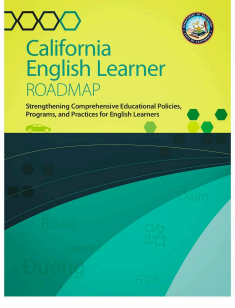
The CA English Learner (EL) Roadmap was created and adopted to provide guidance to schools, districts, and counties on research-based approaches to support English learners.

- Ensures that all English learners have access to 21st century education.
- Ensures that all English learners feel welcome at school.
- Ensures that parents of English learners are welcomed and embraced as assets to the school and district.



The California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners was adopted in 2017.

- A State Board policy
- A guidance document
- Includes web-based resources
- 4 Key Principles
- Is referenced in SBCUSD's Multilingual Master Plan (2023)

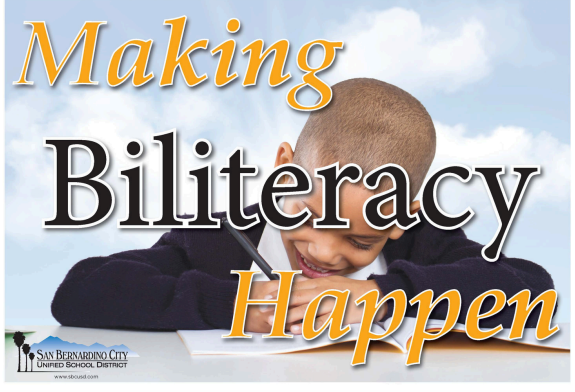
San Bernardino City Unified School District
MULTILINGUAL PROGRAMS

CONTACT US

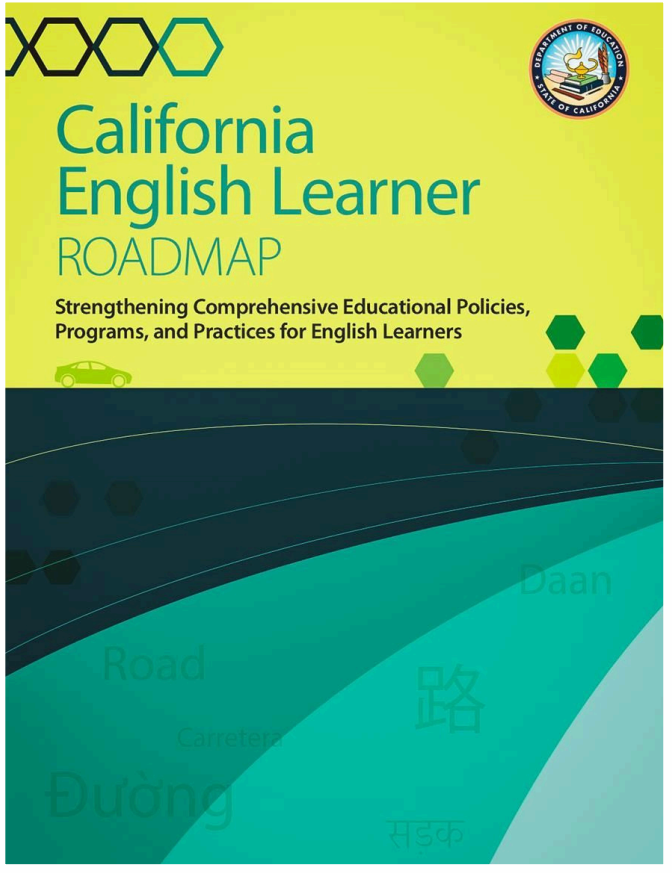
PH: 909-891-1007

Email: languageassessment-all@sbcusd.k12.ca.us

To learn more, visit www.elroadmap.org



SBCUSD Multilingual Programs



San Bernardino City Unified School District
MULTILINGUAL PROGRAMS

WHAT IS THE CA EL ROADMAP?

"Making Biliteracy Happen"

CALIFORNIA'S VISION OF SUCCESS FOR ENGLISH LEARNERS

Source: CA EL Roadmap, July 2017

English learners fully and meaningfully access and participate in a 21st century education from early childhood through grade 12 that results in their attaining high levels of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple languages.

CALIFORNIA'S 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.

PRINCIPLE 1:
Assets-Oriented and Needs-Responsive Schools



- Schools and preschools are responsive to the unique strengths, needs, and identities of English learners, supporting their socio-emotional development.
- Programs recognize and utilize the cultural and linguistic assets that students bring to their education, fostering safe and inclusive school environments.
- Educators value and build strong family, community, and school partnerships.

PRINCIPLE 2:
Intellectual Quality of Instruction & Meaningful Access

- English learners participate in engaging and age-appropriate learning activities designed to enhance their English proficiency.
- Learning experiences integrate language development, literacy skills, and content learning, ensuring comprehension and active participation.
- Students receive support through native language instruction and scaffolding to access the curriculum effectively.
- English learners have access to a comprehensive and standards-based curriculum that is relevant to their needs and promotes proficiency in both English and other languages.

PRINCIPLE 3:
System Conditions that Support Effectiveness



- Leaders and educators at all levels of the school system are knowledgeable about the strengths and needs of English learners and their communities.
- Valid assessment and data systems are utilized to inform instruction and drive continuous improvement efforts.
- Resources and tiered support are provided at each level of the school system to ensure robust programs and enhance the capacity of teachers and staff to effectively support English learners.

PRINCIPLE 4:
Alignment & Articulation Within and Across Systems



- English learners follow a consistent set of practices and pathways across different grade levels and educational stages.
- The educational journey begins with a strong foundation in early childhood, including the identification of students' strengths and needs.
- Pathways extend from early childhood through reclassification, graduation, and higher education, aiming to develop skills, languages, literacy, and knowledge necessary for college and career readiness.
- These pathways prepare students for participation in a diverse, multilingual, and globally connected twenty-first-century world.