



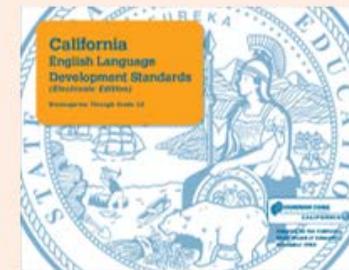
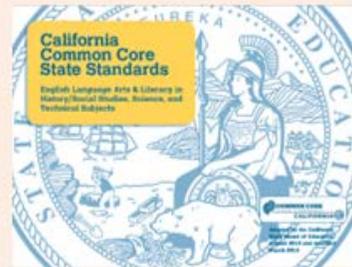
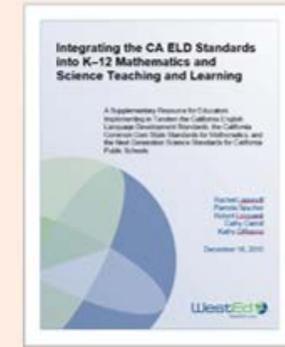
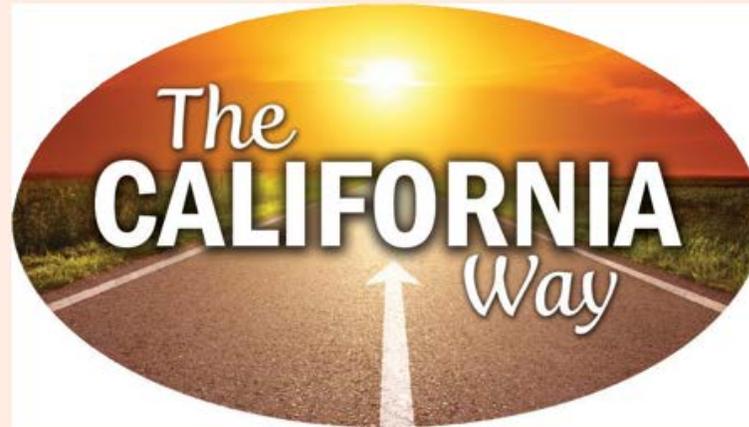
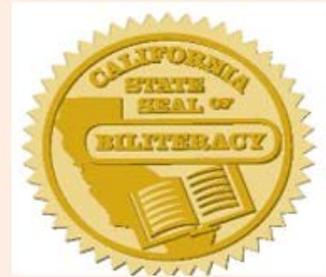
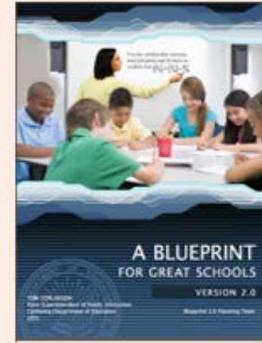
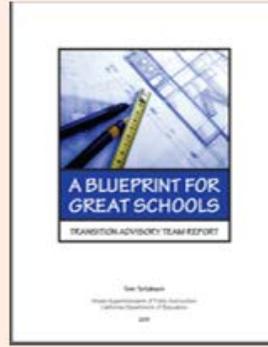
The California English Learner Roadmap:

Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners





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State Superintendent
of Public Instruction





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State Superintendent
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July 2016

The Sobrato Family Foundation awarded a grant to the Californians Dedicated to Education Foundation to fund the development of the English Learner Roadmap Policy and Guidance Document

October 2016

Application and formation of the English Learner Roadmap Workgroup

December 2016

Informational Memorandum: Composition of Workgroup



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Composition of the Workgroup

- Participants included: teachers, professional development providers, principals, superintendents, practitioners, and policy makers from county offices of education
- Representatives from key stakeholder groups included: First Five, California Teachers Association, California School Boards Association, California Collaborative for Educational Excellence, California Parent Teacher Association, California Commission on Teacher Credentialing, and private foundations



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English Learner Roadmap Workgroup Meetings

Three Public Meetings:

- November 2016
- February 2017
- May 2017

Upcoming Public Meeting:

- September 2017



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English Learner Roadmap Workgroup Stakeholder Input

December 2016

Title III Accountability and Leadership Institute

March through May 2017

Public input sessions at the Conferences and
Network meetings

June 2017

Presentation to the California Teachers Association



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California English Learner Roadmap: Educational Programs and Services for English Learners

The amended and revised policy reflects the current environment in:

