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 reflect on your role in the implementation process and assess your local educational agency’s (LEA’s) progress and next steps
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 1.2 million English learners in California’s schools
• Systems of support
• Helps schools meet new state and federal standards
• Helps equip students with twenty-first century skills
**EL Roadmap Purpose**

- Desire for more aspirational, inspirational vision
- 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

**Historical Perspective**

**Era of building programs, practices, and approaches**
- *Castañeda v. Pickard* 1981
- 1976 CA Bilingual-Bicultural Act
- 1998 Proposition 227

**Era of English-only research, policy, and accountability**
- 1990s National Literacy Panel on Language Minority Children and Youth
- 2006 No Child Left Behind
- 2001 CA Common Core State Standards (CCSS)
- 2012 Every Student Succeeds Act
- 2012 New English Language Development (ELD) Standards Adopted
- 2014 The CA English Language Arts/ELD Framework is adopted
- 2014 CA State Seal of Biliteracy established
- 2014 2014 The CA English Language Arts/ELD Framework is adopted
- 2015 2015 Proposition 58 passed
- 2015 CA EL Roadmap Policy approved
- 2017 CA Education for a Global Economy Initiative passed
The California English Learner 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 **CA EL Roadmap and the California Way**

**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
Principles to Elements

The Four Principles
Choose One Principle

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

• Are there any key phrases that resonate with you?

• If you were engaged in a continuous improvement cycle, how would you decide what to focus on within this principle? What data would you use? What would your focus be?

Self-Reflection Rubric Purpose

**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](https://www.example.com) and as a handout.
Self-Reflection Rubric

**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.

<table>
<thead>
<tr>
<th>Element</th>
<th>1 Minimally or Not at All Responsive</th>
<th>2 Somewhat Responsive</th>
<th>3 Responsive</th>
<th>4 Very Responsive</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. The languages and cultures English learners bring to their education are assets</td>
<td>School is unilingual focused with little visibility of language diversity or cultural diversity. There is little or no evidence of programs or instructional support for development.</td>
<td>School affirms language and cultural diversity as a general concept (for example, in mission statements); some teachers may include culturally responsive approaches in teaching.</td>
<td>School has some programs and aspects of culturally responsive instruction in place. Multilingual programs are available for some students.</td>
<td>School is multilingual focused and dedicated to a culturally responsive pedagogy and climate for all students. School has multilingual programs, materials, and celebrations School engages students in many opportunities to build proficiency in multiple languages.</td>
</tr>
</tbody>
</table>

Local Control Accountability Plan

- LEAs must write an LCAP
- How do the Principles and Elements work within the LCAP?
- Based on your discussion earlier with the rubric, what areas might you want to focus on in LCAP development?
- See handout
- Available at [https://www.cde.ca.gov/sp/el/rm/principlepriority.asp](https://www.cde.ca.gov/sp/el/rm/principlepriority.asp)
Group Activity

• Read the scenario your group received.

• Using the excerpt from the CA EL Roadmap, the Crosswalk to LCAP, and the Self-Reflection Rubric:
  – Discuss how you could address this scenario using the LCAP process
  – Write down a few statements that could be included in this LEA’s LCAP that would address this scenario.
  – Be prepared to share!

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=PLzAV3ARcMmw1L-hX2vpb6RSbDSYt8mvPE
  – Includes Introduction and Overview, Four Principles, and Call to Action videos

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Thank You!

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