English Language Development Compendium

A Collection of California Department of Education Resources that Support the Success of English Learners

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Introduction

In California, educators are entrusted with the important responsibility of providing quality education to a diverse student population, including a significant number of English learner students (EL students). These students, whose primary language is not English, require specialized support to develop academic language proficiency and succeed in a rigorous curriculum. As the state's student population continues to become more linguistically and culturally diverse, it is vital that educators have access to the tools, resources, and professional development opportunities necessary to effectively support English learners in their classrooms.

The California Department of Education (CDE) recognizes the critical role that educators play in shaping the academic success and future opportunities of English learners across the state. The state's commitment to ensuring that all students, regardless of their language background, have access to a rigorous, comprehensive education is reflected in the various guidance documents, initiatives, and resources available to support educators in their work with EL students. As California continues to be a national leader in linguistic and cultural diversity, there has never been more pressing need for high-quality, equitable educational practices that ensure that EL students receive the necessary support to succeed academically and socially.

Purpose of this Document

The *English Language Development Compendium: A Collection of California Department of Education Resources Regarding Desired Outcomes, Guidance, and Support for English Learners* (*ELD Compendium*) collects a wide array of resources that inform planning, instructional, evaluation, and implementation decisions. This document serves as a resource for California educators, outlining the comprehensive support system available through the CDE to help ensure the academic success of English learners. It provides an overview of key resources, instructional strategies, and state policies designed to equip educators with the knowledge and tools they need to support EL students effectively.

The content in the *ELD Compendium* is primarily designed to provide overviews and links to related resources useful to

- district and school administrators and their educational partners (community agencies and local government committed to improving student outcomes);
- English language development and bilingual program coordinators, curriculum specialists, instructional coaches, teachers on special assignment, and others who work directly with teachers to prepare, design, and deliver instruction to EL students; and

- classroom teachers and para-educators (also known as instructional aides or paraprofessionals) who assist teachers in providing support to students.

The *ELD Compendium* addresses the outcomes set forth in content standards, the guidance found in curriculum frameworks, and the way ELD instruction can align with initiatives, regulations, and legislation. Because efforts to support EL students in California are multifaceted, this document also includes discussions of long-term English learners, English learners with disabilities, English learners experiencing homelessness, and the matter of English learners and chronic absenteeism. Each section in this document includes a selection of resources that may provide implementation support for school sites or local educational agency (LEA)-wide programs as they equip EL students with the knowledge and skills they need to succeed in school and beyond.

Through a collaborative and systemic approach, the CDE aims to support educators in developing the skills and strategies necessary to effectively teach English learners, while promoting an environment that values linguistic and cultural diversity. From frameworks that provide invaluable guidance to a wealth of tools available through the CDE, the discussion in this document highlights a variety of approaches and instructional strategies that can help teachers foster an inclusive and supportive learning environment for EL students. By providing comprehensive, research-based resources and fostering a culture of continuous improvement, the CDE remains steadfast in its dedication to ensuring that English learners not only acquire language proficiency but also achieve their full potential in California's educational system.

Outcomes

English Language Development Standards

The *California English Language Development Standards: Kindergarten Through Grade 12* (*ELD Standards*) are a cornerstone of the state's educational structure, designed specifically to support English learners in developing proficiency in academic English. These standards provide a clear, structured approach to language development, guiding educators in delivering targeted instruction that helps EL students access content while simultaneously improving their language skills. By focusing on the intersection of language proficiency and academic achievement, the *ELD Standards* ensure that English learners are prepared to succeed in both their language development and subject-area learning.

The California *ELD Standards* are aligned with the *California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects* (*CCSS for ELA/Literacy*) and provide a set of benchmarks for language development in listening, speaking, reading, and writing. The *ELD Standards* align with the key knowledge, skills, and abilities for achieving college and career readiness described in the *CCSS for ELA/Literacy*. Notably the *ELD Standards* do not repeat the *CCSS for ELA/Literacy*, nor do they represent ELA content at lower levels of achievement or rigor. Instead, these standards are designed to help English learners at all proficiency levels, from beginners to more advanced learners, to progressively build their language skills in a way that is integrated with their academic learning. The ELD standards are divided into three proficiency levels—Emerging, Expanding, and Bridging—each describing what students should be able to do with language at different stages of their development.

California's *ELD Standards* document emphasizes the development of academic language, which is the type of language students need to access and engage with content in subjects like math, science, history–social science, and language arts. The ELD standards, therefore, focus on vocabulary and grammar, as well as cognitive skills students need to engage in higher-level academic tasks such as critical thinking, problem-solving, and academic discourse.

The guidance in the California *ELD Standards* offers a variety of benefits for English learners, particularly by creating clear, developmentally appropriate pathways for language acquisition while also promoting academic success. Presented in the following table are brief highlights of the key advantages for English learners.

Table 1: How the *ELD Standards* Can Benefit English Learners

Key Benefit	Description
Structured Language Development Across Proficiency Levels	The *ELD Standards* provide a scaffolded framework for language development, which is essential for English learners. The clear delineation of proficiency levels—Emerging, Expanding, and Bridging—allows educators to tailor their instruction to meet the specific needs of each student, regardless of where they are in their language-learning journey. For example, students at the Emerging level may focus on basic vocabulary acquisition and simple sentence structures, while more advanced students (Expanding and Bridging) work on refining their ability to use more complex academic language in reading, writing, and speaking. Students can continue to develop increasingly nuanced language skills that allow them to perform academically at grade level in all subject areas. This structured progression ensures that English learners are never overwhelmed by the demands of language acquisition but instead are supported through a gradual, intentional development of their skills. This approach is intended to promote self-confidence and reduce the risk that students disengage and fall behind academically.
Support for Social and Academic Language Development	The ELD standards help ensure that English learners develop both social language (the language needed for day-to-day communication) and academic language (the language required for success in the classroom and beyond). This dual focus is crucial for fostering well-rounded language proficiency. Social language skills enable students to communicate effectively with their peers and teachers in informal settings, which is key to social integration and school engagement. However, academic language development—which includes the language of instructional discourse, text analysis, and argumentation—is equally important. The *ELD Standards* thus balance the need for students to be able to interact in social settings with the necessity of gaining language skills that will enable them to perform academically.

Key Benefit	Description
Integration of Language and Content Learning	A unique feature of the California *ELD Standards* is their integration with content area instruction. The ELD standards are not separate from academic content but are designed to be embedded within all subjects, making language learning an integral part of engaging with the curriculum. This integration supports academic achievement by ensuring that English learners can access grade-level content while simultaneously developing the language skills necessary to understand and engage in academic discourse. For example, while learning about mathematical concepts, students also develop the vocabulary and sentence structures needed to explain their reasoning and justify their solutions. Similarly, in science classes, English learners develop the language skills necessary to read scientific texts, write lab reports, and discuss experimental results in academic English. This holistic approach helps ensure that English learners are not isolated from core subject areas but are equipped to participate fully in well-rounded educational programs.
Enhanced Critical Thinking and Academic Discourse	The *ELD Standards* document also emphasizes the development of academic discourse—the ability to participate in discussions and produce written texts that reflect critical thinking and problem-solving. These skills are essential for success in both higher education and the workforce. English learners, through the implementation of the *ELD Standards*, are supported as they move beyond basic language acquisition to use academic language in increasingly sophisticated ways that support analytical thinking and discussions. For example, students at the Bridging level can be expected to produce academic texts, such as essays and research reports, that demonstrate the ability to synthesize information, draw conclusions, and argue persuasively. Similarly, they are encouraged to participate in discussions where they analyze, critique, and build upon the ideas of others. These language skills are transferable across subjects and essential for students to excel in an academic environment.

Key Benefit	Description
Increased Engagement and Motivation	By offering clear pathways for success, the *ELD Standards* help foster motivation in English learners. As students see their language proficiency improve and can engage more fully with academic content, their confidence and engagement in school increase. This sense of accomplishment can drive students to invest more in their language development, further motivating them to participate in class, complete assignments, and seek out academic challenges. Furthermore, the scaffolded nature of the standards means that students are more likely to experience success at each step of their language journey. Success can lead to increased motivation, and motivation can fuel further academic achievement, which can spur English learners to take on increasingly challenging academic tasks with greater self-confidence.

Ultimately, the California *ELD Standards* are a crucial instrument in helping English learners become proficient in English and achieve academic success. By providing a clear framework for language development, integrating language instruction with content-area learning, and promoting higher-order thinking and academic discourse, the *ELD Standards* ensure that English learners are supported throughout their schooling experience. These standards not only equip students with the language skills needed for academic success but also help them develop into globally competent individuals prepared for college, careers, and citizenship.

Related Resources

- California English Language Development Standards: https://www.cde.ca.gov/sp/el/er/eldstandards.asp
- California English Language Development Standards Webinar Series—access the collection of videos, brief overviews, and links mentioned in the videos in the tab titled “ELD Standards”: https://www.youtube.com/playlist?list=PLgIRGe0-q7SZ5Tys6ZGTw7bNM8qHO50Cy
- Webinar Series on the CDE Integrated and Designated English Language Development Video Series: https://www.wested.org/event/webinar-series-integrated-designated-eld-video-series/
- CDE Integrated and Designated English Language Development Video Series--access the collection of videos and guidance resources by grade level in the tab titled “ELD Video Series”: https://www.cde.ca.gov/sp/ml/eldstandards.asp

- Blueprint for Effective Leadership and Instruction for Our English Learners' Future (B.E.L.I.E.F.)—these professional learning modules include current ELD research; opportunities to deepen understanding of integrated and designated ELD; activities to analyze, reflect upon, and refine programs for English learners; and follow-up activities to use with staff to support implementation: https://sites.google.com/view/beliefmodules/home

- English Language Arts/English Language Development Framework Webinar Series Playlist: Access the tab titled “Webinars”; see Session 3: English Language Development at https://www.cde.ca.gov/ci/cl/

- California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects: https://www.cde.ca.gov/be/st/ss/documents/finalelaccssstandards.pdf

- English Language Arts/English Language Development Framework: https://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp

- Implementation Support for the ELA/ELD Framework: Access the tab titled “EL Support” at https://www.cde.ca.gov/ci/rl/cf/implementationsupport.asp

- *Improving Education for Multilingual and English Learner Students: Research to Practice*: https://www.cde.ca.gov/sp/ml/documents/mleleducation.pdf

California Content Standards

In California, academic content standards define what knowledge, concepts, and skills students should acquire at each grade level across different subjects, essentially outlining what students should know and be able to do. Teachers use standards to inform their lesson planning and assessments to ensure students are reaching the expected learning goals. At the local level, educators use the standards to guide decisions when developing instructional programs and prioritizing instructional methods to achieve those standards. By using the same standards across the state, educators can promote achievement as they ensure that students have a more consistent level of academic rigor and learning regardless of where they attend school.

The California content standards outline the foundational learning goals students should achieve and directly shape the guidance provided in the state's curriculum frameworks. Schools and districts have flexibility to choose teaching strategies or curriculum materials to meet standards based on their local priorities. Curriculum frameworks, on the other hand, propose key recommendations educators can use as they implement California academic content standards. These frameworks elaborate on the standards by providing detailed suggestions for instructional strategies, assessment approaches, and ways to support diverse learners while meeting the standards' expectations.

Since this document is specifically focused on supporting EL students, the following practices that may benefit English learners are discussed in the section in this document titled All Curriculum Frameworks.

1. Integration of English Language Development with Content Instruction
2. Focus on Academic Language Development
3. Differentiated and Scaffolded Instruction
4. Formative Assessment and Progress Monitoring
5. Universal Design for Learning
6. Culturally Responsive Teaching
7. Family and Community Engagement

In short, academic content standards are the core of all instruction because they set the target for what students should be able to do at each stage of their education. Standards are foundational to the guidance in curriculum frameworks, foundational to numerous initiatives, and integral to defining a focus in legislation whose aim is improving student achievement. Standards serve as a basis for teachers to plan lessons, assess student progress, and ensure consistency in education across different classrooms and schools, to prepare students for college and careers.

Related Resources

- California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects: https://www.cde.ca.gov/be/st/ss/documents/finalelaccssstandards.pdf
- *Common Core State Standards for Mathematics:* https://www.cde.ca.gov/be/st/ss/documents/ccssmathstandardaug2013.pdf
- *History–Social Science Content Standards for California Public Schools, Kindergarten Through Grade Twelve:* https://www.cde.ca.gov/be/st/ss/documents/histsocscistnd.pdf
- *Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve:* https://www.cde.ca.gov/ci/pl/ngssstandards.asp
- California English Language Development Standards: https://www.cde.ca.gov/sp/el/er/eldstandards.asp
- CDE, Content Standards web page: https://www.cde.ca.gov/be/st/ss/index.asp

Initiatives

English Learner Roadmap

The California English Learner Roadmap State Board of Education Policy: Educational Programs and Services for English Learners (EL Roadmap Policy) was adopted in 2017 with the aim of providing guidance to LEAs on welcoming, understanding, and improving educational outcomes for EL students across the state. This comprehensive policy outlines an integrated, research-based approach to improve outcomes for these students by enhancing their English language acquisition, academic achievement, and overall educational experience. The C*alifornia English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners* (*EL Roadmap*) builds on the EL Roadmap Policy and provides further guidance on educating EL students and supports LEAs as they implement the EL Roadmap Policy. The EL Roadmap Policy and the guidance document make up the *EL Roadmap*. The *EL Roadmap* was developed through collaboration between educators, policymakers, and other interested parties, with the goal of ensuring equitable access to high-quality education for all English learners. The *EL Roadmap* provides guidance on best practices and strategies for LEAs to ensure that EL students receive the necessary support to succeed academically and develop proficiency in English while maintaining their native language.

California has a diverse student population, with nearly 20 percent of its students classified as English learners. The state is home to the largest number of EL students in the nation, representing over 1.1 million students, and these students speak over 60 languages. Historically, English learners in California have faced challenges such as lower academic achievement, higher dropout rates, and reduced access to advanced coursework. The *EL Roadmap* was developed to address these disparities and to provide a clear framework for educators, administrators, and policymakers to support English learners effectively.

Key Principles of the *EL Roadmap*

The *EL Roadmap* is grounded in four key principles that aim to ensure a cohesive approach to supporting English learners across all levels of education by guiding practices, services, and relationships within the California educational system. The key principles lay out a path toward a coherent and aligned set of teaching and learning approaches that add up to a powerful, effective, twenty-first century education for all English learners. The four key principles of the CA *EL Roadmap* are captured in the table below.

Table 2: Key Principles of the CA EL Roadmap

Key Principle	Description
Asset-Based Orientation and Needs-Responsive Schools	This principle emphasizes recognizing and building on the strengths and linguistic assets that English learners bring to the classroom. It calls for shifting the mindset from deficit-based views of English learners to recognizing them as multilingual and multicultural individuals with valuable skills. Every instructional program in California should value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school environments.
Intellectual Quality of Instruction and Meaningful Access	English learners should engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.
System Conditions that Support Effectiveness	At each level of the school system (state, county, district, school, pre-school) there are educators who are knowledgeable of and responsive to the strengths and growth opportunities of English learners and their communities. The *EL Roadmap* promotes accountability systems that ensure EL students receive the appropriate support to achieve academic success, with educational leaders utilizing valid assessment and other data systems to inform instructional practices and engage in continuous improvement to make adjustments and improve learning outcomes. The provision of effective resources and tiered support can strengthen programs and build the capacity of teachers and staff to better meet the academic and linguistic requirements of English learners.
Alignment and Articulation Within and Across Systems	The *EL Roadmap* advocates for English learners to experience a coherent, articulated, and aligned set of practices and pathways across grade levels, beginning with a strong foundation in early childhood and appropriate identification of strengths and areas for growth, and continuing through to reclassification, graduation, higher education, and career opportunities. These pathways can foster the skills, language(s), literacy, and knowledge students need for college- and career-readiness and participation in a diverse, multilingual, twenty-first century world.

Recommended Approaches and Strategies

The CDE has sought out examples that illustrate the *EL Roadmap* principles and elements in action. The examples posted on the CDE's Illustrative Case Examples web page (https://www.cde.ca.gov/sp/ml/rmcaseexamples.asp) are models meant to inspire practitioners throughout California to plan, act, document, and iterate their own cycles of learning.

Some of the practical recommendations for the implementation of the *EL Roadmap* include the following:

- **Professional Development**: Professional learning focuses on content pedagogy, active learning, and coherent, sustained, collective participation. Teachers and school staff are encouraged to undergo professional development to improve their understanding of EL pedagogy and to learn effective strategies for working with linguistically diverse students of all levels of proficiency in intellectually rich learning.
- **Curriculum and Assessment Alignment**: District resource allocation processes are driven by strategic priorities for EL students. Schools are urged to align curricula with English language development standards and to use formative assessment strategies to monitor and support student progress. This ensures that EL students receive appropriate support and instruction tailored to their language proficiency levels. In addition to the English Language Proficiency Assessments for California (ELPAC), educators are urged to consider students' performance on summative assessments in English Language Arts, and Mathematics from the California Assessment of Student Performance and Progress (CAASPP), the California Spanish Assessment for Spanish Language Arts, and the California Science Test.
- **Proactive and Leadership for Coherent EL Programs**: The *EL Roadmap* highlights the importance of educational leaders engaging in support networks and ongoing collaboration with other districts in continuous improvement planning and activities. These approaches can lead to leadership creating different plans for EL students based on individual educational and learning requirements, such as differentiating between programs for newcomers, long-term English learners, and reclassified English-proficient students. (For additional information on these groups, see the section titled English Learners: Areas of Focus.) Educational leaders can also ensure that district resource allocation processes are driven by strategic priorities for EL students.

Impact and Challenges

Since the adoption of the *EL Roadmap*, there have been notable improvements in supporting English learners in California. In fact, two recent bills align with the *EL Roadmap* goals of providing a strategic framework to ensure English learners have access to high-quality education and opportunities for academic success. Assembly Bill 2735 (passed in 2018) requires that LEAs provide full access to middle and high school

students to courses required for graduation and college admission. Assembly Bill 2121 (passed in 2018) mandates that school districts allow eligible “migratory” (frequently moving due to seasonal agricultural work) or “newcomer” (recently arrived immigrants) students to attend a fifth year of high school to complete their graduation requirements if they cannot reasonably finish within the standard four years, essentially requiring districts to permit a fifth year of high school for specific student populations. Both pieces of legislation, which went into effect at the beginning of 2019, are discussed further in the section titled Legislation.

The *EL Roadmap* policy has led to a more holistic approach to education for EL students, focusing not only on language acquisition but also on academic success. The *EL Roadmap* aims to address challenges, such as limited resources, a shortage of trained bilingual educators, and varying levels of implementation across districts. Ensuring that all educators are adequately trained in the strategies outlined by the *EL Roadmap* remains a critical challenge. Additionally, achieving true integration of EL students into mainstream classrooms—without isolating them—requires significant changes in how instruction has traditionally been delivered, which can take time and sustained effort.

All in all, the *EL Roadmap* policy represents a forward-thinking and comprehensive framework aimed at supporting the diverse needs of English learners. By focusing on asset-based, culturally responsive, and integrated instruction, the policy aims to ensure that English learners are not only proficient in English but also academically successful across all subject areas. Since its adoption in 2017, the *EL Roadmap* has laid a foundation for improving educational outcomes for one of the state’s most vulnerable student populations.

Related Resources

- The California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners: https://www.cde.ca.gov/sp/ml/roadmap.asp
- California English Learner Roadmap State Board of Education Policy: Educational Programs and Services for English Learners: https://www.cde.ca.gov/sp/ml/elroadmappolicy.asp
- Illustrative Case Examples—Examples that illustrate the California English Learner Roadmap principles and elements in action: https://www.cde.ca.gov/sp/ml/rmcaseexamples.asp
- CAASPP & ELPAC—A California Assessment System: https://www.caaspp-elpac.org/
- California Science Test: https://www.caaspp-elpac.org/assessments/caaspp/cast
- English Learners in California Schools: https://www.cde.ca.gov/ds/sg/englishlearner.asp

- Overview of Migrant Education in California: https://www.cde.ca.gov/sp/me/mt/overview.asp

- Californians Together, *The State of English Learners in California Public Schools* (2024): https://californianstogether.org/wp-content/uploads/2024/05/The-State-of-English-learners-in-California-Schools-5.30.24-digital-.pdf

- California State Assembly Bill 2735 (2018): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB2735

- California State Assembly Bill 2121 (2018): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB2121

- Assembly Bill 2121 Frequently Asked Questions: https://www.cde.ca.gov/sp/ml/ab2121faqs.asp

Education for a Global Economy (Ed.G.E.)

The purpose of the California Education for a Global Economy (Ed.G.E.) initiative is to ensure that all children in California public schools receive the highest quality education, master the English language, and access high-quality, innovative, and research-based language programs that prepare them to fully participate in a global economy. The Ed.G.E. initiative emphasizes the importance of multilingualism and cultural literacy, aligning educational strategies with the growing demand for bilingual skills in the workforce. The Ed.G.E. initiative authorizes school districts and county offices of education to establish language acquisition programs for both native and non-native English speakers and requires school districts and county offices of education to solicit parent and community input in developing language acquisition programs. Through this initiative, California seeks to ensure that its students are equipped with the linguistic and cultural competencies needed to thrive in both local and international contexts.

Presented below is a table that provides an overview of the five components of the Ed.G.E. initiative. For additional information and guidance, access the *Ed.G.E. Initiative Implementation Handbook for School Districts and County Offices of Education* on the CA Education for a Global Economy Initiative web page (https://www.cde.ca.gov/sp/ml/caedge.asp).

Table 3: The Five Components of the Ed.G.E. Initiative

Component	Description
Parent and Community Engagement	The Ed.G.E. initiative promotes calls for the involvement of interested parties (parents, teachers, administrators, other school personnel, interested members of the public, members of the English learner parent advisory committee, or members of parent advisory committees) to provide input during the development of the Local Control and Accountability Plan (LCAP). These parties can contribute essential perspectives regarding the LEA's existing language and language acquisition programs or the creation of additional such programs. Partnering with parents and other interested parties can lead to the strengthening or expansion of multilingual programs that parents and the broader school community aspire to for their children's success. LEAs are required to include input from a range of interested parties as they develop their LCAPs. Naturally, each LEA will have its own approach to engaging interested parties. Yet the superintendent of the LEA must provide a written response to the input received from the LEA's English learner LCAP parent advisory committee and the LEA's LCAP parent advisory committee prior to the adoption of the LCAP.

Component	Description
Language Program Design	The Ed.G.E. initiative describes two types of evidence-based language programs—language programs designed for students who are not English learners and language acquisition programs designed specifically to provide English language development instruction to English learners. At a minimum, an LEA is required to provide a program of Structured English Immersion (SEI) for English learners. SEI is a teaching method where nearly all classroom instruction is conducted in English, and the instructional strategies and materials are designed to be accessible for English learners, including visuals, simplified language, and explicit vocabulary instruction. For additional options, see the *Ed.G.E. Initiative Implementation Handbook for School Districts and County Offices of Education* and the Programs for English Learner Students section on the Education for a Global Economy Initiative web page (https://www.cde.ca.gov/sp/ml/caedge.asp).
Ed.G.E. Initiative Parental Notice	The Ed.G.E. initiative establishes a set of requirements regarding the provision the annual notice issued to all parents and guardians of pupils enrolled in the LEA. The information LEAs disseminate must include • guidance for parents to choose a language or language acquisition program for their child; • descriptions of available English language acquisition programs; and • descriptions of each available language program (not ELD) that may include the program and evidence of program's effectiveness. Many districts provide this type of notification in an annual parent handbook. For students who are enrolling after the beginning of the school year, the notice is to be provided upon enrollment. In addition, all notices and other communication to parents must be provided in English and in the parents' primary language.
Parent Choice of Language Program	Once parents or legal guardians have reviewed the available programs outlined in the Ed.G.E. Initiative Parental Notice, they may choose a program that best suits their child. LEAs should establish a clear process for parents to choose a program, a system to record and track parent choices, and a process to place students in programs.

Component	Description
Parent Requests for New Programs	In the case that parents or guardians request that their child be enrolled in a particular language acquisition or language program not currently offered, parents may request that the LEA or school establish a new program. LEAs should define a clear process for schools to be able to receive and respond to these requests from parents or guardians. The Ed.G.E. initiative delineates a process to respond to parent requests for establishing new programs: • Each school is required to document, maintain, and track records of parent requests. • When a school reaches a threshold, the school immediately notifies the LEA that they have collected sufficient requests to take the following three actions. (The threshold is met when the parents of 30 or more pupils enrolled in a school, or of 20 or more pupils in the same grade, request the same or a substantially similar type of language acquisition or language program.) 1. **Communication**: Within 10 school days of reaching the threshold described above, the LEA notifies all interested parties, in writing, of the parents' requests. 2. **Cost and Resource Analysis**: The LEA then identifies costs and resources necessary to implement any new language acquisition or language program. 3. **Determination**: Within 60 calendar days of reaching a threshold, the LEA will determine—and communicate with—interested parties as to whether it is possible to implement the requested language acquisition or language program.

The guidelines of the Ed.G.E. initiative emphasize the importance of providing equitable access to quality language education for all students. The goal is to ensure that all students from diverse linguistic backgrounds—such as multilingual learners, students whose primary language is English, students from immigrant families, students in underserved communities—have access to rigorous language programs that promote both language development and academic achievement. Of course, a central element of the initiative is the California State Seal of Biliteracy, which is awarded to high school graduates who demonstrate proficiency in English and at least one other language. (The section that follows discusses the Seal of Biliteracy in more depth.)

