The CA English Learner Roadmap:
Take Action in Your School, District, and Community

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Introductions

CABE
California Association for Bilingual Education
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SEAL
Sobrato Early Academic Language Model
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Objectives

- Learn advantages of being bilingual/biliterate
- Know about historical perspective of English Learner and bilingual education and where we are today
- Introduce and understand the new CA EL Roadmap
- Put the principles of the EL Roadmap into action
“Language is the road map of a culture. It tells you where its people come from and where they are going.”

~ Rita Mae Brown
Myth or Fact?

- Learning two languages confuses children.
- Speaking their home language will hinder children’s development of English.
- It can hurt the development of English to continue to teach or continue to use the home language.
- English Immersion in school is the best way for a young English Learner child, to learn English.
- Children will maintain their native language while they learn English, thus, bilingualism will naturally happen as the home language is in use in the family home while they learn English at school.
- English is the only language necessary for success.
In fact ... These are all Myths!

- Learning two languages confuses children.
- Speaking their home language will hinder children’s development of English.
- It can hurt the development of English to continue to teach or continue to use the home language.
- English Immersion in school is the best way for a young English Learner to learn English.
- Children will maintain their home language as they learn English, thus, bilingualism will naturally happen as the home language is in use at home and as long as they are learning English at school.
- English is the only language needed for success.
Activity

Myths: Puzzle

Everyone will receive a piece of a puzzle.
• Look for the color mat that matches your piece and place on the puzzle.
• Introduce yourself to your group: Your name, where are you from

When the puzzle is complete:
1. Read the myth and the research and discuss.
2. What is something you did not know or that you already knew?
3. Practice how to express the evidence in your own words.
4. Be ready to share your myth and evidence with the rest of the group.

Choose a presenter for your group.
Advantages of Being Bilingual

❖ Has a positive effect on intellectual growth and enriches and enhances a child's mental development.

❖ Leaves students with more flexibility in thinking, greater sensitivity to language, and a better ear for listening.

❖ Improves a child's understanding of his/her native language.

❖ Gives a child the ability to communicate with people s/he would otherwise not have the chance to know.

❖ Opens the door to other cultures and helps a child understand and appreciate people from other countries.

❖ Gives a student a head start in language requirements for college.
Pathways to Biliteracy

Biliteracy Pathway

- Dual Language Immersion:
  - 90:10
  - 80:20
  - 50:50
- Immersion
- Development or Maintenance Bilingual/Biliteracy
- Transitional Bilingual Education
- Heritage Language
- Flex (Foreign Language Elementary Experience)
- FLES (Foreign Language in Elementary Schools)
- SEAL Program (Sobrato)

English Pathway

- Newcomer (optional)
- Structured English Immersion SEI
- English Language Development ELD

Designated and Integrated ELD
Bilingual Pathway Celebrations

- Pathways to the Seal of Biliteracy
- Encourage, inspire children to hold onto and develop home language or to develop a second language – at crucial developmental stages (preschool, 2nd/3rd grade, 5th/6th grade, 8th grade)
- Makes visible school’s value placed on bilingualism
- Honors bilingualism/biliteracy as an academic skill and useful skill
Elementary School Pathway Awards

Examples:

1. Elementary Bilingual Service And Participation Award (BSPA)
   - for students who are not actually in a dual language or bilingual program leading to biliteracy

2. Elementary School Biliteracy Attainment Award
   - for students who have been in Immersion, Heritage, Foreign Language, Two-Way Bilingual Immersion, Dual Language, or maintenance bilingual programs

   - [https://sealofbiliteracy.org/steps/3-define-criteria-granting-awards/elementary-school-pathway-awards/](https://sealofbiliteracy.org/steps/3-define-criteria-granting-awards/elementary-school-pathway-awards/)
The State Seal of Biliteracy

- Granted by the State Department of Education
- Earned by students who demonstrate proficiency in English and one or more other languages (meet criteria)
- Affixed on diploma and/or transcript of graduating students (grade 12)
- Students may be recognized at special ceremonies/celebrations
- Voluntary program for districts, not required
Bilingual / Dual Language Education
Proposition 58

FLYER: What is it? How can you use it?
Implications:
More Dual Language programs
Global California 2030
Parent rights
How to advocate


A Parent’s Guide to Multilingual Education

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

Opportunities for Multilingual Education
10 minute break
Where we were and where we are now

Historical Perspective

- Lau vs Nichols (1974)
- Castañeda vs Pickard (1981)
- CA Bilingual-Bicultural Act (1976)
- CA Common Core State Standards (CCSS) (2010)
- CA EL Roadmap Policy Approved (2017)
- The CA English Language Arts/ELD Framework is adopted (2014)
- The Era of English-only research, policy, and accountability (1990's)
- Proposition 227 (1998)
- No Child Left Behind (2001)
- CA Education for a Global Economy Initiative (Proposition 58) Passed (2016)
Global California 2030

Increase for the year 2030:

• The Seal of Biliteracy

• The number of Dual Immersion schools

• The number of teacher preparation programs

• Highly trained bilingual teachers

• The number of world language classes
THE CALIFORNIA ENGLISH LEARNER ROADMAP
Why do we need the EL Roadmap?

