curr. Spec.	Fams
Improving Education for Multilingual and English Learner Students - Research to Practice	CDE	This document aims to clarify what multilingual programs are and what implementing and teaching in such programs look like. The chapter also outlines seven research-based pedagogical practices in comprehensive and effective dual language programs. These practices emphasize the importance of leveraging students' linguistic resources, supporting home language development, and creating connections between languages to enhance learning. The chapter further highlights the role of administrators in supporting quality multilingual programs. Lastly, the chapter points to resources and organizations that can help improve multilingual instruction and dual language programs.	✓	✓	✓		
California English Learner Roadmap State Board of Education Policy: Educational Programs and Services for English Learners	CDE	This document outlines California's EL Roadmap policy, designed to guide local educational agencies in supporting EL students in public schools. The policy emphasizes the importance of recognizing the linguistic diversity of EL students and leveraging their skills in primary languages. It promotes the development of assessments in languages other than English and encourages districts to recognize students' biliterate proficiency. The policy aligns with the Every Student Succeeds Act (ESSA), elevating English language proficiency as a central indicator. It also reflects research on second language learning and bilingualism, highlighting the benefits of bilingualism and the need for differentiated support for ELs. Four principles underpin the roadmap: asset-oriented and needs-responsive schools, intellectual		✓		✓	

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Title	Publishing Organization	Summary	Prog Admin	Dist. Ldrs	Teach	PD & Curr. Spec.	Fams
		quality of instruction and meaningful access, system conditions for effectiveness, and alignment and articulation within and across the system.					
Dual Language Learner (DLL) Support - Child Development	CDE	Technical support, guidance, frequently asked questions, and resources for the identification, reporting, and support of MLLs in CSPP.			✓		✓
English Language Arts (ELA) / and English Language Development (ELD) Framework	CDE	The State Board of Education adopted the English Language Arts/English Language Development Framework (ELA/ELD Framework) on July 9, 2014. The ELA/ELD curriculum frameworks provides guidance to educators, parents, and publishers, to support implementing California's ELA/ELD content standards.		✓	✓	✓	✓
Preschool Through Third Grade (P–3) Learning Progressions	CDE	A resources includes the knowledge and skills children develop over the P–3 continuum and in-practice examples that illustrate how educators can use playful, inquiry-based teaching practices to engage children in developmentally appropriate, culturally sustaining language and literacy development experiences in English and their home languages.			✓		
Desired Results Developmental Profile	CDE	The Desired Results Developmental Profile (2025) is a developmental continuum from infancy through grade three that is designed to assess the progression of skills across multiple domains of learning	✓	✓	✓	✓	
Multilingual Learners - Specialized Programs	CDE	Information and resources to support MLLs for families, teachers, and administrators.			✓		✓
California Practitioners' Guide for Educating English Learners with Disabilities	CDE	A guide to assist practitioners in understanding the legal requirements, best practices, recommendations, and resources to better support MLLs with disabilities.			✓	✓	

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Title	Publishing Organization	Summary	Prog Admin	Dist. Ldrs	Teach	PD & Curr. Spec.	Fams
A Parent's Guide to Multilingual Education - California Education for a Global Economy (CA Ed.G.E.) Initiative	CDE	A Parent's Guide to Multilingual Education serves as a resource for parents navigating multilingual education options in California. It highlights the cognitive and practical benefits of multilingualism, outlining various program models like Dual-Language Immersion, Developmental Bilingual, and Foreign Language Elementary Experience (FLEX), each with distinct goals and approaches. The guide emphasizes parental involvement in the Local Control and Accountability Plan (LCAP) and provides information on how parents can request new programs at their child's school if desired. It also introduces the State Seal of Biliteracy, which recognizes high school graduates proficient in multiple languages, and provides resources for further information.					✓
Safe Havens: Including Immigrant Families - Transforming Schools: Superintendent's Initiatives	CDE	Safe Havens are local educational agencies that have committed themselves to reassuring students, parents and educators that everyone is welcome on school sites, regardless of immigration status. This resource includes information and resources to preserve access to education for students from immigrant families during times of increased fear of immigration enforcement.			✓		✓
Survey, Assessments, Programs, & Reclassification	CDE	A web page providing information about the Home Language Survey, English Language Proficiency Assessments for California, programs for English learners, and reclassification.					✓
Parent Toolkit for Multilingual Education	CDE	A Parent Toolkit includes PowerPoint presentations and printable parent guides about the benefits of multilingual education, multilingual programs, and how to become involved in their children's education.					✓
Observation Protocol for Teachers of English Learners (OPTEL)	CDE	The Observation Protocol for Teachers of English Learners (OPTEL) is a statewide standardized protocol for reclassification Criterion 2 (teacher evaluation of English learner [EL] students) and Criterion 3 (parent opinion and consultation) with recommended thresholds. The OPTEL is an observation protocol designed to support educators in monitoring and evaluating the academic language use of EL			✓		

