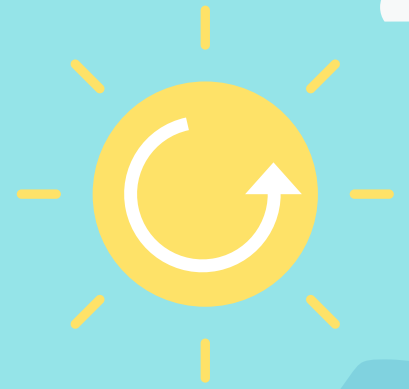




ELRISE!

ENGLISH LEARNER ROADMAP IMPLEMENTATION
FOR SYSTEMIC EXCELLENCE

THE CALIFORNIA ENGLISH LEARNER ROADMAP REFLECTION TOOL



FOR COUNTY OFFICES OF EDUCATION



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EL RISE! ENGLISH LEARNER ROADMAP IMPLEMENTATION FOR SYSTEMIC EXCELLENCE

EL RISE! is a collaboration between Californians Together, SEAL (Sobrato Early Academic Language) and Loyola Marymount University's Center for Equity for English Learners, funded through an Educator Workforce Investment Grant from the California Department of Education to support statewide implementation of the visionary and comprehensive 2017 CA English Learner Roadmap State Board of Education policy. The goals of EL RISE! are:

- *Strengthen the capacity of County Offices of Education to support LEAs in planning, professional learning, and continuous improvement processes to centralize and meet the needs of their English learners in alignment with the EL Roadmap;*
- *Increase educators' knowledge of the EL Roadmap and research-based practices for English learners, and understanding of the implications for multiple roles and levels of the system*
- *Build skills and strategies for implementing Roadmap-aligned evidence-based practices*
- *Facilitate the development of shared vision and priorities for local plans and implementation of the EL Roadmap leading to greater coherence*
- *Support the design, improvement and sustainability of strong research-based language acquisition programs and services for English learners, including dual language programs*
- *Develop local policies and LEA system mechanisms focused on English learner needs and aligned to the EL Roadmap*

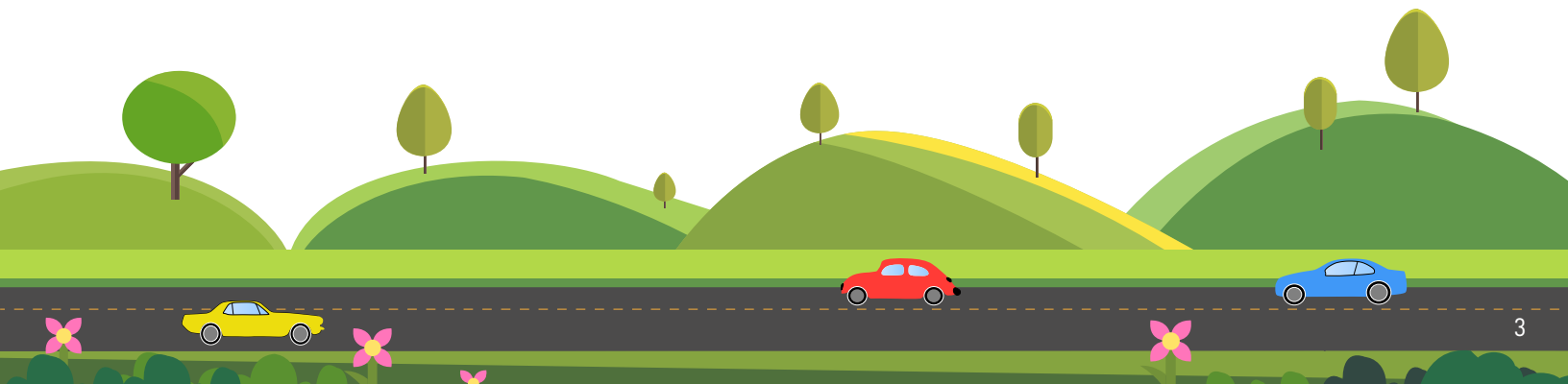


For more information about or to obtain copies of this EL Roadmap County Office of Education Reflection Tool, contact:

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INTRODUCTION

In July 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 superseded the 1998 English learner policy which was based upon Proposition 227.

The new English learner policy sets 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 education/preschool, social and family support services, and parent/community

engagement. Its purpose is to promote local capacity-building and continuous improvement in each of these areas and their interrelationship, based on evidence of effectiveness from local experience as well as the most current rigorous research evidence that speaks to the strengths and needs of the diverse population of English learners.

