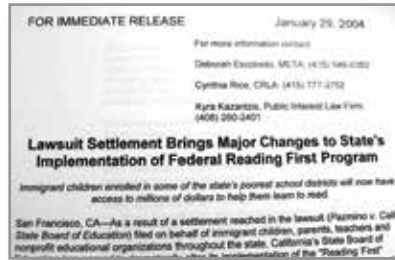




Proposition 227 passed. Californians Together was formed.



Assembly Member Jackie Goldberg and State Senator John Vasconcellos put the State Board of Education (SBE) on notice to change its eligibility criteria to allow schools with bilingual programs to apply for early literacy federal funds. The SBE reversed itself after a lawsuit was filed by CRLA and **legislation was passed** authored by Senator Marco Firebaugh.

Eight schools districts, Californians Together and CBE **sued the state of California** for not implementing the NCLB provision requiring valid and reliable assessments for English Learners.



1998

2000

2003

2004-2006

2005

2009

The State Board of Education adopted **English Language Development (ELD) Standards.**

The State budget included **\$60 million** for supplemental ELD materials.



Californians Together launched the state **Seal of Biliteracy** working with 50 school Districts.

1998-2018

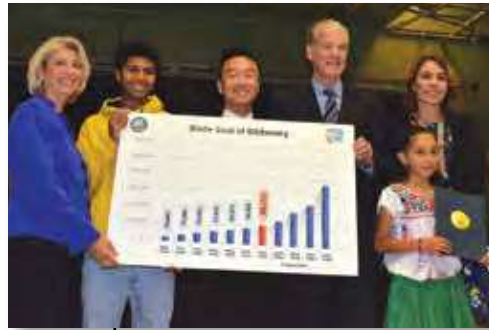
CALIFORNIANS TOGETHER



Californians Together published **Reparable Harm** making Long Term English Learners visible and declaring an urgency to address their language and academic needs.

Governor Jerry Brown signed **legislation AB 2193** (Lara) that defined Long Term English Learners and required the state to annually report their numbers.

Governor Jerry Brown signed **State Seal of Biliteracy** legislation, AB 815 (Brownley).



The State Board of Education unanimously adopted the **English Learner Roadmap**, a new asset-based EL policy.

The State budget included **\$5 million** earmarked to create eight **Bilingual Teacher Professional Development grants** to help address the bilingual teacher shortage

2010 2011 2012 2014 2017 2018



Tom Torlakson was elected **State Superintendent of Public Instruction**. He supported the creation of the State Seal of Biliteracy, beginning his advocacy for English Learners.

Governor Jerry Brown signed the **EdGE legislation, AB 1174** (Lara), which reversed the oppressive elements of Prop. 227. His signature ensured that the legislation would appear on the 2016 ballot.

Grants to expand bilingual programs—AB 2514 (Thurmond): created grants for districts to expand or initiate dual immersion or developmental bilingual programs.

The State budget included **\$5 million** for programs for preschool age Dual Language Learners.



EL RISE!: We were awarded a \$5 million state grant to implement the EL Roadmap.

EL Roadmap: Published EL Roadmap Teacher Toolkits to support teachers in the implementation of the EL Roadmap.



English Learner Leadership and Legacy Initiative (ELLLI):

Published A Legacy of Courage and Activism: Stories from the movement for educational access and equity for ELs in California written by Laurie Olsen documenting and sharing stories of advocacy and the history of the movement.

Biliteracy Programs: A big win in the state budget with the inclusion of \$10 million to fund up to 25 schools/districts to initiate or expand dual immersion and biliteracy programs.

Assessment and Accountability:

Californians Together published an accountability white paper written by Laurie Olsen, The Accountability System that English Learners Deserve, that delineates 5 key elements of an asset-based accountability system for English learners.

Dual Language Learners:

Co-sponsored and supported the passage of SB 1363 (Rivas) to create a Dual Language Learner identification process for State Preschools.

COVID: Engaged over 2,000 educators, researchers, ally organizations and administrators in 8 virtual Communities of Practices to support English learners.

2019

2020

2021

English Learner Leadership and Legacy Initiative: Completed the three-year ELLLI Fellowship Program with 13 Fellows and convened over 70 ELLLI Fellows, advocates and mentors in Sacramento for direct four-day advocacy Institute.