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Title	Publishing Organization	Summary	Prog Admin	Dist. Ldrs	Teach	PD & Curr. Spec.	Fams
		students.					
English Learner Toolkit of Strategies (ELTS)	California County Superintendents (Formerly CCSESA)	This English Learner Toolkit of Strategies (ELTS), developed by curriculum experts, serves as a practical guide for educators to enhance English language proficiency in K-12 EL students. Grounded in California's English Language Development (ELD) standards and the EL Roadmap, it emphasizes asset-oriented, needs-responsive instruction and intellectually rich learning experiences. The toolkit provides instructional strategies targeting word and phrase, sentence and clause, and text levels, complete with templates, examples, and formative assessments. By addressing diverse EL typologies and offering scaffolds for varied proficiency levels, the ELTS aims to bridge the gap between everyday language and the academic demands needed for college and career readiness			✓		
Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues	California Department of Justice, Office of the Attorney General	An updated guide published in December 2024 from the California Attorney General that discusses procedures for responding to actions and requests for information by any law enforcement officer for purposes of enforcing immigration laws. Specifically, the updated guide (1) outlines relevant state and federal protections for students and families, (2) provides policy recommendations that comply with state and federal laws and that may mitigate disruptions from immigration-enforcement actions at public schools, and (3) provides model policies that were required to be adopted by local educational agencies before July 1, 2018. A reference guide on responding to on-campus immigration enforcement and requests for student and family information is also included.		✓			
Preschool/Transitional Kindergarten Toolkit for English Learner Roadmap - Leading Implementation	Californians Together	This toolkit supports early childhood program directors and administrators in understanding and implementing the California EL Roadmap in early education settings. It emphasizes the importance of aligning early childhood education with the K-12 system to support MLLs. The toolkit provides tools and resources for reflection, dialogue, and planning to create inclusive early education programs that value MLLs' languages and cultures. It highlights the four principles of the EL Roadmap and offers guidance on how to apply them in early	✓	✓	✓		

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Title	Publishing Organization	Summary	Prog Admin	Dist. Ldrs	Teach	PD & Curr. Spec.	Fams
		childhood settings. The toolkit includes activities and reflection tools to help leaders and educators understand and implement the principles in their programs. It stresses the significance of knowing MLLs' backgrounds and building strong family-school partnerships. It also provides information on data collection instruments and strategies for gathering information about MLLs' language experiences. Additionally, the toolkit addresses the importance of intellectual instruction and meaningful access, system conditions for effectiveness, and alignment and articulation within and across systems.					
Other English Learning Roadmap Implementation Guides and Toolkits	Californians Together	This Administrators English Learner Roadmap Toolkit series is designed to support administrators as they take up the challenge of leading and supporting the policy's implementation. There are five volumes in the Toolkit series. Each focuses on a specific aspect of the EL Roadmap, explores the role of administrators related to that component of the policy, provides tools for reflection and planning, incorporates relevant readings, and offers resources administrators can use to support EL Roadmap implementation.	✓	✓			
Keeping Your Home Language (available in 16 languages)	Care for Newcomer Children (CNC)	Information on the importance of using the home language with children at home.					✓
ELL Starter Kit - Tools for Monitoring Language Skills	Colorin Colorado in partnership with AFT	The ELL Starter Kit for Educators by Colorín Colorado, a partnership between the American Federation of Teachers (AFT) and Reading Rockets (WETA), provides resources for educators working with MLLs. The kit emphasizes the importance of monitoring MLLs' progress in second language acquisition, especially academic language skills. It offers monthly tracking forms for various language skills, including: Overall Language Performance, Oral Communication Skills, Reading Skills, Fluency Skills (Expressive Reading), and Use of Comprehension Strategies			✓		