Beyond emphasizing the increasing value of multilingualism in fields such as business, healthcare, technology, and diplomacy, the Ed.G.E. initiative also promotes cultural

competence, encouraging students to understand and appreciate diverse cultures. (For additional information on this topic, see the section titled Global California 2030.) Through these efforts, California educators aim to enhance both the academic and professional prospects of their students, while fostering a culturally inclusive society.

Related Resources

- California Education for a Global Economy Initiative: https://www.cde.ca.gov/sp/ml/caedge.asp
- California Ed.G.E. Initiative Implementation Handbook for School Districts and County Offices of Education: https://www.cde.ca.gov/sp/ml/documents/edgehandbook.pdf
- California Education for a Global Economy Initiative Frequently Asked Questions: https://www.cde.ca.gov/sp/ml/edgefaq.asp
- California Code of Regulations, Subchapter 4. Multilingual and English Learner Education—access the California Ed.G.E. Initiative regulations, such as 11300 Definition, 11301 Community Engagement, 11309 Language Acquisition Programs, 11310 Parental Notice, 11311 Parent Request to Establish a Language Acquisition Program, and 11312 Language Programs: https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=I3921DB804C6911EC93A8000D3A7C4BC3&originationContext=documenttoc&transitionType=Default&contextData=(sc.Default)
- CA Ed.G.E. Code of Regulations and Education Code: https://www.cde.ca.gov/sp/ml/edgeregsedcode.asp
- California State Seal of Biliteracy: https://www.cde.ca.gov/sp/ml/Sealofbiliteracy.asp
- District English Learner Advisory Committee: https://www.cde.ca.gov/ta/cr/delac.asp
- English Learner Advisory Committee: https://www.cde.ca.gov/ta/cr/elac.asp
- Multilingual Learners: https://www.cde.ca.gov/sp/ml/
- English Learner Data: https://www.cde.ca.gov/ds/ad/top.asp

State Seal of Biliteracy

The State Seal of Biliteracy (Seal) is a prestigious recognition awarded to high school graduates in California who demonstrate proficiency in two or more languages. Established in California in 2011 to recognize the linguistic diversity of the state and promote multilingualism, the Seal is an important milestone for all students, yet it may hold particular significance for English learners. The program incentivizes the development of academic language proficiency and encourages students to maintain their first language, or languages, while also becoming proficient in English.

The Seal has become a widely recognized symbol of academic excellence in both English and one or more additional languages. To earn the Seal, students must demonstrate proficiency in English and a second language, which can be their first language or any language other than English. The Seal is affixed to a student's high school diploma and is an important credential that can distinguish graduates in college admissions and the job market.

The table presented below provides an overview of the ways a student can earn the State Seal of Biliteracy.

Table 4: How to Earn the California State Seal of Biliteracy

Requirement	Description
Demonstrate English Proficiency	The first requirement to qualify for the Seal is for students to: • Complete all English language arts requirements for graduation with an overall grade point average (GPA) of 3.0 in those classes. English language arts courses completed at a college or university while in high school may be used to satisfy one or more of these course requirements. The alternative to the above requirement is for students to obtain a passing score on one of the following: 1. **State Assessment**: Pass the California Assessment of Student Performance and Progress (also known as CAASPP) for English language arts administered in grade eleven, at or above the "standard met" achievement level. 2. **Advanced Placement (AP) Assessment**: Pass an English AP examination with a score of 3 or higher (AP English Language and Composition, AP English Literature or Composition, or AP Seminar). 3. **International Baccalaureate (IB) Assessment**: Pass an English IB examination with a score of 4 or higher. 4. **SAT**: Achieve a score of 480 or above on the Evidence-Based Reading and Writing section of the SAT. There is an additional English proficiency requirement that applies to English learners: • In addition to meeting the requirements mentioned above, students who are classified as English learners must attain an oral language composite score of level 4 on the English Language Proficiency Assessments for California (ELPAC).

Requirement	Description
Demonstrate Proficiency in One Or More Languages Other Than English	The second requirement to obtain a Seal is to demonstrate proficiency in one or more languages other than English. A student can do this by: • Successfully completing a four-year course of study in a world language at the high school or higher level, attaining an overall GPA of 3.0 or higher in that course of study, and demonstrating oral proficiency in the language comparable to that required to pass an AP or IB examination. World languages courses completed at a college or university while in high school may be used to satisfy one or more of these course requirements. Alternatively, students can meet this second requirement by obtaining a passing score on one of the following: 1. **AP**: Pass a world language AP examination with a score of 3 or higher. 2. **IB**: Pass an IB examination with a score of 4 or higher. 3. **ACTFL**: Pass an American Council on the Teaching of Foreign Languages (also known as ACTFL) Writing Proficiency Test and Oral Proficiency Interview with scores of intermediate mid or higher. 4. **District-Approved Assessment**: Pass a school district language examination that, at a minimum, assesses speaking, reading, and writing in a language other than English at the proficient level or higher. The Locally Approved Assessments for the State Seal of Biliteracy web page (https://www.cde.ca.gov/sp/ml/sealofbiliteracy.asp) lists locally approved assessments that LEAs can use to assess proficiency in languages other than English.

The process of attaining the Seal encourages English learners to maintain their progress in both languages, ensuring that they continue to improve their academic English while also developing their first language or languages other than English. Moreover, schools and districts can continue to offer a range of opportunities for students to complete coursework that includes instruction in the target language and to provide targeted support to help students meet the proficiency requirements for the Seal. These supports might include language development programs, language-specific tutoring, and culturally responsive instruction. For additional details and guidance access the State Seal of Biliteracy web page (https://www.cde.ca.gov/sp/ml/sealofbiliteracy.asp).

The following table highlights how, for English learners, the Seal of Biliteracy can offer several key benefits, both immediate and long-term. The program helps validate and celebrate the linguistic assets that English learners bring to the classroom. The Seal offers not only recognition for their hard work but also a valuable credential that can enhance their future educational and career opportunities.

Table 5: Benefits of the Seal of Biliteracy for English Learners

Benefits	Description
Academic and College Benefits	For English learners, the State Seal of Biliteracy can serve as a powerful tool for college admissions. Many University of California and California State University campuses recognize the Seal as evidence of advanced language skills, which can strengthen a student's application. In addition, some colleges and universities outside of California may give special consideration to applicants who have earned the Seal, viewing it as a testament to a student's commitment to multilingualism and global competency. By earning the Seal, English learners demonstrate not only that they have achieved a high level of proficiency in English but also that they have the bilingual skills that are increasingly valued in a globalized economy. This can provide English learners with a competitive edge in the workforce, particularly in fields such as healthcare, law enforcement, education, and international relations, where bilingual employees are often in high demand.
Encouraging Linguistic Diversity in the Workforce	Beyond the educational realm, the State Seal of Biliteracy also plays a significant role in California's efforts to create a workforce that reflects the state's linguistic diversity. California is home to millions of residents who speak languages other than English. By incentivizing the development of bilingualism, the Seal of Biliteracy contributes to the global competitiveness of California's workforce, preparing students to engage with both local and international markets. For English learners, this recognition offers clear paths to career opportunities that value multilingualism. It can also encourage EL students to envision a future where their bilingualism is a key asset, offering pathways to both higher education and professional success.

The State Seal of Biliteracy is a powerful program that acknowledges the linguistic abilities of EL students while supporting their academic achievement and future opportunities. For English learners, the Seal not only recognizes their proficiency in both English and their home language but also provides a platform for future academic, professional, and personal success. Furthermore, by maintaining their native or

ancestral language, EL students can stay connected with their cultural heritage and community.

The Seal of Biliteracy is a testament to California's commitment to fostering a multilingual and culturally diverse society, ensuring that English learners can excel and contribute to a society where countries and economies are increasingly interconnected through trade, technology, and movement of people, ideas, and capital across borders, creating a more interdependent global community. This approach is consistent with California's broader commitment to multilingualism and the recognition of linguistic diversity as an asset.

Related Resources

- State Seal of Biliteracy: https://www.cde.ca.gov/sp/ml/Sealofbiliteracy.asp
- California State Assembly Bill 815 (2011): https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=51461&lawCode=EDC
- Biliteracy Pathway Recognitions: https://www.cde.ca.gov/sp/ml/biltrcypathwy.asp
- World Language Reading Challenge: https://www.cde.ca.gov/sp/ml/wlguidelines.asp
- California Spanish Assessment: https://www.cde.ca.gov/ta/tg/ca/csa.asp
- EdSource, How and why to get a State Seal of Biliteracy, Quick Guide: https://edsource.org/2024/how-and-why-to-get-a-state-Seal-of-biliteracy-quick-guide/715619

Global California 2030

The Global California 2030 initiative is a key educational strategy in California designed to increase the state's capacity to equip students with global competencies and prepare them for success in an interconnected world. Launched with a focus on creating globally competitive citizens, this initiative aims to expand the state's dual language immersion programs, promote the acquisition of multiple languages, and increase international exchange and exposure for students.

By 2030, the initiative seeks to ensure that one million students in California are engaged in bilingual education, thereby increasing the number of students who are proficient in at least one additional language. This initiative seeks to reframe the narrative surrounding multilingual education and English learners by emphasizing their linguistic assets rather than deficits, ultimately aiming to improve educational outcomes and prepare students for a globalized economy. EL students are particularly positioned to benefit from this initiative because it builds on their existing linguistic resources while also offering additional support to improve their proficiency in both English and other languages.

The table below highlights the key recommendations in the Global California 2030 initiative that may benefit English learners.

Table 6: Global California 2030 Focus Areas for English Learners

Services or Support	Description
Expanding Multilingual Education Programs	At the heart of Global California 2030 is the expansion of bilingual and multilingual education programs, which are critical for the development of English proficiency while maintaining students' first language. By expanding access to multilingual education, the state aims to provide equitable opportunities for all students. The initiative underscores the importance of multilingual education in addressing long-standing achievement gaps. English learners often face academic challenges due to language barriers, yet providing them with robust bilingual programs can help bridge these gaps. This is not only about language proficiency but also academic success in areas such as mathematics, science, and social studies. Multilingual students should have access to high-level academic content in both their first language and English, which will allow them to thrive in their educational experience.

Services or Support	Description
Support for Multilingualism and Cultural Awareness	Global California 2030 proposes expanding bilingual programs throughout the state. These programs should be designed to support English learners and offer them the opportunity to develop proficiency in both English and their home language. The state aims to create high-quality bilingual education programs that are academically rigorous, allowing English learners to thrive without sacrificing their language development. This approach not only supports language acquisition but also ensures that students have access to a comprehensive, well-rounded education. The Global California 2030 initiative also recognizes that cultural awareness and language proficiency are essential components of global competency. English learners, by definition, bring a wealth of cultural and linguistic assets to their education. The initiative encourages educational systems to leverage these assets by providing language pathways that offer students opportunities to learn additional languages, whether through immersion programs, world language courses, or other language development opportunities. The initiative seeks to build on the fact that California is home to one of the most linguistically diverse student populations in the United States. For English learners and multilingual students, the ability to develop proficiency in both English and additional languages can provide a strong foundation for success in a variety of global contexts. Importantly, the initiative also calls for increasing cultural competency among teachers and administrators, ensuring that they are equipped to support multilingual students and create inclusive classrooms where the assets of students from diverse linguistic and cultural backgrounds are recognized and valued.

Services or Support	Description
Enhancing English Language Development Instruction	Global California 2030 emphasizes the importance of high-quality ELD programs tailored to the needs and strengths of English learners. These programs focus on developing EL students' proficiency in academic English, which is essential for their success in higher education and the workforce. The initiative underscores the need to implement California's rigorous ELD standards and integrate them into all content areas, including math, science, and history–social science, to ensure that English learners not only gain language proficiency but also master grade-level academic content. Along with the principles in the *EL Roadmap*, the California *ELD Standards* are pivotal in supporting English learners under this initiative. The Global California 2023 initiative calls for enhanced training for educators on how to effectively implement these standards, ensuring that EL students receive instruction that meets their linguistic and academic needs. The initiative encourages schools to strengthen integrated and designated ELD instructional practices, where students are given support to access content at increasing levels of complexity while also developing their language skills.

Services or Support	Description
Creating Pathways to College and Career Success	Global California 2023 emphasizes the importance of preparing all students for college and career readiness. For EL students, this preparation includes not only language proficiency but also the development of 21st-century skills such as critical thinking, problem-solving, and ability to navigate the challenges and opportunities of a globalized world. The initiative encourages the use of personalized learning pathways to support EL students as they navigate their education and prepare for future opportunities in higher education and the workforce. This includes increasing access to Advanced Placement courses, International Baccalaureate programs, and other advanced academic offerings that are particularly important for EL students looking to access higher education opportunities. The Global California 2030 initiative recognizes that students who can interact appropriately in multiple languages with cultural competence are better poised to communicate successfully. The initiative suggests that individuals who can navigate communication among two or more cultures may be better equipped to navigate a globalized world, giving them a competitive edge in the workforce. By equipping English learners with bilingual skills, California is preparing them for a wide range of opportunities in the global economy, ensuring they are positioned to succeed.

Services or Support	Description
Critical Resources	The CDE and its partners have made great strides in improving instruction for English learners by creating resources critical for ensuring access and opportunities for all students. The documents discussed below may offer guidance and recommendations with particular attention to multilingual students. • The *ELA/ELD Framework* proposes that English learners be taught intellectually rich subject content while also becoming proficient in English. • The *EL Roadmap* advocates for strengthening comprehensive policies, improving instructional practices, and fortifying educational structures to support English learners. • The *ELD Standards* provide a clear, structured approach to language development, guiding educators in delivering targeted instruction that helps EL students access content while simultaneously improving their language skills. • The *Spanish Language Development Standards* complement and inform the instruction of content area subjects taught in Spanish. • The *World Languages Standards for Public Schools, Kindergarten Through Grade Twelve* (*WL Standards*) illustrate necessary shifts in instructional approaches and establish a path for students to become multilingual and attain California's Seal of Biliteracy. The Culture standards speak to the importance of attaining cultural competence along with fluency in any language.

Global California 2023 represents a forward-thinking initiative aimed at creating an education system that prioritizes multilingualism as a critical skill for success. By expanding bilingual education and promoting language equity, California educators strive to better prepare all students for future academic, economic, and social success. The initiative envisions a state where multilingual learners are fully supported, and where all students have the opportunity to learn in multiple languages, equipping them with the necessary tools for success in a diverse, interconnected world. Through this comprehensive approach, California aims to foster a future where English learners are empowered, multilingual, culturally competent, and ready to contribute to a global society.

Related Resources

- *Global California 2030: Speak. Learn. Lead.*—An Initiative of the CDE to better equip students for a global economy: https://www.cde.ca.gov/sp/ml/documents/globalca2030.pdf
- The California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners: https://www.cde.ca.gov/sp/ml/roadmap.asp
- Multilingual Learners: https://www.cde.ca.gov/sp/ml/
- Multilingual Education: https://www.cde.ca.gov/sp/ml/multilingualedu.asp
- *World Languages Standards for Public Schools, Kindergarten Through Grade Twelve:* https://www.cde.ca.gov/be/st/ss/worldlanguage.asp
- *World Languages Framework for California Public Schools, Kindergarten Through Grade Twelve*: https://www.cde.ca.gov/ci/fl/cf/
- Spanish Language Development Standards: https://www.cde.ca.gov/sp/ml/sldstandards.asp

Binational Migrant Education Program

The Binational Migrant Education Program (BMEP) is a collaborative initiative among the Secretaría de Relaciones Exteriores (Ministry of Foreign Relations), the Secretaría de Educación Pública (Ministry of Public Education), agencies of various states in Mexico, the Mexican Consulates in California, the CDE, and participating Migrant Education Regions. As part of this program, teachers from Mexico spend three to eight weeks in a school district in California sharing culture and teaching strategies to support migrant students who traverse the US–Mexico border. The program focuses on promoting Spanish literacy and providing educational materials used in Mexican public schools to ensure continuity in students' education.

The following table presents a breakdown of the key components of the Binational Migrant Education Program.

Table 7: Key Components of the Binational Migrant Education Program

Component	Description
Free Textbook Distribution	The Mexican Consulates distribute textbooks and instructional materials utilized in Mexican public schools to migrant families. This initiative ensures that students can continue their education seamlessly across borders, maintaining consistency in their learning materials.
Transfer Documentation	To support a smooth transition for migrant students moving between schools in Mexico and California, program staff provide guidance on how to obtain the necessary transfer documents. These documents are signed by classroom teachers or school principals and are essential for maintaining educational continuity. Parents are advised to contact Migrant Education Regional Directors or the nearest Mexican consular office before departing for Mexico to have these documents prepared.
Educational Support Services	Beyond material support, the BMEP offers various educational services tailored to the unique needs of migrant students. These services aim to address challenges arising from frequent relocations, such as educational disruptions and social isolation, ensuring that migrant children receive equitable educational opportunities.

The BMEP exemplifies a successful international partnership dedicated to supporting migrant students' educational journeys. By providing essential resources like textbooks, facilitating transfer documentation, and offering tailored educational services, the

program helps mitigate the challenges faced by migrant families, ensuring that students receive a consistent and quality education regardless of their location.

How can English learners benefit from the BMEP? Below is a table that offers an overview of several important ways the BMEP serves as a supportive mechanism for EL students.

Table 8: How the Binational Migrant Education Program Benefits EL Students

Benefit	Description
Continuity in Education	The BMEP helps migrant students maintain a continuous educational experience, even when they move between California and Mexico. Students participating in these summer programs receive instruction from Mexican educators. By distributing textbooks and instructional materials used in Mexican public schools, English learners can continue their studies without interruptions, keeping up with their peers in both countries.
Support for Multilingual Education	Teachers from Mexico share cultural knowledge, Spanish, and indigenous languages, using targeted strategies to support migrant students. The Mexican Consulates contribute Spanish-language textbooks and materials, enabling instruction in both Spanish and English. This bilingual approach reinforces students' language skills and helps them become more proficient in both languages.
Educational Documentation for Smooth Transitions	The program offers guidance on obtaining transfer documentation to help English learners transition smoothly between schools in California and Mexico. This process ensures that students' academic progress is recognized and sustained, reducing the risk of setbacks caused by language barriers or interruptions in their education.
Access to Specialized Educational Services	The BMEP offers educational services tailored to the needs of migrant students, including English learners. These services help address challenges such as language acquisition and cultural adaptation, ensuring that English learners receive the necessary support to thrive academically.

In summary, the Binational Migrant Education Program offers English learners the tools, resources, and support they need to maintain educational progress, develop their bilingual skills, and transition smoothly between educational systems in both California

and Mexico. Access the BMEP web page (https://www.cde.ca.gov/sp/me/il/binational.asp) for additional information, including a list of participating Migrant Education Regions.

Related Resources

- Binational Migrant Education Program: https://www.cde.ca.gov/sp/me/il/binational.asp
- State Seal of Biliteracy: https://www.cde.ca.gov/sp/ml/Sealofbiliteracy.asp
- California Education for a Global Economy Initiative: https://www.cde.ca.gov/sp/ml/caedge.asp
- *World Languages Standards for Public Schools, Kindergarten Through Grade Twelve:* https://www.cde.ca.gov/be/st/ss/worldlanguage.asp
- *World Languages Framework for California Public Schools, Kindergarten Through Grade Twelve*: https://www.cde.ca.gov/ci/fl/cf/

Exchange Visitor Program for Teachers

The Exchange Visitor Program for Teachers aims to foster cross-cultural exchanges, enhance mutual understanding, and provide professional growth opportunities for educators from California and participating global partners. Established in 1986, the program allows credentialed teachers from Spain and Mexico to teach in California's bilingual classrooms under J-1 visas. As part of this program, visiting teachers are required to complete two cross-cultural activities, including

1. an activity conducted by the teacher for their classroom, the broader host school or district, or the wider community, providing an overview of their home country's history, traditions, heritage, culture, economy, educational system, or other key aspects; and

2. an activity that facilitates dialogue between US students and students or schools in another country—preferably the exchange teacher's home school—through a virtual exchange.

The primary objectives of the Exchange Visitor Program for Teachers include:

- **Cross-Cultural Exchange**: Facilitate cultural and educational exchanges between California teachers and their international counterparts

- **Professional Development**: Offer teachers opportunities to enhance their teaching skills and gain exposure to diverse educational practices

- **International Awareness**: Promote interest in international studies and cross-cultural understanding among educators and students

For comprehensive information and guidance on the Exchange Visitor Program for Teachers, interested parties should refer to the CDE's official web page (https://www.cde.ca.gov/sp/me/il/exchangevisit.asp). The table below captures several ways English learners can benefit from the Exchange Visitor Program for Teachers.

Table 9: How the Exchange Visitor Program for Teachers Benefits EL Students

Benefit	Description
Enhanced Instructional Quality	Teachers from other countries bring diverse teaching methods and strategies that can be especially beneficial for English learners. Their international experience helps create a more culturally responsive and inclusive classroom environment, improving engagement and learning outcomes for students.

Benefit	Description
Exposure to Diverse Teaching Practices	Exchange teachers often introduce new approaches to language instruction, including innovative techniques for teaching English as a second language (ESL). This exposure broadens the range of educational practices available, helping to cater to the unique needs of English learners.
Cultural Enrichment	The program fosters cross-cultural exchange, which helps English learners become more familiar with different cultures, perspectives, and languages. This exposure not only aids language development but also encourages students to embrace diversity and global awareness.
Bilingual Education Support	Teachers in the program are typically placed in bilingual or dual-language classrooms, where they can directly support English learners in acquiring both academic and language skills. Their experiences in other bilingual education systems can bring new insights and effective methods to assist English learners in achieving fluency.
Increased Motivation and Engagement	Having teachers from different backgrounds can inspire English learners, showing them that learning another language and culture is a valuable and enriching experience. This can increase motivation for students who are in the process of acquiring English.

Through these benefits, English learners can experience improved educational experiences that better support their language development and academic success. The Exchange Visitor Program for Teachers fosters cross-cultural understanding by allowing teachers from different countries to experience each other's educational systems, teaching methods, and communities, enhancing their professional skills while also enriching the learning environment for students through diverse perspectives and global awareness. Essentially, it promotes mutual learning and global connection among California teachers and students and educators from diverse backgrounds willing to share their viewpoints and instructional approaches.

Related Resources

- Exchange Visitor Program for Teachers: https://www.cde.ca.gov/sp/me/il/exchangevisit.asp
- Exchange Visitors: https://www.uscis.gov/working-in-the-united-states/students-and-exchange-visitors/exchange-visitors

- *World Languages Standards for Public Schools, Kindergarten Through Grade Twelve:* https://www.cde.ca.gov/be/st/ss/worldlanguage.asp

- *World Languages Framework for California Public Schools, Kindergarten Through Grade Twelve*: https://www.cde.ca.gov/ci/fl/cf/

- Spanish Language Development Standards: https://www.cde.ca.gov/sp/ml/sldstandards.asp

Bilingual Teacher Professional Development Program

In 2024, the CDE awarded $20 million in Bilingual Teacher Professional Development Program (BTPDP) grants to eligible LEAs through a competitive process. The goal is to help meet the growing demand for bilingual teachers needed to support dual language and other bilingual education programs authorized by the California Education for a Global Economy initiative.

Grantees may partner with community colleges, public or private four-year institutions, professional organizations, or nonprofit organizations with expertise in English learner education. To be eligible, applicants had to demonstrate a commitment to bilingual or multilingual education and bilingual teacher development and demonstrate their capacity to fully prepare teachers to obtain bilingual authorizations and to provide professional learning to eligible participants.

In selecting grantees, the CDE aimed to ensure geographic and demographic balance, considering both urban and rural settings. The grant program is administered by the CDE in collaboration with the Commission on Teacher Credentialing. Six grants were awarded to eligible LEAs or consortia of LEAs to provide professional learning for qualified teachers and paraprofessionals through the 2028–29 fiscal year. Presented below is a table that provides an overview of the key components of the 2024 Bilingual Teacher Professional Development Program.

Table 10: Key Components of the Bilingual Teacher Professional Development Program

Component	Description
Funding Results	Six grants have been awarded to the LEAs or consortia of LEAs listed below to provide professional learning to teachers or paraprofessionals who meet specific eligibility criteria through the 2028–29 fiscal year. • Kern County Superintendent of Schools: $3,500,000 • San Bernardino County Superintendent of Schools: $3,500,000 • Yolo County Office of Education: $3,000,000 • Azusa Unified School District: $3,500,000 • Los Angeles County Office of Education: $3,500,000 • Sacramento County Office of Education: $3,000,000

Component	Description
Professional Learning Participant Eligibility	**Teachers** A teacher shall be eligible for professional learning services if the teacher possesses a teaching credential or an education specialist credential authorizing the holder to teach pupils with exceptional needs, and does either of the following: • Possesses an authorization to provide instruction to EL students pursuant to *EC* sections 44253.3, 44253.4, or 44253.7 and has provided instruction solely in English-only classrooms for three years or more • Is fluent in a language other than English and seeks an authorization pursuant to *EC* sections 44253.3, 44253.4, or 44253.7 to provide instruction to EL students **Paraprofessionals** A school paraprofessional employee shall be eligible for professional learning services if the employee is fluent in a language other than English, seeks to work with EL students or in a multilingual program, and intends to enter a pathway to become a credentialed teacher who holds a bilingual authorization. **Additional Eligible Participants** Participants who are currently enrolled in, or have completed, the Asian Language Bilingual Teacher Education Program shall be eligible for professional development services. Participants who are currently enrolled in, or have completed, programs to support bilingual teacher education in languages in the classroom, such as Arabic, Cantonese, Mandarin, Spanish, Tagalog, and Vietnamese, and other languages, as represented in an instructional program, shall be eligible for professional development services.