As policy, the primary intended audiences are school districts and county offices of education, but every agency responsible for the education of children are also part of the intended audience. As a state whose prosperity depends on the success of immigrants and their children and whose strength derives from how equitably and inclusively we educate all students, the English Learner Roadmap is a primary mechanism to guide us all towards creating the schools and services that will ensure English learners have meaningful access to relevant and rigorous education in safe and affirming environments.

What does this mean specifically for the role and services of county offices of education? As for all intended audiences, the work of implementing this principles-based English Learner Roadmap policy begins with meaning-making and reflection. This tool is intended to support such meaning-making, reflection, dialogue and planning for staff and leadership of county offices of education.

HOW TO USE THIS TOOLKIT

The CA English Learner Roadmap is a comprehensive policy covering all aspects of English learner education: curriculum and instruction, school and classroom climate and culture, systems supports (e.g., professional development, leadership, assessment, accountability and continuous improvement), parent and community engagement, and system alignment and articulation. As an aspirational policy, it is not expected that all educators and all aspects of educational agencies fully implements the Roadmap. And it is not feasible to work on strengthening all aspects of practice to enact the Roadmap at once. The "road trip" towards enacting the policy entails selecting a focus, determining priorities, and then designing a path of improvement. This is true for individuals, for departments, and for entire agencies. This Reflection Tool is designed to support that process.

You may – individually or collectively as a cross-department County Office of Education staff or as a specific department staff – engage in this journey. Begin with the Meaning Making Reflection. Read the vision and mission of the CA EL Roadmap policy to get an overview, and consider what particularly resonates with you.

There are two sets of Indicators. One set focuses on the four Principles of the EL Roadmap, and can be engaged in by cross-departmental teams interested in developing a shared picture of implementation. Your COE might then elect to focus on a specific Principle, or go through all four Principles to determine priority areas to grow.

There is an additional set of Indicators focusing on the work of specific departments within the COE. These indicators enable departmental staff to look more closely at the functions and reach of their own work, and what it might mean to select priorities specific to their work.

Read through the Vision, Mission and Four Principles of the English Learner Roadmap, highlighting or circling key phrases that particularly resonate for you. What seems particularly meaningful? Why?

What seems like an important step forward for California to have articulated in an English learner policy? What about it seems important?

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 INTER-RELATED PRINCIPLES

1

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.

2

PRINCIPLE #2

Intellectual Quality of Instruction And Meaningful Access

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.

3

PRINCIPLE #3

System Conditions That Support Effectiveness

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.

4

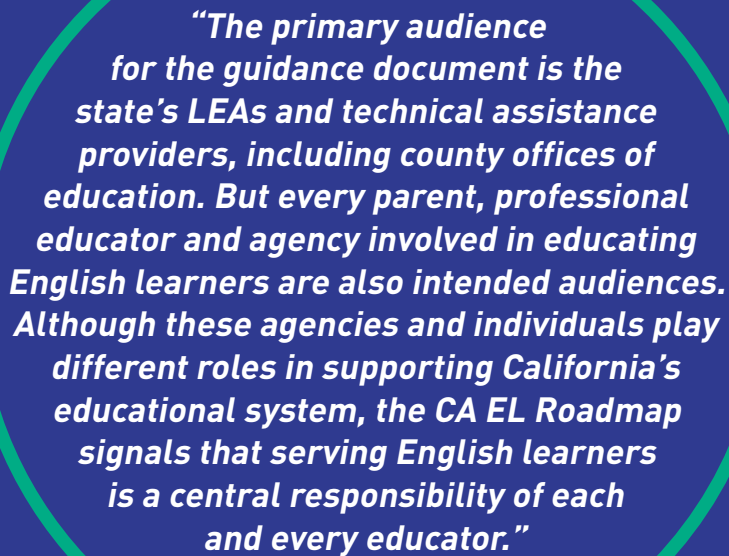
PRINCIPLE #4

Alignment and Articulation Within and Across Systems

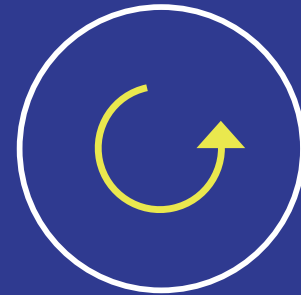
English learners experience a coherent, articulated and aligned set of practices and pathways across grade levels and educational segments beginning with a strong foundation in early childhood and continuing through to reclassification, graduation and higher education. These pathways foster the skills,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

THE CALIFORNIA ENGLISH LEARNER ROADMAP AND THE COUNTY OFFICES OF EDUCATION

SELECTED QUOTES FROM: California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs and Practices for English Learners (Document issued by California Department of Education as guidance for implementing the California English Learner Roadmap policy passed by the State Board of Education on July 12, 2017).



