Outcomes

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

• To become familiar with the policy and its principles

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

• To reflect on your role in the implementation process and assess your classroom, grade level, and school’s progress and next steps

• To use the self-assessment rubric to identify areas of strength and areas for growth and generate an action plan based on the self-assessment
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?

Overview

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

The vision or “road”

The State Seal of Biliteracy (SSB)

The California Education for a Global Economy (CA Ed.G.E.) Initiative

The support

The Global California 2030 Initiative

The support

The end goal
Why a Roadmap?

• To provide guidance to schools, districts, and counties on research-based approaches to support and embrace English learners
• To ensure that all English learners have access to a twenty-first century education and feel welcome and supported at school
• To ensure that the parents of English learners are welcomed and embraced as assets to the school and district

How Was the Roadmap Created?

• The EL Roadmap Workgroup
  – Met over two years to provide input and to assist in the development of the EL Roadmap Policy and associated guidance
  – Included teachers, parents, administrators, superintendents, County Offices of Education, districts, and advocacy organizations
Historical Perspective

Era of building programs, practices, and approaches

1974 Lau v. Nichols

1976 CA Bilingual-Bicultural Act

1981 Castañeda v. Pickard

1990s Era of English-only research, policy, and accountability

2001 No Child Left Behind

2006 National Literacy Panel on Language Minority Children and Youth

2006 CA Common Core State Standards (CCSS)

2010 The CA English Language Arts/ELD Framework is adopted

2012 New English Language Development (ELD) Standards Adopted

2012 CA State Seal of Biliteracy established

2014 CA EL Roadmap Policy approved

2015 Every Student Succeeds Act

2016 CA Education for a Global Economy Initiative (Proposition 58) passed

2017 CA EL Roadmap Policy approved

2018 California State Board of Education

July 12, 2017

GUIDANCE DOCUMENT FROM THE BOARD. IF THERE
The CA EL Roadmap Defined

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

- State Board Policy
- Guidance Document
- Web-based Resources

The Policy vs. Guidance

CA EL Roadmap Policy
• CA EL Roadmap Policy is the State Board of Education’s direction for the state.
  - This means that schools and districts use the policy to implement their programs.

CA EL Roadmap Guidance Document
• The CA EL Roadmap guidance document provides guidance on how to implement the policy
  - This means that schools and districts may use this document to assist with implementation, but may make local decisions on how best to implement the policy.
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

- **Principle One**: Assets-Oriented and Needs-Responsive Schools
- **Principle Two**: Intellectual Quality of Instruction and Meaningful Access
- **Principle Three**: System Conditions that Support Effectiveness
- **Principle Four**: Alignment and Articulation Within and Across Systems
Choose One Principle

Please look over the elements under principle one and briefly discuss:

• Are there any key phrases that resonate with you?

• What would this principle look like in action at the classroom, school, and district level? To what extent do you currently see it in action? What gaps or next steps do you see?
Self-Reflection Rubric

**Purpose:** Schools, districts, and programs are able to reflect on their EL policies, programs, and practices based on a clearly outlined rubric for the purpose of guiding and prioritizing planning and improvement.

Available on the [CA EL Roadmap Resources Web page](#) and in your binder.
Self-Reflection Activity

In teams:
• Please focus on the same principle you focused on in our earlier activity
• Read through that entire section of the rubric, marking where you think a particular school, district, or program is in each area from your perspective and role
• Be prepared to share

Team Dialogue

Discuss reflections from your principle and corresponding elements with your table
• What did you notice when you were using this rubric about your classroom, grade level, subject area or course team, school, and/or district (discuss your observations about the level of the system on which you chose to focus)
• How might you use this with colleagues?
Resources

• CDE EL Roadmap web page at https://www.cde.ca.gov/sp/el/rm/
  – Includes: the EL Roadmap Policy, the EL Roadmap Guidance Document, information on and examples of each principle in action, the Self-Reflection Rubric, Frequently Asked Questions, the EL Roadmap Webinar, this presentation and others, and more

• California Association for Bilingual Education EL Roadmap videos at https://youtu.be/6_piqi-lBFw?list=PLzAV3ARcMmw1I-hX2vpb6RSbDSYt8mvPE
  – Includes Introduction and Overview, Four Principles, and Call to Action videos

• Follow us on Twitter @MultilingualCA

Thank You!

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