ENGLISH LEARNER LEADERSHIP & LEGACY INITIATIVE

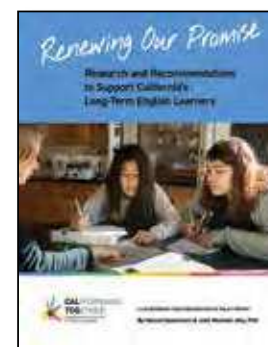
Published a report analyzing and summarizing the responses from over **650 educators on their experiences and supports for English learners during distance learning.**

Conducted a convening of educators and community members at the Mexican Consulate as part of our **Support for Immigrant and Refugee Students' Project.**

Local Control and Accountability Plans:

Worked with Legislative Budget subcommittees to include language in the budget requiring the inclusion in the new three-year LCAP Template a description of the language acquisition programs for ELs and professional development for teachers of English learners.

Long-Term English Learners: Publication of "Renewing Our Promise: Research and Recommendations to Support California's Long-Term English Learners" written by Manuel Buenrostro.



Immigrant Students: Published volume two of the Support for Immigrant and Refugee classroom lessons K-12, "Supporting Resilience and Social-Emotional Learning".

2019-2023

CALIFORNIANS TOGETHER



English Learner Leadership and Legacy Initiative: Launched the 2022 Valley English Learner Advocates (VELA)

Fellowship mobilizing 8 strong Central Valley educators, guided by seasoned mentors, to advance advocacy projects'

EL Roadmap: Californians Together's efforts in collaboration with CAFE garnered an additional \$10 million-dollar appropriation in the Governor's budget for the continuation of the Educator Workforce Incentive Grant (EWIG) focused on EL Roadmap implementation.

Local Control Accountability Plan: With the Center for Equity for English Learners at Loyola Marymount University, published a fourth review of Local Control Accountability Plans (LCAPs), Search for Equity for English Learners: A Review of 2021-24 Local Control Accountability Plans (LCAPs).



Four legislative victories – **Dual Language Learners AB 393 (Rivas); Biliteracy: AB 370 (Addis); Bilingual Teacher Workforce AB 1127 (Reyes); English Learner Profiles: Newcomers - AB 714 (McCarty)** facilitate equitable pathways and data use to support English learners.

Californians Together partnered with a broad based coalition to ensure that the needs of English Learners are addressed in the new **California Mathematics Framework.**



The Central Valley Consortium policy agenda is published.

2022 2023

Long Term English Learners: AB 1868, (Rivas) was signed into law by Governor Newsom and will provide LTELs and students at risk of becoming LTELs achievement data and disaggregate special education data by language acquisition status and type of disability.

 **National Committee for Effective Literacy**
The National Committee of Effective Literacy was formed.

Californians Together partnered with a broad based coalition to ensure that the needs of English Learners are addressed in the new **California Mathematics Framework.**

LTELs are now considered a numerically significant student group in district LCAP.

Cal Tog released three publications that chronicle **EL Roadmap implementation.**

Publication of a series of five volumes of the **EL Roadmap Administrator Toolkits.**



After 11 years, over 400,00 students in California have received the **State Seal of Biliteracy**, and 49 states plus the District of Columbia have adopted state seals of biliteracy.



25 YEARS

OF STEADFAST ADVOCACY FOR ENGLISH LEARNERS

1998

Proposition 227—anti bilingual education ballot measure:

California voters passed this proposition by a wide margin. The proposition severely restricted bilingual education programs and installed a one-year English immersion program as the norm. A year after passage, only 10% of English language learners in California received home language instruction, down from 30%. From the ashes of bilingualism in the State, the coalition that had come together to try to defeat Proposition 227 created Californians Together, a new coalition that would speak as one voice in advocating for the rights of English Learners in California.

1999

English Language Development (ELD) Standards:

California adopted the standards after intense coalition advocacy directed to the State Board of Education.

2001

English Learner Advisory Committees: Governor Davis rejected a state budget because it included language that deleted the requirement for English Learner Advisory Committees. Californians Together was instrumental in this action. The legislature eliminated the provision and the Governor approved the revised budget.