Component	Description
Allowable Uses of Funds	Allowable uses of BTPDP funds may include, but are not limited to, the following: • Service contracts between members of a partnership or external service providers such as curriculum specialists, professional learning providers, and grant evaluators • Costs to support the travel and participation of grantee staff, partners, and educators in design, development, and implementation meetings to facilitate or participate in BTPDP activities • Costs to provide or produce quality materials for professional learning activities • Reimbursement of bilingual authorization costs or relevant course fees for eligible participants based on the applicant's demonstrated need • Substitute costs to support professional learning participation Professional learning activities and instructional materials for the BTPDP shall use evidence-based strategies as defined by the Every Student Succeeds Act. An evidence-based practice is an activity, strategy, or intervention that "demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes" based on strong evidence, moderate evidence, promising evidence, or a rationale with "ongoing efforts to examine the effects of activity, strategy or intervention." (Every Student Succeeds Act, Public Law 114–95—December 10, 2015. Pages 290-291. Authenticated United States Government Information, Government Publishing Office. https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf.)

Related Resources

- Bilingual Teacher Professional Development Program: https://www.cde.ca.gov/ci/pl/btpdp24.asp

- Bilingual Teacher Professional Development Program Request for Applications: https://www.cde.ca.gov/fg/fo/r12/btpdp24rfa.asp
- Bilingual Teacher Professional Development Program Funding Results: https://www.cde.ca.gov/fg/fo/r12/btpdp24results.asp
- Every Student Succeeds Act: https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf

Legislation

California has long been at the forefront of developing policies and regulations designed to support EL students in public education. In recent years, several important legislative measures have been enacted to provide a comprehensive framework for supporting EL students in kindergarten through grade twelve. These legislative initiatives focus on improving educational equity, ensuring access to quality language instruction, enhancing reclassification procedures, and involving families in the educational process. Below is a selection of recent and significant legislation that impacts English learners in California.

Assembly Bill 2193 (2012): Long-Term English Learners

Approved in September 2012, AB 2193 defines "long-term English learner" (LTEL) and "English learner at risk of becoming a long-term English learner" and requires the CDE to annually report on the number of pupils in each school district and school who are, or are at risk of becoming, long-term English learners.

Key Provisions	Summary
Defining "Long-Term English Learner"	The legislation defines an LTEL student as an English learner in grades six through twelve who has been enrolled in schools in the United States for more than six years and has remained at the same English language proficiency level for two or more consecutive years.
Defining "English Learner at Risk of Becoming a Long-Term English Learner"	"English learner at risk of becoming a long-term English learner" means an English learner who is enrolled in grades five through eleven for four years, with scores at the intermediate level or below on an appropriate English language development test.
Annual Reporting Requirements	The legislation establishes requirements for school districts to identify and report the number of long-term English learners. It also mandates the CDE to annually ascertain the number of pupils in each school district and school, including a school that is within the jurisdiction of a county office of education and a charter school, who are, or are at risk of becoming, long-term English learners.

This legislation was significant in bringing greater visibility to the challenges of students who remained classified as English learners for extended periods. When schools were not required to specifically identify or track LTEL students as a distinct group with unique needs, it was difficult to address their challenges systematically. AB 2193 recognizes

that LTEL students require specialized instructional approaches different from approaches that are effective for newcomers or students making expected progress in language acquisition.

Senate Bill 1174 (2014): Improving English Language Education

This bill overturned Proposition 227, passed in 1998, which had restricted bilingual education in California public schools. The bill amended and repealed various provisions of Proposition 227, including the requirement that educators teach EL students the English language in English. Instead, school districts and county offices of education could, in consultation with parents and language experts in the field, determine the best language instruction methods and language acquisition programs to implement.

Key Provisions	Summary
California Ed.G.E. Initiative	This legislation established the California Education for a Global Economy Initiative (California Ed.G.E. Initiative), by renaming and amending the chapters relating to English Language Education for Immigrant Children, as established by Proposition 227.
Updated Language	The phrasing and terms used to refer to the acquisition of English and English learners were updated to be more precise and aspirational. For example, the language stating that parents are eager to have their children "acquire a good knowledge of English" was replaced with the phrase "master the English language and obtain a high-quality education" in the discussion about how learning the English language would allow the child to fully participate in the American dream of economic and social advancement.
Opportunities in California	Language was included to recognize that in California children should have the opportunity to be educated to high standards in English and one or more additional languages in order to meet the need for California to produce multilingual employees for essential roles in national security, diplomacy, and economic trade efforts.

By repealing most of the 1998 Proposition 227 initiative, this legislation effectively allowed languages other than English to be used in public educational instruction.

Proposition 58 (2016): California Multilingual Education Act

Proposition 58, passed by California voters in 2016, represents one of the most significant pieces of legislation impacting EL students in recent years. Similar to Senate Bill 1174 (2014), the California Multilingual Education Act focuses specifically on

supporting multilingual education programs, further removing the restrictions Proposition 227 imposed on bilingual education in California public schools. Proposition 58 allows for greater flexibility in how schools can serve EL students, giving districts the option to implement bilingual education or dual-language immersion programs in addition to the traditional English-only programs.

Key Provisions	Summary
Bilingual Education	Proposition 58 enables school districts to offer bilingual education programs tailored to the needs of EL students, allowing students to learn in both English and their native language, which helps them develop proficiency in both languages. This flexibility supports dual-language immersion programs, which aim to develop bilingualism and biliteracy in students.
Parental Choice	Parents have greater authority in choosing the type of language program their child participates in. Schools are now able to provide a wider variety of language instruction options, including immersion programs where EL students receive content in both English and their first language.
Local Control	Proposition 58 grants local school districts the authority to decide the structure and content of their language programs, giving educators more autonomy to meet the needs of their students.

This legislation aligns with California's commitment to multilingualism and equity, recognizing that multilingual students bring valuable cultural and linguistic assets to the educational system. This initiative encourages schools to incorporate language learning into their curriculum to prepare students for a globalized world; it does not mandate specific multilingual programs and primarily focuses on English proficiency.

California *Education Code* Section 313: English Learner Identification and Reclassification

California's *Education Code*, particularly Section 313, outlines the procedures for identifying and reclassifying EL students. This legislation establishes clear criteria and guidelines for how schools must identify EL students upon enrollment, assess their language proficiency, and track their academic progress over time.

Key Provisions	Summary
English Learner Identification	Students are identified as English learners through a Home Language Survey (HLS), which is administered in writing at or before the time of a student's initial enrollment in a California school, as required by *California Code of Regulations*, Title 5, Section 11518.5(a). If the survey indicates that the student's primary or native language is a language other than English, the student must take the Initial English Language Proficiency Assessments for California (ELPAC) to determine their level of English proficiency.
Reclassification	California has established a formal process for reclassification, which is the process by which a student exits EL status and is considered proficient in English. The criteria for reclassification include: • A designated score on the ELPAC showing that the student has attained English proficiency. • A designated score on standardized academic assessments demonstrating that the student meets grade-level expectations in core subjects (such as English language arts, math, science, and history–social science). This includes a comparison of the student's performance in basic skills against an empirically established range based on the performance of English-proficient peers of the same age. The assessment used may be locally determined but must be administered to all students to ensure valid comparison. • Teacher and parent input to confirm that the student is ready to perform in mainstream academic settings.
Ongoing Monitoring	After reclassification, students are monitored for a period of four years to ensure they continue to perform well academically without additional language support.

These regulations help ensure that EL students remain in language support programs until they are fully prepared, preventing academic challenges that can arise from premature removal. The reclassification criteria aim to balance the need for timely language acquisition with the goal of academic success.

Assembly Bill 2811 (2018): English Learners and Data Reporting

AB 2811, signed into law in 2018, introduced key changes to California's approach to reporting and tracking EL students. The bill requires more robust data collection on EL

students and mandates that this data be shared with key interested parties, including parents and local education agencies.

Key Provisions	Summary
Data Transparency	The bill mandates that school districts and county offices of education collect, analyze, and report data on EL students. This includes information on the number of EL students, their language proficiency levels, academic progress, and the type of educational program they are enrolled in.
Parent Notification	Schools are required to notify parents of their child's EL status, language proficiency level, and academic progress. This transparency ensures that parents are informed and can advocate for their child's educational needs.
Support for Long-Term English Learner Students	The bill specifically addresses the needs of long-term English learners, or students who have been in the EL program for six or more years without reclassification. It requires schools to track the academic progress of these students and provide targeted support to address their unique needs

AB 2811 encourages data-driven decision-making and emphasizes accountability for the educational success of EL students, particularly those who may be at risk of academic underachievement due to prolonged language acquisition challenges.

Assembly Bill 2735 (2018): EL Student Access to Standard Instructional Programs

AB 2735 is legislation that prevents English learners in middle and high school from being denied access to a school's standard curriculum, meaning they cannot be excluded from taking regular courses required for graduation or college admission, ensuring their full participation in the school's regular instructional program. It also requires LEAs to take on additional duties to ensure English learners can participate in the same courses as other students.

Key Provisions	Summary
Equal Access to Required Courses	This legislation specifically prevents schools from denying EL students enrollment in core curriculum courses required for graduation and college admission.

Key Provisions	Summary
Exception: Newcomer Students	The legislation allows newcomer pupils to be denied enrollment in courses that are part of a standard instructional program as long as their course of study is designed to remedy any academic deficits and then enable the pupil to attain parity of participation in the standard instructional program within a reasonable time.

The legislation is designed to ensure that EL students in California cannot be excluded from taking essential classes needed to graduate due to their English language status.

Assembly Bill 2121 (2018): Exemptions from Certain Local Graduation Requirements

AB 2121 aims to ease graduation requirements for newly arrived immigrant students, who may be classified as English learners, by allowing them to potentially be exempt from certain local graduation requirements if they

- are participating in an English language proficiency program designed for newly arrived immigrant students; and
- transfer between schools any time after the completion of the pupil's second year of high school.

This legislation essentially provides these students with a pathway to graduate even if they are behind on credits due to their language status. These exemption provisions extend to migratory children as well.

Key Provisions	Summary
Exemption provisions	Newly arrived immigrant students enrolled in English language proficiency programs designed for newly arrived immigrant students and migratory students can be exempt from certain additional local graduation requirements beyond the state minimum, allowing them to focus on core curriculum courses.
Implications for LEAs	AB 2121 requires LEAs, including charter schools, to take specific actions related to migratory children and newly arrived immigrant students. LEAs retain the authority to support students they designate as newcomers in the same way they did before AB 2121.
Impact on Graduation Credits	This bill can potentially reduce the number of credits required for graduation for eligible students if they are significantly behind on their coursework.

Overall, this legislation seeks to improve high school graduation rates for English learners and newly arrived immigrant students by providing flexibility in graduation requirements to better accommodate their unique needs.

Assembly Bill 1868 (2022): Enhancing School Accountability and Transparency Related to English Learners

AB 1868 requires the CDE to annually publish a report on its website that includes CAASPP test results broken down by English language acquisition status. This reporting requirement extends to specific subgroups of ELs, such as long-term English learners and those who may be on a path toward becoming long-term English learners.

Proponents of the bill suggested that separating data for subgroups of English learners would offer a more comprehensive understanding of their progress and help state and local school districts provide targeted support.

Key Provisions	Summary
Expanded Reporting Requirements	This bill requires the CDE to publish an annual report on its website that includes specific data on English learners. The report must provide enrollment figures disaggregated by English language acquisition status and disability, as well as student performance and outcome data broken down by English language acquisition status.
Implications for LEAs	This expanded data collection aims to provide a more detailed understanding of the academic performance and needs of various subgroups within the English learner population, including those with disabilities.
Emphasis on Long-term English Learners	The bill particularly emphasizes addressing the needs of LTEL students and those at risk of becoming LTEL students, aiming to prevent students from falling behind academically. The data collected under AB 1868 can serve as a foundation for developing and refining state and local policies aimed at improving educational outcomes for English learners and those with disabilities.

In essence, AB 1868 mandates more granular data collection and reporting on English learners to increase transparency and inform policy solutions to address challenges like students becoming long-term learners.

Assembly Bill 714 (2023): Newcomer Pupils

AB 714 in California, signed into law in 2023, aims to improve education and well-being for newcomer pupils (formerly known as "newcomer students") by amending the *Education Code*, requiring guidance and data reporting, and ensuring LEAs comply with specific requirements.

Key Provisions	Summary
Definition of Newcomer Pupil	AB 714 defines “newcomer pupil” the same as “immigrant children and youth”: Immigrant children and youth are individuals who 1. are aged three through twenty-one; 2. were not born in any state (each of the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico); and 3. have not been attending one or more schools in the United States for more than three full academic years.
State Department of Education Responsibilities	The CDE is mandated to curate and maintain information on its website regarding requirements, best practices, and available state and federally funded programs for newcomer pupils. The CDE must also annually report the enrollment numbers of newcomer pupils on its website.
Implications for Curriculum Frameworks and Instructional Materials	This legislation requires the Instructional Quality Commission (IQC) to review and consider integrating content into the next regularly scheduled revision of the curriculum framework in English language arts and English language development to equip teachers with resources tailored to the unique academic and language development needs of newcomer pupils across all grade levels. Additionally, the IQC must ensure that the instructional materials for pupils in kindergarten through grade eight that it recommends to the state board for adoption include resources for teachers to help them meet these needs.
High School Coursework and Graduation Requirements	This calls for the continued practice of reducing the number of credits required for graduation for eligible students if they are significantly behind on their coursework. LEAs must exempt newcomer pupils in their third or fourth year of high school from non-statewide coursework and graduation requirements, unless the LEA determines that the pupil can reasonably complete these requirements within their four-year high school period. LEAs must also accept full or partial credits for coursework satisfactorily completed by newcomer pupils, regardless of whether the coursework was undertaken in California or elsewhere.

Key Provisions	Summary
Access to Standard Instructional Programs	AB 714 authorizes LEAs to limit enrollment in standard instructional programs for middle or high school pupils classified as English learners who are also newcomer pupils or are participating in programs designed to meet the transitional needs of newcomer pupils, with the primary goal of developing English language proficiency. These provisions aim to provide newcomer pupils with equitable educational opportunities and support their integration and success within California's educational system.

The provisions in AB 714 aim to provide newcomer pupils with equitable educational opportunities and support their integration and success within California's educational system.

Senate Bill 141 (2023): Long-Term English Learners on the California School Dashboard

California's SB 141 requires the CDE to report LTEL students as a distinct student group on the California School Dashboard.

Key Provisions	Summary
Reporting LTELs as a distinct group	SB 141 mandates that the CDE add LTEL students as a new student group on the California School Dashboard, starting with the 2024 Dashboard
Defining LTEL students	The statute defines an LTEL as a student who is still learning English and has not yet been reclassified as fluent English proficient (RFEP) after seven years of initial classification as an English learner. This is a new and separate definition from the LTEL definition in *EC* Section 313.1.
Accountability and Support	This change in accountability aims to provide a clearer picture of how well schools are supporting the needs of LTEL students and encourages districts to develop specific strategies and goals for this student group within their LCAPs.
Data-Driven Decision Making	By tracking LTELs separately, the state and local districts can better identify areas where support is needed and tailor interventions accordingly.
Integration with Existing Systems	As of 2024, the California School Dashboard reflects the performance of the LTEL group across all state indicators.

In brief, SB 141 requires LTEL students to be reported as a distinct group on the California School Dashboard for accountability purposes. This allows for better tracking and targeted support for this specific student population.

Related Resources

- English Learner Legislation—Compiles correspondence to educators around the state providing guidance regarding recent legislation affecting English learners: https://www.cde.ca.gov/sp/ml/ellegislation.asp
- English Language Proficiency Assessments for California: https://www.cde.ca.gov/ta/tg/ep/
- Reclassification FAQs: https://www.cde.ca.gov/sp/ml/reclassificationfaqs.asp
- California Education for a Global Economy (CA Ed.G.E.) Initiative (Proposition 58) web page: https://www.cde.ca.gov/sp/ml/caedge.asp
- Multilingual Education: https://www.cde.ca.gov/sp/ml/multilingualedu.asp
- California Senate Bill 2193 (2012), Long-term English learners: https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201120120AB2193
- California Senate Bill 1174 (2014), Improving English Language Education: https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201320140SB1174
- California State Assembly Bill 2735 (2018), EL Student Access to Standard Instructional Programs: https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB2735
- Assembly Bill 2735 Frequently Asked Questions: https://www.cde.ca.gov/sp/ml/ab2735faq.asp
- California State Assembly Bill 2121 (2018), Exemptions from Certain Local Graduation Requirements: https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB2121
- Assembly Bill 2121 Frequently Asked Questions: https://www.cde.ca.gov/sp/ml/ab2121faqs.asp
- California State Assembly Bill 1668 (2022), Enhancing School Accountability and Transparency Related to English Learners:

https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB1868

- California State Assembly Bill 714 (2023), Newcomer Pupils: https://legiscan.com/CA/text/AB714/id/2696355#
- Newcomer Students—Access the AB 714 FAQs tab at https://www.cde.ca.gov/sp/ml/newcomerstudnts.asp
- California Newcomer Education and Well-Being: https://www.cdss.ca.gov/inforesources/refugees/programs-and-info/youth-initiatives/calnew
- Long-Term English Learner Students: https://www.cde.ca.gov/ds/ad/lteldef.asp
- Long-Term English Learner Students on the California School Dashboard: https://www.cde.ca.gov/ta/ac/cm/documents/ltelstudents25.pdf



Regulations

California has established a robust framework of regulations and policies that guide how teachers work with EL students to ensure equitable educational opportunities. These regulatory tools aim to improve the academic outcomes of EL students by emphasizing language development, academic achievement, and inclusion. The sections titled Initiatives and Legislation address some policies and laws governing teacher practice for EL students in California. This section will focus on guidance and rules that govern education, such as the *ELD Standards*, bilingual education requirements, English learner identification procedures, and the provision of services for English learners. These regulations can apply to students, parents, teachers, administrators, and LEAs as they work to address the diverse needs of EL students, from initial language acquisition to academic integration.

English Language Development Standards and Instruction

The California *ELD Standards* define the expectations for EL students in acquiring proficiency in English across listening, speaking, reading, and writing. These standards are aligned with the California *CCSS for ELA/Literacy* and are designed to provide a clear path for language acquisition and academic success in all content areas.

Teachers use the ELD standards to inform their instructional practices, ensuring that EL students receive explicit instruction in both language skills and content knowledge. As a regulatory tool, the *ELD Standards* establish that ELD instruction should be integrated with core academic instruction (such as math, science, and history–social science) to ensure that students not only develop English proficiency but also master academic content. To implement the *ELD Standards*, teachers should use appropriate instructional techniques and scaffolding strategies, adjusting the language demands of their lessons while providing students with the necessary support to understand complex academic content.

Additionally, teachers are advised to regularly assess students' progress in both academic achievement and language development. The use of formative assessments, as outlined in the *ELA/ELD Framework*, helps educators monitor progress, make data-driven decisions, and adjust instructional strategies accordingly. For EL students, these assessments often include a combination of language proficiency tests and academic content assessments to evaluate their growth.

English Learner Identification and Placement

In California, the identification of EL students is a process regulated by state law and is critical for ensuring appropriate instructional placement. When a student first enrolls in school, a Home Language Survey is used to determine if the student speaks a language other than English at home. If the survey indicates that a language other than English is spoken, the student must take an initial English language proficiency

assessment, the ELPAC, to determine their English proficiency level. The results of the initial ELPAC will determine if the student is classified as Initial Fluent English Proficient or English Learner.

When a student is identified as an English learner, the California *Education Code* governs their educational placement. The law requires that English learners be placed in a language acquisition program provided by the LEA and chosen by the parent. As discussed in the section dedicated to legislation, California laws call for English learners to be placed in a variety of language acquisition programs that may include Structured English Immersion, Transitional Bilingual Education, and Dual Language Immersion programs. Teachers must be trained and certified to teach in these programs, which differ in how much instruction is given in English compared to the student's native language.

The regulations also require schools to provide EL students with appropriate services to meet their language and academic needs. These services must include instruction in Integrated and Designated English Language Development. Teachers are expected to maintain ongoing communication with parents and guardians to discuss the student's language development, academic progress, and any necessary adjustments to their learning plan.

Reclassification and Monitoring of English Learners

Another significant regulatory area focuses on the process of reclassification—the formal process by which an EL student is redesignated as proficient in English and can be reclassified out of language support programs. In California, students must meet specific criteria for reclassification, including the following:

- Achieving an Overall Proficiency Level 4 on the Summative ELPAC
- Demonstrating a performance of basic skills on standardized academic achievement tests comparable to a range of performance in basic skills based upon the performance of English proficient students of the same age
- Teachers providing input on the student's progress indicating that the student is ready for mainstream academic instruction without specialized language support
- Consulting with parents and obtaining their opinion for reclassification

Importantly, students who qualify to take the Alternate English Language Proficiency Assessments for California (Alternate ELPAC), must earn an overall score of three to be considered for reclassification. The Alternate ELPAC is a statewide standardized testing system designed for EL students with the most significant cognitive disabilities. It replaces locally determined alternate assessments and ensures consistency across the state. The Alternate ELPAC offers a method to assess English proficiency for students with significant cognitive disabilities—not only to classify them accurately upon entry but also to monitor their progress toward fluent English proficiency over time.

These reclassification criteria are regulated to ensure that EL students are not reclassified out of language support programs prematurely. Teachers play a vital role in

the reclassification process by providing evidence of students' academic readiness, use of academic language in the classroom and beyond, and participating in team meetings to assess whether students meet the criteria.

Additionally, California's regulations focus on LTEL students, recognizing that they often face particular challenges, including gaps in language and academic content knowledge. Teachers are encouraged to implement targeted interventions to meet the needs of LTEL students. These interventions might include intensive English language instruction, academic tutoring, or social-emotional support. Teachers are also tasked with ensuring that LTEL students are provided with opportunities to reclassify and exit language programs at the appropriate time.

Bilingual Education and Teacher Qualifications

California regulates teacher qualifications to ensure that educators are equipped to support EL students. The California Commission on Teacher Credentialing sets the standards for certification and ensures that teachers who work with EL students are properly trained in language development and bilingual education. For example, teachers who work with EL students in bilingual education programs are required to hold a credential with a Bilingual Authorization or its equivalent.

Teachers working with EL students in English immersion programs must meet specific qualifications for an EL Authorization to effectively teach EL students, such as demonstrating proficiency in language development methods and understanding how to adjust teaching strategies based on students' proficiency levels. California law mandates professional development and ongoing training to ensure that teachers are up to date with current research and best practices in EL instruction.

Parent and Community Involvement

California's regulations also emphasize the importance of involving parents and families in the educational process. Under the California *Education Code*, schools are required to engage parents of EL students in meaningful ways in decisions that impact students' opportunities. For example, each California public school district with 51 or more English learners is required to form a District English Learner Advisory Committee (DELAC) unless the district designates for this purpose a subcommittee of an existing districtwide advisory committee.

The DELAC has the responsibility to advise the school district governing board regarding, among other matters

- the development of a district master plan for education programs and services for English learners;
- the establishment of district program, goals, and objectives for programs and services for English learners; and
- the review of and provision of comments on the school district reclassification procedures.

In fact, if the DELAC acts as the English learner parent advisory committee under *EC* sections 52063(b)(1) and 52062(a)(2), the DELAC is required to also review and comment on the development or annual update of the LCAP. Under the Local Control Funding Formula (LCFF), districts with at least 50 English learners and whose total enrollment includes at least 15 percent English learners must establish a DELAC, and that DELAC must carry out specific responsibilities related to the LCAP.

Similarly, each California public school with 21 or more English learners must form an English Learner Advisory Committee (ELAC). The ELAC has similar responsibilities to the DELAC, particularly in

- advising the principal and staff in the development of a site plan for English learners and submitting the plan to the School Site Council for consideration of inclusion in the School Plan for Student Achievement;
- assisting in the development of the schoolwide needs assessment; and
- ways to make parents aware of the importance of regular school attendance.

Each ELAC can elect at least one member to the District English Learner Advisory Committee (DELAC). Districts with 31 or more ELACs may use a system of proportional or regional representation.

To support the full and meaningful participation of parents and the broader school community, LEAs must provide information in the family's native language, offering parent workshops on how to support language development at home, and maintaining open lines of communication about students' academic progress. Teachers are also expected to collaborate with parents to ensure that the instructional program aligns with students' needs and that families are aware of their rights under state and federal law.

Program Instruments Used in Compliance Monitoring

Program instruments are documents that specify federal and state legal requirements for particular programs. They guide the CDE's monitoring process by identifying what must be reviewed and offering examples of acceptable evidence to demonstrate compliance to federal and state laws, regulations, and court decisions. Program instruments are designed to make regulatory expectations clear to LEAs, interested parties, and the public, promoting understanding of what legal compliance entails. CDE staff members develop and review each program's instrument on an annual basis to reflect the latest statutory or regulatory changes, ensuring ongoing alignment between policy and practice.

To conclude, California's regulations provide a comprehensive framework for supporting EL students in the state's educational system. From language development standards to teacher qualifications, reclassification procedures, and parent engagement, these regulations ensure that EL students receive the services and support they need to thrive academically. Teachers are central to the implementation of these regulations, and through appropriate training, ongoing assessment, and collaboration with families, they can help EL students achieve academic success and proficiency in English.

