Moving the EL Roadmap Forward:

Building and Implementing the Systems for District-Wide Multilingual Programs for English Learners

Administrative Leadership Symposium
CABE 2019
A New Era

- Prop 58
- English Learner Roadmap Policy
- Global 2030
- The Guiding Principles for Dual Language Education
- NASEM Report
A Big Lift.....from whence we came
1964: Federal Civil Rights Act
(Race, Color, Religion, Gender, National Origin)
1974: Lau v. Nichols Supreme Court Decision

Figure 1
English Learners

“There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers and curriculum...for students who do not understand English are effectively foreclosed from any meaningful education…”

Lau v. Nichols, Supreme Court
1976
California’s Chacon-Moscone Bilingual-Bicultural Education Act

• Established Bilingual classes wherever 20 or more of same language per grade level

• Set teacher certification requirements and mandated “appropriately trained teachers”
1978 - 1981
Castañeda v. Pickard Three Prongs

• Based on **sound research or educational theory**

• Implemented effectively with resources for personnel, materials, etc.

• After trial period, proven effective in overcoming language barriers to equal educational participation and opportunity
BUILDING THE FIELD. 1970s-1980s

THEORETICAL FRAMEWORK: 1981
A Perfect Storm ....

- Economic recession
- Increasing immigration
- Refugee resettlement
- Demographic Change
- Rising English Only sentiment
1986

English Only Initiative

... and California’s Bilingual Education Act allowed to “sunset”
1998
Proposition 227

- Ballot Initiative
- Passed 2:1 Margin
- Set State EL Policy
- One year of Structured English Immersion as default program
- Parent waivers required to request bilingual education
2001
No Child Left Behind
National Reading Panel
Reading First
$$$$$

Standards, Testing, Accountability

English Only
Minutes defined, fidelity to adopted, one size fits all pacing, separate, self-contained - all in ENGLISH.

Program Improvement, Corrective Action.
Civil rights established

Era of building programs, practices, approaches

CA Bilingual-Bicultural Act

1974 Lau v. Nichols

English Only Movement

Prop 227

1998

EO research, policy, accountability, practice

No Child Left Behind

1990’s

Prop 227

Common Core Standards adopted

2001

New ELD Standards adopted

2010

State Seal of Biliteracy

2012

2014

2017

Prop 58!

New era

The CA ELA/ELD Framework is adopted!
2014:
The California ELA/ELD Framework

Reinstated a broader understanding of language and literacy

Multiple “types” of English Learners (newcomer, LTEL)

Speaks to role of home language and value of bilingualism
2017: National Academies of Sciences, Engineering, and Medicine (NASEM) Report on English Learners Released

- Importance of the early years 0-8
- Proficiency takes 4-7 years
- Need for articulation/alignment
- Importance of dual language development!
- Biliteracy confers benefits
- Differentiated and responsive services needed for diverse population of English learners
- Academic content integrated with language development
- Dangers of language loss
Proposition 58: EdGE Initiative
Education for a Global Economy

• Passed by 73.5% of Voters – every county
• Called for increased opportunities to develop proficiency in multiple languages for ALL students
• Overturned key barriers to bilingual/dual language programs
CA EL Roadmap

Passed unanimously
July 2017
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.
Mission

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.
Four Interrelated Principles

• Research-based
• Intended to guide all levels of the system towards a coherent, aligned set of practices, services, relationships, and approaches
• Shared responsibility of all educators
Principles to Elements
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 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 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 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.
The CA English Learner Roadmap is ..... 

A vision and a statement of research-based practice – what we know works for English Learners!

California state policy and official vision for our state
“It is intended that the Roadmap guide local action... and that districts align local policies to state policy.”
Reflection and Table Talk

• What do you most want to make happen for your English Learners?

• What are the “drivers”, the motivation, the North Start that fuels this work for you?

• Where are you (your school/your district) NOW in terms of implementing the EL Roadmap (and Prop 58)—and what does that mean?

