



**CALIFORNIANS
TOGETHER**

CHAMPIONING THE SUCCESS
OF ENGLISH LEARNERS

THE CALIFORNIA ENGLISH LEARNER ROADMAP

A HIGH SCHOOL TEACHER TOOLKIT



WRITTEN BY

Laurie Olsen and Martha Hernández

A SPECIAL THANK YOU TO OUR SPONSORS WHO HELPED MAKE THIS PUBLICATION A REALITY:

- *Sobrato Family Foundation*
- *California Teachers Association*
- *California Community Foundation*
- *The Stuart Foundation*
- *The Migrant Policy Institute*



CALIFORNIANS TOGETHER

CHAMPIONING THE SUCCESS
OF ENGLISH LEARNERS

FOR MORE INFORMATION ABOUT THE
CALIFORNIA ENGLISH LEARNER ROADMAP
TEACHER TOOLKITS, CONTACT:

Shelly Spiegel-Coleman, *Executive Director*

Californians Together

525 East Seventh Street, Suite 203

Long Beach, CA 90813

562-983-1333

Shelly@californianstogether.org

www.californianstogether.org

Californians Together is a statewide coalition of parents, teachers, administrators, board members, and civil rights organizations. Our member organizations come together united around the goal of better educating California's almost 1.2 million English learners by improving California's schools and promoting equitable educational policy.

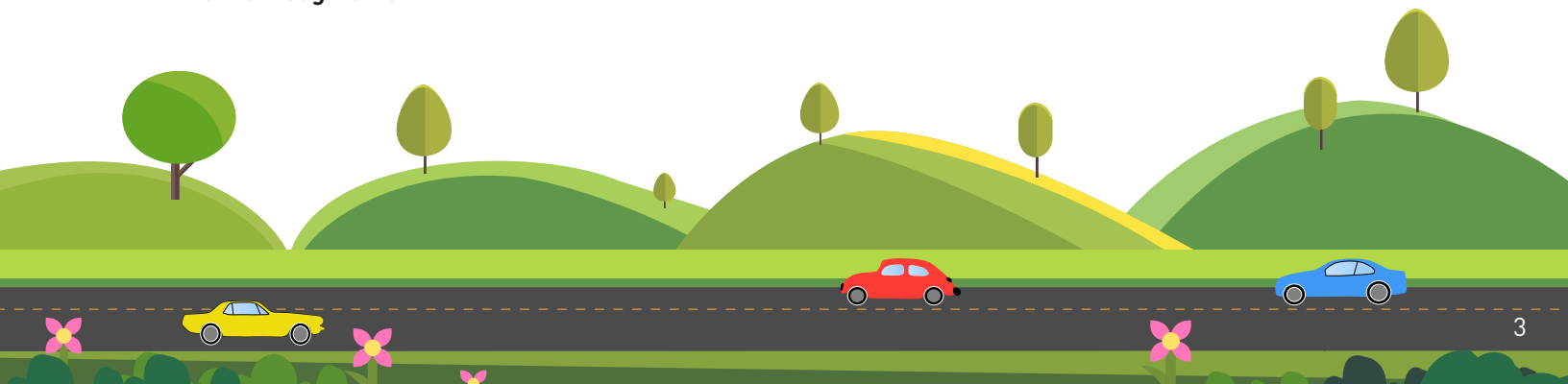
Version 2

A CALIFORNIANS TOGETHER PUBLICATION ©2019

TABLE OF CONTENTS



Introduction	4
How to Use This Toolkit	5
The CA English Learner Roadmap: Vision, Mission, and Principles through Teachers Eyes	6
High School Teacher Tools to Make Meaning and Plan for Implementation of the EL Roadmap	8
PRINCIPLE #1: Assets-Oriented and Needs-Responsive	9
• Making It Real	10
• Principle #1 Self-Assessment Tool	11
• Beyond the Classroom	16
• Illustrative Resources and Connections for Assets-Oriented Needs-Responsive Classrooms, Programs and Services.....	17
PRINCIPLE #2: Intellectual Quality of Instruction and Meaningful Access	22
• Making It Real	23
• Principle #2 Self-Assessment Tool	24
• Beyond the Classroom	29
• Illustrative Resources and Connections: Intellectually Rich Programs That Provide Meaningful Access	30
PRINCIPLE #3: Systems Supports for Implementation	33
• Making It Real	34
• Principle #3 Self-Assessment Tool	35
PRINCIPLE #4: Alignment and Articulation	38
• Making It Real	39
• Principle #4 Self-Assessment Tool	40
A Letter to My Students / A Message to My Administrators	41
Appendix: Text of the California English Learner Roadmap Policy as Adopted by the State Board of Education, July 2017	42
Acknowledgments	47



THE CALIFORNIA ENGLISH LEARNER ROADMAP

HIGH SCHOOL TEACHER TOOLKIT



INTRODUCTION

On July 12, 2017, the California State Board of Education unanimously adopted a new policy for English learners, the California English Learner Roadmap: Educational Programs and Services for English learners. This policy supersedes the 1998 English learner policy which was based upon Proposition 227.

The new English learner policy set a new vision and mission for our schools, and was developed as an aspirational statement of what should be in place for the state's 1.2 million English learners. The comprehensive policy speaks to standards, curriculum frameworks, instruction, access, assessment, accountability/school improvement, educator quality and capacity, early childhood/preschool, social and family support services, and parent/community involvement.

As policy, the primary intended audiences are school districts and the county offices of education as well as other agencies that provide them with technical assistance. But every agency responsible for the education of children—indeed, all educators—are also part of the intended audience. As a state whose prosperity depends on the success of immigrants and their children, the English Learner Roadmap is a primary mechanism to guide us all towards creating the schools and services that will ensure our English learners have meaningful access to a relevant and rigorous curriculum in safe and affirming environments. Teachers are, of course, absolutely central to this task.

About the CA English Learner Roadmap Teacher Toolkits:

While education policies have the intention of impacting practice, too often the language of policy doesn't speak in the language of teaching and learning, leaving teachers to ask: What does this have to do with me? What does this mean for my classroom and my students? In the Fall of 2018, understanding the import of the aspirational and powerful new English Learner Roadmap, the California Teachers Association and Californians Together brought teachers together from throughout the state to make meaning of the new policy through the lens of the classroom. In grade-level alike groups, they read the policy closely and articulated the Principles through a teacher's perspective. The groups were charged with describing what classrooms (teaching, learning, materials and environments) looked like and sounded like that enacted each Principle—crafting indicators that would be useful for teachers in reflecting on their practices and shaping plans to strengthen their work. They also described the need for tools and supports to enable teachers individually and collectively to engage in 1) making meaning of the Roadmap, 2) enacting classrooms aligned to the Roadmap, and 3) being a voice for the conditions in schools needed to give life to the policy. This was the foundation and genesis of the Teacher Toolkits.

There are four versions of the CA English Learner Roadmap Teacher Toolkit:

The Preschool Teacher Toolkit, The Elementary Teacher Toolkit, The Middle School Teacher Toolkit, and a High School Teacher Toolkit.

Each CA English Learner Roadmap Teacher Toolkit consists of several components:

- *The text of the policy itself as adopted by the State Board of Education (Vision, Mission, Principles and Elements)*
- *The Roadmap Principles as re-written specifically by and for teachers—speaking to teaching and learning, and the classroom environment*
- *A Self-Assessment Tool for each Principle for individual and collaborative reflection on where strengths and potential improvements might be made in teaching and classroom practice*
- *A resource list of programs, connections and supports for teachers related to implementing each Principle*

HOW TO USE THIS TOOLKIT

The CA English Learner Roadmap is a comprehensive policy covering all aspects of English learner education: curriculum, school and classroom climate and culture, instruction, systems supports (e.g., professional development, leadership, assessment), parent and community engagement, and system alignment and articulation. As an aspirational policy, it is not expected that any classroom, school, or district can fully implement the Roadmap. And it is not feasible to work on improving all aspects of the Roadmap at once. The “road trip” towards enacting the policy entails selecting a focus, determining priorities, and then designing a path of improvement. The CA English Learner Roadmap Teachers Toolkit is intended to support that process.

We suggest that teachers—individually and/or collectively—first read the vision and mission, and do the exercise “**Making Meaning**” for the four Principles. Having done this, they should return to Principle #1 and use the “**Self-Assessment Tool**” for Principle #1, and proceed with the other Principles when ready.

A HIGH SCHOOL TEACHER TOOLKIT

THE CA ENGLISH LEARNER ROADMAP: Vision, Mission and Principles through Teachers Eyes



VISION

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

MISSION

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

FOUR INTERRELATED PRINCIPLES

Four Principles support the vision and provide the foundation of the California English Learner Roadmap. These Principles are intended to guide approaches to teaching and learning that create a powerful, effective, 21st-century education for our English learners. Simultaneously developing English learners' linguistic and academic capacities is a shared responsibility of all educators—not just the purview of the English Language Development (ELD) teachers or of the English Learner Department. These Principles are research and values-based, and build upon the California ELA/ELD Framework, and other state policy and guidance documents. As interpreted by High School teachers, the four Principles are:

1**PRINCIPLE #1****Assets-Oriented and Needs-Responsive**

Classroom/school practices, climate, curriculum and instruction respond to diversity among English learners and recognize that not all English learners have the same needs. There is no one-size fits all approach. Students' cultures and languages are valued and built upon as assets for their learning and as contributions to the school community. Students see themselves reflected in the curriculum and benefit from culturally and linguistically responsive teaching. Our classrooms and school campuses are safe, caring, inclusive and affirming climates. We build respectful classroom communities and support students in developing a strong and prideful sense of identity and belonging with multiple opportunities for mentoring relationships. Student voice is used as an essential strategy for becoming informed about the needs of English learners and improving the learning environment. Teachers provide guidance and support in college and career planning and engage students in charting their course. Teachers value powerful family and community engagement and actively recruit them into school activities.