Won a revision to the Title V Regulations for Proposition 227 that proposed to onerously restrict the enforcement of parent waiver requests for bilingual programs.

2002

Supplemental ELD materials: The State budget included \$30 million for supplemental ELD materials.

Parent waivers and Proposition 227: Title V proposed revisions that would have placed undue burdens on parents in their pursuit of bilingual education for their children. The proposed revisions were rejected.

2003

Reading First funding eligibility: Assembly member Jackie Goldberg and Senator John Vasconcellos, Chairs of the Assembly and Senate Education committees respectively, requested that the State Board of Education change the Reading First Funds eligibility criteria to include schools with bilingual classrooms. Reading First Funds were federal dollars that provided support for early literacy programs. After legislation and the filing of a lawsuit the eligibility criteria were rescinded.

Demeaning and derogatory language in State-adopted instructional materials: Some State-adopted instructional material was found to contain demeaning and stereotyping language. Under pressure from the coalition and others, the State Board pulled the materials and ordered revision of the language.

2004

Certification of current EL teachers: An extension of SB 1969, this bill provided an alternative route of certification for current EL teachers.

Primary language assessment appropriation: The State legislature made an appropriation of \$3 million for development of a primary language assessment.

ELD Supplemental Materials: The state budget included an additional \$30 millions for ELD supplemental materials.

2005

Assessments—Valid, reliable: A group, including Californians Together, 8 school districts and CAFE jointly sued the State of California to enforce a provision of the No Child Left Behind (NCLB) Act that addressed valid and reliable assessments for English Learners. The courts ruled against the suit four years later. Nevertheless, the suit was a major factor in raising awareness to the critical issue of fair, just, valid and reliable assessments for English learners to thousands of people in California and around the nation.

2006

Instructional materials for English learners, SB 1769

(Escutia): The bill called for the adoption of specialized English Learner instructional materials for teaching English language development and English Language Arts. Governor Schwarzenegger vetoed it. In return, the state legislature zeroed out the budget of the State Board of Education for the following fiscal year.

Textbook criteria addressing language development and academic achievement of English Learners: Californians Together advocated for textbook criteria that would have included the development of Reading/Language Arts materials to support language development and academic achievement of English Learners. The State Board of Education did not approve the change.

Seal of Biliteracy— AB 2445 (Salinas): Governor Schwarzenegger vetoed the bill. That did not deter Californians Together who continued to work with school districts to implement local Seal of Biliteracy Programs.

2008

State Seal of Biliteracy, AB 280 (Coto): Governor Schwarzenegger vetoed the legislation again, which proposed the creation of a State Seal of Biliteracy.

Teacher certification pathways—AB 1871 (Coto): Governor Schwarzenegger signed the bill that added optional pathway for obtaining bilingual teacher authorization through demonstration of required knowledge, skills, and language proficiency. The bill also authorized candidates to obtain the certification by completion of an approved program of coursework or a combination of coursework and examinations.

2009

Grassroots Seal of Biliteracy campaign: Californians Together launched a grassroots Seal of Biliteracy campaign, enlisting 50 school districts to formally adopt programs that would award Seals to graduating seniors who displayed proficiency in two or more languages, including English.

Teacher Certification Pathways— AB 239 (Brownley)

The law directed the California Commission on Teacher Credentialing to develop additional options for teachers to obtain authorization to teach English Learners.

2010

Reparable Harm: Californians Together released the report, *Reparable Harm: Delivering on the Promise of Educational Opportunity for Long Term English Learners*. The report called attention to the number of English learners so designated and the urgency in addressing their needs. The report provides guidance in systemic reforms required to remedy the need.

Common Core English Language Arts Standards:

The State Board of Education adopted the Common Core English Language Arts standards, escorting in an era of more rigorous focus on language development across the curriculum and giving rise to the development of new ELD Standards aligned to Common Core.

Common Core Standards Advocacy Tool Kit: Californians Together developed an advocacy toolkit that provided teachers and parents with the background and tools needed to request that the Common Core Standards in their districts address English learners and include English Language Development.