• How is the EL Roadmap a tool for affirming and supporting what you are doing? Pointing new directions for your work?
Exceptionalism..... Biliteracy for a few.... Overturning a linguistic system

99 ½ won’t do!
Tasks for administrators/leaders

• Communicating about new policy – setting the direction and engaging people in meaning making
• Continuous Improvement dialogue and planning
• Guide for the LCAP process
• Local policy alignment
• Leading a change/improvement and implementation process
Elements that must be in place....

• Awareness there is a need (*data, stories, experience*)

• Understand the needs (*research, experience, professional development, data*)

• Know what should be done (*research, models, demonstrations*)

• Have a toolkit of strategies to do it (*professional development*)

• Conditions to support implementation

• Motivation/care/incentive

• Believe it is possible to be done

• Leadership and Accountability

**Tool:** *Worksheet for reflection*
What does leadership look like that is engaged in using and enacting the EL Roadmap?

The Stories of Four Districts
West Contra Costa Unified School District

Gracie Guerrero
Associate Superintendent-Chief Academic Officer
Educational Services

Esaul Orozco
Coordinator, Multilingual and Multicultural Services
Systems Transformation Using the CA English Learner Roadmap: The West Contra Costa Journey
Who are our English Learners?

- Total Student Population: 28068
- Total EL Population: 8435
- Percent English Learners (ELs): 30%
- Number of Languages: 53
- Number of Countries: 95
- Newcomers: 1620
- LTEL Population: 1837
- Percent of English Learners that are LTELs 22%
Multilingual and Multicultural Services
Guiding Questions

1. Does it interrupt oppression?
2. Will it impact students achievement and life outcomes?
3. Is it transformational?
4. Does it build capacity?
“The “hallucination” was that if you changed the structure of the organization - assigned people to have the primary responsibility for a key initiative - the organization would then respond to the change. Additionally, the thinking was that if you designed explicit processes that detailed out every step of a change process, people would willingly respond and create the desired change.”

-Steve Zuieback and Tim Dalmau
Right Drivers
- Capacity-building
- Group quality
- Focus on instruction
- Systemic strategies

Team
- Urgent need for change
- Celebrate success, learn from mistakes
- Listen to the hopes, dreams, and challenges of stakeholders
- Foster a culture of learning & inquiry
- Stakeholders' ownership of change effort deepens
- Support people to organize behind a shared vision
- Trust people & teams to take productive action
- Focus on bold but achievable goals
- Stakeholders' hope increases

Equity Centered Leadership

Community

Systemic Transformation

“The ‘right’ drivers - capacity building, group work, instruction, and systemic solutions - are effective because they work on changing the culture of school systems (values, norms, skills, practices, relationships); by contact the wrong drivers alter structure, procedures, and other former attributes of the system without reaching the internal substance of reform - and that is why they fail.”

Adapted from the National Equity Project by Lisa Jimenez
Critical Moment: Using Your Sphere of Influence
Year 1: 2016-2017

**District Context**
- New superintendent
- District vision 2022
- Beginning of immersion expansion

**Department Context**
- EL service located in Academic Intervention
- “Adoption” of CA EL Roadmap as guiding vision for our work.
- Early conversations about immersion transition and expansion of newcomer work

**Key Actions**
- Understanding student needs through site visits and data collection
- Transformational coaching for equity starts in the department
- Worked within our sphere of influence

Adapted from the National Equity Project by Lisa Jimenez
Year 2: 2017-2018

District Context
- Finalization of Vision 2022
- Expansion of immersion programming and Internationals model
- District restructuring

Department Context
- Multilingual and Multicultural Services combining two departments
- Partnership with Internationals Network
- Reduction of TBE and expansion of immersion programming at two schools

Key Actions
- Increased stakeholder engagement
- Expansion of key roadmap work
- Board presentations
- Union partnership grows
- Transformational coaching includes teams

Adapted from the National Equity Project by Lisa Jimenez
Year 3: 2018-2019

**District Context**
- Newcomer International Academy opens
- School Board passes resolution in support of CA EL Roadmap
- Beginning phase of Middle School Expansion
- Beginning phase of revision of Master Plan for EL’s

