What’s the Why?

California English Learner ROADMAP

Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners
EL Roadmap

1. **Principle 1**
   - 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 English learners. 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.

2. **Principle 2**
   - Intellectual Quality of Instruction and Meaningful Access
     English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.

3. **Principle 3**
   - 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 English learners and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement. Each level of the school system provides resources and bared support to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of English learners.

4. **Principle 4**
   - Alignment and Articulation Within and Across Systems
     English learners experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments, beginning with a strong foundation in early childhood and appropriate identification of strengths and needs, and continuing through to reclassification, graduation, 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, twenty-first century world.
• 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 English learners. 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.
Katella Talks (video)

- **Intellectual Quality of Instruction and Meaningful Access**

  English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of **English proficiency**. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through **native language instruction** and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and **other languages**.
EL Taskforce

- **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 English learners** and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement. Each level of the school system provides resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the **strengths** and meet the needs of English learners.
**EL Taskforce Recommendations**

- English Learner site team needs to review placement and course enrollment of each EL annually. (LCAP 1.12)

- English Learner parent conferences in the 9th grade to review 6-year plan. (LCAP 1.12)

- English Learner site team needs to review EL student transcripts annually. (LCAP 1.12)

- Establish JHS to HS transition meeting with EL site teams to ensure appropriate placement. (LCAP 1.12)

- Targeted Saturday Academy, afterschool seminars, and summer bridge programs for EL. (LCAP 1.12)

- EL summer options for 7th and 8th grade students. (LCAP 1.12)

- Expand access and enrollment in Spanish for Spanish speakers courses to build bi-literacy skills for EL students. (LCAP 1.19)

- District-wide agreed upon EL best practices, such as: (LCAP 1.8)
  - classroom instruction includes collaboration.
  - intentional lesson design allows EL students to speak approximately 30% of the period.
  - EL students are given an opportunity to write daily.
The Seal of Biliteracy is an award given by a school, school district or county office of education in recognition of students who have studied and attained proficiency in two or more languages by high school graduation. Appearing on the transcript of the graduating senior, the Seal of Biliteracy is a statement of accomplishment for future employers and for college admissions.
• **Alignment and Articulation Within and Across Systems**

  English learners experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments, beginning with a strong foundation in early childhood and appropriate identification of strengths and needs, and continuing through to reclassification, graduation, 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, twenty-first century world.
The Anaheim Union Educational Pledge is a commitment to provide all students with an intentional comprehensive support system that integrates their families and is designed to ensure access to opportunities and services that prepares them to successfully complete their college and career goals.

The Pledge is guided by a partnership between Anaheim Union High School District; North Orange County Community College District including Cypress College and Fullerton College; California State University, Fullerton; University of California, Irvine; and the City of Anaheim.
Work-based Learning & the Anaheim Union Educational Pledge

Work-based Learning

Real-World experience
Internships
Communication
Networking
Job preparation
Attitude
Workplace training
Skill development
Apprenticeship

ANAHEIM UNION EDUCATIONAL PLEDGE
Work-based Learning and The Pledge

AIME Summer Internship

Dual Enrollment

Career Awareness / Exploration
Career Preparation
Career Training

College And Career Success

7  8  9  10  11  12  13  14  University
# The Pledge

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<th>7th grade</th>
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AIME: Anaheim’s Innovative Mentoring Experience

- College, Career, Community, and Life-Readiness

**Four Tiers:**

- **Tier 1:** Career Exploration
- **Tier 2:** Job Shadowing Workshops
- **Tier 3:** Mentor/Mentee
- **Tier 4:** Summer Internships
Number of students impacted by AIME

- Total # of students as of 2/21/18: **3008**
- Total number of AIME partners committed: **44**
Policy to practice

ERIC LIU-CITIZEN UNIVERSITY

CITIZEN UNIVERSITY
In a Democracy power is infinite. It is NOT a zero sum game.

What could schools be doing to better educate young people about citizenship?

Liu. My two-word answer is: Teach power. And help students learn power by practicing it. What schools and universities could be doing far more is engaging in what is now being called “action civics.”
LCAP-Adds a Third Leg

1. District
2. Associations
3. Parents and Community
Questions?