2011

Blueprint for Great Schools: Newly elected State Superintendent of Public Instruction Tom Torlakson began his administration by convening a Transition Advisory Team to help develop the "Blueprint for Great Schools." Californians Together was represented on the Team. The Blueprint included a recommendation to promote biliteracy through a statewide campaign for a State Seal of Biliteracy to recognize California students for their literacy skills in English and one or more additional languages.

English Language Development Standards update—AB 124 (Fuentes) (Ch. 605, Statutes 2011): The legislation required the revision and updating the English Language Development Standards and alignment to the Common Core English Language Arts standards.

Valid and reliable assessments—AB 250 (Brownley) (Ch. 608, Statutes 2011): The legislation required valid and reliable assessments for English Learners including assessments in their primary language.

2012

English Language Arts/English Language Development Standards Framework: The State Board of Education adopted the English Language Arts/English Language Development Framework that included materials for integrated and designated ELD, primary language materials, and specialized materials for LTELs. Martha Hernandez co-chaired the Framework Committee.

State Seal of Biliteracy (again!)—AB 815 (Brownley) (Ch. 618, Statutes 2012): The State Seal of Biliteracy became law, a law that Californians Together proposed.

The movement for state adopted Seals of Biliteracy began to sweep across the nation. Thirty-four states and the District of Columbia schools now have formal Seal of Biliteracy Programs.

Criteria for adoption of supplemental instructional materials for English Learners—AB 1719 (Fuentes) (Ch. 636, Statutes 2012): The law required the California Department of Education to develop criteria for the adoption of supplemental instructional materials for English learners and to develop a list of instructional materials aligned to revised ELD Standards.

Definitions of Long Term English Learners (LTELs) and students at risk of becoming LTELs—AB 2193 (Lara) (Ch. 427, Statutes 2012). The legislation created a state definition for LTELs and students at risk of becoming LTELs. It requires CDE to report numbers in both groups to each school and school district.

Primary language assessment—AB 1521 (Brownley) (Ch. 423, Statutes 2012): This legislation allowed districts to administer the primary language assessment to both native English speakers and redesignated students enrolled in dual immersion programs.

2014

California Education for a Global Economy (EdGE)—AB 1174 (Lara) (Ch. 753, Statutes 2014): Assemblyperson Lara succeeded in the passage of AB 1174, which would become Proposition 58 on the 2016 ballot. This legislation would overturn most of Proposition 227 and encourage the development of and enrollment in multilingual programs.

2015

Definition updates for LTEL and students at risk of becoming LTELs—AB 750 (Mendoza) (Statutes 660, Statutes of 2015): The legislation clarified and updated the definition of Long Term English Learners and students at risk of becoming Long Term English Learners.

2016

Proposition 58, the EdGE initiative: California voters pass the initiative. The initiative removed most of the barriers to bilingual education put in place 18 years earlier by the passage of Proposition 227. It ushered in a new era of support for bilingual, dual language, and multilingual programs.

2017

English Learner Roadmap policy: The State Board of Education unanimously passed the English Learner Roadmap. This new state policy superseded Proposition 227 and ushered in a new era of assets-based education. The EL Roadmap calls for comprehensive programs and services for English learners leading to full access to the curriculum and opportunities for proficiency in multiple languages. Dr. Laurie Olsen, a Californians Together Executive Board member, was the co-chair of the committee and several other coalition members were also members of the committee.

University-level Seal of Biliteracy programs: Californians Together piloted Seal programs at the university level and laid plans to replicate a higher education model at other universities.

Parent notification—AB 81 (Gonzalez) (Ch. 609, Statutes of 2017): This law established the requirement to inform parents of their child's status as a Long Term English Learner or a student at risk of being a Long Term English Learner; and to detail to parents how the school/district will address her/his needs.

Eligibility criteria for Seal of Biliteracy—SB 1142 (Medina) (Ch. 208, Statutes of 2017): The legislation updated the criteria for eligibility for the State Seal of Biliteracy including criteria for native and indigenous languages without a written language.

Bilingual Teacher Professional Development Program (BTPDP): The State budget included \$5 million for 8 grants to reduce the bilingual teacher shortage. The funds could be used to support authorized bilingual teachers to return to bilingual classrooms from English instruction classrooms, to support teachers with bilingual skills to obtain bilingual authorizations, and to support paraeducators to acquire their bilingual teaching credentials.

