The California English Learner Roadmap

March 30, 2018
Session Outcomes

• To understand the context of the English Learner (EL) Roadmap Policy

• To become familiar with the policy and its principles

• To understand how the EL Roadmap Policy connects to the Local Control and Accountability Plan (LCAP)

• To understand the development process, organization, and purpose of the Guidance Document and Web-based resources

• To be aware of the next steps and where we are in the EL Roadmap implementation process
Welcome!

• Please take a moment to share with your table group:
  – Your name and role
  – Why is learning about the EL Roadmap important to your work?
Why a Roadmap?

• Over 1.3 million English learners in California’s schools
• Systems of support
• Helps schools meet new state and federal standards
• Helps equip students with 21st century skills
EL Roadmap Purpose

• EL Roadmap needed to “move the needle” in EL programs and services

• Definite need for a guidance document, tools, crosswalks to other documents and legal citations, and to the LCAP

• Desire for more aspirational, inspirational vision
Input to Roadmap

CA EL ROADMAP

Deliberations of the EL Roadmap Working Group

Field Input through CABE, BCN and other


CA CCSS ELA/ELD Framework

Legal Foundations (e.g., Castañeda)

Prop 58/CA Ed.G.E.

SPI Blueprints 1.0 and 2.0

State Seal of Biliteracy Policy

LCFF/LCAP Priorities

RESEARCH FOUNDATIONS
The EL Roadmap DOES:

• Provide a common belief system

• Provide actual experiences from local educational agencies (LEAs)

• Provide resources that address the principles and elements

The EL Roadmap does NOT:

• Define one road (program, practice, or policy) for all LEAs or all English learners
The CA EL Roadmap Defined

The California English Learner Roadmap: Strengthening Comprehensive Policies, Programs, and Practices for English Learners (CA EL Roadmap)

– State Board Policy
– Guidance Document
– Web-based resources
State Board of Education
Approved English Learner Roadmap Policy
on July 12, 2017

• State Board of Education Meeting, July 12, 2017
"California Adopts ‘Historic’ English Learner Roadmap"
Language Magazine

"Education Board OK’s ‘English Learner Roadmap’ for California Students"
SCV News

"California Can Lead the Country in English-Learner Education"
Education Week

"State Board of Education approves English Learner Roadmap"
EdSource
English Learner Roadmap Policy

California English Learner Roadmap State Board of Education Policy: Educational Programs and Services for English Learners (EL Roadmap Policy)

• The policy is available on the California Department of Education (CDE) EL Roadmap Web page at http://www.cde.ca.gov/sp/el/rm/

• See handout
The Policy

• Reflects the current national research consensus on second language learning, bilingualism, program effectiveness, and policy research

• Includes:
  – Vision
  – Mission
  – Four principles
Vision

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.
California schools affirm, welcome and respond to a diverse range of English learner strengths, needs and identities. California schools prepare graduates with the linguistic, academic and social skills and competencies they require for college, career and civic participation in a global, diverse and multilingual world, thus ensuring a thriving future for California.
Vision and Mission Discussion

• Using the policy handout, highlight words and phrases in the vision and mission that are meaningful and that demonstrate a shift from previous policy.

• What do the vision and mission mean to you, as an educator, as an expert in your field, and to your role specifically?
ELD in the Classroom

Native English

Concepts in Subject Matter

Designated ELD

Integrated ELD
Designated ELD

Designated ELD is a protected time during the regular school day where teachers use the CA ELD Standards as the focal standards.

• Build *into and from content instruction*
• Support English learners to develop the discourse practices, grammatical structures, and vocabulary
• Actively engage English learners in collaborative discussions
• Strong emphasis is on oral language development and some level of reading and writing tasks
• Attend to the proficiency levels for maximizing growth or progress
Integrated ELD

• It is language development instruction provided throughout the day and in each of the disciplines (teaching how to use language to articulate, find knowledge of content)

• Content area teachers with English learners in their classrooms should use the CA ELD Standards in addition to ELA, math, science, history/social studies and other content standards to support English learners’ linguistic and academic development

• All teachers provide the language instruction and support needed for students to engage in rigorous coursework
Principle One: Assets-Oriented and Needs-Responsive Schools

Pre-schools and schools are responsive to different English learner 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.
Principle One Discussion

• What would need to be done to make this principle a reality?

• What actions would counties, districts, schools, educators, and/or community members need to take?

• Are there any key phrases that resonate with you?
Principle Two: 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.
Principle Two Discussion

• What would need to be done to make this principle a reality?
• What actions would counties, districts, schools, educators, and/or community members need to take?
• Are there any key phrases that resonate with you?
Principle Three: 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.
Principle Three Discussion

• What would need to be done to make this principle a reality?

• What actions would counties, districts, schools, educators, and/or community members need to take?

• Are there any key phrases that resonate with you?
Principle Four: 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, continuing through to reclassification, graduation, higher education, and career opportunities. 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.
Principle Four Discussion

• What would need to be done to make this principle a reality?
• What actions would counties, districts, schools, educators, and/or community members need to take?
• Are there any key phrases that resonate with you?
Principles to Elements
The Purpose of the Elements

Choose one principle as a group and look over its elements carefully.