**Department Context**
- Board passed resolution guides EL district work
- Department works with school site vision and structures to align with resolution

**Key Actions**
- MDAC chairs and parents included
- Cross-functional team collaboration (MDAC Chairs, Assistant Superintendent, Board members, UTR, Executive Directors and Directors visit Sacramento for EL Roadmap learning opportunity)
- Expansion of stakeholder engagements
- Feedback and revision
WCCUSD Historic Sacramento Visit
The Green Line

- Systems operate to advantage some and not others.
- The systemic advantages are often grounded in the oppression of one group over another.
- System change must focus on both *technical* (above the green line) and *relational* (below the green line) transformation.

Adapted from the Dalmau Network Group by National Equity Project
Systems are never just a result of geography, and it isn’t district lines drawn on paper that creates a school system. Systems arise, they take form because people choose to affiliate together, because they realize that in order to get what is important to them, they must extend themselves and work with others. To make a system healthier, we need to simply connect it to more of itself. It is crucial to remember that, in organizations, we are working with webs of relations, not with machines.

- Margaret Wheatley
Deep Dive Into the Creation of the Board Resolution

**Garden Design:** MMS leadership that held onto the vision that the CA EL Roadmap would become a WCCUSD Resolution, policy would be created, and instructional programs would be built around these goals.

**Planting the Seeds:** Year two the foundation was laid with key stakeholders. The CA EL Roadmap was shared and used across the department as a key guidance document. Board presentations were made.

**Growing the Garden:** Year three CA Roadmap conversations and sharing of related resources continued. As the stakeholder interest grew a local opportunity came to bring a team to learn more about the Roadmap.
Below the Green Line: Power of Team

- MMS Department work is centered around team and the exponential power teams have to transform education systems for our students.
- Constructivist learning taken to the systems level means stakeholders are given opportunities to create meaning and take new and different actions on behalf of students.
- Cross-functional teams centered around a common purpose change systems.
Part I: Review of Model Resolutions

Key questions were asked while reviewing other drafts of Board Resolutions:

- Did it align with our current District vision?
- Did it align with our departmental goals of college and career graduation for all students?
- Was it interrupting in its ask for all language learners?
- Who was missing?
- How did it reach a level of specificity to be actionable, but not too wordy to prevent understanding?
Part II: Crafting of the WCCUSD Resolution

What changed after review of key questions to resolution?

Written to specifically:

- Align to our district vision
- Include A-G requirements and college and career graduation
- Include all language learners as the ELA and ELD Framework outlines. Both English Language Learners and Standard English Language learners were included. This was historic for our District!
- Specific wording was taken from the language of the Roadmap elements to be as descriptive as possible of the kind of instruction and climate we want for our English Learners.
Part III: Board Approval

- Shared with broad stakeholder group including MDAC, principals, teachers union, department of teaching & learning.
- Draft was rewritten and reviewed again by broad stakeholder group.
- Final version was taken to the Board in November 2018. The Resolution was voted down with one Board member specifically requesting more direct community input.
- We went back to the community and included our African-American parent advisory committee. We took feedback and changed some Roadmap language based on parent feedback.
- We went back to the Board in January and it was voted in 5-0.
WCCUSD Approves EL Roadmap
Where are we now?

Adapted from the Dalmau Network Group by National Equity Project
Next Steps

- Continued growth for additive immersion model
- Continued growth of Internationals model
- Continued growth for a Newcomer Hub
- Collective Ownership of ELs
- Revision of Master Plan for ELs
Thank You! Let's keep Growing.

Contact Information

Dr. Gracie Guerrero, Associate Superintendent-Chief Academic Officer
gracie.guerrero@wccusd.net

Lisa Jimenez, Executive Director, Multilingual and Multicultural Services
lisa.jimenez@wccusd.net

Esaúl Orozco, Coordinator, Multilingual and Multicultural Services
eorozco2@wccusd.net
New Resources for Implementation of the EL Roadmap
Roadmap Translations!