2**PRINCIPLE #2****Intellectual Quality of Instruction and Meaningful Access**

English learners are provided a rigorous, intellectually rich, relevant and standards-based curriculum with instructional scaffolding that supports comprehension, active engagement and participation and mastery. They are supported to develop high levels of proficiency in English—across the curriculum in all academic content courses—and have opportunities to develop high levels of proficiency in other languages. Instructional pedagogy is inquiry centered and project-based—fostering critical thinking, creative thought and collaboration. English learners have access to A-G college entrance courses taught in the home language when possible and needed, Advanced Placement courses as well as electives! Belief in students and high expectations for English learners are communicated.

3**PRINCIPLE #3****System Conditions That Support Effectiveness**

The school system functions to support the implementation of the curriculum, instruction, school climate and culture described in Principles #1 and #2. Teachers, principals, district staff, and leaders are knowledgeable of and responsive to the strengths and needs of English learners and their communities, and utilize valid assessment and other data systems that inform instruction. There are appropriate and adequate resources needed to deliver high quality instruction, and tiered support is provided for students beyond the classroom. Professional learning and an infrastructure of support are in place to build the capacity of teachers and staff to build on the strengths and meet the needs of English learners.

4**PRINCIPLE #4****Alignment and Articulation Within and Across Systems**

English learners experience a coherent, articulated and aligned set of practices and pathways across grade levels and educational segments and that continue through to reclassification, graduation, and higher education. Teachers collaborate across departments and grade levels to ensure articulation and consistency in supporting English learners. There is coherence in how ELD and biliteracy pathways are delivered across the system.



**CALIFORNIANS
TOGETHER**

CHAMPIONING THE SUCCESS
OF ENGLISH LEARNERS

HIGH SCHOOL
TEACHER TOOLS TO
MAKE MEANING AND PLAN
FOR IMPLEMENTATION OF THE
ENGLISH LEARNER ROADMAP

PRINCIPLE #1 FOR HIGH SCHOOL TEACHERS **ASSETS-ORIENTED AND NEEDS-RESPONSIVE**

Classroom/school practices, climate, curriculum and instruction respond to diversity among English learners and recognize that not all English learners have the same needs. There is no one-size fits all approach. Students' cultures and languages are valued and built upon as assets for their learning and as contributions to the school community. Students see themselves reflected in the curriculum and benefit from culturally and linguistically responsive teaching. Our classrooms and school campuses are safe, caring, inclusive and affirming climates. We build respectful classroom communities and support students in developing a strong and prideful sense of identity and belonging with multiple opportunities for mentoring relationships. Student voice is used as an essential strategy for becoming informed about the needs of English learners and improving the learning environment. Teachers provide guidance and support in college and career planning and engage students in charting their course. Teachers value powerful family and community engagement and actively recruit them into school activities.

MEANING MAKING ACTIVITY:

Read through the description of Principle #1, highlighting or circling key phrases that particularly stand out for you.

What seems particularly important to you in this Principle?

PRINCIPLE #1: MAKING IT REAL

Individually or collaboratively with other teachers, for each statement/sentence of the Principle, imagine what would actually be going on in a classroom that is evidence of Principle #1 being enacted. What would you see? Hear? Then imagine what would definitely NOT be occurring. What would it look like and sound like in a classroom that was clearly NOT enacting this Principle?

EVIDENCE THAT PRINCIPLE #1 IS BEING ENACTED

Examples: *There are frequent opportunities for students to talk together about feelings, interactions, and experiences. The classroom is structured to support students in working together collaboratively.*

EVIDENCE THAT PRINCIPLE #1 IS CLEARLY NOT BEING ENACTED

Examples: *Students are silent, passive, and non-participants; They don't ask questions or ask for help; Students have little or no opportunity to work collaboratively with other students; Bilingualism and multiculturalism are not valued or displayed.*

PRINCIPLE #1 SELF-ASSESSMENT REFLECTION TOOL

ASSETS-ORIENTED AND NEEDS-RESPONSIVE

Thinking about your own classroom and yourself as a teacher, where would you currently place yourself/ your classroom in terms of the following indicators of enactment of Principle #1?

Indicators/Examples	Not present, not happening, not addressed in my classroom	Aware of this, but not a focus	Working on this, but still spotty, not fully developed	Strength of my teaching and my classroom
1.1 Intentional Continual Community Building: e.g.,				
The year/semester starts with building community; teachers create opportunities for students to get to know each other and be known as an individual by teacher and peers.				
Norms and classroom rules stress being respectful, kind, inclusive; hurtful comments and disrespectful behavior are directly and immediately addressed.				
Frequent opportunities are provided for students to talk together about feelings, interactions and experiences, and there are facilitated and structured discussions about issues relevant to high school students' lives.				
Time is taken to explicitly teach how to engage in productive and respectful collaborative discussions.				
Students have the language and use it to affirm each other, build on ideas, engage in civil discourse, and to respectfully disagree.				
Structures are in place for students to interact with ALL classmates over time; the classroom is structured to support students in working together; student groupings are intentionally planned into daily lessons.				
Bottom line policies and visible messages regarding anti-bullying are in place; safe zones for LGBTQ+ youth, for immigrant students and others are explicitly created; inclusiveness is established.				
1.2 Inclusive, Affirming and Welcoming Environment: e.g.,				
The classroom climate facilitates exploring, respecting and celebrating the diversity (cultural, religious, linguistic, economic, ability, gender identity, family structure, sexual orientation, etc.) of the classroom and school community.				
Welcoming signs are posted around the school and in the classroom in all languages representative of the school community.				
Teachers greet students as they arrive.				
Teachers pronounce students names correctly.				
Visuals on the walls reflect the cultures and languages of the students; students see themselves and their cultures reflected in the physical environment of the room (posters, photos, items from their homes, etc.).				
Information about student clubs and events related to diversity and equity are posted on walls.				
Announcements about school activities are in multiple languages.				

Indicators/Examples	Not present, not happening, not addressed in my classroom	Aware of this, but not a focus	Working on this, but still spotty, not fully developed	Strength of my teaching and my classroom
Teachers identify the assets of their students and build classroom experiences and assignments based on them.				
Opportunities for mentoring relationships are intentionally provided.				
1.3 Climate Support of Bilingualism: e.g.,				
Teacher asserts frequent positive messages about bilingualism—benefits of, the skill of.				
Teacher establishes that all languages are valuable resources in the learning community and does not tolerate students diminishing the home languages of classmates.				
Teacher honors the linguistic assets of students and actively encourages and supports them to pursue the State Seal of Biliteracy.				
Teacher learns and uses key phrases in the languages of the students—and uses them in the classroom.				
Study of language is coupled with study of the cultures represented by those languages.				
Teachers intentionally work to help students develop an appreciation for and understanding of diverse cultures to develop pride in their own culture.				
1.4 Safe Environment: e.g.,				
Student and teacher-developed social contracts are established that outline expectations and desired outcomes to create agreement and a classroom culture where students feel a sense of responsibility to and for each other.				
Posters and norms declare the classroom a “safe” space; information on walls is visibly available about rights and resources for immigrants and other student/community groups facing discrimination.				
Teacher keeps a watchful eye and checks in with students from communities/group identities facing harassment and discrimination—and knows resources for referral to supports.				
There are frequent opportunities for students to talk together about feelings, interactions and experiences.				

Indicators/Examples	Not present, not happening, not addressed in my classroom	Aware of this, but not a focus	Working on this, but still spotty, not fully developed	Strength of my teaching and my classroom
1.5 Student Voice, “Ownership” and Responsiveness: e.g.,				
Assignments elicit student perspectives; student voice is invited and celebrated; students use walls to post their work, their ideas, their questions, etc. (student ownership).				
Use of interactive journals, blogs, and response mechanisms—mimicking Twitter—and Google Classroom are incorporated into lessons along with other opportunities for students to express themselves and get strategic responses.				
Students use self-assessment tools to gauge their own progress/growth over time; Students create goals.				
Students have opportunities to exercise choice in topics they want to learn about, in ways to engage in learning and to demonstrate their learning.				
Regular structured opportunities invite students to share their opinions, perspectives, ideas and experiences—and to be celebrated by the class.				
1.6 Student Identities Supported: e.g.,				
Students are supported to explore, share and discuss their identities.				
Quotes, stories and examples about people who speak with pride and break barriers in standing up for their identity are shared.				
The cultures and languages and nationalities of students are represented in the curriculum of the class.				
Teachers reach out to families to learn about their students and family experiences and cultures, and find ways to bring this knowledge to bear in shaping an inclusive classroom and curriculum.				
Students’ given and chosen first and last names are pronounced correctly and respectfully.				
Teachers know the language proficiencies and language practices of their students, and use this knowledge in supporting students to engage all of their languages and identities as assets in their learning.				
Teachers collect information to assess/document both the assets and the needs of students over time using objective measures.				
Referral of ELs for special education services uses a process that clearly differentiates between linguistic and academic concerns.				
Classroom activities engage students in exploring, respecting and celebrating the diversity of the classroom community.				
Teachers know the different EL typologies of students and provide appropriate support.				