- Over 1.3 million English Learners in California’s schools
- 60% of children “0–5” are dual language learners
- Systems of support
- Helps schools meet new state and federal standards
- Helps equip students with 21st century skills
- Asset-oriented approach to the needs of English Learners
Purpose

• Desire for a more aspirational and inspirational vision

• There is a need to “move the needle” in the program and services for English Learners

• Defines the need for a guidance document, that leads to other documents that give instructions, legal remedies, and pathways aligned to the LCAP
What the CA EL Roadmap Does

Direction
• Provides a new direction for the state that holds the weight of the policy
• Provides resources that address the principles and elements

Equity
• Provides a common belief system for a fair and inclusive education
• Provides equitable opportunities for students to have access to learn other languages

What it does not do
• Does not define one road for all LEAs or all English Learners (program, practice, or policy)
The 4 Interrelated Principles

• **Principle 1**: Assets-Oriented and Needs-Responsive Schools

• **Principle 2**: Intellectual Quality of Instruction and Meaningful Access

• **Principle 3**: System Conditions that Support Effectiveness

• **Principle 4**: Alignment and Articulation Within and Across Systems
1. With your team read the principle that was assigned.
2. Discuss the benefits or what seems new.
3. Be ready to share in a group on the EL Roadmap poster.
California English Learner Roadmap

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

1. Principle 1: Assets-Oriented and Needs-Responsive
   - Instruction is responsive
   - School climate is inclusive and safe
   - Learning builds on linguistic and cultural assets
   - Schools build strong partnerships with families
   - Educators collaborate to support ELs with disabilities
   - Instructional materials support intellectual engagement and language development
   - Language development is integrated across curriculum
   - Assessments are culturally and linguistically valid
   - EL students are provided high expectations for EL achievement
   - Language development is integrated across curriculum
   - EL students are provided access to full curriculum
   - Leadership is committed to EL achievement
   - Capacity-building fosters systemic EL support

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

3. Principle 3: System Conditions that Support Effectiveness
   - School system provides adequate resources to support EL needs

4. Principle 4: Alignment and Articulation Within and Across Systems
   - Learning is aligned across grades and systems
   - Schools provide extra time and support for EL students
   - School system has a coherent approach to EL learning

21st century Education
Multilingual Proficiency
Academic Mastery
1. Read Principle 1, Element A
2. Watch Video
   In table groups:
   1. Review “What can we do?” checklist
   3. Take notes
Together!

1. Review “What can we do?” checklist
3. Take notes
1. Read Principal 1, Element D

Watch [Video]

In table groups:

1. Review “What can we do?” checklist
3. Take notes
EL Roadmap Family Activity

One More...

1. Read Principal 2, Element C
2. Review photos

In table groups:

1. Review “What can we do?” checklist
3. Take notes
Talking Tips

Together

1. Read the BLUE bubble “Advocacy for”
2. With a partner, choose a topic you would like to advocate for.
3. Work together to fill in the template around your topic.
4. Take turns practicing presenting and speaking to your partner.
5. Be prepared to present to the table or the whole group.

*** There are examples on the last page ***
How does the CA EL Roadmap connect to the LCAP (Local Control Accountability Plan)?

Helps LEAs (Local Education Agencies) update their LCAP and Title III plans to ensure that goals are aligned with evidence-based practices for educating English Learners.

Assists LEAs to promote local capacity-building and continuous improvement in each one of the principles.

Designed to speak to the 8 state priorities embedded within the Local Control Funding Formula (LCFF) and the LCAP.
The LCAP (Local Control Accountability Plan)

- The LEAs develop their LCAP aligned with the 4 principles and the 8 priorities.
- This graph helps you know where you can allocate the funds to cover every need.

<table>
<thead>
<tr>
<th>LCAP One</th>
<th>Principle One</th>
<th>Principle Two</th>
<th>Principle Three</th>
<th>Principle Four</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCAP Two</td>
<td>State Standards (Conditions of Learning)</td>
<td>Elements A, B &amp; E</td>
<td>Elements A, B, F &amp; G</td>
<td>Elements B &amp; D</td>
</tr>
<tr>
<td>LCAP Three</td>
<td>Parental Involvement (Engagement)</td>
<td>Elements B, D &amp; E</td>
<td>Element D</td>
<td>Element D</td>
</tr>
<tr>
<td>LCAP Four</td>
<td>Pupil Achievement (Pupil Outcomes)</td>
<td>Element C</td>
<td>Elements A, B &amp; C</td>
<td>Elements A &amp; B</td>
</tr>
<tr>
<td>LCAP Five</td>
<td>Pupil Engagement (Engagement)</td>
<td>Elements B, C, &amp; D</td>
<td>Elements E &amp; F</td>
<td>Element D</td>
</tr>
<tr>
<td>LCAP Six</td>
<td>School Climate (Engagement)</td>
<td>Elements A &amp; D</td>
<td>Elements A &amp; D</td>
<td>Element D</td>
</tr>
<tr>
<td>LCAP Seven</td>
<td>Course Access (Conditions of Learning)</td>
<td>Elements B &amp; D</td>
<td>Elements D, E &amp; G</td>
<td>Element C &amp; D</td>
</tr>
<tr>
<td>LCAP Eight</td>
<td>Other Pupil Outcomes (Pupil Outcomes)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Because I speak Spanish 
I can listen to my grandmother’s stories 
and say familía, madre, amor. 
Because I speak English 
I can learn from my teacher 
and say I love school. 
Because I am bilingual 
I can read libros and books, 
I have amigos and friends, 
enjoy canciones y songs, 
juegos y games 
and have twice as much fun! 
And someday, 
because I speak two languages, 
I will be able to do twice as much 
to help twice as many people 
and be twice as good in what I do.
Contact Information

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