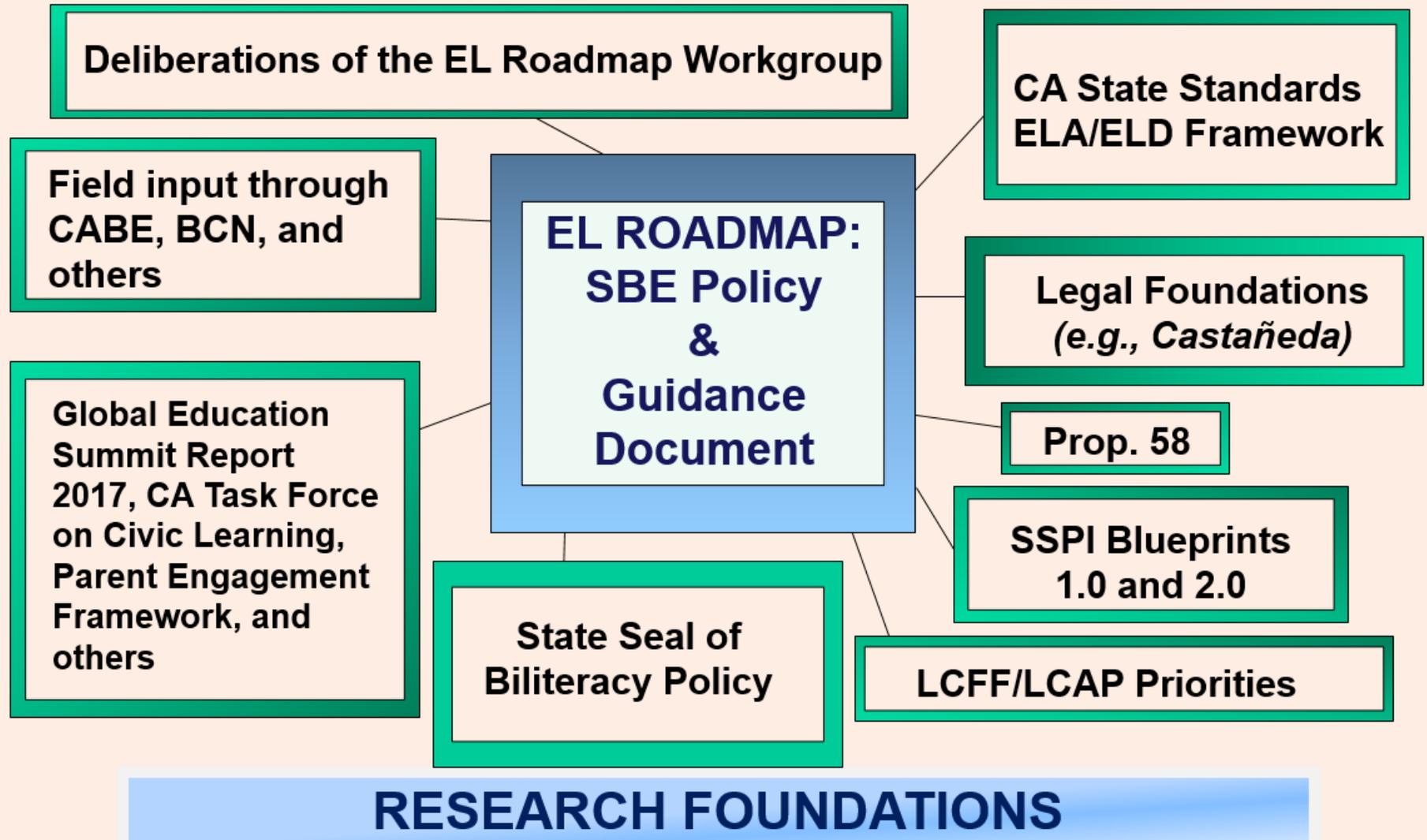
- Federal and state law
- Research and practice
- Frameworks and state standards
- Defined state priorities

The proposed policy updates policies, documents and resources associated with Proposition 227.



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How the Roadmap Was Informed





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SBE Policy

Four Principles

1. Assets-Oriented and Needs-Responsive Schools
2. Intellectual Quality of Instruction and Meaningful Access
3. System Conditions that Support Effectiveness
4. Alignment and Articulation Within and Across Systems



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English Learner Roadmap Workgroup Next Steps

Continue to provide input on the Development of the California Department of Education English Learner Roadmap Guidance Document

- Guidance on how to implement the policy
- Create a resource for wide implementation
- Create a plan for wide distribution
- Make it accessible through technology

Meeting information is located on the CDE English Learner Roadmap Web Page at <http://www.cde.ca.gov/sp/el/rm/>



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EL Roadmap Guidance Document Outline

Introduction: Superintendent Torlakson and State Board of Education President opening statements

Part I. Historical Notes: Why a Roadmap? Why now?