Indicators/Examples	Not present, not happening, not addressed in my classroom	Aware of this, but not a focus	Working on this, but still spotty, not fully developed	Strength of my teaching and my classroom
1.7 Family and Community Partnerships: e.g.,				
The curriculum incorporates relevant topics that speak to student’s language and culture and immigration experience (e.g., using literature to raise issues alive in their lives such as family separation, immigrating, etc.).				
Guest speakers from the community are utilized to dialogue about current issues of concern; students are given assignments that analyze community issues to increase relevance and motivation.				
Home-school connection assignments/projects engage students in talking with their families about key topics in the curriculum—and tapping family funds of knowledge.				
Family/parent learning walks are held inviting families into the school to build awareness of school expectations and give them the tools to be able to support the high expectations they have set for their children—including information about college preparation.				
1.8 Student Responsive Practices and Climate, e.g.,				
In comments made publicly or in writing, student language approximations and “errors” are embraced as part of language learning and not as a detriment: the teacher understands the transfer of language skills from home language to English and the students’ attempts to use these skills are noted and applauded. Student questions and requests for help are welcomed and responded to.				
Wait time for responses is respectfully used.				
Newcomers are provided specific extra support in their language when possible for cultural orientation and transition.				
Support materials and resources (including online) are available and accessible in multiple languages.				
1.9 Socioemotional Support, e.g.,				
Teachers recognize the signs and symptoms of trauma, promote resiliency and wellness among students, and reduce re-traumatization.				
Teachers provide structure and predictability for trauma-affected youth.				
Teachers validate and honor students’ experiences and emotions.				
Teachers are aware of the support services the school provides and work with students and families to connect them to the services.				

OTHER INDICATORS:

REFLECTION ON IMPLICATIONS:

Areas that I want to strengthen:

What I will need in order to strengthen this focus:

PRINCIPLE #1: BEYOND THE CLASSROOM

Which of the following are available in your school for English learners that are evidence of being an assets-oriented, needs-responsive school?

- Translation and interpretation support are available to teachers for communication with families.
- Native speakers courses, and heritage language courses are available.
- Ethnic language, or culture specific clubs and extra-curricular activities (e.g., La Raza, API, Mariachi, French Club) are offered.
- Other extra-curricular clubs and activities that address specific needs and interests of English learner students (e.g., diversity clubs, first-generation college bound support groups/mentoring).
- Welcoming signs on school walls are in all languages of the school community.
- A welcome center for newcomers is available.
- A school master schedule/calendar (including zero period) and scheduling process that make it possible for English learners to take electives and ELD in addition to access to a full core curriculum.
- Resources for teachers about the cultures and experiences of immigrant and cultural/ethnic groups in the school.
- Teachers are given information about their students (English and other language proficiency levels, prior schooling, language skills, family experiences, assets etc.).
- Teachers have ongoing professional learning experiences in understanding school and community resources for undocumented students and families—and how to support immigrant students.
- All counselors have the knowledge and understanding to support all typologies of English learners, immigrants and refugees—including newcomers and Long-Term English Learners.
- Teachers have ongoing professional learning on culturally responsive teaching.
- Parents are provided with leadership development support.
- College and Career Center focuses on providing support to English learners.
- There is a shared responsibility and collaboration among the staff for the success of all English learners including ELs with disabilities and other special needs.
- Norms among faculty and staff at the school establish a climate of asset-based talk and attitudes about English learners and immigrant students.

What else should be present in our High School to enact Principle #1?

PRINCIPLE #1 ILLUSTRATIVE RESOURCES AND CONNECTIONS:

Assets-Oriented, Needs-Responsive Classrooms, Programs and Resources

Support for Immigrant and Refugee Students

www.californianstogether.org

In light of the increasingly hostile climate toward immigrants and the insecurity caused by the changing policy landscape, Californians Together developed a multi-pronged approach toward creating a safe learning environment for students of all backgrounds. The following resources were developed in collaboration with Loyola Marymount University's Center for Equity for English Learners (CEEL).

- *Guide for Safe and Welcoming Schools for Immigrant and Refugee Students in California*
- *Grade-Span Lesson Modules and Trainer of Trainers Workshop Manual*
- *A Teacher's Guide to Support Immigrant and Refugee Students' Socio Emotional Experiences*

DACA/Safe Haven/Immigration Resources for Educators and School Boards to Support Students and Families

<https://www.gocabe.org/index.php/communications/daca/>

To address the social emotional and educational needs of students and their families suffering from stress and worry due to family immigration status or experiences as refugees, resources and tools have been developed especially for parents, families and communities to deepen their knowledge and to address the needs of the immigrant and refugee students and families within their communities. Resources for districts and schools are also available to support the engagement and inclusion of parents to serve as advocates for their children and schools, regardless of their immigrant status.

Capturing Kids' Hearts

<https://flippengroup.com/>

This program is a multi-year, system-wide approach that helps build a positive school culture that is relational and tends to the social-emotional needs of students and educators. The focus is on strengthening students' connectedness to others through enhancing healthy bonds with their teachers and establishing collaborative agreements of acceptable behavior. The district and campus leadership model desired behaviors and hold their teams accountable for living out transformational behaviors and processes.

- *All campus educators establish collaborative agreements of behavior in every classroom.*
- *Mentors support and encourage teammates in using the learned skills and processes.*
- *Every faculty member participates in ongoing professional development and must be committed to utilizing the processes and techniques until a breakthrough occurs.*

The Newcomer ToolKit—US Department of Education

<https://www2.ed.gov/about/offices/list/oela/newcomers-toolkit/ncomertoolkit.pdf>

This tool kit is designed to help U.S. educators and others who work directly with immigrant students—including asylees and refugees—and their families. It is designed to help elementary and secondary teachers, principals, and other school staff achieve the following:

- *Expand and strengthen opportunities for cultural and linguistic integration and education.*
- *Understand some basics about their legal obligations to newcomers.*
- *Provide welcoming schools and classrooms for newcomers and their families.*
- *Provide newcomers with the academic support to attain English language proficiency (if needed) and to meet college- and career-readiness standards.*
- *Support and develop newcomers' social emotional skills*

Teaching Tolerance

<https://www.tolerance.org/>

Teaching Tolerance provides free resources to educators—teachers, administrators, counselors and other practitioners—who work with children from kindergarten through high school. Educators use the materials to supplement the curriculum, to inform their practices, and to create civil and inclusive school communities where children are respected, valued and welcome participants. The program emphasizes social justice and anti-bias. The anti-bias approach encourages children and young people to challenge prejudice and learn how to be agents of change in their own lives. Their Social Justice Standards show how anti-bias education works through the four domains of identity, diversity, justice and action.

Kagan Publishing & Professional Development for Cooperative Learning

<https://www.kaganonline.com>

The company offers workshops and products in a number of related topics relating to active student learning including, cooperative learning, brain-friendly instruction, multiple intelligences, differentiated instruction, Win-Win Discipline, and classroom management. Dr. Kagan and his team have developed over 200 Kagan Structures which are used to increase academic achievement, improve ethnic relations, enhance self-esteem, create a more harmonious classroom climate, reduce discipline problems, and develop students' social skills and character virtues. The central role of Kagan Structures in Kagan's trainings and publications is the firm commitment to and belief that, student engagement is key.

PRINCIPLE #1 ILLUSTRATIVE RESOURCES AND CONNECTIONS (CONTINUED)

Center for Culturally Responsive Teaching and Learning (CCRTL)

<https://www.culturallyresponsive.org/>

The Center for Culturally Responsive Teaching and Learning (CCRTL) exists for making cultural responsiveness a meaningful aspect of everyday life. Being culturally responsive is an approach that practices the validation and affirmation of different cultures for the purposes of moving beyond race and moving below the superficial focus on culture. The number one objective is to sway school communities, professional communities, and the general public to becoming culturally responsive through three broad strands of development: professional development, community development, and school development. With these three strands, the goal is to influence institutional policies and practices, and inspire changes in behaviors—individually and institutionally.

My Name, My Identity—A Declaration of Self

<https://www.mynamemyidentity.org/campaign/about>

A partnership effort between the National Association for Bilingual Education and the Santa Clara County Office of Education. The objectives of the initiative are to bring awareness to the importance of respecting student's names and identity in schools as measured by the number of community members making a pledge to pronounce students' names correctly and to build a respectful and caring culture in school communities that values diversity as measured by my name stories posted on social media.

Alas y Voz Social Media Campaign

<https://www.californianstogether.org/alas-y-voz/campaign/>

Alas y Voz is a social media campaign to raise awareness among parents of English learners about the importance and benefits of bilingualism. The website and videos posted on YouTube to share videos, graphics and stories on social media with effective messaging about biliteracy and bilingual programs. An online toolkit has resources for educators to use with parents.

Partnerships for 21st Century Learning

<http://www.battelleforkids.org/networks/p21/frameworks-resources>

P21 has championed the 4C's and developed the Framework for 21st-century Learning, cornerstones of this movement. The P21 Framework was developed to define and illustrate the skills, knowledge, expertise, and support systems that students need to succeed in work, life, and citizenship. All elements of the Framework are critical to ensure 21st-century readiness for every student. A focus on creativity, critical thinking, communication, and collaboration is essential to prepare students for the future. EdLeader21 provides customizable tools and resources to support with the implementation of a 21st-century education.

An Educator's Guide to the "Four Cs". Preparing 21st Century Students for a Global Society

<http://www.nea.org/tools/52217.htm>

The National Education Association (NEA) developed this guide to introduce educators to the concept, stress the importance of the "Four Cs," and put 21st century education into classroom practice. The guide includes ideas and resources that will help advance the "Four Cs" in classroom practices. These resources include practical techniques to integrate the "Four Cs" in the classroom setting; tools for developing better proficiency in technology; and methods to ensure that students are learning in a meaningful context. It also offers suggestions for encouraging your department, school, district, and state to embrace the "Four Cs."