The Policy:
• Korean
• Mandarin
• Spanish
• Vietnamese

The full guidance document:
• English
• Spanish

www.cde.ca.gov
Toolkits for Teachers

Available Fall 2019
Networking Lunch and Sponsor Presentations
AUHSD TALKS

Jimmy Che
8th Grade
Brookhurst Junior High School

“Implicit Bias”
DEMOCRACY FOR ENGLISH LEARNERS
PRINCIPLE 1: Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates.
Democracy is a verb.

GET INVOLVED
PRINCIPLE 2: English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency.
PRINCIPLE 3: Each level of the 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.
AUHSD EL TASK FORCE

- 30% ORAL LANGUAGE EVERYDAY EVERY CLASS
- MONITORING-GRADES, SUSPENSIONS, A-G, ETC.
- IMPLEMENT CONTINUOUS IMPROVEMENT CULTURE
- CHECKING FOR UNDERSTANDING
- COLLABORATION
- WRITING EVERY EVERY DAY
PRINCIPLE 4: …appropriate identification of strengths and needs, and continuing through to reclassification, graduation, higher education, and career opportunities.
Mountain View School District

Lillian Maldonado French
Superintendent

Ray Andry
Assistant Superintendent, Educational Services
Mountain View School District
CABE 2019

Our Journey on the English Learner Roadmap
Mountain View School District, El Monte, LA County

- 9 Elem., 2 Middle, 1 K-8 schools
- 6300 Students
- 94% Free/Reduced Lunch
- 60% English Learners
- 20% Homeless

- 230 TK students, 11 classes
- 456 Head Start, full day
- 48 State Pre-school, 30 school-age child care
- 30 Early Head Start, 0–3 years
English Learner Roadmap
Four Principles

1. Assets-Oriented and Needs-Responsive Schools
2. Intellectual Quality of Instruction and Meaningful Access
3. System Conditions that Support Effectiveness
4. Alignment and Articulation Within and Across Systems
#3 System Conditions that Support Effectiveness

- 2009 – Multi-district Grant
- Long-term English Learners – LTEL’s
- EL Shadowing
- Systems Approach
  - Intervention
  - Prevention
#3 System Conditions that Support Effectiveness

**Capacity Building:**
- Board of Education - Clear goals for English Learners
- Professional Development for Administrators
- Data Management System
- Focus on Learning – Annual Site Plans shared with Board
#4 Alignment & Articulation Within and Across Systems

Coherence Building:
- Data Management System
- Curriculum Alignment
- Elementary & Secondary Instructional Frameworks
- Interim Assessments
- Grade-level Data Reflection
#2 Intellectual Quality of Instruction & Meaningful Access

**LTEL Prevention - SEAL:**
- Pre-K – Third Grade
- Prevention of Long Term English Learners
- Building a strong academic foundation for all students
- English Language Development and Literacy: *Listening, Speaking, Reading, and Writing*
#2 Intellectual Quality of Instruction & Meaningful Access

LTEL Intervention:
- Heterogenous grouping
- EL Support classes
- Integrated ELD Instructional Framework
- Schoolwide AVID instructional strategies
- Experiential learning
#2 Intellectual Quality of Instruction & Meaningful Access

Extended Learning Opportunities:
- In-school intervention
- Extended Library Time
- Journalism Program
- Homework Clubs
- THINK Together ASES afterschool Program
- Summer Learning
- Technology assisted intervention
#1 Assets-Oriented and Needs-Responsive Schools

Whole School, Whole Community, Whole Child

- Family engagement
- Physical education and physical activity
- Nutrition environment and services
- Health education
- Social and emotional school climate
- Physical environment
- Health services
- Counseling, psychological and social services
- Employee wellness
- Community involvement
#1 Assets-Oriented and Needs-Responsive Schools

Family Engagement:
- Based on the work of Joyce Epstein and Karen Mapp
- Family engagement linked to learning has greater impact on student achievement.
- Effective programs to engage families and community embrace a philosophy of partnership. The responsibility for students’ educational development is a collaborative enterprise among families, school staff, and community members.
Family Engagement Team