Related Resources

- California English Language Development Standards: https://www.cde.ca.gov/sp/el/er/eldstandards.asp
- *Improving Education for Multilingual and English Learner Students: Research to Practice*—a publication with current evidence-based pedagogy and practices in the areas of developing multilingualism, early education, assets-based environments, English language development, and the creation of systems that support the implementation of these practices: https://www.cde.ca.gov/sp/ml/documents/mleleducation.pdf
- Identification & Parent Notification Requirements—Information and resources for LEAs regarding the identification and parent notification requirements for students identified as English learners or initially fluent-English proficient: https://www.cde.ca.gov/sp/ml/elparentletters.asp
- Multilingual Education: https://www.cde.ca.gov/sp/ml/multilingualedu.asp
- Reclassification: https://www.cde.ca.gov/sp/ml/reclassification.asp
- Alternate ELPAC: https://www.cde.ca.gov/ta/tg/ep/alternateelpac.asp
- California *Education Code* Section 313, on the identification and assessment of English learners: https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=313&lawCode=EDC
- English Learner Authorization - CLAD Certificate (CL-628C): https://www.ctc.ca.gov/credentials/leaflets/english-learner-auth-clad-certificate-(cl-628c)
- California Commission on Teacher Credentialing, Bilingual Authorizations: *Bilingual, Crosscultural, Language, and Academic Development (BCLAD) Credential*. Retrieved from https://www.ctc.ca.gov/credentials/leaflets/bilingual-authorizations-(cl-628b)
- District English Learner Advisory Committee: https://www.cde.ca.gov/ta/cr/delac.asp
- English Learner Advisory Committee: https://www.cde.ca.gov/ta/cr/elac.asp
- Local Control Funding Formula Overview: https://www.cde.ca.gov/fg/aa/lc/lcffoverview.asp
- Compliance Monitoring—Program Instruments: https://www.cde.ca.gov/ta/cr/#Instruments

Guidance

Curriculum Frameworks

All Curriculum Frameworks

A curriculum framework provides guidance for implementing the content standards for a subject area. California's curriculum frameworks provide detailed guidance on how to design, implement, and evaluate instructional strategies for diverse student populations. The guidance promotes the use of proven teaching practices and assessment strategies to help students achieve learning outcomes at different grade levels. These curriculum frameworks include recommendations for teachers to work with and support English learners. Access available curriculum frameworks on the All Curriculum Frameworks web page at https://www.cde.ca.gov/ci/cr/cf/allfwks.asp.

The frameworks include guidance to support EL students in acquiring proficiency in English while ensuring they have equitable access to grade-level academic content. The recommendations in California's curriculum frameworks emphasize the importance of differentiated instruction, culturally responsive teaching, and integrating language development with academic content. These recommendations aim to ensure that EL students thrive both linguistically and academically, preparing them to effectively compete and thrive in the international marketplace. In California, curriculum frameworks provide guidance for implementing the content standards adopted by the SBE. Frameworks are developed by the IQC, which also reviews and recommends textbooks and other instructional materials for the SBE to consider for adoption.

Integration of English Language Development with Content Instruction

One of the central principles in California's *ELD Standards* is the integration of language development with academic content instruction. The *ELD Standards* suggest that all teachers should implement instructional strategies that integrate language development into all subject areas, not just language arts. This approach allows EL students to build their English language skills while also deepening their understanding of the subject matter.

The curriculum frameworks emphasize the collaboration between ELD specialists and content area teachers. Teachers in subjects like science, history–social science, and mathematics are encouraged to work with ELD specialists to ensure that the language demands of their subject areas are addressed as EL students participate in listening, speaking, reading, and writing activities, while maintaining academic rigor. This collaboration can lead to differentiated instruction that is responsive to EL students' language needs and academic goals. For example, a science teacher might focus on developing students' ability to describe experiments and analyze data in English while ensuring that the scientific concepts remain accurate and comprehensible. California's

curriculum frameworks suggest teachers incorporate language objectives with content objectives to ensure that EL students understand academic material while developing their English language skills.

EL students at all levels of English proficiency benefit from a curriculum that simultaneously addresses their academic content needs and language development. For example, in science or mathematics, teachers can explicitly teach academic vocabulary and language structures that are essential for understanding content. In a history lesson, students might not only learn about historical events but also focus on understanding specific vocabulary and grammatical structures used in the discipline.

In every subject area, students often encounter specialized terminology that may not be part of everyday language. Teachers should scaffold instruction by providing language supports such as visual aids, graphic organizers, and sentence frames to help students comprehend complex concepts and develop their academic language. The section titled Instructional Strategies for English Learners includes additional teaching suggestions with a focus on the benefits they afford EL students.

Ensuring Proper Support and Services

Several curriculum frameworks emphasize that the responsibility for learners' literacy and language development is shared. This emphasis underscores the collaboration that can occur among ELA teachers, ELD teachers, content teachers, administrators, and site- and district-level specialists to create environments that support all students in meeting rigorous standards. The frameworks specifically note that educators should have time to plan lessons, select literature, review assessments, and set goals. This kind of collaboration can ensure coordinated, intentional support for students across disciplines.

The *ELA/ELD Framework* in particular highlights the need for ELD specialists to collaborate with education specialists. This collaboration can ensure that students' Individual Education Programs (IEPs) accurately reflect their unique learning needs by incorporating the most appropriate goals, services, and accommodations. IEPs outline specific educational goals, services, and accommodations tailored to the student's individual needs. When ELD specialists and education specialists work together, they can more effectively distinguish between language development needs and actual learning disabilities. This helps prevent English learners from being misidentified or inappropriately placed in special education due to challenges that are rooted in language acquisition rather than cognitive or developmental delays. By aligning expertise across disciplines, teams can create IEPs that are both linguistically and academically responsive.

Additionally, chapter 8 of the *ELA/ELD Framework* discusses how assessment should be a collaborative process. One snapshot describes an ELD teacher and a science teacher co-designing a five-week unit: the science teacher provides scaffolds during content instruction, while the ELD teacher drills deeper into language demands during designated ELD time. In addition, the *California Practitioners' Guide for Educating English Learners with Disabilities*

(https://www.cde.ca.gov/sp/se/ac/documents/ab2785guide.pdf) provides structured guidance to ensure assessments and IEP planning reflect linguistic and cultural considerations, and that EL students are not misidentified.

Focus on Academic Language Development

The academic content standards emphasize the importance of developing academic language for EL students, which is distinct from conversational language. Academic language refers to the language used in classrooms and textbooks—complex vocabulary, grammar, and structures that are essential for success in all content areas. EL students need to master academic language in order to participate fully in academic discussions, read complex texts, and write coherent arguments.

The curriculum frameworks similarly recommend explicit instruction in academic vocabulary and language structures. For example, in English language arts, students may be taught specific strategies for analyzing texts, such as identifying key themes or understanding the author's purpose, which require specialized academic language. Teachers are encouraged to engage students in activities that promote the use of academic language, such as academic discussions, writing assignments, and collaborative group work.

Differentiated and Scaffolded Instruction

California's curriculum frameworks also highlight the implementation of differentiated instruction and scaffolding strategies to enable EL students to reach desired competencies. English learners represent a diverse group with varying levels of English proficiency, academic backgrounds, cultural experiences, and educational requirements. The frameworks recommend that teachers use differentiated teaching practices, such as modifying the complexity of tasks, offering multiple ways to engage with the content and providing individualized support based on students' proficiency levels and individual learning gaps. For example, teachers might provide more support to Emerging proficiency level EL students through simplified texts, peer assistance, or audio recordings, while offering Expanding and Bridging proficiency level EL students the opportunity to work with complex academic texts and engage in higher-order thinking tasks. Differentiated activities could include partner work, small-group discussions, and project-based learning to allow students to engage with content in a way that suits their skills and language development stage.

Scaffolding is another key recommendation. Scaffolding refers to the temporary supports teachers offer to students as they work to complete tasks they cannot yet complete independently. These supports might include graphic organizers, sentence frames, peer tutoring, and modeling. Teachers can also use scaffolding techniques, such as breaking tasks into smaller steps, providing visual representations of concepts, and modeling the thinking process. Scaffolding is essential to help EL students bridge the gap between what they can do on their own and the more complex tasks they are expected to complete. As students gain proficiency, these supports are gradually removed, allowing students to demonstrate greater independence and competence.

Formative Assessment and Progress Monitoring

Assessment is a critical factor in the success of EL students, and the curriculum frameworks stress the need for ongoing formative assessments and ongoing progress monitoring to gauge student understanding, track student progress, and adjust instruction accordingly. For EL students, this includes both language proficiency assessments and content-based assessments. The guidance in the frameworks encourages teachers to use assessments that measure both language development and academic growth, ensuring that EL students are making progress in both areas. Regular formative assessments help teachers and identify areas where additional support is needed.

The California curriculum frameworks highlight the importance of using multiple assessment tools, including observations, student work samples, language proficiency tests, and teacher-created assessments. In addition to formal assessments, the frameworks suggest that teachers regularly monitor student participation and engagement during lessons, as these are indicators of language development and academic understanding. Whenever possible, teachers should assess students in both their home language and English to gain a more complete and accurate understanding of their language development and academic abilities.

Formative assessment strategies are particularly valuable because they help teachers distinguish between language challenges and content knowledge gaps. For instance, an English learner might understand a scientific concept perfectly well, yet she may struggle to express that understanding in English. Through formative assessment teachers can recognize this distinction and adjust their instruction accordingly, then encourage the student to demonstrate her knowledge through drawings or an explanation that incorporates a combination of the student's native language and English.

These dynamic assessment approaches can help teachers focus not only on what students know but also on how they learn. Teachers can then use this data to adjust their instruction, provide targeted interventions, and recognize progress with students. Additionally, teachers are advised to use student self-assessments to promote students' self-reflection on their language progress and academic goals, which can support or boost a growth mindset.

Universal Design for Learning

The Universal Design for Learning (UDL) is a core instructional approach in California's educational system, and it is recommended in California's curriculum frameworks. UDL emphasizes the use of multiple means of representation, engagement, and expression to ensure that all students can access the content in ways that best suit their learning styles. English learners can benefit from UDL principles because they

- aim to create inclusive learning environments for all students;
- are based on the idea of addressing barriers to learning; and

- provide educators with guidelines for designing learning experiences that consider the needs and abilities of all learners.

The frameworks include numerous instructional strategies aligned with the goals of the *ELD Standards* and UDL, including the use of visual aids, graphic organizers, and multimedia resources to make abstract concepts more concrete and support language development.

Culturally Responsive Teaching

California's curriculum frameworks also stress the importance of culturally responsive teaching for EL students. Culturally responsive instruction acknowledges the cultural diversity of EL students and utilizes that diversity as a strength in the learning process. The frameworks encourage teachers to create inclusive learning environments where students' home languages, cultures, and prior knowledge are valued and incorporated into lessons.

For instance, in English language arts and history–social science, teachers can select literature, historical texts, and examples from diverse cultural perspectives that reflect students' backgrounds. This approach helps EL students feel more connected to the material and fosters a sense of belonging in the classroom. Additionally, teachers can incorporate students' experiences and stories into classroom discussions, making learning more relevant and engaging.

Culturally responsive teaching also involves addressing the emotional and social needs of EL students. The standards recommend creating a classroom environment where students feel safe to express themselves, ask questions, and engage with content in a way that recognizes and welcomes their knowledge and perspectives.

Family and Community Engagement

Lastly, the curriculum frameworks recommend strong family and community engagement as an essential component of supporting EL students. Recognizing that families play a crucial role in students' success, California's educational guidance encourages school communities to build partnerships with families to support students' academic and language development. This includes providing language support services for parents, offering parent workshops on how to assist with learning at home, and ensuring that schools communicate effectively with families in their preferred languages.

Teachers can engage families through regular communication in their preferred language, offer resources for supporting learning at home, and involve families in decisions regarding students' educational goals. The input from parents and members of the broader school community can inform collaborative efforts among educators, including EL specialists, content-area teachers, and special education staff, to create a unified and coherent instructional plan that meets the diverse needs of EL students.

California's curriculum frameworks are comprehensive and multifaceted, offering detailed recommendations to ensure that EL students receive the support they need to

succeed academically. By integrating language development with academic instruction, using culturally responsive teaching, and implementing differentiated and scaffolded strategies, California educators can provide EL students with the tools necessary to thrive in a rigorous academic environment. These frameworks ensure that EL students are not only learning English but are also able to access and excel in all areas of the curriculum, preparing them for future success.

Beyond that, the frameworks reflect educators' understanding that schooling should accomplish more than just help students earn good grades or pass tests. They aim to cultivate skills that can serve all students throughout their lives, such as adaptability, problem-solving, effective communication, and self-management. For example, learning to manage long-term projects in school helps develop organizational skills useful in future workplaces, while group discussions build valuable communication capacities for professional collaboration. The curriculum frameworks set forth recommendations to prepare students for lifelong success as learners, professionals, and citizens in an evolving world.

Related Resources

- All Curriculum Frameworks: https://www.cde.ca.gov/ci/cr/cf/allfwks.asp
- California English Language Development Standards: https://www.cde.ca.gov/sp/el/er/eldstandards.asp
- State Board of Education: https://www.cde.ca.gov/be/index.asp
- Instructional Quality Commission: https://www.cde.ca.gov/be/cc/cd/index.asp
- *Improving Education for Multilingual and English Learner Students: Research to Practice*—a publication with current evidence-based pedagogy and practices in the areas of developing multilingualism, early education, assets-based environments, English language development, and the creation of systems that support the implementation of these practices: https://www.cde.ca.gov/sp/ml/documents/mleleducation.pdf
- *Integrating the CA ELD Standards into K-12 Mathematics and Science Teaching and Learning: A Supplementary Resource*—a supplementary resources to support the implementation of the *ELD Standards* in mathematics and science subject content area instruction: https://www.cde.ca.gov/sp/ml/documents/fnl1516agmnteldstndab899.doc
- *California Practitioners' Guide for Educating English Learners with Disabilities*: https://www.cde.ca.gov/sp/se/ac/documents/ab2785guide.pdf
- English Learner Toolkit of Strategies, Volume 1—strategies to increase English language proficiency in both integrated and designated ELD: https://cacountysupts.org/?wpfb_dl=7219
- Asset-Based Pedagogies: https://www.cde.ca.gov/ci/pl/assetbasedpedagogies.asp

English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve

California's *ELA/ELD Framework* provides a comprehensive, research-based guide for educators to support the development of literacy skills in both English learners and native English speakers. First adopted by the California SBE in 2014, the *ELA/ELD Framework* outlines effective practices for teaching English language arts and English language development, aiming to promote college and career readiness for all students. This framework places a strong emphasis on the educational requirements of English learners, offering instructional strategies and support systems that help EL students develop proficiency in academic English while engaging with grade-level content in all subjects.

The recommendations in the *ELA/ELD Framework* may be particularly beneficial for EL students as they are intended to help students meet the rigorous demands of the *CA CCSS for ELA/Literacy*, while also promoting English language proficiency through a specific focus on language development. The framework provides a coherent and integrated approach to literacy instruction that emphasizes the close relationship between language learning and academic content. The *ELA/ELD Framework* is built on the principle that all students—and in particular English learners—can develop strong language skills when given appropriate scaffolds and instruction that connect language learning to meaningful academic tasks.

In the table that follows, some of the key features found in the *ELA/ELD Framework* are examined briefly. Deeper discussions of these features are included in the sections titled All Curriculum Frameworks and Instructional Strategies for English Learners.

Table 11: Key Features of the *ELA/ELD Framework* Beneficial for English Learners

Feature	Description
Integrated ELA and ELD Instruction	The *ELA/ELD Framework* emphasizes the integration of ELD into the English Language Arts curriculum, ensuring that English learners receive instruction that addresses both their academic content needs and their language development needs. The framework encourages teachers to incorporate language support into every lesson, with a focus on academic English—vocabulary, syntax, and grammar—while also ensuring that language instruction is embedded in content areas. For example, in a science class, students might learn both the language needed to discuss scientific concepts and the content itself. This helps students build content knowledge while simultaneously developing the language skills necessary for effective communication in academic settings. The integrated approach encourages teachers to plan lessons that use academic language in context and promote meaningful interaction among students. Through collaborative work, students are encouraged to practice language skills in real-world contexts, which promotes both language growth and the mastery of academic content.
Integrated and Designated ELD	For English learners, The E*LA/ELD Framework* emphasized the importance of attending to the language learning needs of EL students in strategic ways that promote the simultaneous development of content knowledge and advanced levels of English. The framework describes ELD instruction generally as well as in terms of using the *CA ELD Standards* to provide integrated ELD instruction and designated ELD instruction for EL students. Integrated ELD is instruction in which all teachers with EL students in their classrooms use the *CA ELD Standards* in tandem with the focal *CA CCSS for ELA/Literacy* and other California content standards. Designated ELD is instruction during a protected time of the regular school day in which teachers use the *CA ELD Standards* as the focal standards in ways that build into and from content instruction in order to develop critical language EL students need for content learning in English.

Feature	Description
Scaffolded Language Support	For English learners, the *ELA/ELD Framework* emphasizes the importance of scaffolding instruction to support students at various levels of language proficiency. Scaffolding involves providing structured supports to help EL students access grade-level content while simultaneously building their language skills. The framework outlines a range of scaffolding strategies, such as • using visual aids, graphic organizers, and modeling to support comprehension; • offering sentence frames and language prompts to help students engage in structured academic conversations; and • providing small group instruction or peer interactions to support language practice in meaningful contexts. By implementing these scaffolding techniques, teachers help English learners gradually increase their language proficiency, moving from simple sentence structures to more complex academic discourse.
Focus on Academic Language	A key focus of the framework is the development of academic language—the language used in academic contexts that may be different from everyday, conversational language. English learners need explicit instruction in academic vocabulary, syntax, and discourse patterns. The *ELA/ELD Framework* provides guidance on how to teach EL students the disciplinary language they need to succeed in subjects like mathematics, science, and history–social science. It stresses that students should not only be able to understand and produce language but also be able to use it effectively to analyze, explain, and discuss academic concepts. For instance, in a history class, English learners may need to be taught the specific vocabulary of historical inquiry (e.g., terms like "evidence," "cause and effect," or "perspective") and how to use these terms in analytical writing or discussion. The framework recommends that academic language instruction be systematic and intentional, with a focus on both content-specific vocabulary and the more general academic language that crosses disciplinary boundaries.

Feature	Description
Differentiated Instruction for All Learners	The *ELA/ELD Framework* recognizes that students are at different stages of language development and offers strategies for differentiating instruction to meet the needs of all learners. For English learners, this means providing tailored instruction based on proficiency levels, from early-stage language learners (e.g., Emerging) to more advanced students (e.g., Bridging). The framework provides guidance on how to design lessons that challenge students to engage in complex tasks while ensuring that language instruction is appropriate for their level of proficiency. For instance, teachers may need to differentiate the text complexity or discussion opportunities for students at the Emerging stage, while offering more advanced analytical tasks for students at the Expanding or Bridging stages. The framework encourages the use of flexible grouping, where students can collaborate with peers at similar proficiency levels or work together with native English speakers to practice and refine their language skills.
Culturally Responsive Teaching	The *ELA/ELD Framework* also stresses the importance of culturally responsive teaching, which recognizes the diverse cultural and linguistic backgrounds of English learners. By incorporating culturally relevant materials and fostering a classroom environment that values diversity, the framework helps create an inclusive space where English learners feel valued and motivated to engage with the curriculum. It encourages educators to use students' home languages and cultural experiences as assets in the learning process, thereby fostering a sense of belonging and increasing motivation in progressing academically. The snapshots and vignettes included in the framework affirm the value of providing English learners instruction that regards their home cultures and primary languages as assets. The example instructional approaches depicted in the snapshots and vignettes build upon those assets as English learners develop full proficiency in English in the integrated domains of listening, speaking, reading, and writing, consistent with expectations for all students.

Feature	Description
Academic Success and College Readiness	The ultimate goal of the *ELA/ELD Framework* is to ensure that English learners graduate from high school ready for college and career success. By providing explicit instruction in both language and academic content, the framework suggests ways to prepare English learners to meet college readiness standards in English language arts and other subjects. The focus on academic language and discourse helps students excel not only in high school but also in the postsecondary education system, where the demands for academic language proficiency are even higher. English learners thrive in instructional environments where teachers intentionally support them to fully engage with intellectually challenging content using strategic scaffolding. Scaffolding is tailored to equip students to complete linguistically and cognitively challenging tasks with the ultimate goal of empowering students to perform with autonomy.

To conclude, the *ELA/ELD Framework* provides English learners in California with the tools they need to succeed academically by integrating language development with content-area learning. Through scaffolded instruction, a focus on academic language, and differentiation based on language proficiency, the framework ensures that English learners can thrive in the classroom and beyond. By equipping them with both content knowledge and language proficiency, the framework encourages educators to support the development of well-rounded, college- and career-ready students, preparing them to succeed in a globalized, multilingual world.

Related Resources

- *English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve*: https://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp
- Implementation Support for the ELA/ELD Framework—access the section titled “EL Support” for select resources focused on English learners: https://www.cde.ca.gov/ci/rl/cf/implementationsupport.asp
- 2015 English Language Arts/English Language Development Instructional Materials Adoption: https://www.cde.ca.gov/ci/rl/im/index.asp
- California Literacy Roadmap: Literacy Content Blocks for English-Medium Classrooms for Transitional Kindergarten Through Grade Five: https://www.cde.ca.gov/ci/cl/
- Preschool Through Third Grade (P–3) Learning Progressions in Language and Literacy Development: https://www.cde.ca.gov/ci/gs/p3/

- Snapshot Collection of the *English Language Arts/ English Language Development Framework for California Public Schools Kindergarten Through Grade Twelve*: https://www.cde.ca.gov/ci/rl/cf/documents/elaeldsnapshotscollect.pdf

- Vignette Collection of the *English Language Arts/ English Language Development Framework for California Public Schools Kindergarten Through Grade Twelve*: https://www.cde.ca.gov/ci/rl/cf/documents/elaeldvignettescollection.pdf

- *Improving Education for Multilingual and English Learner Students: Research to Practice*: https://www.cde.ca.gov/sp/ml/documents/mleleducation.pdf

- *Integrating the CA ELD Standards into K-12 Mathematics and Science Teaching and Learning: A Supplementary Resource*—a supplementary resources to support the implementation of the *ELD Standards* in mathematics and science subject content area instruction: https://www.cde.ca.gov/sp/ml/documents/fnl1516agmnteldstndab899.doc

- *English Learner Toolkit of Strategies, Volume 1*—strategies to increase English language proficiency in both integrated and designated ELD: https://cacountysupts.org/?wpfb_dl=7219

Instructional Strategies for English Learners

Integrated ELD Instructional Strategies and Supports

The integrated ELD instructional strategies outlined on the Integrated ELD Instructional Strategies & Supports web page (https://www.cde.ca.gov/sp/ml/eldstrategies.asp) are directly aligned with the California *ELD Standards*, ensuring that English learners receive focused support that meets state expectations for language development. While this list is not exhaustive and does not constitute legal advice, it offers widely used, research-informed practices that can support the academic and language development of English learners. The table below lists the integrated ELD instructional strategies mentioned in the Integrated ELD Instructional Strategies & Supports web page.

Table 12: Integrated ELD Instructional Strategies

Key Component	Sample Strategies
Content and Clear Objectives	**Clear Objectives**: Establish explicit content and language goals for every lesson. For instance, a lesson on ecosystems might have the content objective: "Students will explain the role of producers in an ecosystem" and the language objective: "Students will use the terms *producer, ecosystem,* and *photosynthesis* in their explanations." **Use of Academic Language**: Introduce academic language through both the content and language objectives, emphasizing the key terminology.
Culturally Responsive Teaching	**Validate Students' Backgrounds**: Include content that is relevant to students' cultures and experiences. This helps to build a connection between their language development and the academic content. **Incorporate Culturally Relevant Resources**: Use books, songs, videos, and historical examples that reflect the diversity of your students.

Key Component	Sample Strategies
Scaffold Instruction	**Text Reconstruction**: Collaborative strategy where students listen to or read a short text, take notes, and work together to recreate the original using their own words. **Sentence unpacking**: Students collaboratively deconstruct a complex sentence (examining vocabulary, grammar, meaning, chunk by chunk) to build deeper understanding of academic language, enhance comprehension, and support ELD across content areas. **Paragraph Jumble**: Critical thinking and sequencing activity where students rearrange mixed-up sentences to form a coherent paragraph. **Sorting**: Hands-on, language-rich activity where students categorize words, images, or concepts into meaningful groups—boosting vocabulary, critical thinking, and academic language development. **Use of visuals**: Incorporate charts, pictures, diagrams, videos, and realia (real objects) to explain and reinforce concepts and language. **Sentence Frames and Starters**: Provide structures for students to practice new learned language, for example, “I think that … because ….” **Modeling**: Demonstrate language use in context, for example, modeling how to ask a question or express an opinion using academic vocabulary. **Gradual Release of Responsibility**: Begin with teacher-led instruction, move to guided practice, and then allow students to work independently.
Use of Interactive Technology	**Digital Storytelling**: Have students use multimedia tools (like Padlet, Flipgrid, or Adobe Spark) to create digital stories, allowing them to practice language production in a meaningful way. **Collaborative Platforms**: Have students use platforms like Google Docs or Slides to enable students to collaborate on writing, providing peer feedback and engaging in real-time language development. **Language Apps**: Tools like Duolingo, Quizlet, or Google Translate (and other translation apps) can help with vocabulary development.