English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve 2014

<https://www.cde.ca.gov/ci/rl/cf/index.asp>

The 2014 ELA/ELD Framework supports and incorporates the California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (CA CCSS for ELA/Literacy) and the California English Language Development Standards (CA ELD Standards). The Framework has several examples that align with Principle One in Snapshots and Figures:

- *Snapshot 7.1. Investigating Language, Culture, and Society: Linguistic Autobiographies, Integrated ELA and ELD in Grade Nine*
- *S 7.10. Debating Challenging Topics: Race, Religion, and Income, Integrated ELA/Literacy, ELD, and Civics in Grade Twelve*
- *Figure 9.12 Ways of Talking About Language*
- *Figure 9.11 Culturally Responsive Teaching*

Growth Mindset Resources: The Mindset Kit

<https://www.mindsetkit.org/topics/about-growth-mindset>

The Mindset Kit was created by The Project for Education Research that Scales (PERTS), a research center in the psychology department at Stanford University. Their goal is to create a place where educators and parents can learn about and find the most effective learning mindset materials available. All of the resources are based on research that has been carefully translated into lessons and practices intended to improve students' mindsets and make them better learners.

PRINCIPLE #1 ILLUSTRATIVE RESOURCES AND CONNECTIONS (CONTINUED)

The Mindset Scholars Network

<https://mindsetscholarsnetwork.org/about-the-network/#>

The Mindset Scholars Network’s mission is to advance our scientific understanding of learning mindsets in order to improve student outcomes and expand educational opportunity. It conducts original interdisciplinary research, builds capacity for high quality mindset scholarship, and disseminates the latest scientific knowledge through outreach to education stakeholders. The Network serves as an authoritative resource for reliable, research-based information about learning mindsets, including: Growth Mindset, Belonging, and Purpose & Relevance.

Mindset Works

<https://mindsetscholarsnetwork.org/about-the-network/#>

Mindset Works focuses on growth mindset development leveraging the pioneering research of Carol Dweck and Lisa Blackwell. The Mindset Works team includes practitioners, coaches, leaders, and researchers who collaborate to translate academic research into products and services that nurture positive learning beliefs, habits, and cultures.

CORE SEL Competencies

<https://casel.org/core-competencies/>

CASEL’s integrated framework promotes intrapersonal, interpersonal, and cognitive competence. There are five core competencies that can be taught in several ways across various settings. Many educators and researchers are also exploring how best to assess these competencies. The five core competencies are: Self-awareness, Self-management, Responsible decision-making, Relationship skills, Social awareness. Social awareness is focused on the ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. Relationship skills address communication, social engagement relationship-building and teamwork.

2015 CASEL Guide: Effective Social and Emotional Learning Programs—Middle and High School Edition

<https://casel.org/middle-and-high-school-edition-casel-guide/>

This resource provides a systematic framework for evaluating the quality of classroom-based SEL programs. It uses this framework to rate and identify well-designed, evidence-based SEL programs with potential for broad dissemination to schools across the United States. The primary goal of the Guide is to give educators information for selecting and implementing SEL programs in their districts and schools. It also documents the significant advances the SEL field has made in the past decade, establishes new and more rigorous standards for SEL program adoption, and provides suggestions for next steps for SEL research and practice.

Living Justice Press

<http://www.livingjusticepress.org/>

Living Justice Press is a nonprofit publisher for restorative justice and peacemaking. The focus is two-fold: first, to promote the understanding and use of peacemaking circles as a means to deal with conflict in many different settings; and second, to publish the voices of those “in struggle” for justice. Living Justice Press, has chosen to publish books that take the restorative justice dialogue to deeper levels by addressing racism, historic harms, and other conflicts between Peoples. LJP publishes the following resource: Circle Forward Building a Restorative School Community (By Carolyn Boyes-Watson and Kay Pranis, 2014), a resource guide designed to help teachers, administrators, students and parents incorporate the practice of Circles into the everyday life of the school community.

Trauma-Informed Schools Resources:

Project 180

<https://project180ga.org/trauma-informed-schools/our-programs-and-strategies/>

Project 180 is an initiative of CHRIS 180 funded by SAMHSA (Substance Abuse and Mental Health Services Administration) with the purpose of developing trauma-informed school environments.

This project is comprised of five integrated components:

- *Trauma-Informed School Environments*
- *School-Based Trauma-Informed Mental Health Services*
- *Mental Health Workforce Development*
- *Trauma-Informed School Referral Network*
- *Project Website*

Trauma Responsive & Resilient Schools

<https://www.laep.org/>

LAEP builds the capacity of your school. LAEP provides workshops and coaching to assist schools in becoming trauma-responsive and resilient—safe, respectful learning environments that promote well-being for all members of the school community. LAEP is partnering with Kaiser Permanente on a twenty school, national pilot project, in which school-wide leadership teams learn to implement and promote policies and practices that build trusting school climates and increase the health and well-being of staff and students.

PRINCIPLE #1 ILLUSTRATIVE RESOURCES AND CONNECTIONS (CONTINUED)

The National Child Traumatic Stress Network (NCTSN)

<https://www.nctsn.org/resources/creating-supporting-and-sustaining-trauma-informed-schools-system-framework>

Creating, Supporting, and Sustaining Trauma-Informed Schools: A System Framework

Presents a tiered approach to creating a trauma-informed school environment that addresses the needs of all students, staff, administrators, and families who might be at risk for experiencing the symptoms of traumatic stress. This framework offers a vision of a trauma-informed school, adhering to the “4 Rs”: (1) Realizing the widespread impact of trauma and pathways to recovery; (2) Recognizing signs and symptoms of trauma; (3) Responding by integrating knowledge about trauma into all facets of the system; and (4) Resisting re-traumatization of trauma-impacted individuals by decreasing the occurrence of unnecessary triggers (i.e., trauma and loss reminders) and by implementing trauma-informed policies, procedures, and practices.

Understanding Refugee Trauma: For School Personnel

https://www.nctsn.org/sites/default/files/resources/fact-sheet/understanding_refugee_trauma_for_school_personnel.pdf

Refugee trauma

<https://www.nctsn.org/what-is-child-trauma/trauma-types/refugee-trauma/nctsn-resources>

Psychological and Behavioral Impact of Trauma: High School

http://www.nctsn.org/sites/default/files/assets/pdfs/cte_highschool.pdf

Addressing Race and Trauma in the Classroom: A Resource for Educators

https://www.nctsn.org/sites/default/files/resources/addressing_race_and_trauma_in_the_classroom_educators.pdf

Attachment & Trauma Network, Inc., Resources for Educators

<https://creatingtraumasensitiveschools.org/resources/>

School Leaders Now: 9 Resources for Trauma Informed School

<https://schoolleadersnow.weareteachers.com/9-resources-for-trauma-informed-school/>

DOs and DONTs of a Trauma-Informed Classroom

<https://www.echotraining.org/resources/>

Mindfulness

<https://www.mindfulschools.org>

Mindfulness addresses the toxic stress that many students experience on a daily basis. This stress may impair attention, emotion and mood regulation, sleep, and learning readiness. Prolonged exposure to childhood toxic stress has lifelong impacts on mental and physical health. Mindful Schools offers educators practical skills for self-care, facilitation, and connecting with youth, providing simple, effective mindfulness practices that

can be integrated into the school day and adapted for diverse environments. Resources include starter lessons, presentations, guided practices, videos, mindful schools articles, and reading lists.

Restorative Justice

<https://www.edutopia.org/blog/restorative-justice-resources-matt-davis>

Restorative justice empowers students to resolve conflicts on their own and in small groups. Essentially, the idea is to bring students together in peer-mediated small groups to talk, ask questions, and air their grievances. Edutopia has compiled a range of resources to help you learn more, see programs in action, and develop an implementation plan. They offer a few guides from restorative-justice practitioners and advocates, examples of successful Restorative-Justice Programs, research, tips and other resources.

Positive Behavioral and Intervention Supports (PBIS)

<https://www.pbis.org>

Funded by the U.S. Department of Education’s Office of Special Education Programs (OSEP) and the Office of Elementary and Secondary Education (OESE), the Technical Assistance Center on PBIS supports schools, districts, and states to build systems capacity for implementing a multi-tiered approach to social, emotional and behavior support. The broad purpose of PBIS is to improve the effectiveness, efficiency and equity of schools and other agencies. PBIS improves social, emotional and academic outcomes for all students, including students with disabilities and students from underrepresented groups.

Culturally Responsive/Relevant Teaching and Learning Resources.

https://www.husd.k12.ca.us/SISP_CRTL

Compiled by the Hayward Unified School District, this website lists numerous resources, including bibliographies of culturally relevant literature for students, to support culturally responsive and relevant teaching and learning.

Belief Module #6, CCSESA-CISC

www.ccsesa.org

The Belief online modules were designed by a consortium of county offices of education for EL program leaders to support the implementation of both integrated and designated ELD and to strengthen programs for English learners. Module #6 focuses on meeting the diverse needs of ELs and personalizing programs. It reviews needs of newcomers, long-term English learners and English learners with disabilities. BELIEF stands for Blueprints for Effective Leadership and Instruction for our English Learners Future.

PRINCIPLE #2:

INTELLECTUAL QUALITY OF INSTRUCTION AND MEANINGFUL ACCESS

English learners are provided a rigorous, intellectually rich, relevant and standards-based curriculum with instructional scaffolding that supports comprehension, active engagement, participation and mastery. They are supported to develop high levels of proficiency in English—across the curriculum in all academic content courses—and have opportunities to develop high levels of proficiency in other languages. Instructional pedagogy is inquiry centered and project-based—fostering critical thinking, creative thought and collaboration. English learners have access to A-G college entrance courses taught in home language when possible and needed, Advanced Placement courses as well as electives! Belief in students and high expectations for English learners are communicated.

