

# California English Learner Roadmap

SPU Board Presentation  
February 2018



**On July 12, 2017, the California State Board of Education unanimously adopted a new policy for English Learners, the *California English Learner Roadmap: Educational Programs and Services for English Learners.***



# Success for English Learners

## Vision

English learners fully and meaningfully access and participate in a 21st century education from early childhood to 12th grade 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 EL 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 Inter-related Principles

Four principles support the vision and provide the foundation of the EL Roadmap. Underlying the Principles is the foundational understanding that simultaneously developing English Learners' linguistic and academic capacities is a shared responsibility of all educators.

These principles and elements are not meant to serve as a checklist, but rather as a set of research-based considerations that can be useful to local districts as they develop strategy and modify plans in the process of continuous improvement.



## PRINCIPLE 1

# Assets-Oriented And Needs-Responsive Schools

Pre-schools and schools are responsive to different English learner strengths, needs and identities, and support their socio-emotional health and development; 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 2

### Intellectual Quality Of Instruction & Meaningful Access

English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency, integrate language development, literacy and content learning, and provide access through native language instruction and scaffolding for comprehension and participation. They have meaningful access to a full standards-based and relevant curriculum, and the opportunity to develop proficiency in English and other languages.



## PRINCIPLE 3

# System Conditions That Support Effectiveness

Each level of the school system (state, county, district, school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities, and utilize valid assessment and data systems that inform instruction and continuous improvement; resources and tiered support are provided to ensure strong programs and build the capacity of teachers and staff to build on the strengths and meet the needs of English learners.



## PRINCIPLE 4

### 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 continuing through to reclassification, graduation and higher education. These pathways foster the skills, language(s), literacy and knowledge students need for college and career readiness and participation in a global, diverse multilingual 21st century world.





# Where are we and where do we want to want to go?

## PRINCIPLE 1

Strengths: **SPU's school climate feels safe and inviting towards most students and their families. Parents are fairly involved and engaged in their children's learning experience.**

Goal: **Focus on capacity building relating to Differentiation. ---> Programs, curriculum, and instruction are tailored toward each individual student in order to promote the greatest amount of learning for each individual.**



## PRINCIPLE 2

Strengths: **SPU provides standards-based, rigorous, and intellectually rich curriculum with instructional scaffolding for comprehension, participation, and mastery. EL students are provided access to the curriculum along with provision of EL supports and services.**

Goals: **Raise our expectations for ELs. ---> Teaching and learning emphasize engagement, interaction, discourse, inquiry and critical thinking with high expectations for EL students.**

**Develop our students' home language.---> Students' home language is understood as a means to access curriculum content, as a foundation for developing English and is developed to high levels of literacy and proficiency.**



## PRINCIPLE 3

Strengths: **Leadership establishes goals and commitments to English Learners' growth toward English proficiency, academic achievement, and maintains a focus on progress towards these goals and continuous improvement. SPU invests adequate resources to support the conditions required to address EL needs.**

Goals: **Capacity building in regards to addressing the needs of ELs. ---> Capacity building for teachers of ELs, with Professional Development and collaboration time scheduled regularly throughout the year.**



## PRINCIPLE 4

Strengths: **SPU plans schedules and resources to provide time in school and afterschool to provide additional support for ELs.**

Goals: **Design a strong preschool program and ensure continuity across all grade levels. ---> EL approaches and programs are designed for continuity and alignment across grades, beginning with a strong foundation in preschool and continuing through reclassification and 8th grade graduation.**

# Capacity Building with teachers of ELs

January, March, May 2018

- K-5 EL team and MS teachers (ELA, Math, Science)

EL Roadmap, ELPAC, ELD Standards, Integrated ELD,  
Collaboration time to work on Essential Learning Plans for ELs,  
Goal Setting with all 2nd-8th grade ELs

Each teacher made personal goals, answering the following:

- Which Essential Features of Integrated ELD are you going to focus on implementing this trimester?
- What goal have you made for working more closely with your ELs?