Key Component	Sample Strategies
Differentiation	**Tiered Assignments**: Provide assignments at different levels of complexity so all students, regardless of language proficiency, can explore, practice, and apply their learning or demonstrate their knowledge. **Flexible Grouping**: Use a mix of heterogeneous and homogeneous groupings to meet different needs. English proficient peers can support EL students in small-group settings. **Modified Texts**: Adjust reading materials to match students' language proficiency levels, which support grade-level standards and content expectations.
Explicit Vocabulary Instruction	**Contextualized Vocabulary**: Teach words within the context of academic content rather than in isolation, helping students see the word's use in real situations. **Word Maps**: Have students create word maps that define a word, use it in a complete, high-level sentence, find a non-example of the word, and illustrate it.
Interactive Activities	**Think-Pair-Share**: Students *think* individually about a question, then *pair* and *discuss* their thoughts with a partner, and finally *share* with the whole class. This builds both language and content knowledge. **Collaborative Learning**: Group students with varying language proficiency levels for collaborative tasks. Use cooperative learning strategies like Jigsaw or Group Investigations. **Role-Playing and Simulations**: Use role-plays to practice social and academic language in context. This can include debates, mock interviews, or simulations of historical events.
Language-Rich Environment	**Classroom Posters**: Build (with students) and post academic language and vocabulary around the room to reinforce language learning. **Language-Rich Discussions**: Encourage students to discuss content in pairs or small groups, and model academic discourse. **Engage with Texts**: Ensure students interact with various types of texts (e.g., academic articles, stories, non-fiction) in a way that promotes language and content development.

Key Component	Sample Strategies
Frequent Formative Assessments	**Use Informal Assessments**: Regularly assess students' language skills through quizzes, journals, peer discussions, and observations. **Exit Tickets**: At the end of a lesson, have students quickly write down a key concept or new vocabulary word. This can help you gauge their understanding of the language and content.
Total Physical Response (TPR)	**Kinesthetic Learning**: Incorporate actions and gestures to help reinforce language, for example, using hand signals to represent concepts like big, small, or next. **Physical Interaction with Language**: Encourage students to act out new words or phrases, enhancing retention and understanding.

By integrating these strategies into all content areas, educators can simultaneously address academic goals and language development needs. This standards-based approach ensures that instruction is intentional, with clearly defined language objectives that support students in understanding and using academic English. When combined with culturally responsive teaching, scaffolding, and interactive strategies, this guidance empowers English learners to access rigorous curriculum while developing the language proficiency needed for long-term success.

Related Resources

- Integrated ELD Instructional Strategies & Supports: https://www.cde.ca.gov/sp/ml/eldstrategies.asp
- California English Language Development Standards: https://www.cde.ca.gov/sp/el/er/eldstandards.asp
- California Content Standards: https://www.cde.ca.gov/be/st/ss/index.asp
- California English Language Development Standards Webinar Series—access the collection of videos, brief overviews, and links mentioned in the videos in the tab titled "ELD Standards": https://www.youtube.com/playlist?list=PLgIRGe0-q7SZ5Tys6ZGTw7bNM8qHO50Cy
- Webinar Series on the CDE Integrated and Designated English Language Development Video Series: https://www.wested.org/event/webinar-series-integrated-designated-eld-video-series/

- CDE Integrated and Designated English Language Development Video Series--access the collection of videos and guidance resources by grade level in the tab titled “ELD Video Series”: https://www.cde.ca.gov/sp/ml/eldstandards.asp

- Blueprint for Effective Leadership and Instruction for Our English Learners' Future (B.E.L.I.E.F.)—these professional learning modules include current ELD research; opportunities to deepen understanding of integrated and designated ELD; activities to analyze, reflect upon, and refine programs for English learners; and follow-up activities to use with staff to support implementation: https://sites.google.com/view/beliefmodules/home

- English Language Arts/English Language Development Framework Webinar Series Playlist: Access the tab titled “Webinars”; see Session 3: English Language Development at https://www.cde.ca.gov/ci/cl/

- California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects: https://www.cde.ca.gov/be/st/ss/documents/finalelaccssstandards.pdf

- English Language Arts/English Language Development Framework: https://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp

- Implementation Support for the ELA/ELD Framework: Access the tab titled “EL Support” at https://www.cde.ca.gov/ci/rl/cf/implementationsupport.asp

- *Improving Education for Multilingual and English Learner Students: Research to Practice*: https://www.cde.ca.gov/sp/ml/documents/mleleducation.pdf

Instructional Strategies in California Curriculum Frameworks

California is deeply committed to helping English learners succeed academically by providing a variety of support programs and policies. One of the most important efforts is the *EL Roadmap*, discussed in the section titled Initiatives, which provides guidance to LEAs to ensure that English learners not only improve their English skills but also have access to the same academic content as their peers. The goal is to help English learners become proficient in English while excelling in subjects like math, science, and history. By focusing on both language and academic skills, the state gives English learners the tools they need to master academic content, develop strong study habits, learn to collaborate with peers, and build critical thinking abilities that will prepare them for their future roles—whether in college, careers, or as engaged citizens.

In terms of specific instructional strategies, curriculum frameworks include descriptions of recommended strategies as well as snapshots and vignettes that illustrate what those strategies look like when implemented. What follows are select strategies, listed in

alphabetical order, that appear multiple times in the California curriculum frameworks. While this list is not exhaustive, it highlights commonly used strategies that can benefit EL students.

Table 13: Instructional Strategies in California Curriculum Frameworks

Strategy	Description
Cooperative Learning	Students work in pairs or small groups to complete tasks, which promote peer-to-peer interaction and language use in authentic contexts. Cooperative learning activities can provide English learners with opportunities to practice speaking, listening, and reading English, where they can gain confidence in using the language. While working in smaller groups, EL students receive peer support, feedback, and clarification, which can help improve their overall comprehension and language proficiency. This strategy also provides students with opportunities for peer-to-peer interaction, allowing them to actively practice speaking with one another rather than solely receiving information from the teacher or their classmates.
Graphic Organizers	Tools like Venn diagrams, flowcharts, and concept maps help organize information visually, aiding students in understanding relationships between concepts. Both the *ELD Standards* and the *ELA/ELD Framework* suggest using graphic organizers to support students in taking notes, comparing and contrasting, summarizing or synthesizing, or analyzing content.
Language Experience Approach	Teachers encourage students to share personal experiences, which are then used as the basis for reading, writing, and vocabulary activities. An essential component of culturally responsive teaching is providing students—in this case, English learners—opportunities to connect to their background knowledge, lived experiences, home cultures, and primary languages as assets and builds upon them for new learning.

Strategy	Description
Language Objectives	Teachers set clear, specific language goals for students (e.g., "Students will use past tense to describe an event") in addition to content objectives. Language objectives can help English learners by clearly outlining the specific language skills they are expected to develop during a lesson or unit, allowing them to focus on targeted vocabulary, grammar structures, and communication functions needed to understand and participate in the learning process, especially in content areas where academic language is crucial.
Modeling	Teachers demonstrate a task or behavior before asking students to complete it themselves (e.g., modeling a writing task or a conversation). Modeling can help English learners by providing them with a clear, visual example of correct language usage, which allows them to understand and replicate the target language structures. The *ELA/ELD Framework* illustrates how this approach can help build EL students' vocabulary and grammar skills, particularly when dealing with new concepts or complex sentence patterns, by providing a pattern for them to follow when producing their own language.
Pre-Teaching Vocabulary	Teachers introduce key vocabulary words before a lesson, using visuals and context to ensure comprehension. Pre-teaching vocabulary can help English learners improve their comprehension by reducing the number of unfamiliar words they need to decipher while reading or listening, allowing them to focus more on the overall meaning of the content.
Real-World Connections	Teachers connect academic content to students' personal experiences or the real world, making learning more relevant and engaging. Real-world connections help English learners by allowing them to understand how English is used in everyday situations, bridging the gap between classroom learning and real-life communication.

Strategy	Description
Scaffolding	Scaffolding refers to the temporary support teachers provide to help students perform tasks they cannot complete independently. These supports—such as visual aids, sentence frames, modeling, or guided practice—are intentionally designed to meet EL students where they are in their language development. Scaffolding strategies can help English learners access challenging material, gradually build their language skills, and ultimately develop into independent learners by breaking down complex concepts into smaller, more manageable parts. As students gain confidence and mastery, these scaffolds are systematically reduced or removed, allowing learners to take increasing ownership of their learning. This gradual release of support ensures that students not only understand the content but also develop the academic language and critical thinking skills needed to succeed independently.
Sentence Frames	Scaffolding language acquisition involves using linguistic frames and prompts to equip English learners with the language they are expected to employ. The *ELA/ELD Framework* includes guidance for using sentence frames to support the acquisition of the English language system. • **Correct Grammar Structures**: Teachers provide partial sentences for students to complete, guiding their use of correct grammar structures. **Example: "I think … because ...."** • **Promote Increasingly Complex language and Syntax**: Teachers can strategically include, for example, conjunctions and transitional expressions that show the relationship among several components. **Example 1: "I predict that .... My evidence is ...."** **Example 2: "Although I agree with some/most of your points/arguments, I disagree with ...."** • **Support for Higher Cognition**: Teachers can challenge English learners by using linguistic frames and prompts to promote higher levels of cognition and language use. **Example 1: "This is particularly true if …."** **Example 2: "Without …, it is impossible to ...."** **Example 3: "The view that … comes primarily from …."**

Strategy	Description
Think-Pair-Share	Students first think individually about a question or topic, then discuss their thoughts with a partner, and finally share their ideas with the class. Think-Pair-Share can help English learners by providing a low-pressure environment to practice speaking and listening skills in English, allowing them to formulate their thoughts and ideas with a partner before sharing them with the whole class. These opportunities can build students' confidence and encourage active participation in the learning process.
Visual Aids	Teachers use charts, diagrams, pictures, and videos to clarify concepts and vocabulary, making the content more comprehensible for EL students. As a scaffold, teachers can label visuals in students' heritage languages, when appropriate. Whenever possible, teachers should use authentic materials, like newspapers, brochures, maps, and so on.
Word Walls	A visible display of key vocabulary words in the classroom helps students build their academic language and reference words during lessons. Word walls can help English learners by providing a readily accessible visual reference for key vocabulary, allowing them to independently check spelling, understand word meanings, and practice using new words during reading and writing. Access to word walls can boost English learners' vocabulary acquisition and confidence in using English language effectively.

English learners face significant challenges as they work to develop language proficiency while simultaneously engaging with complex academic content. The more teachers incorporate proven, research-backed instructional strategies the better they can ensure that EL students succeed both linguistically and academically. Teachers who incorporate diverse, student-centered approaches are better equipped to engage EL students, scaffold their learning, and provide a more inclusive classroom environment.

In the section that follows, titled Field Recommendations, additional strategies are discussed. These strategies, including the those found under Related Resources, can further equip California educators to create tailored support plans that address the specific challenges English learners face, helping them to thrive academically.

Related Resources

- The California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners: https://www.cde.ca.gov/sp/ml/roadmap.asp

- *English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve*: https://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp

- Implementation Support for the ELA/ELD Framework—A Collection of Resources That Support the Implementation of the English Language Arts/English Language Development Framework: https://www.cde.ca.gov/ci/rl/cf/implementationsupport.asp

- Snapshot Collection of the *English Language Arts/ English Language Development Framework for California Public Schools Kindergarten Through Grade Twelve*: https://www.cde.ca.gov/ci/rl/cf/documents/elaeldsnapshotscollect.pdf

- Vignette Collection of the *English Language Arts/ English Language Development Framework for California Public Schools Kindergarten Through Grade Twelve*: https://www.cde.ca.gov/ci/rl/cf/documents/elaeldvignettescollection.pdf

- *Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve*: https://www.cde.ca.gov/ci/ma/cf/

- *Science Framework for California Public Schools: Kindergarten Through Grade Twelve*: https://www.cde.ca.gov/ci/sc/cf/cascienceframework2016.asp

- *History–Social Science Framework for California Public Schools, Kindergarten Trough Grade Twelve*: https://www.cde.ca.gov/ci/hs/cf/documents/hssframeworkwhole.pdf

- California English Language Development Standards Webinar Series—access the collection of videos, brief overviews, and links mentioned in the videos in the tab titled “Resources”: https://www.youtube.com/playlist?list=PLgIRGe0-q7SZ5Tys6ZGTw7bNM8qHO50Cy

- Webinar Series on the CDE Integrated and Designated English Language Development Video Series: https://www.wested.org/event/webinar-series-integrated-designated-eld-video-series/

- CDE Integrated and Designated English Language Development Video Series: Access the collection of videos and guidance resources by grade level in the tab titled “ELD Video Series”: https://www.cde.ca.gov/sp/ml/eldstandards.asp

- Blueprint for Effective Leadership and Instruction for Our English Learners' Future (B.E.L.I.E.F.)—these professional learning modules include current ELD research; opportunities to deepen understanding of integrated and designated ELD; activities to analyze, reflect upon, and refine programs for English learners; and follow-up activities to use with staff to support implementation: https://sites.google.com/view/beliefmodules/home

- *Improving Education for Multilingual and English Learner Students: Research to Practice*—a publication with current evidence-based pedagogy and practices in the areas of developing multilingualism, early education, assets-based environments, English language development, and the creation of systems that support the implementation of these practices: https://www.cde.ca.gov/sp/ml/documents/mleleducation.pdf

- *Integrating the CA* ELD Standards *into K-12 Mathematics and Science Teaching and Learning: A Supplementary Resource*—a supplementary resources to support the implementation of the *ELD Standards* in mathematics and science subject content area instruction: https://www.cde.ca.gov/sp/ml/documents/fnl1516agmnteldstndab899.doc

- English Learner Toolkit of Strategies, Volume 1—strategies to increase English language proficiency in both integrated and designated ELD: https://cacountysupts.org/?wpfb_dl=7219

Field Recommendations

In California, where nearly one in four students are classified as English learners, teachers continually innovate or modify proven instructional strategies to meet the unique needs of these students. English learners face significant challenges as they work to develop language proficiency while simultaneously engaging with complex academic content. Therefore, using both research-backed and innovative instructional strategies is essential to ensure that these students succeed both linguistically and academically. Teachers can incorporate diverse, student-centered approaches to better engage English learners, support their learning, and provide a more inclusive classroom environment.

The approaches discussed in this section may build on familiar teaching practices. These practices focus on providing targeted support and engaging all students actively in the learning process. Where appropriate, the teacher's intent or rationale for using the strategy is included.

Teachers can use assessment and formative assessment data to monitor both English acquisition and academic content comprehension simultaneously, helping them identify specific areas where students may need additional support or modified instruction. These promising practices can equip, empower, and enable all students to perform and progress by making academic content more accessible while simultaneously promoting language development. These strategies can help foster an environment where English learners are more likely to feel valued, engaged, capable, and motivated to succeed academically.

To keep this section brief, the selected strategies focus on teacher interventions and feedback. Of course, classroom teachers employ and create numerous additional strategies every day. The strategies included in this section have been reviewed by CDE staff to ensure, to the extent possible, that they

- have been used in classrooms, schools, or districts;
- demonstrate evidence of positive impact or evidence of usefulness for an intended audience (e.g., students, teachers);
- are timely, given current educational priorities and policy developments; and
- are aligned to current standards.

Teacher Interventions and Feedback

Teachers can provide strategic interventions to help students understand how to successfully complete a task. Feedback that highlights what is working may provide students with essential information to confirm that they are completing a task successfully. In addition, teachers can prompt students to review their work, make corrections, or revisit content objectives, language objectives, or rubrics to ensure they are on the right track. The teacher interventions outlined in the table below include specific, actionable suggestions designed to help students perform with greater

accuracy. Over time, as students gain a clearer sense of steps they can take to complete tasks with higher degrees of complexity, they can begin applying these strategies independently to future tasks.

Note: While the examples below are not tied to a specific grade level, teachers should adapt each strategy to align with students' developmental levels and learning preferences.

Table 14: Practices for Strategic Teacher Interventions and Feedback

Promising Practice	Description
Building a Positive Classroom with Encouragement and Affirmation	Mr. Hairullin is intentional about encouraging and affirming his students to foster a classroom culture where effort and achievement are consistently recognized. He uses gestures such as nodding, making eye contact, smiling, or giving high fives to acknowledge students' progress and participation.
Using Either/Or Questions to Clarify Understanding and Build Vocabulary	When students appear uncertain or disagree about a concept, Mr. Hairullin often uses either/or questions to quickly clarify misunderstandings or help them distinguish between similar ideas. This technique simplifies decision-making by narrowing the range of possible answers, which helps students recall or correct misremembered information and allows them to shift their focus to higher-level thinking tasks like analysis, synthesis, and problem-solving. Mr. Hairullin intentionally incorporates key terms, understanding that this approach helps English learners develop familiarity and proficiency with essential academic vocabulary. Examples of either/or questions he uses include: • MATH: Is an obtuse angle **greater** or **less** than 90 degrees? • ART: Are red, yellow, and blue **primary** or **secondary** colors? • GRAMMAR: Is it Fernando and Leslie **own** or **owns** a car? • HISTORY: Which amendment gave the right to vote to women—the **Fifteenth** or the **Nineteenth**?

Promising Practice	Description
Recognizing Effort Out Loud	Mrs. Morales has found that what she calls attention to or rewards can reinforce successful learning behaviors and foster student agency in learning, aligning with the gradual release of responsibility model where students progressively take more ownership of their learning. She strategically highlights the behaviors students can engage in to succeed academically or develop their linguistic skills. Examples: 1. She tells one student, **"Your answer is clear and accurate, Fernando. Keep it up!"** Fernando gets affirmation and other students are prompted to aim for the same level of achievement. 2. She says aloud so that the entire class can hear, **"Every paragraph in Regina's essay is indented. Thank you, Regina."** She notices that, often, other students check their own work and make edits as needed based on this formative feedback.
Using Public Praise to Connect Accomplishments with Learning Goals	Similarly, Mr. Mathai aims to reinforce language and content objectives by explicitly recognizing student accomplishments in front of the class. He circulates the room looking for evidence that students are completing the given task successfully. He then writes students' names on the board alongside a brief description of their achievements that connect to current learning goals. For example: • **"Elena – Used 3 academic terms in her response."** He continues monitoring students' progress. As other students perform effectively, Mr. Mathai adds their names and accomplishments on the board: • **"Sana – Reread her answers to ensure clarity and completeness."** Mr. Mathai finds that this public recognition can help students who may not yet see themselves as capable writers, note-takers, or speakers broaden their understanding of their own abilities. Mr. Mathai also makes a point to highlight a diverse range of students to equitably celebrate the successes of every student in the classroom.

Promising Practice	Description
Guiding Students with Clear, Instructive Feedback	Instead of simply restating the steps of a process or reminding students what features to include in their work, Ms. García highlights specific student successes as they happen. Examples include: • "Hoang is showing all the steps of long division." • "I asked for three compound sentences on this assignment, and Rosa has already written two in the first paragraph." • "Zoila has correctly spelled the word *photosynthesis*. Zoila, would you please write it on the board so everyone can remember how to spell it?" • "Instead of flipping page by page, Gustavo looked in the index under 'mixed numbers.' This has saved him a lot of time in finding information he needs. Excellent problem-solving, Gustavo." Ms. García frequently uses the sentence stems: **"I'm seeing .... I want to see ...."** After students respond to her instructive feedback, she follows up with, **"Thank you for ...."** For example: • "**I'm seeing** only two groups talking to each other. **I want to see** all groups collaborating on this project." As students respond, she highlights the positive behaviors she wants to encourage: "Melissa helped her group plan every step of the project. Now everyone in Team 5 knows exactly what they're responsible for, and together they're creating a schedule to get each part finished on time. They're making sure everyone in the group succeeds. **Thank you**, Team 5, **for** collaborating and developing a solid plan." Ms. García's students share that her specific comments help them confirm they're on the right track and better understand which features to focus on in their work. Her goal in providing regular, targeted feedback is to strengthen student performance by clarifying what is working and what needs improvement. She carefully plans her interventions to ensure that students at all skill levels are actively engaged and able to succeed in each task.

Promising Practice	Description
(continued) **Guiding Students with Clear, Instructive Feedback**	(continued) Whenever possible, Ms. García also encourages peer interaction and support, recognizing that students often learn best when they can talk through ideas, explain their thinking, and hear different perspectives. By creating structured opportunities for students to collaborate—such as think-pair-share, group problem-solving, or peer editing—she helps them build both academic understanding and language skills. These interactions give students frequent, low-stakes opportunities to practice using academic vocabulary, clarify their ideas, and support one another's learning in a way that feels inclusive and empowering.
Practical Ways to Gauge Student Learning	Mrs. Arredondo noticed that when she asked broad questions like, "Does that make sense?" or "Any questions?", few students responded. To better check for understanding, she now uses a variety of intentional strategies she has developed over the years: **1. Self-assessment with a 1–5 scale** Instead of asking, **"Everybody understand?"**, Ms. Arredondo now asks all students to self-assess their understanding using a 1–5 scale. She says, "On a scale of 1 to 5, show me how well you understand [concept]." Students hold up fingers to indicate their level of confidence, using a posted rubric that defines each number: 1 – Minimal understanding; need clarification 2 – Some understanding; not confident yet 3 – Adequate understanding; may want some support 4 – Good understanding; ready to continue 5 – Strong understanding; confident to move on Ms. Arredondo uses this real-time feedback to adjust her instruction, revisit concepts, or form small groups for review. **2. Quick-writes to prompt reflection** Instead of asking, **"Any questions?"**, she sometimes asks students to complete a quick-write that helps her gauge their understanding. Her prompt is:

Promising Practice	Description
(continued) **Practical Ways to Gauge Student Learning**	(continued) "I want to know how well you understand [concept]. Complete this sentence using a 1–5 rating and explain your reasoning." The sentence frame she provides is, "My understanding of [concept] is a [number] because [explanation]." This encourages students to reflect on their learning and articulate what they understand or find confusing. **3. Question generation to spark curiosity and surface misunderstandings** Rather than asking, **"Does that make sense?"**, Mrs. Arredondo prompts students to write down their questions about the topic they're about to explore. She asks, "What are your questions about [topic]?" While students write, she circulates to • ensure everyone is participating; • read student questions to gauge their thinking; and • acknowledge thoughtful or insightful questions to build engagement. By shifting from general questions to specific, structured prompts, Ms. Arredondo creates a classroom culture where students are more reflective, engaged, and confident in sharing their level of understanding.
Building Skills and Confidence Through Opportunities to Improve	Mrs. Yan makes a deliberate effort to provide every student with repeated opportunities to succeed, which can involve adjusting deadlines to allow students to improve and resubmit their work. In this discussion the focus will be on how she supports English learners to successfully complete tasks that require language production, such as presentations or writing assignments.

Promising Practice	Description
(continued)	(continued)
Building Skills and Confidence Through Opportunities to Improve	Having been an EL student herself, she remembers that she was given few opportunities to speak in class, and most of the work she was given focused on basic skills rather than critical or creative thinking. Now, as a teacher, she prioritizes accommodating diverse learners by dedicating instructional time to ensure deep comprehension and meaningful learning for all students, including those who need extra time to respond, such as EL students and others who benefit from differentiated instruction. By encouraging students to redo assignments, Mrs. Yan communicates high expectations while promoting critical thinking beyond rote learning, transforming everyday tasks into enriching learning experiences. This approach not only provides targeted support but also empowers students to take ownership of their learning and develop their skills through meaningful practice. Here are three examples for speaking or writing assignments that teachers can have students redo to improve their skills and, potentially, their scores: 1. **Writing Draft Revision:** After submitting a piece of writing, the teacher provides feedback on structure, clarity, and grammar. The student revises the draft; the teacher can ask the student, using a conversational tone, what they improved in their writing and what they may have learned in the process. 2. **Oral Presentation Practice:** A student gives a short speech or presentation but struggles with pacing or pronunciation. The teacher gives targeted feedback, offers the student a second opportunity to deliver the speech or presentation, and encourages the student to practice, focusing on clearer delivery and stronger engagement with the audience. 3. **Peer-Reviewed Writing:** Students exchange essays and provide feedback on each other's work. Based on peer and teacher comments, students revise their writing to better express ideas, improve coherence, and correct errors before submitting the improved version for grading.

California's diverse student population calls for culturally responsive teaching that values the unique backgrounds and experiences English learners bring to the classroom. To support EL students in both language development and content learning,

teachers can implement strategies that make lessons more comprehensible, engaging, and meaningful. Instruction that emphasizes active student engagement can foster a positive learning environment and helps keep EL students motivated as they build their knowledge, skills, and confidence. When teachers combine high expectations with support that reflects students' current and potential abilities, they create space for all learners to thrive. As students interact with content and practice language in a supportive setting, they are more likely to internalize key concepts and develop greater fluency and academic success over time.

Related Resources

- California English Language Development Standards Webinar Series—access the collection of videos, brief overviews, and links mentioned in the videos in the tab titled "Resources": https://www.youtube.com/playlist?list=PLgIRGe0-q7SZ5Tys6ZGTw7bNM8qHO50Cy

- Implementation Support for the ELA/ELD Framework—A Collection of Resources That Support the Implementation of the English Language Arts/English Language Development Framework: https://www.cde.ca.gov/ci/rl/cf/implementationsupport.asp

- Blueprint for Effective Leadership and Instruction for Our English Learners' Future (B.E.L.I.E.F.)—these professional learning modules include current ELD research; opportunities to deepen understanding of integrated and designated ELD; activities to analyze, reflect upon, and refine programs for English learners; and follow-up activities to use with staff to support implementation: https://sites.google.com/view/beliefmodules/home

English Learners: Areas of Focus

Long-Term English Learners

California defines LTEL students as pupils who have been enrolled in US schools for six or more years but have not yet attained proficiency in English. LTEL students are a subset within the larger population of EL students requiring specialized, effective instructional approaches based on research on the needs of English learners. LTEL students face unique challenges as they struggle with both academic content and English language proficiency, often resulting in academic underachievement. To address these challenges, California has implemented a range of educational services and support aimed at accelerating language acquisition, promoting academic success, and ensuring that LTEL students succeed.