MEANING MAKING ACTIVITY:

Read through the description of Principle #2, highlighting or circling key phrases that particularly stand out for you.

What seems particularly important to you in this Principle?

PRINCIPLE #2: MAKING IT REAL

Individually or collaboratively with other teachers, for each statement/sentence of Principle #2, imagine what would be going on in classrooms that would be evidence of this Principle being enacted? What would you see and hear? Then imagine what would definitely NOT be occurring. What would it look like and sound like in a classroom that was clearly NOT enacting this Principle?

EVIDENCE THAT PRINCIPLE #2 IS BEING ENACTED

Examples: *Biliteracy Pathways are available for students to begin or continue their quest for the State Seal of Biliteracy. English learners participate in academic conversations and produce academic writing in all classes. Curriculum materials and literature are inclusive and reflect the diversity of the cultures and backgrounds of students. English learners' schedules include enrollment in A-G courses, ELD, and electives.*

EVIDENCE THAT PRINCIPLE #2 IS CLEARLY **NOT** BEING ENACTED

Examples: *English learners are engaged in skill-based intervention type activities such as worksheets while the rest of class is doing grade-level engaged work; Instruction is provided by teacher lecture only. Assignments are given without instruction or scaffolding. Absence of graphic organizers or visuals, no differentiated sentence/question frames are visible. Curriculum materials do not include cultures or communities of the students.*

PRINCIPLE #2 SELF-ASSESSMENT TOOL: INTELLECTUALLY RICH AND MEANINGFUL ACCESS

Thinking about your own classroom and yourself as a teacher, where would you place yourself/your classroom in terms of indicators of enactment of Principle #2?

Indicators/Examples	Not present, not happening, not addressed in my classroom	Aware of this, but not a focus	Working on this, but still spotty, not fully developed	Strength of my teaching and my classroom
2.1 Language Intentional Teaching: e.g.,				
Language learning develops through content as teachers implement Integrated ELD in all classes.				
Language and content objectives guide planning in all classes—including the use of the ELD standards to plan differentiated performance tasks and scaffolds.				
Teachers give assignments that allow students to practice different modes of communication (written, oral, and nonverbal).				
Students are actively engaged in all four domains of language: speaking, listening, reading and writing.				
All students are actively engaged in producing language, and the majority of instructional time allows for student talk rather than teacher talk.				
Teachers plan for student talk.				
Students participate in academic conversations and produce academic writing in all classes.				
Students are exposed to and engaged in rich and academic complex language throughout the day and across the curriculum.				
Students regularly engage in partner and small group discussions.				
2.2 Active Engagement (with scaffolding): e.g.,				
Build opportunities that teach students in how to be part of a team including the benefits of collaboration, setting of group roles and norms, stages of team building, and protocols for handling conflicts or disagreement.				
All students are actively engaged in discussing what they are learning and thinking—and building on each other's ideas.				
Differentiated sentence frames, response frames and other supports are provided for engaging in discussion.				
Teachers plan multiple structured opportunities for small group student talk (e.g., Think Pair Shares, Numbered Heads Together, RallyRobin, Kagan TEAM Structures).				
Students use key study strategies (e.g., note-taking, AVID strategies) across all classrooms.				
For LTELs, teachers focus on complex academic language to provide the language structures and forms that are needed to participate in academic discourse.				
Students jointly write literary and informational texts.				

Indicators/Examples	Not present, not happening, not addressed in my classroom	Aware of this, but not a focus	Working on this, but still spotty, not fully developed	Strength of my teaching and my classroom
Classrooms post charts of key vocabulary and language function patterns.				
Teachers implement a consistent set of routine instructional approaches to lower the “affective filter.”				
2.3 Critical Thinking and Inquiry-Based Learning: e.g.,				
Teachers use a variety of questioning—but always include high-level, critical thinking questions.				
Teachers plan and assign meaningful project-based and inquiry-based assignments.				
Teachers thoughtfully incorporate the use of technology to enhance and redefine the learning experience.				
Collaborative work and cooperative learning strategies are regularly used; Interactive, reflective journals are regular features of the classroom experience.				
Teachers value and reward curiosity and innovation by encouraging students to question, explore, and investigate topics.				
Learning opportunities and performance tasks are open-ended, intentionally challenging to students, connected to meaningful real-life contexts, relevant to students’ lives and aligned to student interests.				
There are opportunities for students to make independent critical decisions throughout the process of completing an assignment. Teachers provide timely feedback and encouragement throughout the process.				
Students are given time to process material or concepts that require them to manipulate information, think about and discuss and evaluate content.				
English learners who are working in their second language are provided more time to complete assignments when needed.				
Student work is not formulaic.				
Students are invited to look things up, to inquire, to pursue answers to questions.				
Students make presentations on what they are learning/have learned (using strategies like Socratic Seminars, Philosophical Chairs, authors chairs, etc.).				
For LTELs, there is a specific focus on expository text to assist with conceptualizing and framing ideas.				

Indicators/Examples	Not present, not happening, not addressed in my classroom	Aware of this, but not a focus	Working on this, but still spotty, not fully developed	Strength of my teaching and my classroom
2.4 Primary Language Opportunities and Resources: e.g.,				
Teachers offer students an opportunity to engage in discussion or small group brainstorming/projects where they use their home language.				
Where possible, the teacher uses students' primary language to help comprehension; Cognate charts (English-Spanish) support cross language connections.				
Curriculum materials and literature are inclusive and reflect the diversity of the cultures and backgrounds of students in the community.				
Primary language books, dictionaries and resource books, English dictionaries and reference materials, as well as access to digital translators and Apps are available; Web addresses are posted for online tools and resources that can support ELs with home language supports related to the academic content of the course.				
Biliteracy Pathways are available for students to begin or continue their quest for the State Seal of Biliteracy (Native Speaker Classes, World Language Classes, content area courses offered in languages other than English) and all teachers inform and encourage students to pursue the Seal of Biliteracy.				
Primary language support is available for ELs in AP courses.				
CTE opportunities include the use of home language as an asset in career pathways.				
2.5 Quality and Relevance of Curriculum & Materials: e.g.,				
Instructional materials are standards-based, up-to-date, and include clear visuals and graphs that help make content comprehensible.				
Literature and materials are inclusive, reflect the voices and contributions of diverse groups, and incorporate histories and issues of students' heritage and lives.				
There is evidence that issues in students' lives and the community are talked about in the classroom.				
Teachers create time and openings for students to make personal connections to the material being studied, and to share and discuss those personal connections.				

Indicators/Examples	Not present, not happening, not addressed in my classroom	Aware of this, but not a focus	Working on this, but still spotty, not fully developed	Strength of my teaching and my classroom
2.6 Classroom Environment: e.g.,				
Students are provided flexible physical workspaces where desks can be moved to support multiple types of learning (e.g., small groups, fishbowl conversations) and provide digital collaboration opportunities where possible.				
The classroom walls have many visuals and charts that are resources and references to understand the content of what’s being studied, and to provide the language needed to read, write and talk about the content.				
Wall displays reflect the students, their cultures and the community.				
Evidence of community building are posted on the walls.				
2.7 Grouping and Supports: e.g.,				
Teachers model (or provide models), engage students in going through an activity together, and then plan for gradual release and eventual independence.				
Teachers plan strategically for flexible grouping.				
Students are taught, supported to use, and actively engaged in using key study strategies (e.g., note-taking, AVID strategies, etc.) that are used across all classrooms.				
Tutoring and drop-in homework help are regularly available—including with home language support for English learners.				
Designated and Integrated ELD is responsive to student levels and needs, and is coordinated with the content-demands of the core curriculum.				
LTELs and newcomers are provided targeted language support in clusters with opportunities to interact with/engage with native English speakers.				
Library materials (print and online) in primary languages are available as resources for content studied in core courses.				
2.8 Student “Ownership” and Responsiveness: e.g.,				
Teachers plan and provide opportunities for student autonomy, empowerment and self-advocacy.				
Students are taught to self-assess their own learning.				
Teachers use strategies that help students to self-direct and encourage students to develop their independent voice through freedom of choice in mode and topic.				
Students are engaged in goal setting activities such as the development of a 5-Year College and Career Readiness Plan. English learners are aware of different learning opportunities to support academic success such as AVID and Advanced Placement classes.				

Indicators/Examples	Not present, not happening, not addressed in my classroom	Aware of this, but not a focus	Working on this, but still spotty, not fully developed	Strength of my teaching and my classroom
Awareness sessions/orientations are provided on the State Seal of Biliteracy, A-G, and graduation requirements.				
English learners are provided work-based learning opportunities.				
2.9 Supports for Teachers: e.g.,				
ELD teachers have collaborative planning time with core content teachers in order to plan coordinated Integrated and Designated ELD support.				
All teachers are supported to understand and use the ELD standards in planning instructional scaffolds for Integrated ELD.				
Teachers are supported to use student output (speaking and writing) as formative assessment to strategically target students' language needs.				
OTHER INDICATORS:				

REFLECTION ON IMPLICATIONS:

Areas that I want to strengthen:

What I will need in order to strengthen this focus:

PRINCIPLE #2: BEYOND THE CLASSROOM

Which of the following are available in your school for English learners that are evidence of being a school that provides intellectual quality of education and meaningful access?