• What purpose do the elements serve?

• How might the elements be useful to people in the field and to your role in particular?
California English Learner Roadmap

Developing English learner (EL) students' linguistic and academic capacities is a shared responsibility of all educators across the system.

**Principle 1: Assets-Oriented and Needs-Responsive Schools**
- School climate is inclusive and safe
- Educators collaborate to support ELs with disabilities
- Instruction is responsive
- Language development is integrated across curriculum
- Instructional materials support intellectual engagement and language development
- Assessments are culturally and linguistically valid
- Students build strong partnerships with families
- EL students are provided language development program choices, including multilingual options
- EL students are provided access to full curriculum
- Capacity-building fosters systemic EL support
- Leadership is committed to EL achievement
- School system provides adequate resources to support EL needs
- School system has a coherent approach to EL learning

**Principle 2: Intellectual Quality of Instruction and Meaningful Access**
- Instruction is scaffolded
- Home language is used as a foundation

**Principle 3: System Conditions that Support Effectiveness**
- Systemic alignment and articulation within and across systems

**Principle 4: Alignment and Articulation Within and Across Systems**
- Learning is aligned across grades and systems

21st century Education
Multilingual Proficiency
Academic Mastery
**Self-Assessment Rubric**

**Purpose:** Schools are able to judge their English learner performance based on a clearly outlined rubric.

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<td>A. The languages and cultures ELLs bring to their education are assets for their own learning and are important contributions to our learning communities. These assets are valued and built upon in culturally responsive curriculum and instruction and in programs that support, whenever possible, the development of proficiency in multiple languages.</td>
<td>School is mono-lingual focused.</td>
<td>School shows slight focus on providing a bilingual education.</td>
<td>School shows moderate focus on providing a multilingual education.</td>
<td>School is multi-lingual focused, and dedicated to preserving the culture of all students.</td>
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<td>B. Recognizing that there is no single EL profile and no one-size approach that works for all, programs, curriculum and instruction are responsive to different EL student characteristics and experiences.</td>
<td>Programs, curriculum, and instruction are the same for all students.</td>
<td>Programs, curriculum, and instruction are somewhat adaptive to suit the needs of the EL student.</td>
<td>Programs, curriculum, and instruction are fairly adaptive to the individual student.</td>
<td>Programs, curriculum, and instruction are tailored toward each individual student in order to promote the greatest amount of learning for each individual.</td>
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<td>C. School climates and campuses are affirming, inclusive and safe.</td>
<td>School climate is questionable, and/or unwelcoming towards certain minorities.</td>
<td>School climate feels fairly safe, and fairly inviting towards most students and their families.</td>
<td>School climate feels safe, and inviting towards most students and their families.</td>
<td>School climate feels safe and inviting for all students and their families.</td>
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<td>D. School values and build strong family-school partnerships</td>
<td>Parents are rarely included or rarely present.</td>
<td>Parents are somewhat involved and engaged in their child’s education.</td>
<td>Parents are fairly involved and engaged in their child’s education.</td>
<td>Parents are very involved and engaged in their child’s education.</td>
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Illustrative Practices Rubric |
• LEAs must write an LCAP
• How do the Principles and Elements work within the LCAP?
• See handout
CA EL Roadmap

• Available now:
  – Published document
    • Titled *California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners*
    • Available for order now on the CDE Educational Resources Catalogue at [http://www.cde.ca.gov/re/pn/rc/](http://www.cde.ca.gov/re/pn/rc/)

  – Web-based resources
    • Dynamic collection of videos, case studies, tools, and templates, etc.
    • Available now on the CDE EL Roadmap Web page at [http://www.cde.ca.gov/sp/el/rm/](http://www.cde.ca.gov/sp/el/rm/)
Web-based Resources

• Visit http://www.cde.ca.gov/sp/el/rm/

• Look over the Web-based resources and consider:
  – In what ways could this be useful to you and your role?
  – What resource or information contained here would you share with others? With whom would you share it?
We Need You!

The CDE is seeking illustrative example submissions.

CA EL Roadmap Example Survey available now at
https://surveys2.cde.ca.gov/go/englishlearnerroadmap.asp
Characteristics of Examples

• The examples are chosen to be generative and inspiring. The practices, in agreement with the Castañeda standards, will exhibit the following characteristics, which:

1. Have a research basis that holds promise to have local impact.

2. Are monitored using local metrics of system implementation and adult learning outcomes.

3. Attend to evidence of student learning outcomes and make adjustments as needed.
Closing Discussion

• What are the implications for what we discussed today in your classroom, school, district, or county office?
  – EL Roadmap Policy, Principles, Elements, Web-based Resources, and published document

• What might your role be in sharing the EL Roadmap with district staff and stakeholders?

• How can the EL Roadmap inform district decisions, LCAP development, and EL policy?
Next Steps

**Summer 2018**: Intensive Workshops

- Northern California
- Central California
- Southern California
Anaheim Union High School District’s EL Roadmap Video

• Anaheim Union High School District EL Roadmap Video
Thank you

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