Table 15: Key Components of Educational Services for LTEL Students

Component	Description
Targeted Language Development Programs	In California, LEAs are required to provide targeted English language development programs for LTEL students to address their specific language needs. (This requirement is part of the English Learner Program Instrument available on the CDE Compliance Monitoring web page [https://www.cde.ca.gov/ta/cr/#Instruments].) These programs include traditional ELD instruction and focus on academic language and literacy development in addition to basic language skills. Instruction is differentiated to help LTEL students transition from basic language proficiency to academic proficiency, supporting their ability to engage with grade-level content.
Integration of Academic and Language Support	Unlike early-stage English learners (students at the Emerging level), LTEL students require instructional strategies that integrate academic content with language support. California encourages the use of sheltered instruction, where teachers modify their instruction to make academic content more accessible while simultaneously reinforcing language development. The goal is to provide LTEL students with meaningful access to the curriculum, without sacrificing rigor.

Component	Description
Specialized Instructional Strategies	California guidance and regulations emphasize the importance of specialized instructional strategies for LTEL students. This includes the use of scaffolding techniques, such as graphic organizers, collaborative group work, and visual aids, to help students access complex academic concepts while also improving their language skills. Teachers are trained in methods for adapting content and language instruction to meet the needs of all English learners, with specific attention to LTEL students. The *ELA/ELD Framework* key theme of Foundational Skills provides additional guidance and recommendations that may lead to more tailored educational strategies and resource allocation to support the academic success and reclassification of LTEL students.
Professional Development for Educators	Ensuring that teachers have the necessary tools to support LTEL students is a priority. California LEAs offer professional development focused on best practices for working with LTEL students. This includes training on identifying LTEL students, understanding their unique needs, and utilizing effective instructional strategies. LEAs also train teachers to use formative assessments to monitor LTEL students' progress and adjust instruction accordingly. Professional learning can help educators distinguish between language acquisition barriers and content knowledge, to better discern why a student response on a test is incorrect or incomplete (e.g., Is it a matter of content mastery or a language barrier?).
Assessment and Monitoring	Accurate assessment is critical in determining the language proficiency and academic needs of LTEL students. These assessments help identify whether LTEL students need additional supports, such as targeted tutoring or enrichment activities. Additionally, schools are encouraged to track the academic growth of LTEL students over time, ensuring that their progress is continuously monitored and that interventions are provided as necessary.
Early Identification and Intervention	California promotes the early identification of LTEL students to ensure that students who are at risk of becoming LTEL students receive support before they fall further behind. This includes screening students for language proficiency and academic achievement early in their schooling and providing targeted interventions to help them improve their language skills and academic performance.

Component	Description
Supportive School Climate and Family Engagement	Creating a supportive and inclusive school environment is critical for LTEL students' success. California encourages schools to establish a positive school climate where LTEL students feel valued and included. Additionally, family engagement is a cornerstone of the state's strategy. Schools are encouraged to collaborate with families of LTEL students, providing support in their native languages and ensuring that parents understand the services available to their children.

California's educational services for long-term EL students focus on providing comprehensive, research-based strategies that address the academic and language development needs of these students. Through targeted language development programs, integrated academic and language support, specialized instructional strategies, and continuous monitoring, California aims to accelerate the academic progress of LTEL students, ensuring they achieve success in their educational trajectory. By embracing asset-based approaches that value students' home languages and cultures while providing rigorous academic preparation, California can strengthen its approach to LTEL students to reflect its commitment to equity and academic success for all students, regardless of language background.

Related Resources

- Long-Term English Learner Students: https://www.cde.ca.gov/ds/ad/lteldef.asp
- Long-Term English Learner Community of Practice: https://www.cde.ca.gov/sp/ml/ltelcop.asp
- Reclassification: https://www.cde.ca.gov/sp/ml/reclassification.asp
- Enrollment by ELAS, LTEL, and At-Risk by Grade—Downloadable data files of enrollment by English Language Acquisition Status (ELAS), Long-Term English Learner (LTEL) status, and At-Risk of becoming LTEL status by grade: https://www.cde.ca.gov/ds/ad/filesltel.asp
- Compliance Monitoring, Program Instruments: https://www.cde.ca.gov/ta/cr/
- Learning Policy Institute, *Long-Term English Learners in California* (2024): https://learningpolicyinstitute.org/media/4506/download?inline&file=Long-Term_English_Learners_CA_REPORT.pdf
- Learning Policy Institute, *California's English Learners and Their Long-Term Learning Outcomes* (2024): https://learningpolicyinstitute.org/media/4403/download?inline&file=CA_EL_Learning_Outcomes_REPORT.pdf

- Public Policy Institute of California, *Academic Progress for English Learners The Role of School Language Environment and Course Placement in Grades 6–12*: https://www.ppic.org/wp-content/uploads/academic-progress-for-english-learners-the-role-of-school-language-environment-and-course-placement-in-grades-6-12-january-2019.pdf

- *Reparable Harm: Fulfilling the Unkept Promise of Educational Opportunity for California's Long Term English Learners*: https://web.stanford.edu/~hakuta/Courses/Ed330X%20Website/Olsen_ReparableHarm2ndedition.pdf

- *Renewing Our Promise: Research and Recommendations to Support California's Long-Term English Learners*: https://californianstogether.org/wp-content/uploads/2021/10/Renewing_Our_Promise_to_LTELs.pdf

- *Improving Education for Multilingual and English Learner Students: Research to Practice*: https://www.cde.ca.gov/sp/ml/documents/mleleducation.pdf

Newcomer English Learners

California has a diverse and dynamic student population, with a significant portion being newcomer students—those who are recent immigrants to the United States and, often, beginning to learn the English language. The California public education system recognizes the unique challenges these students face and has developed a range of strategies and programs to support their academic success and integration. Newcomer students in California come from a variety of linguistic and cultural backgrounds, and as such, they receive targeted assistance through specialized programs, instructional strategies, and resources. This support is designed to facilitate their transition into school, enhance their English proficiency, and ensure they are equipped to succeed in academic settings alongside their peers.

Specialized Newcomer Programs

A number of California LEAs have newcomer programs designed to support recently arrived immigrant students, particularly English learners. These programs are often part of ELD guidance and aim to provide intensive language instruction and cultural orientation.

- **Newcomer Classes:** Many school districts offer newcomer-specific classrooms or programs that provide targeted language support. These classes often have smaller student-teacher ratios, which allow for more personalized instruction. The focus is on foundational English skills, including reading, writing, listening, and speaking. These students are also introduced to basic academic content in a way that supports their language acquisition.
- **Culturally Responsive Curriculum:** Newcomer students often face emotional and cultural challenges in adjusting to life in a new country. To address this, California's newcomer programs incorporate culturally responsive pedagogy, recognizing and valuing the students' cultural backgrounds. For example, many schools provide curriculum and resources that reflect the diverse cultural experiences of their students, helping to create a sense of belonging.

English Language Development Instruction

One of the foundational supports for newcomer students in California is ELD instruction. ELD programs are designed to help English learners achieve proficiency in English and succeed academically in the United States education system.

- **Integrated ELD and Designated ELD**: California uses a two-pronged approach to ELD instruction: Integrated ELD and Designated ELD. Integrated ELD occurs when content teachers embed language instruction in all subject areas. For example, a math teacher might use visuals, simplified language, and scaffolding techniques to help English learners understand complex math concepts. Designated ELD refers to time specifically dedicated to language instruction. Newcomer students who are at the beginning stages of learning English are usually placed in Designated ELD classes where they receive

explicit instruction in language skills. They also participate in core academic content instruction, during which teachers use instructional strategies to make the content accessible and ensure they receive support as they complete tasks. See the section titled Instructional Strategies for English Learners for recommendations.

- **Language Objectives:** In many districts, teachers are required to set language objectives in addition to content objectives for their lessons, making sure that newcomer students have clear goals for both academic content and language proficiency. For instance, in a history lesson, a language objective might be to learn how to describe historical events using past tense verbs, while the content objective could be to understand the causes of a historical event.

Specialized Support Services

Beyond language instruction, newcomer students in California benefit from a variety of specialized support services to help them transition smoothly into their new academic environment.

- **Counseling and Social-Emotional Support:** The emotional needs of newcomer students are particularly important, as they may be dealing with trauma from displacement, separation from family, or adjustment to a new culture. California schools often provide social-emotional learning programs and counseling services to help students cope with these challenges. Counselors and psychologists who are trained to work with immigrant students play an essential part in helping students navigate their emotions, integrate into their new environment, and address any psychological needs they may have.
- **Parent Engagement and Support:** Schools in California recognize that family involvement is crucial to the success of newcomer students. Many districts offer workshops and resources in multiple languages to help parents understand the American education system and support their children's learning. Additionally, some schools have community liaisons who speak the home languages of the students and help bridge the communication gap between families and the school.
- **Cultural Orientation Programs:** To ease the transition, many schools offer orientation sessions that introduce newcomer students to American school culture, including school routines, classroom expectations, and social norms. These programs help students feel more comfortable and confident in their new environment.

Professional Development for Teachers

To ensure educators are prepared to support newcomer students, professional development opportunities in California prioritize effective sheltered instruction strategies and culturally responsive teaching practices tailored to the needs of multilingual learners. For additional information, see the section titled Support,

particularly the discussions regarding California's System of Support, the Multilingual Support Division, and the Professional Learning Support Division. Below are just a few of many topics for which teachers in California can receive training and support.

- **Students with Interrupted or Limited Formal Education (SIFE/SLIFE):** SIFE/SLIFE students have a wide variety of experiences, including cultural, linguistic, and academic histories. Both teachers and SIFE/SLIFE students can benefit from acknowledging possible gaps in academic knowledge and skills due to interrupted or limited formal education. Teachers can focus on identifying and building upon the strengths and assets that SIFE/SLIFE students bring to the classroom. Professional learning can help educators understand the potential social-emotional needs of SIFE/SLIFE students, including trauma, stress, and isolation.
- **Sheltered Instruction Observation Protocol (SIOP):** The SIOP model is one of the most widely used frameworks for teaching English learners in California. This model combines content instruction with language development, using techniques such as visual aids, graphic organizers, and peer collaboration to help English learners understand academic content while acquiring language. Teachers are trained in how to apply these strategies effectively to make content comprehensible for newcomer students.
- **Cultural Competence Training:** Teachers are also trained in cultural competence, which helps them understand the diverse backgrounds and experiences of their students. This is particularly important for newcomers who may come from countries with vastly different educational systems and cultural practices. Teachers who are culturally competent can create more inclusive and supportive classrooms for their students.

State and District-Level Support

California's state policies and district-level initiatives play a significant role in supporting newcomer students. California's approach to newcomer education has evolved from restrictive English-only policies toward more asset-based frameworks acknowledging students' linguistic and cultural resources. The state has implemented various policies to ensure that English learners, including newcomers, receive the resources and services they may require to gain more access to the core academic curriculum. Brief highlights are listed below. For additional information, see the sections in this document titled Initiatives, Legislation, and Regulations.

- **California English Learner Roadmap (2017)**: The *EL Roadmap* (https://www.cde.ca.gov/sp/ml/roadmap.asp) outlines the state's vision for the success of English learners, including newcomer students. The roadmap emphasizes the need for high-quality language instruction, social-emotional support, and family engagement to ensure that newcomer students thrive academically.

- **California Assembly Bill 2121 (2018)**: AB 2121 (https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB2121) requires districts to permit a fifth year of high school for newcomers and students in the Migrant Education Program in order to provide more opportunities to earn required graduation credits.

- **CDE AB 2121 Frequently Asked Questions web page**: https://www.cde.ca.gov/sp/ml/ab2121faqs.asp provides responses to FAQs regarding AB 2121, which amended California *Education Code* regarding migratory children and newcomer pupils.

- **California Assembly Bill 714 (2023)**: AB 714 (https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240AB714) directs the CDE to develop instructional guidance for newcomer students and school districts.

- **CDE AB 714: Pupil Instruction: Newcomer Students web page:** https://www.cde.ca.gov/sp/ml/ab714.asp supports the implementation of AB 714 (2023) through resources for LEAs, schools, and educators of newcomer students.

- **Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues**: This document (https://drive.google.com/file/d/1mom9grrHeOMc8gDxsEdJcXotGk0khuZG/view?pli=1) is a 2024 update issued by the California Attorney General to guide LEAs in adopting model policies that protect the rights, privacy, and safety of immigrant students and their families in public schools, in compliance with Assembly Bill 699 (2017), which requires schools to limit cooperation with immigration enforcement and ensure safe, inclusive environments for all students regardless of immigration status.

- **Guidance on Educational Rights of Immigrant Students and Their Families (2025)**: In January 2025 the California Attorney General issued guidance (https://oag.ca.gov/immigrant/resources) to ensure the educational rights of immigrant students and their families. Among other matters, the guidance advises immigrant students and their families of their educational rights and protections under the law, including the right to receive a free public education and the right to confidentiality of their personal information.

Community and Peer Support

Finally, peer support is another critical aspect of the newcomer experience in California. Many schools pair newcomer students with buddies or mentors—older students or students with more experience in the school system who can help them navigate the school environment and provide emotional support. This mentorship system helps ease the transition and can make newcomer students feel more welcome and empowered.

In conclusion, California educators recognize that newcomer students navigate complex transitions beyond language acquisition. That is why the support provided to newcomer students in California is multifaceted and designed to address their academic, emotional, and social needs. From specialized newcomer programs and ELD instruction to counseling services and family engagement initiatives, California's education system recognizes the importance of supporting students as they adjust to their new environment. These supports are crucial in helping newcomer students not only succeed academically but also thrive as they become active, engaged members of the school community.

Related Resources

- English Learners in California Schools: https://www.cde.ca.gov/ds/sg/englishlearner.asp
- Newcomer Students: https://www.cde.ca.gov/sp/ml/newcomerstudnts.asp
- Unaccompanied Minors Frequently Asked Questions: https://www.cde.ca.gov/sp/ml/unaccmpndminorfaq.asp
- *Improving Education for Multilingual and English Learner Students*: https://www.cde.ca.gov/sp/ml/documents/mleleducation.pdf
- The California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners: https://www.cde.ca.gov/sp/ml/roadmap.asp
- California Attorney General, Guidance on Educational Rights of Immigrant Students and Their Families (2025): https://oag.ca.gov/immigrant/resources
- Californians Together, Championing the Success of English Learners—Newcomers: https://californianstogether.org/californ310stg-wpengine-com-what-we-do-policy-priorities-english-learner-profiles-newcomers/
- Public Policy Institute of California, *Academic Progress for English Learners The Role of School Language Environment and Course Placement in Grades 6–12*: https://www.ppic.org/wp-content/uploads/academic-progress-for-english-learners-the-role-of-school-language-environment-and-course-placement-in-grades-6-12-january-2019.pdf
- Orange County, Reception & Placement Program—A 90-day welcome program, contracted through the US State Department, that welcomes newly arrived refugees at the airport, secures housing, provides cultural orientation, community navigation support, and basic needs assistance in Southern California: https://cwsorangecounty.org/reception-and-placement/

- The Cultural Orientation Resource Exchange (also known as CORE) connects and supports refugee resettlement staff globally to deliver effective Cultural Orientation to help refugees achieve self-sufficiency in the United States: https://www.coresourceexchange.org/

- California Assembly Bill 714 (2018): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240AB714

- California Assembly Bill 714 (2023): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240AB714

English Learners with Disabilities

In California, educational services for EL students with disabilities are designed to ensure that these students receive equitable access to quality education that meets their unique needs. Identifying, assessing, and differentiating instruction for English learners with disabilities require educators first to understand the complex interrelationships of language, culture, home, and school factors that affect learning and behavior and then to consider these factors when making decisions about students' unique characteristics and needs so that they may thrive at school. California's educators recognize the dual challenges EL students with disabilities face—acquiring proficiency in English and learning core content while also receiving appropriate support for their disabilities.

The state provides a variety of services and strategies to address these needs, adhering to both federal and state laws, including the Individuals with Disabilities Education Act (IDEA) and California's English Learner Roadmap Policy. The table below highlights the components of educational services for English learners with disabilities.

Table 16: Key Components of Educational Services for English Learners with Disabilities

Key Component	Description
Individualized Education Programs	As required by IDEA, all students with disabilities are provided with an IEP. For EL students with disabilities, IEPs must address both language development and special education needs, ensuring that language barriers do not limit access to appropriate support services. IEPs should also include any necessary accommodations for the ELPAC. The IEP team, which includes parents, teachers, and specialists, works to create a plan that ensures equitable access to both special education services and English language acquisition programs.
Bilingual Special Education Services	California educators recognize the importance of providing services in students' native language when possible. For EL students with disabilities, schools often offer bilingual special education services, which combine special education supports with ELD instruction. These services may include bilingual speech therapy, bilingual instructional assistants, and modifications to classroom instruction that support both the student's language acquisition and disability-related areas for growth.

Key Component	Description
Multi-Tiered Systems of Support (MTSS)	MTSS approaches can help English learners with disabilities by providing a framework for identifying and addressing their unique language and learning needs through a data-informed, tiered system of support, ensuring they receive appropriate interventions and accommodations. MTSS emphasizes early identification of students who may be struggling, including those who are English learners with disabilities, to prevent academic and behavioral problems from escalating. This proactive approach allows for timely interventions, ensuring that students receive the help they need before they fall further behind. MTSS uses a tiered system of support, with Tier 1 being the core instruction provided to all students, Tier 2 providing targeted interventions for students who need additional support, and Tier 3 offering intensive, individualized interventions for students with significant needs. For English learners with disabilities, this means that they can receive support tailored to their specific needs, whether it's language development, literacy skills, or addressing underlying disabilities.
Culturally Responsive Practices	Teachers and service providers are encouraged to use culturally responsive practices when working with EL students with disabilities. This means recognizing the student's cultural background and incorporating this understanding into teaching methods and support strategies. Training and professional development for educators are essential to ensure that they can differentiate instruction effectively and address the unique needs of EL students with disabilities.

Key Component	Description
Assessment and Monitoring	Accurate assessment is critical for EL students with disabilities, as schools must differentiate between language differences and disabilities. The CDE requires that assessments be conducted in a way that accurately reflects the student's abilities, using a combination of language proficiency tests, disability-specific evaluations, and other tools. Additionally, ongoing monitoring of academic progress is essential to ensure that EL students with disabilities are making meaningful gains in both language acquisition and special education goals. Recent modifications to California's English Language Proficiency Assessments for California (ELPAC), including the development of a computer-based version and the Alternate ELPAC, have significantly expanded accessibility resources and accommodations for students with disabilities, ensuring a more inclusive assessment process. For more information, access the CDE's Student Accessibility Resources web page at https://www.cde.ca.gov/ta/tg/ca/accesssupport.asp.
Collaboration and Family Engagement	Strong partnerships between educators, families, and the broader school community are essential for the success of EL students with disabilities. California encourages family engagement through consistent communication, translation services, and culturally sensitive support. Parents are involved in the decision-making process for IEPs and are given the tools and resources they need to support their child's educational journey.
Professional Development for Educators	To ensure that educators are equipped to address the needs of EL students with disabilities, California promotes ongoing professional development. Educators receive training in both special education and ELD instructional strategies, focusing on how to differentiate instruction for students with disabilities who are also English learners. This includes training on language acquisition, legal requirements, and how to integrate special education services with ELD programs.

California's approach to supporting EL students with disabilities emphasizes a holistic, inclusive, and individualized educational framework. For instance, in 2019 the CDE developed the *California Practitioners' Guide for Educating English Learners with Disabilities* to provide information on identifying, assessing, supporting, and reclassifying English learners who may qualify for special education services and pupils with disabilities who may be classified as English learners. The guide can also assist leaders in developing and implementing policies and practices related to English learners with disabilities.

By integrating language development with special education services, using culturally responsive practices, and ensuring effective assessments and family engagement, California educators aim to provide these students with the resources they need to succeed academically. These efforts are in alignment with federal mandates and California's commitment to ensuring educational equity for all students.

Related Resources

- English Learner Students with Disabilities web page: https://www.cde.ca.gov/sp/se/sr/elpracguideswd.asp
- *California Practitioners' Guide for Educating English Learners with Disabilities*: https://www.cde.ca.gov/sp/se/ac/documents/ab2785guide.pdf
- Resources for Determining Special Education Eligibility of English Learners: https://ies.ed.gov/use-work/resource-library/resource/other-resource/resources-determining-special-education-eligibility-english-learners
- United States Department of Education, English Learner Tool Kit: https://www.ed.gov/teaching-and-administration/supporting-students/english-learner-tool-kit-oela
    - Chapter 6: Tools and Resources for Addressing English Learners with Disabilities: https://www.ed.gov/sites/ed/files/about/offices/list/oela/english-learner-toolkit/chap6.pdf
- US Office of Special Education Programs, Meeting the needs of English learners with and without disabilities: Brief 1, Meeting the learning needs of culturally and linguistically diverse students: https://www.mtss4els.org/files/resource-files/Series2-Brief1.pdf
- US Office of Special Education Programs, Meeting the needs of English learners with and without disabilities: Brief 2, Evidence-based Tier 2 intervention practices for English learners: https://www.mtss4els.org/files/resource-files/Series2-Brief2_Final.pdf
- Individuals with Disabilities Education Act (IDEA)—Guidance, resources, and technical assistance related to IDEA: https://www.ed.gov/laws-and-policy/individuals-disabilities/idea
- Definition of MTSS: https://www.cde.ca.gov/ci/cr/ri/mtsscomprti2.asp
- *Multi-Tiered System of Supports for Multilingual Learners Using Culturally and Linguistically Aligned Practices* (2024): https://intensiveintervention.org/sites/default/files/2024-01/mtss-culturally-responsive.pdf

- Student Accessibility Resources: https://www.cde.ca.gov/ta/tg/ca/accesssupport.asp

- *English Language Proficiency Assessments for California Accessibility Resources for Operational Testing*: https://www.caaspp-elpac.org/s/docs/ELPAC--Accessibility-Resources-CBA-Framework.pdf

English Learners Experiencing Homelessness

In California, EL students experiencing homelessness face unique and compounded challenges that affect their academic achievement, social-emotional well-being, and overall stability. Approximately 15–20 percent of California's 269,000 homeless students are also classified as English learners, creating a population of roughly 40,000–50,000 students navigating the dual challenges of language acquisition and housing insecurity. To address the needs of these vulnerable students, the state has developed a range of services aimed at providing equitable access to education, supporting language development, and addressing the trauma and instability associated with homelessness.

Table 17: Key Components of Educational Services for EL Students Experiencing Homelessness

Key Component	Description
Legal Protections and Rights	California upholds the legal rights of homeless students under both federal and state: • The McKinney-Vento Homeless Assistance Act statute is a federal law that ensures that children and youth experiencing homelessness have access to free, appropriate public education. It also provides transportation to and from school and other services. • California *Education Code* Section 48850 ensures that foster children and homeless students have access to the same educational opportunities as other students. It requires that educators, county placing agencies, care providers, advocates, and the juvenile courts to work together; that school placement decisions be based on the child's best interests; and that children be placed in the least restrictive educational setting. These laws guarantee that students experiencing homelessness have access to academic and extracurricular activities, regardless of their living situation.
Immediate Enrollment and Stability	One of the primary services California provides to English learners experiencing homelessness is immediate enrollment in school. All homeless students can enroll in school without providing a permanent address or required documentation, ensuring that their education is not delayed. California schools are required to enroll these students even if they lack proof of residency or school records. To ensure stability, schools work with families to keep students in the same school whenever possible, even if the family relocates, to avoid disruption in their education.

Key Component	Description
Language Support Services	For EL students experiencing homelessness, California prioritizes language development services to address both their academic and language acquisition needs. These students often face gaps in their English proficiency due to interrupted schooling, and schools are mandated to provide specialized ELD programs tailored to their needs. This includes instruction where teachers integrate academic content with language support to help students succeed in both areas simultaneously.
Wraparound Services and Support	Wraparound services are a key feature of California's approach to supporting homeless EL students. These services include access to mental health counseling, social services, nutritional support, and tutoring to address the holistic needs of homeless students. Schools collaborate with community organizations, social workers, and other agencies to provide coordinated support to students and their families, focusing on stabilizing their living situation and addressing barriers to learning.
Access to Academic Resources	To ensure that EL students experiencing homelessness can succeed academically, California schools provide access to a variety of academic resources. These include homework assistance, after-school programs, and summer school options to help students catch up academically and stay engaged with school during breaks. Additionally, schools offer free or reduced-price meals and may provide students with access to technology and school supplies to minimize the impact of homelessness on their educational experience.
Collaboration with Families and Advocates	Family and community engagement is a crucial part of California’s support system for homeless EL students. Schools work closely with families, providing resources such as parent education programs, translation services, and outreach efforts to ensure families understand their rights and the services available. California also encourages collaboration with homeless liaison coordinators in schools, who work directly with families to ensure students are enrolled, receive services, and stay engaged with their education.

Key Component	Description
Professional Development for Educators	California invests in professional development for educators to better support EL students experiencing homelessness. Teachers and staff are trained to recognize the signs of trauma, understand the legal rights of homeless students, and use effective strategies for teaching both English language development and academic content. This training also emphasizes trauma-informed care and how to create a supportive and safe learning environment for students experiencing homelessness.

California's educational services for EL students experiencing homelessness are designed to provide a comprehensive, trauma-informed support system that addresses both the academic and non-academic needs of these students. Through legal protections, immediate enrollment, language support services, wraparound services, and collaboration with families, California ensures that homeless EL students have the resources and opportunities they need to succeed in school and overcome the barriers created by both homelessness and language acquisition.