- Designated ELD is responsive to student levels and needs, and is coordinated with the content demands of the core curriculum.
- Library materials (print and online) are available in primary languages as resources for content studied in core courses.
- Tutoring and drop-in homework help is regularly available—including with home language support for English learners.
- Designated ELD does not TAKE THE PLACE of electives—English learners have opportunities to take electives.
- Native speakers classes, and heritage language opportunities are available after school. Various clubs offer opportunities for students to develop and use their home language.
- Pathway courses continue to target language development for students from middle school bilingual immersion/two-way/bilingual programs.
- Global Learning Networks, Global Citizens Clubs, and World Language Clubs support students in pursuing their interests in cultures and languages around the world.
- ELD teachers have collaborative planning time with core content teachers in order to plan coordinated Integrated and Designated ELD support.
- All teachers are familiar with the ELD standards and are provided support to use them in planning instructional scaffolds for Integrated ELD in content area courses.
- The school has a system of regular and ongoing English learner progress monitoring including progress towards the State Seal of Biliteracy.
- A school master schedule/calendar (including things like zero periods) make it possible for English learners to take electives and ELD in addition to a full core curriculum.
- Teachers are provided with ongoing professional learning on culturally responsive teaching.
- Counselors knowledgeable about and dedicated to English learners and immigrants ensure access.
- Ethnic studies courses are offered, and are A-G approved as content area courses (not as electives).
- Advanced Placement courses, support, and prep are available and offered to English learners.
- School has an English Learner Response Team (ELRT) to monitor the progress of LTELs and newcomers, and to develop an individualized plan to ensure successful completion of graduation requirements.
- Upper-level ELD and LTEL courses qualify for English graduation credit and A-G credits; Native speaker courses qualify for A-G credit.

What else should be in place in a school to enact meaningful access and intellectual quality for English learners per Principle #2?

PRINCIPLE #2: ILLUSTRATIVE RESOURCES AND CONNECTIONS

Intellectually Rich Programs That Provide Meaningful Access

English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve 2014

<https://www.cde.ca.gov/ci/rl/cf/index.asp>

The 2014 ELA/ELD Framework supports and incorporates the California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (CA CCSS for ELA/Literacy) and the California English Language Development Standards (CA ELD Standards). Classroom teachers of all grades and disciplines will find descriptions of grade-level ELA/literacy and ELD instruction across the content areas and examples of engaging teaching and assessment practices for ensuring the progress of the diverse students they serve. Language integrated in and through content is a major theme of the ELA/ELD Framework. The Framework serves as a key resource for the implementation of the EL Roadmap, Principle 2.

History/Social Science Framework for California, Kindergarten through Grade Twelve, 2016.

<https://www.cde.ca.gov>

The 2016 History/Social Science Framework describes grade-level content, areas of focus, and examples of engaging classroom activities and assessments practices that meet the needs of the diverse students they serve. The Framework offers guidance for educators as they design, implement, and maintain a course of study to teach content, develop inquiry-based critical thinking skills, improve reading comprehension and expository writing ability, and promote an engaged and knowledgeable citizenry in history/social sciences. The HSS Framework also supports interdisciplinary instruction and implementation of the California Common Core State Standards, the California English Language Development Standards (and the English Language Arts/English Language Development Framework).

Mathematics Framework for California, Kindergarten through Grade Twelve, 2015.

The Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve

<https://www.cde.ca.gov/ci/ma/cf/documents/mathfwcoverfrontmatter.pdf>

The 2015 Mathematics Framework is meant to guide teachers in curriculum development and instruction as they work to ensure that all students meet or exceed the CA Common Core State Standards Mathematics (CA CCSSM). Building on the standards, the Framework addresses how all students in California public schools can best meet those standards. The Framework emphasizes mathematical instruction and learning that focuses on key topics, builds mathematical understanding and fluency in a coherent manner, and develops students' ability to apply mathematics creatively to analyze and solve complex problems.

The 2016 Science Framework for California Public Schools: Kindergarten Through Grade Twelve

<https://www.cde.ca.gov/ci/sc/cf/cascienceframework2016.asp>

The 2016 Science Framework supports a three-dimensional vision of science education. In the California Next Generation Science Standards (CA NGSS), students need to do more than simply know about science; they need to know the core science and engineering ideas, do science and engineering, and think like scientists and engineers. The framework is a valuable resource for teachers, administrators, parents, and curriculum developers. The examples given in each chapter provide a vision of how science instruction and learning could look in a classroom, and teachers should use the examples as a starting point.

Integrating the CA ELD Standards into K-12 Mathematics and Science Teaching and Learning

<https://www.cde.ca.gov/sp/el/er/documents/fnl1516agmnteldstndab899.doc>

This tool offers a supplementary resource for educators to use in tandem the California English Language Development Standards, the California Common Core State Standards for Mathematics, and the Next Generation Science Standards for California Public Schools.

Secondary School Courses Designed to Address the Language Needs and Academic Gaps of Long Term English Learners, Laurie Olsen, Californians Together

www.californianstogether.org

This document guides districts and schools in how to modify curriculum or create new courses that address the unique language and academic gaps of Long Term English Learners.

Unlocking Learning II: Science as a Lever for English Learner Equity, Education Trust—West

<https://west.edtrust.org/resource/unlocking-learning-science-lever-english-learner-equity/>

"Unlocking Learning: Science as a Lever for English Learner Equity", lays out a blueprint for increasing access and achievement in science for California's English learners. The report concludes with district-level and state-level recommendations, along with a series of questions for community stakeholders to ask in their advocacy for closing English learner achievement gaps in science.

PRINCIPLE #2 ILLUSTRATIVE RESOURCES AND CONNECTIONS (CONTINUED)

Unlocking Learning II: Using Math as a Lever for English Learner Equity, Education Trust—West

<https://west.edtrust.org/resource/unlocking-learning-ii-using-math-lever-english-learner-equity/>

This second in a series explores English learner equity in California schools. The report from The Education Trust—West highlights how students learning English are faring in math classrooms across the state. “Unlocking Learning II: Math as a Lever for English Learner Equity” provides real-world examples of schools and districts closing gaps for California’s English learners. The report offers specific practice and policy recommendations at the school, district, and state level for how to best integrate math education with English language development and unlock the potential of California’s English learners.

AVID—Advancement Via Individual Determination

<https://www.avid.org/>

AVID equips teachers and schools with what they need to help students who often will be the first in their families to attend college and are from groups traditionally underrepresented in higher education succeed on a path to college and career success. AVID offers a variety of classroom activities, lesson plans, professional learning videos, and articles that are relevant to students. AVID’s professional learning focuses on Culturally Relevant Teaching, Academic Language and Literacy, and Digital Teaching and Learning. A major component of the program is a one period elective class where students receive the additional academic, social, and emotional support they need to succeed in rigorous courses.

Project GLAD®

<http://www.ocde.us/NTCProjectGLAD/Pages/default.aspx>

As a model of professional learning, the Orange County Department of Education National Training Center (NTC) for the Project GLAD® (Guided Language Acquisition Design) model, is dedicated to building academic language and literacy for all students, especially English Learner/emergent bilingual students. The model enhances teachers’ design and delivery of standards-based instruction through an integrated approach with the intent of building language proficiency and academic comprehension. Project GLAD® classrooms promote an environment that respects and honors each child’s voice, personal life experience, and beliefs, and values their

culture.

Be GLAD®

<https://begladtraining.com/about>

Be GLAD®, is a national organization providing professional development on the Guided Language Acquisition Design model to states, districts, and schools promoting language acquisition, high academic achievement, and 21st century skills. Teachers are trained to modify the delivery of student instruction to promote academic language and literacy. The professional development offered focuses on improved pedagogy with consistent instructional routines while creating a school environment responsive to diversity with an inclusive learning environment. Be GLAD® helps to establish a project-based, student-centered curriculum process that is inquiry driven.

Thinking Maps

<https://www.thinkingmaps.com/>

Thinking Maps are consistent visual patterns linked directly to eight specific thought processes. Through visualization, concrete images of abstract thought are created. Students use visual patterns to work collaboratively for deeper comprehension in all content areas. They use the maps to analyze complex texts and think mathematically for conceptual understanding and problem solving. Thinking Maps allow teachers to see the evidence of their students thinking and learning. In a school-wide implementation, Thinking Maps help establish a common language for learning and are particularly powerful for English learners for whom the visual scaffolding makes content more comprehensible. Thinking Maps allow content to be used consistently across language settings in both bilingual and dual language programs.

Teachers College Reading and Writing Project

<https://readingandwritingproject.org>

The Teachers College Reading and Writing Project (TCRWP) was founded and is directed by Lucy Calkins. The organization has developed state-of-the-art tools and methods as well as professional development for teaching reading and writing, for using performance assessments and learning progressions to accelerate progress, and for literacy-rich content-area instruction. Lucy Calkins’ 5-part reading and writing workshop framework offers a combination of whole-class, small-group, one-on-one instruction, and independent practice. The TCRWP has many free resources for teachers, coaches and administrators. They offer videos that provide an orientation to the Units of Study series for reading and writing as well as videos that show students and teachers at work in classrooms. There are documents to support the assessment of student growth, resources for the implementation of reading and writing workshops and links to professional texts written by TCRWP staff. They have a FAQs available on their website.

Enhancing Learning with Authentic Communication, Jeff Zwiers

<https://jeffzwiers.org/>

The website includes resources that focus on the development of classroom instruction that fosters rich communication and productive academic conversations across disciplines and grade levels.

The WRITE Institute

<https://writeinstitute.sdcoc.net/>

The Writing Redesigned for Innovative Teaching and Equity (WRITE) Institute, a national Academic Excellence model for professional learning supports schools and districts with systemic, K-12 literacy implementation in English and Spanish. WRITE provides research-based professional learning and curriculum, including a focus on the specific needs of English learners and dual language learners. Through partnerships with schools, districts, and county offices, WRITE develops a network of leaders with a shared understanding around quality academic literacy instruction.