- **Angelica Sifuentes-Donoso** – Director of Family Engagement and Extended Learning
- **Alicia Garcia** – Teacher on Special Assignment
- **Martha Cabrera** – District Community Liaison
- **Josie Aguiniga** – Migrant Ed Liaison
- **12 Site Community Liaisons**
Family

Roles

School

Supported by Infrastructure
- Dedicated roles
- Resources
- A Plan

Parent Voice and Leadership

Parent Volunteer Cadre

Special topic and mini-strategy workshops

Parent Education

Family Nights and Events

Ongoing communication

Home-school thematic unit activities

Gallery walks and opportunities to see what children are learning

“On the journey to school success and the skills to live and thrive in the 21st century”

Strong sense of identity
- Respect for Diversity

Literacy

Full Curriculum

English plus Bilingualism

Joyful Confident actively engaged

Partnership

Roles

Challenges
Sometimes I scuba dive,
sometimes I just float.

But I always go out
in the ocean in my boat.

Dolphins, lobsters, and
seahorses too.

Doing the Oceanographer buga loo!
CABE Trainer of Trainer Model – Expert Cadre of Parents providing training for other parents

Families Supporting Families
Leadership in Action

Parents are equal partners in the development of the LCAP
Points of Pride

- English Learners scores on ELPAC and CAASPP above County and State averages
- Pre-School/Head Start scores above the national average – increased oral language; increased interaction among students and adults
- Health and Wellness, Family Engagement, Summer Learning and PBIS Programs – Nationally and State recognized
- Visual and Performing Arts – County model
Sustainability and Capacity Building

- 11 – Teachers on Special Assignment
- 12 – Community Liaisons
- 12 – Library Tech’s
- 12 – School Counselors
- 8 – Social Work Interns
- Release time to continually revamp and update instruction

We recognize it takes a sustained multi-year commitment to make meaningful change.
Thank you!

Lillian Maldonado French
Superintendent

Raymond Andry
Assistant Superintendent of
Educational Services.
Anaheim Elementary School District

Christopher Downing
Superintendent

Magaly Rodriguez
Dual Language Immersion Specialist
Dual Language Immersion Education
to be offered at all 23 AESD Schools!

Spanish, Korean, and more to come!

#AmazingAESD #Bilingual #Biliterate
California English Learner Roadmap--

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.
Why Dual Language?

Brain & Cognitive  
Academic Economic  
Socio-Cultural Competency  
Stronger Heritage Connection

Source: Adapted from Californian’s Together – Campaign for Biliteracy (2014)

31% of all AESD incoming permits were to attend DLI programs.

Our Plan

AESD Dual Language Immersion Expansion

<table>
<thead>
<tr>
<th>2018-2019</th>
<th>2019-2020</th>
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</thead>
<tbody>
<tr>
<td>35%</td>
<td>100%</td>
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8 schools  
23 schools

2018 California Association for Bilingual Education Seal of Excellence Award - One of only two districts in the state!
DLI Student Outcomes

Higher long-term reclassification rates!

More students Meeting or Exceeding Standard!
Lessons Learned: Program Model

6+ YRS.

TK - K: 90% SPANISH, 10% ENGLISH
1st: 80% SPANISH, 20% ENGLISH
2nd: 70% SPANISH
3rd: 60% SPANISH, 40% ENGLISH
4th-6th: 50% SPANISH, 50% ENGLISH
Lessons Learned: Unifying Factors

- English and Partner Language Instruction
- English and Partner Language Materials
- Standards
- Assessments
- Instructional Strategies
- Action Plans
- Special Education Services
- English Instruction
- English Language Materials
Table Discussion and Reflection

Think about one of the areas where you feel you have work to do, and the relevant lessons/learning you gained from the presentations today.

• What seems particularly useful to you?
• What excites/inspires you?
• What are next steps for you in implementing the English Learner Roadmap?
THANK YOU