Related Resources

- Resources for Homeless Children and Youth: https://www.cde.ca.gov/sp/hs/cy/
- Homeless Education Technical Assistance Centers: https://www.cde.ca.gov/sp/hs/hetac.asp
- Homeless Education: https://www.cde.ca.gov/sp/hs/
- Homeless Youth in California Schools—Information, resources, and educational outcomes for homeless youth: https://www.cde.ca.gov/ds/sg/homelessyouth.asp
- National Center for Homeless Education, Incorporating Education into Coordinated Community Responses to Youth and Young Adult Homelessness: Lessons from the Youth Homelessness Demonstration Program: https://nche.ed.gov/wp-content/uploads/2021/03/yhdp-round3-summary-profile.pdf
- California *Education Code* Section 48850, Education of Pupils in Foster Care and Pupils Who Are Homeless: https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=4.&title=2.&part=27.&chapter=5.5.&article=#:~:text=48850.,Sec.
- US Department of Education, *The McKinney-Vento Homeless Assistance Act: Ensuring Educational Rights of Homeless Students*. https://www.ed.gov/media/document/mckinney-vento-statutepdf

- *Students Experiencing Homelessness: The Conditions and Outcomes of Homelessness among California Students* (2021): https://files.eric.ed.gov/fulltext/ED614376.pdf

- *Supporting Students Who Are Experiencing Homelessness: A Brief Guide for Teachers and Schools* (2021): https://files.eric.ed.gov/fulltext/EJ1291995.pdf

English Learners and Chronic Absenteeism

Chronic absenteeism—defined as missing 10 percent or more of school days in a year—poses significant challenges for all students, including English learners. In California, where approximately 23 percent of the state's 1.1 million English learners missed 10 percent or more of the school year in 2023–24, the state recognizes that EL students who face chronic absenteeism are at greater risk of falling behind academically, particularly in language development and content mastery. The state has implemented targeted strategies and services to address the needs of these students, aiming to mitigate the negative impact of absenteeism on their educational progress.

Presented below is a table that offers an overview of key components of educational services for English learners with chronic absenteeism.

Table 18: Key Components of Educational Services for EL Students with Chronic Absenteeism

Key Component	Description
Early Identification and Monitoring	California emphasizes the early identification of EL students who are chronically absent. Schools are required to track attendance data and identify students who have consistent patterns of absenteeism. The state's accountability system, since 2018, includes chronic absenteeism as an indicator on the California School Dashboard to increase visibility and accountability. Once identified, targeted interventions can be implemented to address underlying causes, such as family issues, health concerns, or challenges related to language acquisition. Monitoring attendance regularly ensures that schools can provide timely support for these students.
Culturally and Linguistically Responsive Outreach	Addressing chronic absenteeism among EL students requires outreach that is both culturally and linguistically responsive. California encourages schools to engage families through communication in their native language and culturally appropriate methods. This outreach may involve home visits, phone calls, flexible meeting schedules, and community-based services, all designed to address the barriers that prevent families from ensuring consistent school attendance. Engaging families in this way is critical for building trust and collaboration in improving attendance.

Key Component	Description
Language and Academic Support	For EL students with chronic absenteeism, it is crucial to provide additional language and academic support upon their return to school. California's schools often implement accelerated learning programs to help students catch up on missed instruction, with a focus on both language development and content mastery. Support may include tutoring, after-school programs, and differentiated instruction to meet the individual needs of students who are struggling academically due to absenteeism. Additionally, the state's Multi-Tiered System of Support framework encourages schools to implement culturally and linguistically responsive attendance interventions.
Wraparound Services	California emphasizes the importance of providing wraparound services for EL students with chronic absenteeism. These services may include access to mental health counseling, health services, and social-emotional support. Addressing the root causes of absenteeism, such as trauma, family stress, or health issues, is key to ensuring that students are able to attend school regularly. Coordinating with community organizations, social workers, and health professionals ensures that these students and their families receive holistic support.
School Climate and Engagement	A positive and inclusive school climate is essential for addressing chronic absenteeism among EL students. California encourages schools to foster an environment where EL students feel safe, valued, and motivated to attend. This includes creating culturally inclusive curricula, engaging students in school activities, and ensuring that staff members are trained to work with EL students. A welcoming school climate can help students build connections and reduce the likelihood of absenteeism.
Data-Driven Interventions	California supports the use of data-driven interventions to reduce chronic absenteeism among EL students. Schools are encouraged to use attendance data, academic performance data, and language proficiency assessments to identify students at risk of falling behind. By analyzing these data points, educators can design tailored interventions and track the effectiveness of these strategies. This allows for continuous improvement in reducing absenteeism and supporting EL students in achieving academic success.

Key Component	Description
Collaboration with Community Partners	Addressing chronic absenteeism among EL students often requires collaboration between schools and community partners. California encourages partnerships with local organizations, mental health providers, and social service agencies to create a network of support. These partnerships ensure that families have access to the resources they need to address the factors contributing to absenteeism, such as transportation issues or housing instability.

California's educational services for English learners with chronic absenteeism focus on early identification, culturally responsive outreach, comprehensive academic support, and the provision of wraparound services. By taking a holistic, data-driven approach, California aims to reduce absenteeism and support EL students in overcoming the barriers that hinder their academic progress. These efforts are in line with the state's broader goal of ensuring equitable educational opportunities for all students, as consistent school participation is fundamental for to attain both English proficiency and academic success.

Related Resources

- Chronic Absenteeism in California Schools: Addressing Barriers and Supporting English Learners—A letter from State Superintendent of Public Instruction Tony Thurmond: https://www.cde.ca.gov/nr/el/le/documents/yr22ltr1214att.pdf
- LCFF Priority 5 Statement of Model Practices—Discussion of approaches to address chronic absenteeism: https://www.cde.ca.gov/eo/in/lcff-pri5-practices.asp
- Chronic Absenteeism Indicator—Reported on the California School Dashboard, applies to districts and schools with students in grades TK–8: https://www.cde.ca.gov/ta/ac/cm/dashboardchronic.asp
- DataQuest—Access state data on chronic absenteeism: https://dq.cde.ca.gov/dataquest/
- Attendance Works, Addressing Chronic Absence: https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/
- Educational Researcher, *English-Learner-Classified Students and Absenteeism: A Within-Group Analysis of Missing School* (2024): https://journals.sagepub.com/doi/epub/10.3102/0013189X241258770
- Public Policy Institute of California, Chronic Absenteeism in K–12 Schools Remains Troublingly High: https://www.ppic.org/blog/chronic-absenteeism-in-k-12-schools-remains-troublingly-high/

- Policy Analysis for California Education, Unpacking California's Chronic Absence Crisis Through 2022–23: https://edpolicyinca.org/publications/unpacking-californias-chronic-absence-crisis-through-2022-23

- Orange County, Reception & Placement Program—A 90-day welcome program, contracted through the U.S. State Department, that welcomes newly arrived refugees at the airport, secures housing, provides cultural orientation, community navigation support, and basic needs assistance in Southern California: https://cwsorangecounty.org/reception-and-placement/

Support

California Department of Education

The CDE provides guidance and support to educators and policymakers to ensure a cohesive, effective educational system throughout the state. This centralized approach allows for consistency in educational quality across diverse districts while still respecting local control. Specialized divisions at the CDE collectively recognize that excellence in education requires targeted expertise across multilingual education, standards development curricular guidance, special education services, professional development, and systemic support.

Recognizing California's linguistic diversity, the Multilingual Support Division (MSD) champions programs that serve the state's 1.1 million English learners while promoting multilingualism as an asset through initiatives like the *EL Roadmap* and the Seal of Biliteracy. Their work ensures educational equity for linguistically diverse students while positioning multilingualism as a valuable skill for all Californians.

The Curriculum Frameworks and Instructional Resources Division (CFIRD) establishes the foundation through standards and frameworks that define what students should know and be able to do, ensuring educational consistency across the state's diverse districts. Their work creating curriculum frameworks, adopting instructional materials, and developing model curricula provides the essential roadmap for classroom instruction.

The Professional Learning Support Division (PLSD) helps to strengthen the educational system through educator development programs, recognizing that student achievement depends significantly on teacher effectiveness. Through programs that emphasize quality professional learning, promoting equitable access to teachers, and leadership development initiatives, the PLSD aims to enhance educators' ability to apply evidence-based practices and meet the diverse needs of students.

For students with disabilities, the Special Education Division (SED) ensures appropriate services and accommodations through IEP guidance, compliance monitoring, and dispute resolution processes. Their focus on inclusive practices and addressing teacher shortages reflects a commitment to ensuring all 800,000 students with disabilities receive equitable educational opportunities.

The Student Support Division (SASD), and in particular the California System of Support, provides a collaborative framework that delivers differentiated assistance to districts through geographic and content-specific lead agencies. This system represents a paradigm shift from compliance monitoring to capacity building, helping districts develop sustainable improvement processes.

Collectively, these divisions form an integrated ecosystem essential for addressing the complex challenges of educating California's diverse student population and effectively preparing them for college, career, and civic participation. These divisions' complementary responsibilities create a comprehensive approach that considers curriculum content, language needs, learning differences, teacher development, and systemic improvement as interconnected elements of educational excellence. This coordinated structure demonstrates California's commitment to developing an educational system that serves all students equitably while preparing them for success in a rapidly changing global environment.

Multilingual Support Division

The MSD plays a critical part in ensuring that all students, particularly English learners, multilingual students, immigrant students, and migratory students have access to equitable and high-quality educational opportunities across the state. The division focuses on developing policies, resources, and guidance that promote the linguistic, academic, and social success of multilingual students.

California's diverse student population, including a significant number of EL students, requires specialized support to ensure equity in education. One of the key roles of the MSD is to guide the implementation of state and federal laws regarding English language development and bilingual education, ensuring schools improve EL students' language and academic competencies. This includes overseeing the design and delivery of English language development programs, as well as providing support for dual-language immersion and bilingual education models. The division also offers resources and professional development opportunities for educators to improve their understanding and teaching practices related to multilingual students.

Additionally, the division monitors and evaluates the effectiveness of these programs through data collection and analysis, working to address opportunity and achievement gaps for English learners. It also collaborates with LEAs to promote policies that support linguistic diversity and foster a more inclusive learning environment. Ultimately, the division aims to empower multilingual students to thrive academically and linguistically by promoting language proficiency, academic achievement, and effective instructional programs in California's schools.

The following table presents highlights of the services and support the MSD offers.

Table 19: Services and Support the Multilingual Support Division Offers

Services or Support	Description
Instructional Support for EL students	The MSD is deeply committed to enhancing instructional practices for English learners. It offers guidance to educators on designing and implementing EL programs that use effective instructional practices to help EL students develop both English language proficiency and academic skills across all subject areas. These approaches help ensure that EL students not only acquire language but also master subject-specific content. To assist educators in meeting the needs of their EL students, the MSD promotes the use of California's *ELD Standards*. These standards serve as a framework for designing language instruction and assessing the language development of EL students at varying levels of proficiency. The MSD provides guidance for programs serving English learners, including integrated and designated ELD instructional approaches. Additionally, the MSD provides guidance for schools developing and implementing dual language programs across the state. The division also encourages the use of academic language strategies, which focus on teaching the specialized vocabulary and discourse patterns that students need to succeed in school. The division offers recommendations on culturally relevant teaching practices, urging educators to incorporate students' cultural backgrounds into their lessons. This not only promotes engagement but also creates a more inclusive learning environment for EL students. The division encourages the use of multilingual and multimodal instructional resources, such as visual aids, graphic organizers, and technology tools, which can help bridge the language gap for students.

Services or Support	Description
Legal and Policy Guidance	The MSD is also instrumental in providing essential legal and policy guidance to schools regarding the education of English learners. The division ensures that school districts comply with both state and federal laws governing the education of EL students, including the Equal Educational Opportunities Act, the Bilingual Education Act, as part of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act, and California's own educational regulations concerning language acquisition. The MSD manages federal funding for Title I Part C migratory student programs and Title III English learner and immigrant student programs. Title III refers to the federal grant program focused on improving the education of English learners and immigrant students, which is part of the ESEA. The division provides resources to help districts understand and implement the legal requirements around identifying and reclassifying EL students, as well as ensuring that EL students have equitable access to all aspects of the curriculum. The division also offers guidance on parent and family engagement, ensuring that districts communicate effectively with non-English-speaking families and involve them in the educational process. The MSD works with districts to provide translated materials and interpretation services for families, ensuring they have access to essential information about their children's education. Additionally, the division supports schools in ensuring that their practices align with California's EL Roadmap policy, which outlines key principles and actions for improving educational outcomes for EL students. The *EL Roadmap* emphasizes a whole-child approach, meaning that language learners should receive not only language instruction but also social and emotional support, as well as opportunities for academic achievement in all areas.

Services or Support	Description
Educational Resources for EL students	The MSD provides a variety of instructional resources for educators and schools serving EL students. These resources are designed to support language development, content mastery, and overall student success. The MSD refers educators to an array of academic standards, curriculum frameworks, assessment tools, instructional materials, and technology resources to help educators create an effective learning environment for multilingual learners. The division promotes the use of state-approved instructional materials that support both language and academic development. These materials include textbooks, software, and online platforms that are specifically designed for EL students, with built-in features to support language acquisition. The MSD provides guidance on the use of formative assessments to track student progress in language development and inform instruction. This ongoing assessment process helps teachers identify areas where students need additional support and adjust their teaching strategies accordingly. The MSD also emphasizes the importance of multilingual education programs. In California, many EL students speak languages other than English, and the division supports schools in offering bilingual education or dual-language programs that allow students to learn in both their native language and English. These programs are designed to help students become proficient in both languages, supporting their academic growth and cultural identity.
Research and Data Analysis	A key aspect of the MSD's work is its focus on the use of data and research to improve educational practices for EL students. The division supports schools in collecting and analyzing data on student achievement, language proficiency, and other relevant factors. This data is used to inform decision-making, guide instructional planning, and monitor the effectiveness of programs and interventions for multilingual learners. The division also keeps educators informed about the latest research on second language acquisition and best practices in multilingual education. By disseminating evidence-based practices, the MSD helps schools adopt strategies that are scientifically proven to support the success of EL students.

Services or Support	Description
Coordination of Professional Development and Collaboration Focused on English Learners	The MSD coordinates work groups focused on ensuring migratory, immigrant, and multilingual and EL students receive equitable access to a meaningful education. • **Bilingual Coordinators Network**: A core goal of the division is to support educators in fully meeting the needs of multilingual and EL students. To achieve this, the MSD partners with LEAs, higher education institutions, and community organizations to provide ongoing training grounded in the latest research and best practices in ELD instruction. • **English Learner Initiatives Workgroup**: The MSD coordinates monthly meetings that convene a diverse group of organizations committed to improving opportunities for English learners. During these meetings, members share updates on documents, reports, projects, conferences, and other initiatives that may affect English learners and the educators who teach and support them. • **State Seal of Biliteracy**: The MSD coordinates and promotes the State Seal of Biliteracy, which recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English.

The CDE's MSD provides crucial services and resources for educators working with English language learners. Through comprehensive instructional support, professional development, policy guidance, and resources, the division works to ensure that EL students in California receive a high-quality education that promotes both language development and academic success. By prioritizing equity, evidence-based practices, and cultural responsiveness, the division supports educators to address the diverse needs of their multilingual students, contributing to the achievement of California's educational goals for all learners.

Related Resources

- Multilingual Support Division: https://www.cde.ca.gov/re/di/or/els.asp
- Multilingual Learners—Information and resources to ensure all students who bring the asset of a home language other than English to California schools receive equitable access to a meaningful education and that all California students are afforded opportunities to develop biliteracy: https://www.cde.ca.gov/sp/ml/

- Multilingual Education—Information and resources on the development, implementation, and location of multilingual programs: https://www.cde.ca.gov/sp/ml/multilingualedu.asp

- Technical Assistance and Monitoring—Technical assistance to guide LEAs in providing services to English learner, immigrant, and migrant students: https://www.cde.ca.gov/ta/cr/elmonthome.asp

- The California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners: https://www.cde.ca.gov/sp/ml/roadmap.asp

- California Education for a Global Economy Initiative: https://www.cde.ca.gov/sp/ml/caedge.asp

- California Ed.G.E. Initiative Implementation Handbook for School Districts and County Offices of Education: https://www.cde.ca.gov/sp/ml/caedge.asp

- State Seal of Biliteracy: https://www.cde.ca.gov/sp/ml/Sealofbiliteracy.asp

- *Global California 2030: Speak. Learn. Lead.*—An Initiative of the CA Department of Education to better equip students for a global economy: https://www.cde.ca.gov/sp/ml/documents/globalca2030.pdf

- Migrant Education Programs and Services: https://www.cde.ca.gov/sp/me/mt/programs.asp

- Resources for Parents of English Learner Students: https://www.cde.ca.gov/sp/ml/parentresources.asp

Professional Learning Support Division

The PLSD provides leadership and guidance for developing high-quality professional learning programs. These professional learning experiences are designed to ensure that educators stay informed about the latest research, best practices, and educational trends. This support is essential in helping teachers adapt to evolving educational demands and maintain high standards in the classroom.

PLSD administers a range of federal and state programs designed to promote educator excellence and equity across schools. A key focus of the programs the PLSD oversees is collaborative professional development that aligns with academic standards and student learning goals. This professional learning is designed to prepare, train, and recruit high-quality teachers, principals, paraprofessionals, and other school staff who are equipped to meet the diverse needs of all students. To support these efforts, several federal and state initiatives offer funding through both formula allocations and competitive grants. Importantly, LEAs can use many of these funding sources to support professional learning that directly addresses the needs of EL students.

Professional learning includes a combination of externally provided and job-embedded activities. Externally provided activities are typically offered by outside experts or organizations and may include workshops, conferences, or online courses that introduce new concepts or strategies. In contrast, job-embedded activities take place within an educator’s daily work environment and often involve collaborative planning, coaching, peer observations, or data analysis. Together, these approaches deepen educators' knowledge and lead to meaningful changes in instructional practices that support improved student learning, ultimately aiming to foster a well-prepared, knowledgeable, and motivated education workforce that can positively impact student achievement across California’s public schools.

The following table offers an overview of the services and resources the PLSD provides that are aimed at helping educators build the capacity to support EL students in developing both academic content knowledge and English language proficiency, while fostering an inclusive and equitable learning environment for all students.

Table 20: Services the Professional Learning Support Division Offers to Support English Learners

Services or Support	Description
21st Century California School Leadership Academy	The 21st Century California School Leadership Academy (21CSLA) is a statewide initiative—authorized by California *Education Code* Section 44690(c)(1)—to provide no-cost, equity-centered professional learning and coaching to educational leaders across the state. It specifically targets LEAs that receive federal Title II, Part A funding. Through its state center and regional academies, 21CSLA delivers professional learning on a range of high-priority topics, including the implementation of effective language acquisition programs for EL students. The 21CSLA aims to improve leadership capacity with a strong emphasis on equity, focusing on student groups such as English learners, students with disabilities, low-income youth, and other historically marginalized populations. Access the 21CSLA web page (https://www.cde.ca.gov/ci/pl/ca21csla.asp) to see the list of regionally distributed academies that deliver localized services through regional lead organizations.
Asset-Based Pedagogies	Asset-based pedagogies are instructional approaches that recognize and build upon the strengths students bring to the classroom, actively countering a deficit approach to educating students. Traditionally, deficit-based teaching assumed non-dominant cultures, languages, or literacies were educational hindrances to learning. Asset-based pedagogies, conversely, honor and integrate students' cultural and linguistic knowledge into academic learning, viewing them as enriching and valuable rather than problematic. Given California's diverse student population, these pedagogies are vital tools for fostering educational equity. They ensure all students, notably those from historically marginalized backgrounds, are empowered and authentically represented in the learning process. The CDE Asset-Based Pedagogies web page (https://www.cde.ca.gov/ci/pl/assetbasedpedagogies.asp) brings together current research on pedagogies that focus on the strengths that diverse students bring to the classroom.

Services or Support	Description
California's Comprehensive State Literacy Plan	California's Comprehensive State Literacy Plan (SLP), funded by the federal Comprehensive Literacy State Development (CSLD) grant, which is a statewide initiative aimed at improving literacy outcomes for children from birth through grade 12, with a focus on historically underserved groups such as English learners, students with disabilities, and those from low-income backgrounds. First adopted in 2021 and revised in 2025, the SLP promotes evidence-based literacy instruction and emphasizes coherent statewide and local systems, family and community partnership, and professional learning. It also provides online resources and training tools to support LEAs in building comprehensive, equity-driven literacy programs aligned with California's academic standards and frameworks.
Literacy Resources Repository	The Literacy Resources Repository is an online collection hosted on the California Educators Together platform, created as part of California's CLSD efforts. Designed and curated to support LEAs in implementing the SPL, it offers a wide array of vetted resources—including a local literacy planning toolkit, implementation guides, templates, guidance documents, and professional learning materials—curated by the CSLD Literacy Lead Agencies and the SLP Team. Accessible to educators with a free account, the repository continuously expands over the life of the CLSD grants, facilitating coherent, evidence-based literacy instruction. Notably, the Literacy Resources Repository offers educators research-backed tools and strategies to integrate language development across content areas and promote multilingualism, including a Supporting English Learners Collection.

Services or Support	Description
Educator Effectiveness Funds Block Grant Program	The Educator Effectiveness Funds (EEF) block grant program is a one-time infusion of $1.5 billion allocated to public educational agencies, including school districts, county offices, charter schools, and state special schools. Designed to be used from 2021–22 through 2025–26, the funds support high-quality, standards-aligned professional development for teachers, administrators, paraprofessionals, and classified employees. They may be used for activities such as coaching, mentoring, induction programs, literacy and STEM instruction, social-emotional learning, trauma-informed practices, inclusive education, positive school climate initiatives, ethnic studies, and English learner support. LEAs can use EEF funds to implement effective language acquisition programs for English learners. These programs may include integrating language development across all content areas and enhancing staff capacity to support and improve bilingual and biliterate proficiency.
Multi-Tiered System of Supports	California's Multi-Tiered System of Supports (MTSS) is an integrated, comprehensive framework aligned to the California Common Core State Standards that coordinates academic, behavioral, social-emotional, and mental health supports through a tiered system: • Universal Support for all students • Supplemental Support for those needing extra assistance • Intensified Support for the few requiring individualized interventions Operating at district and school levels, MTSS emphasizes data-driven decision-making, Universal Design for Learning, culturally responsive practices, and systemic alignment of resources and initiatives to foster sustainable improvement. Originating from the Response to Intervention and Positive Behavioral Interventions and Supports, MTSS broadens the traditional model by addressing the needs of all learners, including high achievers, through systemic integration rather than isolated interventions. MTSS can particularly benefit English learners by distinguishing language development needs from learning difficulties, ensuring they receive appropriate classroom interventions and are not misidentified for special education.

Services or Support	Description
Promoting Equitable Access to Teachers	California's Promoting Equitable Access to Teachers (PEAT) initiative assists LEAs in identifying and addressing disparities under the Every Student Succeeds Act specifically when low-income and minority students are disproportionately taught by ineffective, inexperienced, or out-of-field teachers. The PEAT web page (https://www.cde.ca.gov/ci/pl/peat.asp) provides a suite of data tools, guidance, and planning supports to help districts complete root-cause analyses, engage stakeholders, and develop strategies to correct identified inequities. By ensuring that all students have access to qualified and experienced teachers, PEAT helps promote equal opportunities and high-quality learning throughout the state. Improving teacher equity can also benefit English learners by making sure they are taught by well-prepared educators capable of delivering effective, linguistically responsive instruction that meets their unique educational requirements.
Project ARISE: Reading Instruction and Intervention Grant Courses	As part of the Reading Instruction and Intervention grant program, Project ARISE offers a series of free online courses designed for teachers, administrators, and paraprofessionals working with diverse learners. These courses cover foundational areas such as the evidence-based literacy instruction, intensive literacy interventions, executive functioning, and literacy as equity. Participating educators learn strategies to support multilingual learners, students with disabilities, and students experiencing reading difficulties. The courses include embedded considerations for EL students and a Multilingual Learner Companion Guide that equip educators with strategies tailored to EL students' linguistic development and literacy needs, ensuring they receive targeted, evidence-informed instruction that supports both decoding and comprehension.

Services or Support	Description
Title II, Part A	The purpose of ESSA Title II, Part A (https://www.cde.ca.gov/ci/pl/title2parta.asp) is to support activities that enhance the quality and effectiveness of teachers, principals, and other school leaders. Its goals include • increasing student achievement consistent with state academic standards; • improving the effectiveness of teachers, principals, and other school leaders; • increasing the number of teachers, principals, and other school leaders who positively impact student academic achievement; and • expanding access to effective teachers and educational leaders for low-income and minority students. LEAs can use funds from Title II, Part A for initiatives such as induction programs, professional development, support for ongoing professional growth, improving equitable access to qualified educators, and recruiting for hard-to-fill positions.

The Importance of the Quality Professional Learning Standards

California's Quality Professional Learning Standards (QPLS) define the essential characteristics of high-quality professional learning, aiming to develop educators' individual and collective capacity to meet professional, school, and student performance expectations. In California, a wide range of organizations offer professional learning opportunities, yet the responsibility for selecting providers rests with LEAs, as schools and districts identify their areas of focus based on local needs and priorities. To guide these decisions, LEAs may refer to the QPLS when evaluating and selecting effective professional learning experiences.

Seven interrelated standards guide effective professional development, emphasizing that learning should be

- rooted in student and educator needs demonstrated through **data**;
- focused on **content and pedagogy**;
- designed to ensure **equitable** outcomes;
- designed and structured to be **ongoing, intensive, and embedded** in practice;
- **collaborative** with an emphasis on **shared accountability**;
- supported by **adequate resources**; and
- **coherent and aligned** with other standards, policies, and programs.

The QPLS offer a framework to help educators, policymakers, education officials, and others develop a common understanding regarding the features of high-quality

professional learning and how best to support its implementation. They are intended to guide and sustain meaningful learning experiences without being used as an evaluative tool for individual educators or programs.