Leading with Learning Systemically Transforming Teaching for English Learners

<https://leadingwithlearning.wested.org/>

Leading with Learning is a system for ensuring that culturally and linguistically diverse learners experience effective teaching and learning and attain high academic achievement. It includes interrelated and aligned courses for teachers, instructional coaches, principals, district facilitators, and district leadership teams. The main goal is to ensure that all students experience academically rich, culturally sustaining, and positive teaching and learning daily in order to improve their academic, language, and literacy learning outcomes throughout the year. Leading with Learning is a three-year process, with the first two years consisting of intensive support from WestEd staff. The third year of the partnership is focused on sustaining and scaling the work.

CSU Expository Reading and Writing Course

<https://www2.calstate.edu/CAR/Pages/erwc.aspx>

The ERWC (Expository Reading and Writing Course) is a college preparatory, rhetoric-based English language arts course for grade 12 designed to develop academic literacy, i.e. advanced proficiency in rhetorical and analytical reading, writing, and thinking.

Scaffolding Language Scaffolding Language by Pauline Gibbons

<https://www.heinemann.com>

This resource helps teachers ensure that their English learners become full members of the school community with the language and content skills they need for success. Gibbons shows how the teaching of language can be integrated seamlessly with the teaching of content and how academic achievement can be boosted. Rich examples of classroom discourse illustrate exactly how the scaffolding process works, while activities to facilitate conversation and higher-level thinking put the latest research on second language learning into action.

English Learners, Academic Literacy and Thinking: Learning in the Challenge Zone by Pauline Gibbons

<https://www.heinemann.com>

In English Learners, Academic Literacy, and Thinking, Pauline Gibbons presents an action-oriented approach that gives English learners high-level support to match our high expectations. Focusing on the upper elementary and middle grades of school, she shows how to plan rigorous, literacy-oriented, content-based instruction and illustrates what a high-challenge, high-support curriculum looks like in practice.

OTHER RESOURCES

PRINCIPLE #3: **SYSTEM CONDITIONS THAT SUPPORT EFFECTIVENESS**

The school system functions to support the implementation of the curriculum, instruction, school climate and culture described in Principles #1 and #2. Teachers, principals, district staff, and leaders are knowledgeable of and responsive to the strengths and needs of English learners and their communities, and utilize valid assessment and other data systems that inform instruction. There are appropriate and adequate resources needed to deliver high quality instruction and tiered support is provided for students beyond the classroom. Professional learning and an infrastructure of support are in place to build the capacity of teachers and staff to build on the strengths and meet the needs of English learners.

MEANING MAKING ACTIVITY:

Read through the description of Principle #3, highlighting or circling phrases that particularly stand out for you.

What seems particularly important to you in this Principle?

PRINCIPLE #3: MAKING IT REAL

Individually or collaboratively with other teachers, for each statement/sentence of Principle #3, imagine what would be going on in classroom/schools and districts that would be evidence of this Principle being enacted. What would you see and hear? Then imagine what would definitely NOT be occurring. What would it look like and sound like in a school and district that was clearly NOT enacting this Principle?

EVIDENCE THAT PRINCIPLE #3 IS BEING ENACTED

Examples: All teachers are familiar with the ELD standards and provided support to use them in planning instructional scaffolds for Integrated ELD. Teachers have regularly scheduled collaboration time to plan for Integrated and Designated ELD and discuss EL student needs. Teachers receive job-embedded and ongoing professional learning to support them to work with all typologies of English learners. Teachers are provided a roster of their EL students and their levels. Assessments of course material are authentically created and provided in a student's home language as needed.

EVIDENCE THAT PRINCIPLE #3 IS CLEARLY NOT BEING ENACTED

Examples: Teachers do not receive information about their EL students' language proficiency. The assessments are not valid for ELs and do not assess in home language and English. Classroom reference materials are only in English. Teachers do not have time during the school day for collaboration.

PRINCIPLE #3 SELF-ASSESSMENT TOOL: SYSTEM CONDITIONS THAT SUPPORT EFFECTIVENESS

Thinking about your school and district—and your experiences in trying to meet the needs of your English learners within that system, where would you place your school/district in terms of indicators of enactment of Principle #3?

Indicators/Examples	Not present, not happening, in my school/district	This happens partially and occasionally	This is in place, but not quite sufficient	This is a strength in my school/district
<p>3.1 Support for Teachers: e.g.,</p> <p>High-quality professional learning opportunities (including coaching, workshops, etc.) are available to teachers to meet the needs of ELs and deliver research-based approaches and models.</p> <p>Information is made available to teachers about EL needs.</p> <p>Collaborative planning time enables ELD teachers and content teachers to align curriculum and instruction.</p> <p>All teachers are familiar with the ELD standards and are provided with support to use them in planning instructional scaffolds for Integrated ELD.</p> <p>EL Coordinators, coaches and other teachers with expertise in ELs are available to teachers.</p> <p>Teachers are surveyed to determine the support and resources needed.</p>				
<p>3.2 Valid Assessments to Inform Instruction and Improvement: e.g.,</p> <p>English assessments used are designed for and interpreted for second language learners.</p> <p>Assessments address all four domains of language (reading, writing, speaking, listening).</p> <p>Assessments are aligned to the curriculum.</p> <p>Assessments are culturally and linguistically appropriate.</p> <p>Teachers are provided the assessment calendar and timely data from assessments, and support in interpreting data for ELs.</p> <p>Teachers are provided a roster of their EL students and their levels.</p> <p>L1 assessments are used for newcomer/ biliteracy/DL programs—and dual-language profiles are developed.</p> <p>Local continuous improvement indicators (LCAP) include measures specific to typologies of ELs (e.g., LTELs, newcomers) and analyze the progress of ELs by the number of years in the district.</p> <p>Regular English learner progress monitoring occurs and is the basis for reviewing schedules and instituting supports.</p> <p>Teachers use multiple means to assess students e.g., presentations, projects, essays, use of home language, rubrics, digital portfolios that showcase student work and self-reflection.</p> <p>The system ensures that there is frequent and ongoing progress monitoring of Reclassified Fluent English Proficient Students.</p>				

Indicators/Examples	Not present, not happening, in my school/district	This happens partially and occasionally	This is in place, but not quite sufficient	This is a strength in my school/district
English learners are monitored to ensure they will be eligible to receive the State Seal of Biliteracy.				
Teachers assess for student growth and mastery and use the information to reevaluate the scaffolds for the tasks assigned and their grading practices.				
3.3 Materials and Resources: e.g.,				
Bilingual and dual language classrooms have adequate and equitable materials in target languages.				
Teachers have the budget to purchase needed realia, visuals and other materials that make grade-level content comprehensible and accessible for ELs.				
Classrooms have reference materials in the languages of the students.				
Teachers collect online resources to share with students.				
The library has informational and literature books that are culturally/linguistically appropriate.				
3.4 Beyond the Classroom Supports for ELs: e.g.,				
Interventions are designed for ELs, and are triggered based upon analysis of needs that take into consideration EL status.				
ELs are not pulled out of content classes to receive interventions.				
Tutoring and drop-in homework help are regularly available and include home language support for English learners.				
English learners have options to have a longer day, week, year, or additional years to complete high school graduation requirements.				
English learners are not excluded from credit recovery.				
Programs are created for acceleration rather than remediation.				
Schools forge partnerships with community colleges to enhance and extend the learning for students.				
Student placement in courses is based on providing full access and on the students' college and career goals.				
English learners are encouraged and supported to pursue learning opportunities such as AVID and Advanced Placement classes and to enroll in and meet the A-G requirements.				
3.5 Leadership: e.g.,				
Principals and coaches understand good practice for ELs and engage with teachers about curriculum and instruction that is research-based and appropriate.				

PRINCIPLE #3: SYSTEM CONDITIONS THAT SUPPORT EFFECTIVENESS (CONTINUED)

Indicators/Examples	Not present, not happening, in my school/district	This happens partially and occasionally	This is in place, but not quite sufficient	This is a strength in my school/district
Leadership establishes clear goals and commitments to English learners access, growth toward English proficiency, academic achievement and participation, and maintains a focus across the system on progress towards these goals and continuous improvement.				
The District EL Master Plan sets an assets-based vision for EL education, and provides clarity about program models and expectations for ELs.				
Implementation of the EL Roadmap is prioritized in the Single Plan for Student Achievement.				
Leadership provides opportunities and makes it a priority for teachers to become aware of and dig deeply into the implementation of the EL Roadmap.				
EL teachers and coaches serve on the district LCAP committee to provide input on the needs of ELs, the EL Program and needed teacher supports. These issues are responded to in the LCAP.				
3.6 School Schedule: e.g.,				
The school master schedule/calendar (including a seven period day) make it possible for English learners to take electives and ELD in addition to a full core curriculum;				
Creating a master schedule that meets the needs of ELs is a first priority for counselors.				
OTHER INDICATORS:				

REFLECTION ON IMPLICATIONS:

Areas that I want to be a voice/force to strengthen:

What I need in order to strengthen this focus:



PRINCIPLE #4:

ALIGNMENT AND ARTICULATION WITHIN AND ACROSS SYSTEMS

English learners experience a coherent, articulated and aligned set of practices and pathways across grade levels and educational segments and that continue through to reclassification, graduation and higher education. Teachers collaborate across departments and grade levels to ensure articulation and consistency in supporting English learners. There is coherence in how ELD and biliteracy pathways are delivered across the system.

MEANING MAKING ACTIVITY:

Read through the description of Principle #4, highlighting or circling phrases that particularly stand out for you.

What seems particularly important to you in this Principle?