Part II. Policy

Part III. The Principles and Elements

- Needs-Responsive and Assets Based Support
- Intellectual Quality and Access
- System Conditions to Support Effectiveness
- Alignment and Articulation

Appendices:

Crosswalk to Key Documents/Policies/State Priorities



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Audience and Components of the English Learner Roadmap Guidance Document

Intended Audience:

- Teachers, administrators, directors, parents, superintendents, State Board of Education, local school boards, and communities

Critical Components:

- Legal citations, research, cross references to other documents, case studies/examples

Anticipated Completion Date:

- December 2017



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EL Roadmap Working Group

Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners

Home

Learning Foundations

Our Vision

Roadmap Principles

From Principles to Priorities

Welcome to the English Learner Roadmap!

These resources have been created for California educators to:

- communicate a vision of success for English learners
- articulate the four principles that provide a foundation of this roadmap and their supporting elements
- offer support materials in the form of research articles, links to resources from the California Department of Education, and case studies of California districts

We hope that these materials will support educators as they create plans that accelerate the academic achievement of their English learners.

These materials are not meant to be exhaustive. Indeed, we hope to add new materials to bolster our principles from case studies submitted by our readers. In section X, you will find a form where you can submit examples from the field that other educators can learn from and apply to their own contexts.

California's Vision and Mission of Success for English Learners

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

California schools affirm, welcome and respond to a diverse range of English learner strengths, needs and identities, and prepare graduates with the linguistic, academic and social skills and competencies they require for college, career and civic participation in a global, diverse world, thus ensuring a thriving future for California.



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English Learner Roadmap

Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners

[Home](#) [Learning Foundations](#) [Our Vision](#) [Roadmap Principles](#) ▾ [From Principles to Priorities](#)

Principle Two: Intellectual Quality Of Instruction And Meaningful Access

English Learners are provided with learning experiences that centralize their needs and where they have access to a full rigorous and relevant curriculum that (1) develops high levels of English proficiency, (2) integrates language development and content, and (3) maintains standards-based rigor with scaffolding for comprehension, participation and achievement, and (4) provides opportunities to develop proficiency in multiple languages.

Elements

- A. Language development occurs in and through content and is **integrated** across the curriculum, including integrated ELD and designated content-based ELD
- B. Students are provided a rigorous, intellectually rich, standards-based curriculum with instructional **scaffolding** for comprehension and participation
- C. Teaching and learning emphasize engagement, interaction, discourse, inquiry, and critical thinking with the same **high expectations** for ELLs as for all.
- D. ELLs are provided **access to the full curriculum** along with the provision of ELL supports and services.
- E. Students' **home language** is (*where possible*) understood as a means to access curriculum content, as a foundation for developing English, and is developed to high levels of literacy and proficiency along with English.
- F. Rigorous **instructional materials** support high level intellectual engagement, the integration of language development and content, and provide opportunities for language engagement appropriate to the language model.
- G. English Learners are provided choices of research-based language support/development **programs** (including options for developing skills in multiple languages) and are enrolled in programs designed to overcome the language barrier and provide access to the curriculum.



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FROM PRINCIPLES TO PRACTICE (CROSSWALK TO LCAP STATE PRIORITIES)

	LCAP 1 Teachers	LCAP 2 Standards	LCAP 3 Parents	LCAP 4 Achievement	LCAP 5 Engagement	LCAP 6 Climate	LCAP 7 Access	LCAP 8 Outcomes
Principle #1: Assets-Oriented And Needs-Responsive Schools	Elements A & C	Elements A & B	Elements B & D	Element C	Elements B, C & D	Elements A & D	Elements B & D	
Principle #2: Intellectual Quality Of Instruction And Meaningful Access	Elements A, B & D	Elements A, B, G & F	Element D	Elements A, B & C	Elements E & F	Elements C & E	Elements D, E & G	
Principle #3: System Conditions That Support Effectiveness	Elements B & D	Elements B & D	Element D	Elements A & B	Element D	Element D	Elements C & D	Elements A, C & D
Principle #4: Alignment And Articulation Within And Across Systems	Elements A, B & C	Elements B & C	Element C	Elements B & C	Element C	Element C	Elements B & C	Elements A & C



English Learner Roadmap

Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners

Home Learning Foundations Our Vision Roadmap Principles ▾ From Principles to Priorities

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Principle #2: Intellectual Quality Of Instruction And Meaningful Access	Elements A, B & D	Elements A, B, G & F	Element D	Elements A, B & C	Elements E & F
Principle #3: System Conditions That Support Effectiveness	Elements B & D	Elements B & D	Element D	Elements A & B	Element D
Principle #4: Alignment And Articulation Within And Across Systems	Elements A, B & C	Elements B & C	Element C	Elements B & C	Element C



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Recommended Actions

The California Department of Education respectfully recommends the State Board of Education adopt, as English Learner policy, the ***California English Learner Roadmap State Board of Education Policy: Educational Programs and Services for English Learners.***