The QPLS can benefit English learners by encouraging culturally and linguistically responsive professional development, equipping educators with the skills to adapt instruction and improve outcomes for diverse language learners.

In sum, the PLSD administers several programs that strive to equip educators with the tools, knowledge, and support necessary to effectively teach English learners. The division collaborates with a wide range of partners, including LEAs, institutions of higher education, and non-governmental organizations, who continually assess and endeavor to address the diverse needs of California's educators and student population. Through the administration of professional learning programs grounded in research, the division ensures that participating teachers and administrators utilize data-driven decision-making, focus on content and pedagogy, emphasize equitable outcomes, and work collaboratively to foster shared accountability. By providing high-quality professional development backed by research and aligned with the QPLS, the division seeks to enhance educators' capacity to meet the unique needs of EL students, ensuring these students receive the linguistic and academic support required for success in California's public schools.

Related Resources

- Professional Learning Support Division: https://www.cde.ca.gov/re/di/or/plsd.asp
- 21st Century California School Leadership Academy: https://www.cde.ca.gov/ci/pl/ca21csla.asp
- Asset-Based Pedagogies: https://www.cde.ca.gov/ci/pl/assetbasedpedagogies.asp
- Comprehensive Literacy State Development Grant: https://www.cde.ca.gov/ci/pl/clsd.asp
    - California's Comprehensive State Literacy Plan: https://www.cde.ca.gov/ci/pl/slpdevelopment25.asp
    - Literacy Resources Repository: https://www.caeducatorstogether.org/groups/hmdnyg/comprehensive-literacy-state-development-grant-resource-repository
- Educator Effectiveness Block Grant: https://www.cde.ca.gov/ci/pl/eef2021.asp
- California MTSS: https://ocde.us/MTSS/Pages/default.aspx
    - MTSS / Scaling Up MTSS: https://www.cde.ca.gov/ci/cr/ri/
- Promoting Equitable Access to Teachers: https://www.cde.ca.gov/ci/pl/peat.asp

- Reading Instruction and Intervention Grant: https://www.cde.ca.gov/ci/pl/riigrant.asp
    - Project ARISE: https://www.cccoe.k12.ca.us/Departments--Schools/Departments/Curriculum-and-Instruction/English-Language-Arts-English-Language-Development/Project-ARISE/
- Professional Learning: https://www.cde.ca.gov/ci/pl/index.asp
- ESSA Title II, Part A: https://www.cde.ca.gov/ci/pl/title2parta.asp
- Quality Professional Learning Standards: https://www.cde.ca.gov/ci/pl/qpls.asp

Curriculum Frameworks and Instructional Resources Division

The CFIRD plays a key role in developing the tools and resources educators use in the classroom every day. In coordination with the SBE and the IQC, it develops content standards and curriculum frameworks that define learning outcomes and guide instruction. These frameworks outline the key concepts, skills, and learning objectives for various subject areas, including English language arts, mathematics, science, and social studies, among others.

The division also oversees the adoption of instructional materials, ensuring they are aligned to the content standards, meet the criteria included in each of the frameworks, and conform to California's Social Content Standards. This rigorous process includes a detailed review by classroom teachers and subject matter experts to ensure the materials meet all standards and evaluation criteria. Members of the IQC then consider the findings of the reviewers before they recommend them for adoption by the SBE.

The guidance in curriculum frameworks addresses practices related to equity and access so that English learners, students with disabilities, and those from diverse backgrounds, can achieve academic success. The overall goal is to promote high-quality education and foster achievement for all students across California's public school system.

This division provides essential guidance for California public school teachers of EL students, ensuring they acquire both English proficiency and academic content knowledge across various subject areas. The table below summarizes the ways the division's efforts focus on promoting research-based practices that enhance EL students' education in California.

Table 21: Resources the Curriculum Frameworks and Instructional Resources Division Offers That Support English Learners

Services or Support	Description
Instructional Quality Commission	The IQC was established in 1927 as an advisory body to the SBE. Per California *Education Code* Section 60204 (amended 2011), the IQC is responsible for advising the SBE on matters related to curriculum and instruction. The IQC 1. develops and recommends curriculum frameworks; 2. develops and recommends criteria for evaluating instructional materials submitted for adoption; 3. evaluates instructional materials that have been submitted by publishers and makes recommendations to adopt or reject each submission; 4. recommends policies and activities to the SBE, CDE, and local education agencies regarding curriculum and instruction; 5. advises and makes recommendations to the SBE on implementing the state's academic content standards; and 6. advises the SBE on professional development, pupil assessments, and academic accountability systems alignments to the standards. Essentially, the work of the IQC is the work of CFIRD, as CFIRD supports the IQC in meeting all its goals.
Academic Standards and Curriculum Frameworks and EL Student Instruction	This division facilitates the development of new and revised standards and curriculum frameworks in all content areas. Importantly, California curriculum frameworks provide overarching guidelines for educators, helping them align their instructional practices with state standards. These frameworks offer detailed guidance for teaching all students across core subjects like English language arts, mathematics, science, history–social science, and world languages. For programs and educators serving EL students, these frameworks advocate for the integration of language development into subject-area content instruction, facilitating the simultaneous learning of academic content and English.

Services or Support	Description
Instructional Resources that Support EL Students	The guidance in curriculum frameworks often includes numerous discussions of ways to address the education requirements of English learners. Every curriculum framework includes a chapter that provides guidance on the selection of instructional materials. It includes the evaluation criteria for the SBE adoption of instructional materials for students in kindergarten through grade eight, guidance for local districts on the adoption of instructional materials for students in grades nine through twelve, and information regarding the social content review process, supplemental instructional materials, and accessible instructional materials. Every set of evaluation criteria includes the goal of ensuring universal and equitable access to high-quality curriculum and instruction for all students so they can meet or exceed the knowledge and skills described in the corresponding standards. These evaluation criteria call for instructional materials to include suggestions for teachers on how to differentiate instruction to meet the needs of all students. In particular, instructional resources should provide guidance to support students who are English learners; heritage and native speakers; at-promise students (per AB 413 of 2019 [Chapter 800], the term “at-risk” is replaced in the California Education Code with the term “at-promise”); lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ+) students; advanced learners; and students with disabilities.

Services or Support	Description
Clearinghouse for Specialized Media & Technology	The Clearinghouse for Specialized Media & Technology (CSMT) helps to close the achievement gap by providing instructional resources in accessible formats to students with disabilities in California. The CSMT provides accessible instructional materials adopted by the SBE for students who have vision impairments, including blindness, or other print disabilities. The CSMT produces and distributes accessible versions of instructional materials, including textbooks, workbooks, literature books, and other student instructional resources to help students overcome challenges, connect with others, and become independent. Specialized formats of instructional materials, including braille, large print, audio recordings, digital talking books, and electronic files, are available free for teachers and other educators to order or download online through the CSMT. A benefit of selecting SBE-adopted materials is that LEAs are able to access specialized formats at no additional cost. For additional information, see the CSMT web page (https://www.cde.ca.gov/re/pn/sm/).

The CFIRD provides educators with the guidance and resources they need to effectively support English learners. Their work focuses on developing, implementing, and reviewing content standards, curriculum frameworks, and instructional materials. This division plays a crucial role in California's education system by creating the resources that shape what and how students learn across the state.

Related Resources

- Curriculum Frameworks and Instructional Resources Division: https://www.cde.ca.gov/re/di/or/cfird.asp
- Curriculum Frameworks and Instructional Materials: https://www.cde.ca.gov/ci/cr/cf/
- All California Content Standards: https://www.cde.ca.gov/be/st/ss/index.asp
- All California Curriculum Frameworks: https://www.cde.ca.gov/ci/cr/cf/allfwks.asp
- Instructional Materials Adopted by the California State Board of Education: https://www.cde.ca.gov/ci/cr/cf/caadoptinstrmaterials.asp
- Local Instructional Materials Adoptions: https://www.cde.ca.gov/ci/cr/cf/glima.asp

- Instructional Materials Frequently Asked Questions: https://www.cde.ca.gov/ci/cr/cf/imfrpfaq1.asp
- Instructional Materials Evaluation and Adoption Process: https://www.cde.ca.gov/ci/cr/cf/cefimadoptprocess.asp
- Social Content Review: https://www.cde.ca.gov/ci/cr/cf/lc.asp
- Clearinghouse for Specialized Media & Technology: https://www.cde.ca.gov/re/pn/sm/
- Instructional Quality Commission: https://www.cde.ca.gov/BE/cc/cd/index.asp
- State Board of Education: https://www.cde.ca.gov/be/

Special Education Division

The SED ensures that students with disabilities—including English learners with disabilities—receive a free and appropriate public education in compliance with state and federal laws, such as the Individuals with Disabilities Education Act (IDEA). The division provides oversight and guidance to LEAs in delivering services and support tailored to the unique needs of students with disabilities. It develops and enforces policies and procedures for special education programs, ensuring that students with a range of disabilities—including physical, intellectual, and emotional—receive individualized services, accommodations, and modifications. The division supports the development of IEPs to set personalized learning goals and track student progress.

In addition, the division works to improve inclusive practices, providing technical assistance and resources for educators, administrators, and service providers. This helps them build skills in differentiating instruction and implementing evidence-based strategies to support students with disabilities. The division also monitors the performance of special education programs across the state, ensuring compliance with legal requirements, and facilitating the use of data to drive improvements in service delivery. Its overarching goal is to ensure equitable, inclusive access to high-quality education for individuals receiving special education services in California's public schools.

To further support inclusive practices, the SED offers targeted guidance and tools for educators working at the intersection of language development and special education. The table below illustrates how the SED supports educators who work with English learners with disabilities or special needs. For additional information see the section titled English Learners: Areas of Focus, particularly the subsection titled English Learners with Disabilities.

Table 22: Services and Support the Special Education Division Offers That Support English Learners

Services or Support	Description
Guidance on Identification and Assessment	A key aspect of the SED's work is helping educators navigate the complex process of identifying and assessing English learners with disabilities. For EL students, the identification process can be particularly challenging due to the intersection of language development and learning disabilities. The SED provides comprehensive guidance to educators on how to properly assess whether a student's academic difficulties are due to a language barrier, a disability, or a combination of both. To support educators, the SED recommends a multifactored assessment approach, which includes the following steps: • **Language Proficiency Evaluation:** The division stresses the importance of assessing a student's language proficiency in both English and their native language. This ensures that language development issues are not inadvertently mistaken for a disability. The division recommends using language proficiency tools such as the ELPAC to measure a student's level of English proficiency. • **Cultural and Linguistic Considerations:** The SED encourages educators to account for cultural and linguistic factors when conducting assessments. This includes utilizing interpreters or bilingual staff when conducting assessments, ensuring that test results are not influenced by language differences or cultural biases. • **Individualized Education Program Process:** Once a student is identified as having a disability, the SED provides resources to ensure that educators can develop appropriate IEPs for EL students with disabilities. These IEPs must be designed to meet both the student's linguistic and academic needs while ensuring full compliance with the IDEA. The division emphasizes that students who are EL students should not be placed in special education programs solely because of language acquisition issues, and a careful, culturally responsive approach should be taken during the identification process.

Services or Support	Description
Support for Multilingual and Multimodal Learning	The SED places a strong emphasis on ensuring that multilingual students with disabilities have access to a rich, inclusive curriculum that supports both language acquisition and academic progress. To that end, the division offers a range of resources and tools designed to support multilingual learners with disabilities, including: • **Language Development and Special Education Integration:** The SED works to integrate special education services ELD programs, ensuring that EL students with disabilities receive appropriate language and academic support. Teachers are encouraged to use both specialized language instruction and special education interventions to address the unique needs of these students. • **Assistive Technology:** The SED advocates for the use of assistive technology to help EL students with disabilities access the curriculum. This includes providing tools like speech-to-text software, screen readers, and alternative communication devices. These technologies help students overcome barriers related to language proficiency and specific disabilities, enabling them to participate more fully in the classroom. • **Visual Supports and Scaffolding Techniques:** The division offers guidance on using visual supports (e.g., graphic organizers, picture cues, and bilingual materials) to aid comprehension for EL students with disabilities. Scaffolding techniques are used to gradually reduce support as students become more proficient in both language and content knowledge. The SED ensures that educators have the necessary tools and strategies to integrate these resources effectively into their teaching practices.

Services or Support	Description
Collaboration and Family Engagement	The SED recognizes that successful outcomes for EL students with disabilities require collaboration not only among educators but also with families. The division provides resources to help schools work effectively with the families of EL students who have disabilities, ensuring that families are actively involved in their child's education. • **Family Education and Support:** The SED offers resources to help schools engage families in the special education process. These include materials in multiple languages that explain the IEP process, assessment procedures, and the roles of family members. Schools are encouraged to provide interpreters and translated materials to ensure that non-English-speaking families fully understand their child's educational plan. • **Collaboration Among Service Providers:** The SED promotes the coordination of services between general education teachers, special education teachers, language development specialists, and other service providers. Collaborative approaches, such as consultation and co-teaching, are emphasized to ensure that EL students with disabilities receive comprehensive and integrated services.
Legal Compliance and Policy Support	The SED ensures that schools comply with all applicable laws and regulations related to the education of English learners with disabilities. This includes ensuring adherence to the IDEA, which mandates that students with disabilities receive a free and appropriate public education in the least restrictive environment. The division provides schools with guidance on ensuring that IEPs for EL students with disabilities meet both the language development and special education requirements, and that these students have access to a full range of academic opportunities. When necessary, the division manages processes for addressing disagreements between families and schools regarding special education services, including facilitated IEPs, mediation, and due process hearings. They also fund Alternative Dispute Resolution (also known as ADR) grant programs, initiatives to resolve special education disputes early and collaboratively to prevent more formal processes. The Constituent's Office plays an essential role in this work by serving as a direct point of contact for families, helping to elevate concerns, provide guidance, and connect individuals with appropriate resources to support timely and effective resolution.

The CDE's SED offers a comprehensive suite of resources, training, and support to educators working with English learners with disabilities. By providing guidance on assessment, specialized instruction, and legal compliance, the division helps ensure that EL students with disabilities have equitable access to an education that meets their unique skill development areas. The division's services aim to improve the instructional practices of educators, promote inclusion, and ensure compliance with state and federal laws regarding the education of students with disabilities. Through professional development, inclusive teaching practices, and family engagement, the division supports educators in fostering an inclusive, supportive, and culturally responsive environment where all students can thrive.

Related Resources

- Special Education Division: https://www.cde.ca.gov/re/di/or/sed.asp
- Special Education—Information and resources: https://www.cde.ca.gov/sp/se/
- California Practitioners' Guide for Educating English Learners with Disabilities: https://www.cde.ca.gov/sp/se/ac/documents/ab2785guide.pdf
- Special Education—*CalEdFacts*: https://www.cde.ca.gov/sp/se/sr/cefspeced.asp
- Advisory Commission on Special Education: https://www.cde.ca.gov/sp/se/as/acse.asp
- Regional Educational Laboratory, *Determining Special Education Eligibility of English Learners* (2021): https://ies.ed.gov/rel-northeast-islands/2025/01/determining-special-education-eligibility-english-learners
- English Language Learners with Special Needs: Effective Instructional Strategies: https://www.colorincolorado.org/article/english-language-learners-special-needs-effective-instructional-strategies
- Challenges in Special Education Identification for ELLs: https://www.colorincolorado.org/special-education-ell/identification
- Improving Outcomes for Multilingual Students with Exceptional Needs: https://multilingual-swd.org/

Student Achievement and Support Division

The SASD collaborates with administrators, teachers, students, families, and other interested parties to ensure that state and federal policies and legislation are effectively aligned, supported, and implemented. Its primary goal is to provide every student in California with meaningful access to a fair, equitable, high-quality, and well-rounded education. The division oversees several key programs, including the LCAP, which guides LEAs in setting goals and measuring progress, and the School Improvement Grant program, which supports schools in need of improvement. Additionally, SASD manages the implementation of the ESSA in California, ensuring that federal requirements are met and that schools receive the necessary support to improve student outcomes.

SASD also focuses on providing targeted support to specific student populations, such as foster youth, students experiencing homelessness, and American Indian students. Through initiatives like the Integrated Services and Supports programs, the division works to address the unique academic, cultural, and linguistic needs of these students, ensuring they have equal opportunities to succeed. Furthermore, SASD plays a crucial role in California's system of support, which includes differentiated assistance for LEAs that need additional help in improving student achievement. By offering resources, guidance, and technical assistance, the division strives to build the capacity of LEAs to enhance educational outcomes for all students.

The following discussion will focus on how the SASD specifically supports the success of English learners in California. As a key part of its mission to ensure equitable access to high-quality education for all students, the division plays an essential role in addressing the unique needs of English learners. By coordinating programs, offering technical assistance, and guiding policy implementation, SASD helps LEAs create effective strategies that promote language development, academic achievement, and inclusive educational practices. The section that follows explores how the division’s efforts within the Statewide System of Support contribute to improving outcomes for English learners across the state.

California Statewide System of Support

California’s Statewide System of Support is one of the central components of California’s accountability and continuous improvement system. The CDE created this comprehensive framework under the LFCC to help LEAs by providing targeted support to ensure that all students receive the resources and instruction necessary to succeed academically. Rather than being a traditional division, it's a statewide network that coordinates resources across multiple agencies.

The system of support offers a variety of services, resources, and guidance aimed at helping educators improve instructional practices and student outcomes for EL students through collaborative approaches, tailored interventions, and implementation support.

The discussion in this document will focus on those practices that prioritize that English language learners receive effective support to achieve academic success, develop proficiency in English, and thrive in a multilingual society.

The table below outlines the key components California's System of Support offers to promote equity, increase student achievement, and strengthen the quality of education for EL students.

Table 23: Key Components of California's System of Support for English Learners

Key Component	Description
Statewide and Regional Support Networks	The California Collaborative for Educational Excellence (CCEE) and regional technical assistance centers play a significant role in the system of support. These networks provide LEAs with research-based practices, professional development, and guidance on implementing strategies to support English learners. These supports are designed to enhance the capacity of local districts and schools to improve outcomes for EL students. Importantly, the system of support relies on CDE resources, such as curriculum frameworks and the *ELD Standards*, to design and provide professional development opportunities for educators to better meet the needs of EL students.

Key Component	Description
The LFCC and LCAPs	California's education system provides funding flexibility through the LCFF, which allocates additional funds to districts based on the specific skill development areas of their students, including English learners. The LCFF ensures that resources are directed toward the most vulnerable students, helping close achievement gaps by offering targeted support. Each district or school develops an LCAP, which outlines how they will use these funds to address the specific educational requirements of their student population. Within the LCAP, districts are required to outline goals related to EL students, such as improving language proficiency, academic achievement, or overall student engagement. The LCAP also ensures that parents, including those of EL students, are involved in decision-making about the allocation of resources and the development of instructional plans. The inclusion of English learner-specific goals in the LCAP ensures that districts are held accountable for the academic success of English learners. The LCAP also provides districts with the flexibility to design and implement a wide range of support programs, including tutoring, specialized language instruction, and professional development for teachers to improve instructional practices for EL students.
Focused Instructional Practices and Teacher Training	The central focus of the California Statewide System of Support is to provide guidance and resources to help educators design and implement high-quality ELD instruction. They support districts in developing programs and practices that integrate ELD into the general education curriculum, ensuring that language learners are supported both in learning English and mastering academic content. Professional development opportunities include training in culturally responsive teaching, language scaffolding, and the use of language-rich instructional strategies. Through these supports, they help educators create effective language development environments that accelerate English language acquisition and academic success for EL students.

Key Component	Description
Focus on Data-Driven Decision Making and Accountability	The California System of Support relies heavily on data-driven decision-making to monitor the progress of English learners and to identify areas where additional resources or interventions are needed. The ELPAC and other assessments, such as the CAASPP and formative assessment, provide data that helps teachers and administrators track the effectiveness of their ELD programs and make necessary adjustments to improve outcomes for English learners. Through the continuous improvement model, which is central to the work of the system of support, districts are encouraged to use this data to implement targeted interventions. This model promotes regular feedback loops and ensures that schools use data to adjust teaching practices, resources, and supports to better meet the needs of their English learner population. Data is also used to assess the effectiveness of different instructional strategies and support programs, ensuring that only the most effective methods are scaled up across districts.
Parent and Family Engagement	Effective support for English learners also requires meaningful family engagement. In California, schools are encouraged to engage families in the education of their children. The LCAP includes specific provisions for involving parents of EL students in school decision-making processes. Additionally, schools provide resources and support for language development in the home, ensuring that families have access to information and tools to support their children’s education. In California, LEAs are encouraged to provide language assistance to parents so they can participate fully in school activities and understand their children's academic progress. This also includes offering information in families' primary languages and creating opportunities for parents to engage in school events and parent-teacher meetings. District English Learner Advisory Committees and English Learner Advisory Committees are also valuable tools for engaging parents and fostering collaboration. The goal is to create an environment of mutual support, where both schools and families work together to help EL students succeed.

Key Component	Description
Professional Learning and Capacity Building	The California Statewide System of Support provides ongoing professional learning opportunities to enhance the skills of educators working with English learners. Importantly, they coordinate regional support through county offices of education that serve as geographic leads, providing tailored assistance to districts in their regions. They also designate expert organizations to provide specialized support in areas such as mathematics, English language arts, equity, and ELD instruction. The system of support offers coaching support for educators through regional and district-based networks, where experienced coaches provide one-on-one guidance to help teachers implement best practices for working with EL students. This support includes lesson modeling, co-planning, and reflective practices to ensure that instruction is responsive to student needs. They also help facilitate collaborative networks and communities of practice where educators can share insights, resources, and strategies for working with EL students. These networks encourage peer learning, problem-solving, and the sharing of effective practices, fostering a sense of community among educators working in diverse schools. In addition to supporting teachers, the system of support provides professional development opportunities for school and district leaders. These trainings focus on leadership strategies for creating supportive environments for EL students, fostering collaboration among teachers, and ensuring that English learners' academic growth and language development are a priority in school-wide initiatives.

Key Component	Description
Tailored Support for Specific Populations of EL students	The California Statewide System of Support recognizes that English learners are a diverse group, with varying levels of proficiency, academic needs, and backgrounds. As such, they provide tailored support to meet the unique educational requirements of specific populations within the EL community. For students who are new to the country or have limited formal schooling, the system of support offers resources for implementing newcomer programs that focus on foundational language acquisition, social–emotional support, and acculturation to the educational system. They offer strategies for targeted interventions for long-term English learners, including academic tutoring, mentorship programs, and intensive language development support. The system of support also provides guidance on how to support EL students with disabilities, ensuring that special education services are appropriately aligned with the needs of both their language development and learning challenges. For additional information regarding EL students that require targeted support, see the section titled English Learners: Areas of Focus.

The California System of Support represents a shift from compliance-focused oversight to capacity-building assistance, aimed at helping schools and districts develop internal systems for continuous improvement. County offices of education, the CDE, and the CCEE, along with other state and local agencies and community organizations, facilitate the provision of support and capacity building at the local level. By providing robust professional development and capacity-building opportunities, these agencies and organizations help districts build the infrastructure and expertise needed to improve instruction and ensure that resources are directed where they are needed most.

The agencies and organizations that make up the California System of Support are a vital factor in enhancing the educational experiences and outcomes of English learners across the state. Through its emphasis on high-quality instruction, data-driven decision-making, equity, and professional development, the system of support equips districts and educators with the tools, resources, and expertise needed to provide English learners with a rigorous, inclusive, and supportive education. By tailoring support for these specific groups, the system of support helps improve teachers' ability to strengthen instructional programs and implement effective strategies for teaching English learners.

Related Resources

- Student Achievement and Support Division: https://www.cde.ca.gov/re/di/or/dsid.asp
- California's System of Support: https://www.cde.ca.gov/sp/sw/t1/csss.asp
- Geographic Lead Agencies, California's System of Support: https://www.cde.ca.gov/sp/sw/t1/crss.asp
- California Statewide System of Support Resource Hub—an online tool for LEAs to find resources aimed to enhance student outcomes: https://www.ccee-sos-resource-hub.org/
- California Statewide System of Support Directory: https://systemofsupport.org/directory/
- California Collaborative for Educational Excellence. (2020). *The California Statewide System of Support*. Retrieved from https://www.ccee-ca.org
- The California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners: https://www.cde.ca.gov/sp/ml/roadmap.asp
- Local Control Funding Formula Overview: https://www.cde.ca.gov/fg/aa/lc/lcffoverview.asp

Conclusion

The CDE provides a comprehensive support system designed to empower educators in delivering high-quality instruction for English learners across the state. Through research-based frameworks, professional development, and targeted guidance, the CDE equips educators with the tools and knowledge needed to help EL students achieve both academic success and English proficiency. This system reflects a deep commitment to ensuring that all students—regardless of language background or academic challenges—receive the support necessary to thrive.

The resources highlighted in this *ELD Compendium* underscore California's dedication to equity, inclusion, and academic excellence. By promoting integrated ELD instruction, culturally responsive teaching, and ongoing professional support, the CDE fosters school environments where English learners can fully engage in academic, social, and cultural experiences.

This document includes hyperlinked resources that connect educators to essential tools, reports, curricular frameworks, professional learning networks, and assessment practices. These resources are designed to guide the development of effective EL programs and drive improved outcomes for students.

By exploring and actively engaging with these resources, educators can deepen their understanding of English learners' needs and implement effective, research-informed strategies that strengthen their ability to meet diverse student needs. Staying informed and intentional in their practice can enable educators create a more inclusive, effective, and equitable educational system in California—one that ensures every English learner has the opportunity to succeed academically and develop the skills necessary for meaningful participation in a diverse, multilingual society.

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