PRINCIPLE #4: MAKING IT REAL

Individually or collaboratively with other teachers, for each statement/sentence of Principle #4, imagine what would be going on in classroom/schools and districts that would be evidence of this Principle being enacted? What would you see and hear? Then imagine what would definitely NOT be going on. What would it look like and sound like in a school and district that was clearly NOT enacting this Principle?

EVIDENCE THAT PRINCIPLE #4 IS BEING ENACTED

Examples: *Students experience similar routines in all their academic courses. Students who have been in dual language programs in middle schools have opportunities to continue in a dual immersion pathway in high school. Students are offered options such as Community Leadership—Cultura del Mundo Hispánico, and/or Global Language emphasis in Career Technical Education (CTE).*

EVIDENCE THAT PRINCIPLE #4 IS CLEARLY NOT BEING ENACTED

Examples: *Inconsistency in how ELD is delivered from classroom to classroom and from grade level to grade level. Students enter high school from dual language programs and there are no high school classes to continue their pathway to biliteracy.*

PRINCIPLE #4 SELF-ASSESSMENT TOOL: ARTICULATION AND ALIGNMENT

Thinking about your school and district—and your experiences in trying to meet the needs of your English learners within that system, where would you place your school/district in terms of indicators of enactment of Principle #4?

Indicators/Examples	Not present, not happening, in my school/district	This happens partially and occasionally	This is in place, but not quite sufficient	This is a strength in my school/district
<p>4.1 Articulation Across Departments: e.g.,</p> <p>Teachers at the same grade level collaborate and coordinate across subjects to ensure consistency in scaffolding and support for English learners and to ensure English learners' needs are being met.</p>				
<p>4.2 Articulation Across Grade Levels: e.g.,</p> <p>Information including identified assets and needs is shared about ELs as students' progress from grade level to grade level to ensure progress monitoring and acceleration.</p>				
<p>4.3 Consistency Across Classrooms: e.g.,</p> <p>All teachers within a department and grade level use common routines and common graphic organizers designed to support and scaffold English learners in academic discourse, tasks and learning.</p>				
<p>4.4 Pathways and Coherent Language Programs: e.g.,</p> <p>The program models for English learners are clearly articulated by the district, and are implemented coherently up through the grades (i.e., dual language pathways);</p> <p>There are multiple entry points for students to begin studying world languages and to pursue development of their home language;</p> <p>There is a coherent and consistent approach to ELD pedagogy and curriculum across grade levels.</p> <p>Articulation with post-secondary institutions regarding dual enrollment courses, CTE courses and credit for the State Seal of Biliteracy is ongoing.</p>				
<p>OTHER INDICATORS:</p>				

REFLECTION ON IMPLICATIONS:

Areas that I want to be a voice/force to strengthen:

What I need in order to strengthen this focus:

A LETTER TO MY STUDENTS

A MESSAGE TO MY ADMINISTRATORS

APPENDIX

TEXT OF THE CALIFORNIA ENGLISH LEARNER ROADMAP POLICY

As adopted by the State Board of Education, July 2017.

VISION

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

MISSION

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

FOUR INTERRELATED PRINCIPLES

Four Principles support the vision and provide the foundation of the California English Learner Roadmap. These Principles are intended to guide all levels of the system towards a coherent and aligned set of practices, services, relationships, and approaches to teaching and learning that together create a powerful, effective, 21st century education for our English learners. Underlying this systemic application of the Principles is the foundational understanding that simultaneously developing English learners' linguistic and academic capacities is a shared responsibility of all educators. To that end, that all levels of the schooling system have a role to play in ensuring the access and achievement of the 1.2 million English learners who attend our schools.

- ***Assets-Oriented and Needs-Responsive Schools***
- ***Intellectual Quality of Instruction and Meaningful Access***
- ***System Conditions to Support Effectiveness***
- ***Alignment and Articulation within and across Systems***

These Principles, and elements that follow, are research and values-based, and build upon the California ELA/ELD Framework, Blueprint for Great Schools 1.0 and 2.0, and other state policy and guidance documents. It is important to stress that these Principles and elements are not meant to serve as a checklist. Rather, they could be thought of as the keys of an instrument, from which harmony and music are created. In that sense, districts are the musicians and ultimately must take the responsibility for choices and implementation.

PRINCIPLE #1: ASSETS-ORIENTED AND NEEDS-RESPONSIVE SCHOOLS



Pre-schools and schools are responsive to different EL strengths, needs and identities, and support the socio-emotional health and development of English learners. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.

- A.** The languages and cultures ELs bring to their education are **assets** for their own learning, and are important contributions to our learning communities. These assets are valued and built upon in culturally responsive curriculum and instruction and in programs that support, wherever possible, the development of proficiency in multiple languages.
- B.** Recognizing that there is no single EL profile and no one-size approach that works for all, programs, curriculum and instruction are responsive to different EL student characteristics and experiences.
- C.** **School climates** and campuses are affirming, inclusive and safe
- D.** Schools value and build strong **family and school partnerships**
- E.** Schools and districts develop a collaborative framework for identifying **English learners with disabilities** and use valid assessment practices. Schools and districts develop appropriate individualized education programs (IEPs) that support culturally and linguistically inclusive practices and provide appropriate training to teachers, thus leveraging expertise specific to English Learners. The IEP addresses academic goals that take into account student language development, as called for in state and national policy recommendations.

English learners 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.

- A. Language development occurs in and through content and is **integrated** across the curriculum, including integrated ELD and designated content-based ELD (per ELA/ELD Framework).
- B. Students are provided a rigorous, intellectually rich, standards-based curriculum with instructional **scaffolding** for comprehension, participation and mastery.
- C. Teaching and learning emphasize engagement, interaction, discourse, inquiry, and critical thinking—with the same **high expectations** for ELs as for all.
- D. ELs are provided **access to the full curriculum** along with the provision of EL 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 levels of intellectual engagement and integrated language development and content learning, and provide opportunities for bilingual/biliterate engagement appropriate to the program 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.

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

- A. Leadership** establishes clear goals and commitments to English learners access, growth toward English proficiency, academic achievement and participation, and maintains a focus across the system on progress towards these goals and continuous improvement.

- B.** The school system invests **adequate resources** to support the conditions required to address EL needs.

- C.** A system of culturally and linguistically valid and reliable **assessments** support instruction, continuous improvement, and accountability for attainment of English proficiency, biliteracy, and academic achievement.

- D. Capacity building** occurs at all levels of the system, including leadership development to understand and address the needs of ELs, **professional development** and collaboration time for teachers, and robust efforts to address the teaching shortage and build a **pipeline** (recruit and develop) of educators skilled in addressing the needs of ELs, including bilingual teachers.

English learners experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments beginning with a strong foundation in early childhood and continuing through to reclassification, graduation, and higher education. These pathways foster the skills, language(s), literacy, and knowledge students need for college- and career-readiness and participation in a global, diverse multilingual 21st-century world.

- A.** EL approaches and programs are designed for continuity, **alignment and articulation** across grade and systems segments beginning with a **strong foundation in early childhood** (preschool) and continuing through to reclassification, graduation and higher education.

- B.** Schools plan schedules and resources to **provide extra time** in school (as needed) and build partnerships with afterschool and other entities to provide additional support for ELs, to accommodate the extra challenge facing ELs of learning English and accessing/mastering all academic content.

- C.** EL approaches and programs are designed to be **coherent** across schools within districts, across initiatives, and across the state.

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

ACKNOWLEDGMENTS

THANK YOU TO THE PARTICIPANTS IN TEACHER FOCUS GROUPS AND ADDITIONAL TEACHERS WHO PROVIDED INPUT

Aleysha Ramirez

Tulare County Office of Education

Allison Briceño

California State University San Jose

Alicia Garcia

Mountain View School District

Alicia Raygoza

Mountain View School District

Angela Wright

Azusa Unified School District

Cynthia Amezcua

Azusa Unified School District

Cynthia Vasquez Pettit

California Association for Bilingual Education

Deniz Oyman

Santa Monica Malibu School District

Diana Fujimoto

Anaheim Union High School District

Erika Padilla

Rio School District

Ginger Stemnock

LAUSD, Mendez High School

Heidi Strikwerda

San Bernardino City Unified School District

Jackie Counts

Anaheim Union High School District

Julie Shah

Total Quality Concepts Inc.

Karin Linn Nieves

San Joaquin County Office of Education

Lillie Ruvalcaba

Mountain View School District

Lorena Lopez

Azusa Unified School District

Lucero Chavez

California Association for Bilingual Education

Marcela Ortiz

Rio School District

Margarita Mosqueda

Rio School District

Maria Ordaz

San Bernardino City Unified School District

Maxine Sagapolutele

Grossmont Union High School District

Nancy Hofrock

Fontana Unified School District/CTA

Norma Camacho

Azusa Unified School District

Patty Guandique

LAUSD, Local District West

Priscilla Figueroa

Mountain View School District

R. Corey Moore

Moreno Valley Unified, CTA

R. Helen Matthews

Learn4Lifee—Innovation High School

Rosemary Gonzalez, Ph.D., *Associate Professor,
California State University, Northridge*

Sergio Martinez

California Teachers Association

Sujata Duggal-Landon

LAUSD, Local District West

Tomas Flores

United Teachers of Los Angeles

Veronica Peña

LAUSD, Local District North East



CALIFORNIANS TOGETHER

CHAMPIONING THE SUCCESS
OF ENGLISH LEARNERS

FOR MORE INFORMATION ABOUT THE
CALIFORNIA ENGLISH LEARNER ROADMAP
TEACHER TOOLKITS, CONTACT:

Shelly Spiegel-Coleman, *Executive Director*

Californians Together

525 East Seventh Street, Suite 203

Long Beach, CA 90813

562-983-1333

Shelly@californianstogether.org

www.californianstogether.org