2018

Grants to expand bilingual programs—AB 2514 (Thurmond)
Created grants for districts to expand or initiate dual immersion or developmental bilingual programs.

2019

EL Roadmap: Published EL Roadmap Teacher Toolkits to support teachers in the implementation of the EL Roadmap and won the inclusion of \$10 million for EL Roadmap implementation in the state budget.

English Learner Leadership and Legacy Initiative:
Completed the three-year ELLLI Fellowship Program with 13 Fellows and convened over 70 ELLLI Fellows, Advocates and mentors in Sacramento for direct four-day advocacy Institute.

2020

EL RISE!: We were awarded a \$5 million an Education Workforce Development Grant to implement the EL Roadmap in collaboration with Center for Equity for English Learners (CEEL) from Loyola Marymount University and Sobrato Early Academic Language (SEAL)

Local Control and Accountability Plans: Worked with Legislative Budget subcommittees to include language in the budget requiring the inclusion in the new three-year LCAP Template a description of the language acquisition programs for ELs and professional development for teachers of English learners.

COVID: Engaged over 2,000 educators, researchers, ally organizations and administrators in 8 virtual Communities of Practices to help support and address best practices for distance learning in ELD, bilingual programs and parent engagement.

Published a report analyzing and summarizing the responses from over 650 educators on their experiences and supports for English learners during distance learning.

Immigrant Students: Conducted a statewide convening of educators and community members at the Mexican Consulate as part of our Support for Immigrant and Refugee Students' project to share resources and promising practices for creating safe and welcoming schools.

We were recognized by the Los Angeles County Supervisors for the curriculum and professional development from the Support for Immigrant and Refugee Students project.

2021

English Learner Leadership and Legacy Initiative (ELLLI):
Published *A Legacy of Courage and Activism: Stories from the movement for educational access and equity for ELs in California* written by Laurie Olsen documenting and sharing stories of advocacy and the history of the movement.

Long-Term English Learners: Publication of *Renewing Our Promise: Research and Recommendations to Support California's Long-Term English Learners* written by Manuel Buenrostro and Julie Maxwell Jolly providing background and outcome information, a review of the latest research and policy changes, and survey results from 107 California school districts with the highest number and/or largest percentage of Long-term English learners.

Assessment and Accountability: Californians Together published an accountability white paper written by Laurie Olsen, *The Accountability System that English Learners Deserve*, that delineates 5 key elements of an asset-based accountability system for English learners.

Language and Literacy: Formed and led a National and State Committee on Effective Literacy for Emergent Learners (NCEL and CCEL) to develop a positive narrative to inform national and state literacy policy and initiatives for English learners.

Dual Language Learners: Co-sponsored and supported the passage of SB 1363 (Rivas) to create a Dual Language Learner identification process for State Preschools.

Immigrant Students: Published volume two of the Support for Immigrant and Refugee classroom lessons K-12, "Supporting Resilience and Social-Emotional Learning".

Biliteracy Programs: A big win in the state budget with the inclusion of \$10 million to fund up to 25 schools/districts to initiate or expand dual immersion and biliteracy programs.

2022

English Learner Leadership and Legacy Initiative:

Launched the 2022 Valley English Learner Advocates (VELA) Fellowship mobilizing 8 strong Central Valley educators, guided by seasoned mentors, to advance advocacy projects.

EL Roadmap: Californians Together's efforts in collaboration with CABE garnered an additional \$10 million-dollar appropriation in the Governor's budget for the continuation of the Educator Workforce Incentive Grant (EWIG) focused on EL Roadmap implementation.

Publication of the final two EL Roadmap Implementation Guides and Toolkits for Administrators to round out the five volume series all written by Laurie Olsen. Each volume focuses on a specific Principle of the EL Roadmap and provides tools to support implementation.

Long Term English Learners: AB 1868, (Rivas) was signed into law by Governor Newsom and will provide LTELs and students at risk of becoming LTELs achievement data and disaggregate special education data by language acquisition status and type of disability.

Assessment and Accountability: Californians Together's work has resulted in an enhancement of the California Spanish Assessment to include a writing and listening component that will give a more complete picture of how students are progressing in Spanish and English and Interim ELD assessments.