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Title	Publishing Organization	Summary	Prog Admin	Dist. Ldrs	Teach	PD & Curr. Spec.	Fams
A Framework for Foundational Literacy Skills Instruction for English Learners	Council of the Great City Schools	A document providing key information and resources for developing foundational literacy skills in English for students who speak other languages at home. This document expands on recent discussions related to foundational skills instruction to include an examination of relevant research and to identify important considerations for English learners in the areas of second language acquisition, early literacy, and contrastive linguistics.			✓	✓	
Multilingual Learning Toolkit - User Guide for Administrators and PD Providers	American Institutes for Research (AIR), in collaboration with Early Edge California	This guide is designed for administrators and professional learning providers to effectively use the Multilingual Learning Toolkit. It focuses on building understanding of dual language development and creating a site-wide culture that values dual language learning. The guide provides tools for self-reflection and identifying priorities to build capacity among teachers of MLLs. It also includes steps for structuring self-reflection in faculty meetings or professional development sessions. The guide emphasizes the importance of providing teachers with access to coaches and resources. It outlines instructional topics and evidence-based strategies for teaching MLs.	✓			✓	
Multilingual Learning Toolkit Online Hub	American Institutes for Research (AIR), in collaboration with Early Edge California	This toolkit is an online hub that features a vetted selection of resources and best practices specifically for educators, administrators, and teacher education faculty whose work supports young Multilingual Learners.	✓	✓	✓	✓	
Multilingual Learning Toolkit - User Guide for Teachers	American Institutes for Research (AIR), in collaboration with Early Edge California	This guide supports teachers in using the Multilingual Learning Toolkit to enhance their knowledge and teaching practices for MLLs. It encourages teachers to use a reflection tool to identify priorities for their own practice. The guide provides steps for reviewing instructional topics and digging deeper into evidence-based strategies. It also encourages teachers to explore resources, watch videos, and read strategy overviews in the Multilingual Learning Toolkit. The guide emphasizes the importance of reflecting on current practices and			✓		

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Title	Publishing Organization	Summary	Prog Admin	Dist. Ldrs	Teach	PD & Curr. Spec.	Fams
		identifying areas for integration and further learning.					
Toolkit for Implementing the Language Learning Project	Fresno Unified School District	The Language Learning Project (LLP) toolkit utilizes Personalized Oral Language Learning (POLL) strategies to support MLLs from birth to five years old in all learning environments. The coaching model used in the LLP fosters a collaborative relationship between the coach and the educator or practitioner to promote effective implementation of POLL strategies. POLL strategies enhance vocabulary development and language use through various approaches and activities in individual, small, and large groups. Anchor texts and experiences are intentionally planned and focus on children's interests, and concepts and ideas that are being explored. Key words are selected and introduced in children's home languages to help build the comprehension connection and foster meaningful interactions. Communication boards help to build strong relationships with families. These boards share language learning activities, weekly POLL themes or projects, anchor texts and experiences, key vocabulary, intentional messages, and songs and chants.	✓		✓	✓	
Developing Authentic Partnerships With Families of Dual Language Learners A Toolkit for Educators of Children Ages Birth to Five	Fresno Unified School District West Ed	Connected to the Language Learning Project; focused on family engagement. The toolkit provides materials for use with educators (Section 1 and 2) and families (Section 3 and 4). Sections include (a) Learning about Ourselves; (b) Partnering with Families, (c) Families Language Goals, (d) Everyday Joyful Interactions. Sections include Facilitator guides, videos, and activities.			✓		
The Importance of Home Language Series	Head Start	A series of handouts is designed to provide staff and families with basic information on topics related to children learning two or more languages. They emphasize the benefits of being bilingual, the importance of maintaining home language, and the value of becoming fully bilingual.					✓

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Title	Publishing Organization	Summary	Prog Admin	Dist. Ldrs	Teach	PD & Curr. Spec.	Fams
Multilingual Students with Exceptional Needs	Imperial Special Education Local Plan Area	A website with resources to support English learners with disabilities, including assessments, a practitioner guide, toolkits, and trainings.	✓		✓		
Early Literacy Development and Instruction for Dual Language Learners in Early Childhood Education	National Committee for Effective Literacy	A paper about literacy development and effective literacy instruction for young MLLs in early childhood programs and classrooms. It provides information about bilingualism and early literacy development, research-based practices for literacy development, and recommendations.	✓	✓	✓	✓	
The Active View of Reading	Nell K. Duke	A diagram highlighted the impact of reading within a sociocultural context.			✓		✓
Supporting DLL's Families	Personalized Oral Language Learning (POLL)	This resource engages MLLs' families in discussion about language goals and practices. Topics include how families frame their language goals and practices and what those practices look like during everyday interactions with children such as playing and reading.					✓
Two Languages, Twice the Opportunities	Quality Start Los Angeles	Information and resources on the benefits of being bilingual and bicultural.					✓
DLL Resources for Families	Quality Start Los Angeles	Tools that can help families support their child's developing multilingualism.					✓
A P-3 Framework: Centering English Learners	Sobrato Early Academic Language	The P-3 Framework is based on eight key understandings about MLL students, language development, and educational access. It provides guidance for structuring programs and services for high-quality MLL education based on 11 overarching principles. The vision is an	✓	✓		✓	