Local Control Accountability Plan: With the Center for Equity for English Learners at Loyola Marymount University, published a fourth review of Local Control Accountability Plans (LCAPs), *Search for Equity for English Learners: A Review of 2021-24 Local Control Accountability Plans (LCAPs)*.

Early Literacy: A National Committee for Effective Literacy (NCEL) website launched its website, hosted by CABE, which includes a foundational white paper, *Toward Comprehensive Effective Literacy Policy and Instruction for English Learners/Emergent Bilingual Students* written by Laurie Olsen, Kathy Escamilla and Jody Slavick, our recorded Launch Webinar, pertinent research, articles/ resources, and the NCEL Podcast Series, Effective Literacy, hosted by Victoria Weiss and Anna Beliski.

2023

California Mathematics Framework: Californians Together has partnered with EdTrust—West and in collaboration with the Center for Equity for English Learners (CEEL), and a broad based coalition to ensure that English learners' needs are addressed in the new California Mathematics Framework. The adopted framework includes references to the ELA/ELD Framework, the ELD standards, scaffolds, and examples of strategies to support ELs. The framework also provides an added emphasis on family engagement and strategies, including a section titled "Role of Parents,

Guardians, and Families" and Includes assessment considerations with strategies for authentic assessment and for English learners.

Early Literacy: Publication of *Early Literacy Development and Instruction for Dual Language and Instruction for Dual Language Learners in Early Childhood Education* by Socorro G. Herrera, Martha I. Martinez, Laurie Olsen, and Sonia Soltero.

Biliteracy: AB 370 (Addis) 2023: This bill updates the criteria to obtain the State Seal of Biliteracy (SSB) in order to make it equitable for all students to obtain. AB 370 increases the options for meeting the criteria for the State Seal of Biliteracy in English and a world language thereby ensuring parallel proficiency levels in each language.

Bilingual Teacher Workforce AB 1127 (Reyes): Allocates 20 million dollars to reinstate the Bilingual Teacher Professional Development Program to increase the number of bilingual authorized teachers.

English Learner Profiles: Newcomers - AB 714 (McCarty): Directs the California Department of Education, in consultation with the California Department of Social Services, to develop and issue instructional guidance to support newcomer students and school districts. By reporting on the enrollment of newcomer students, the state and local agencies will have a better idea of how to meet the needs of newcomers and the resources necessary to ensure their success. Sent to Governor's Office.

AB 393 (L. Rivas) Early Edge/Californians Together/CABE Sponsored: Builds upon the work of AB 1363 in expanding asset-based DLL identification to general childcare programs (CCTR) in working towards the goals of the Master Plan to support DLLs.

AB370, AB 1127, AB 714m and AB 393 are all signed into law. These bills address critical issues around pathways, early learners, educator workforce, and newcomers.

Launch of the 2023 **District EL Administrator and Advocacy Network** creating a strong and responsive network of district EL administrators to affect local policy across districts and to influence and refine state policy to best meet the needs and improve outcomes for English learners/multilingual learners.

The **Central Valley Multilingual Consortium** policy agenda was published, with input from educators and parents setting goals and recommendations for improving policy, programs and services for English learners/multilingual learners specific to the state and school districts in the Central Valley.

Big Budget Wins: After more than 10 years working to modify the state accountability system for English learners the Governor approved the important elements in the State Budget to be addressed next year in the districts' new three year LCAP.

- Districts must include in their LCAP a goal for student groups that score at the lowest performance for one or more indicators at Equity Multiplies schools.
- Districts must provide plans for narrowing achievement gaps and disparities between student groups. Long Term English Learners are now considered a numerically significant student group with a threshold of 15 LTELs.

EL Roadmap: Published three EL RISE! publications detailing findings from three years of roadmap implementation—*Bright Spots: Five Districts Move the English Learner Roadmap Forward*, *The Pivotal Role of County Offices of Education: A Sacramento County Office of Education Case Study*, and *Lessons Learned from EL RISE!*

State Seal of Biliteracy: After 11 years, over 400,00 students in California have received the State Seal of Biliteracy and 49 states plus the District of Columbia have adopted state seals of biliteracy!