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Title	Publishing Organization	Summary	Prog Admin	Dist. Ldrs	Teach	PD & Curr. Spec.	Fams
	(SEAL)	inclusive, equitable, and responsive P–3 system assets oriented and committed to full access, centering MLL students through shared responsibility. It emphasizes partnerships with families and communities and supports teacher agency in implementing culturally and linguistically responsive instruction and language development programs. Web Resources for P3 Framework: Centering English Learners: A P-3 Framework: Centering English Learners					
SEAL YouTube Video Library	Sobrato Early Academic Language (SEAL)	This video library displays SEAL’s evidence-based, research-based model, which transforms school systems by providing professional development, curriculum support and technical assistance. As a result, teachers are equipped to meet the needs of their diverse populations and English Learners thrive. SEAL is successful because it is a comprehensive, whole-school strategy. It encourages preschool and school district leaders, principals, teachers, and families to establish systems and practices that support language development, literacy, and engaging, joyful learning— for English Learners, and ALL students.	✓	✓	✓	✓	✓
Key Considerations for Supporting English Proficiency in Dually Identified Students	Santa Clara County Office of Education (SCCOE)	A three-part professional learning series including the following topics: Systems and Teamwork, Instruction & Language Goals, and Assessment & Progress.	✓	✓	✓		
Welcoming Bilingual Learners with Disabilities into Dual Language Programs	National Dual Language Forum, Center for Applied Linguistic, Paridad	This white paper reviews evidence concerning the capacity of young learners with disabilities to acquire more than one language during the preschool and school years and the characteristics of dual language programs and classroom instruction and intervention practices that support their language development, learning, and well-being in school.	✓	✓			
Guiding Principles for Dual Language Education	Center for Applied Linguistics, Dual	This is the third edition of "Guiding Principles for Dual Language Education," a joint publication that serves as a resource for planning, self-reflection, and continuous improvement in dual language programs across the United States. It outlines seven strands of	✓	✓		✓	

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Title	Publishing Organization	Summary	Prog Admin	Dist. Ldrs	Teach	PD & Curr. Spec.	Fams
	Language Education of New Mexico, and Santillana USA.	guiding principles related to program design and implementation: Program Structure, Curriculum, Instruction, Assessment and Accountability, Staff Quality and Professional Development, Family and Community, and Support and Resources .					
Ensuring a Multilingual-Ready Universal Pre-Kindergarten Workforce, English Learner Workforce Investment Initiative Central Valley State Policy Recommendations	Californians Together	This report, Ensuring a Multilingual-Ready UPK Workforce, offers a comprehensive set of policy recommendations, research insights, and practical strategies to help local and state leaders strengthen the educator pipeline and meet the needs of California's diverse early learners.	✓	✓	✓	✓	
SEAL NASEM Research Brief on Dual Language Learners	Sobrato Early Academic Language (SEAL)	This research brief from the Sobrato Family Foundation summarizes a 2017 National Academies of Sciences report on improving outcomes for English Learners (ELs) and Dual Language Learners (DLLs). The report highlights persistent achievement gaps and the dual challenge of learning English while mastering academic content. It emphasizes that bilingualism supports cognitive, social, and academic growth, and calls for educational systems to strengthen both home language and English development from pre-K through grade 12.	✓	✓	✓	✓	✓
SEAL Myths and Research about Early Bilingual Development	Sobrato Early Academic Language (SEAL)	This document shares current research challenges long-standing misconceptions about dual language development, highlighting the cognitive, academic, and social benefits of supporting both languages for Dual Language Learners.	✓	✓	✓	✓	
Exploring Cultural Concepts: Funds of Knowledge	Office of Head Start	This resource provides an overview of the concept of funds of knowledge and presents several frameworks from the Office of Head Start, illustrating how program foundations, impact areas, and family engagement lead to positive child outcomes.			✓	✓	

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Title	Publishing Organization	Summary	Prog Admin	Dist. Ldrs	Teach	PD & Curr. Spec.	Fams
Making It Work: Implementing Cultural Learning Experiences in American Indian and Alaska Native Early Learning Settings for Children Ages Birth to 5	Office of Head Start	Making It Work is a suite of products that helps AIAN programs implement cultural learning experiences for children ages birth to 5; connect traditional cultural skills, values, beliefs, and lifeways to school readiness goals; create cultural lessons that engage families and communities; document children's progress using the program's ongoing child assessment process; match children's interests and needs to create individualized lesson plans for each child and small groups.	✓	✓			