“The primary audience for the guidance document is the state’s LEAs and technical assistance providers, including county offices of education. But every parent, professional educator and agency involved in educating English learners are also intended audiences. Although these agencies and individuals play different roles in supporting California’s educational system, the CA EL Roadmap signals that serving English learners is a central responsibility of each and every educator.”



“Implementing the CA EL Roadmap will require..... county offices of education to support and build the capacity of local educators through well-leveraged resources for improvement and a clear focus on strengthening practices and outcomes for English learners within the context of LCFF/LCAP.”

Imagine, reflect.....

what would a County Office of Education look like and be doing if it were fully engaged in playing its role in implementing the CA English Learner Roadmap?

REFLECTING ON OUR COUNTY OFFICE OF EDUCATION PRACTICES, PRINCIPLE BY PRINCIPLE

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.” – 2017 CA English Learner Roadmap State Board of Education Policy

1 First reflect on this Principle, and think about what it means for a COE. What would it look like for a COE to actively enact this Principle? What would you see/hear going on within the COE that would let you know that this Principle was alive and well in its work? What would a COE be doing that would directly support LEAs in implementing this Principle? What would someone in YOUR role be doing?

2 Share a reflection with a partner.

Ideas:

3 Thinking about the overall COE (O), your own COE Department (D), and yourself within that department (M), where would you place yourself, your department and your COE in terms of the following indicators of enactment of Principle #1 of the EL Roadmap?

PRINCIPLE #1: ASSETS-ORIENTED AND NEEDS-RESPONSIVE

Indicators/Examples	Not present, not happening, not addressed.	Awareness about this, but it's not a focus.	Working on this but it's not fully developed.	This is a strength.	Not sure – needs inquiry, clarification.
<p>1.1 We look upon, value and work to create schools in which English learners' languages and cultures are viewed as assets.</p> <p>We are informed about the languages and cultures in our communities, schools and LEAs.</p> <p>COE policies and messages affirm diversity and equity (e.g., languages/cultures celebrated on the walls of the COE, vision statements, etc.).</p> <p>We provide mechanisms and personnel to translate/communicate into various languages – and our materials are available multilingually.</p> <p>Cultural Responsiveness training is provided to employees and is an ongoing conversation/practice in our COE, with the goal for it to be embedded in the culture of the COE.</p> <p>Our services and supports for educators emphasize an assets-oriented perspective.</p> <p>Educators and LEAs are provided multiple supports by our COE (e.g., professional learning, resource materials) to become more assets-oriented and culturally responsive.</p> <p>We have innovated or support programs and services that honor students and schools for skills and activities showcasing bilingual and multicultural proficiency (e.g., Seal of Biliteracy, "My Name/My Identity" campaigns).</p> <p>Announcements about school activities are in multiple languages.</p>					
<p>1.2 We are aware and responsive to different types/needs within EL population.</p> <p>We are aware of and our supports for LEAs are responsive to the different typologies of EL students (e.g., Newcomers, Long Term English learners).</p>					
<p>1.3 The socio-emotional needs/issues of English learners are understood and get attention in our work.</p> <p>Including attention to immigrant student issues, orientation and culture shock for newcomers, refugees, legal/economic issues within local EL community, the affective impacts of not being proficient in language of the classroom/school, identity issues for dual language and bi-cultural students – and the impacts of all of this upon their involvement, participation and success in school.</p>					

Indicators/Examples	Not present, not happening, not addressed.	Awareness about this, but it's not a focus.	Working on this but it's not fully developed.	This is a strength.	Not sure – needs inquiry, clarification.
<p>1.4 We promote inclusive, safe and welcoming school climates.</p> <p>Internal and external professional development opportunities are provided to support inclusive, affirming, and welcoming environments. Including, but not limited to: Restorative Justice, Trauma-Informed practices, Positive Behavior Intervention supports, Safe and Sanctuary Schools, etc.</p> <p>Our COE supports structures to facilitate meaningful student voice and positive student interactions.</p>					
<p>1.5 We support family and school partnerships as an essential part of quality English Learner education.</p> <p>Our COE communicates regularly with the community about English Learner issues & supports.</p> <p>Our COE hosts multilingual community events.</p> <p>Our COE builds partnerships with English Learner, immigrant and culturally diverse community groups.</p> <p>Our COE provides professional development and resource materials to promote and support active building of family-school partnerships at the site and LEA level (this include supports specifically for addressing language barriers).</p>					
<p>1.6 We focus on ELs with Disabilities.</p> <p>COE provides professional learning for counselors, special education teachers and classroom teachers on assessing and responding to the needs of English learners with disabilities.</p>					
<p>1.7 COE Court and Community schools are assets oriented, embracing the languages and cultures of our students.</p> <p>Cultures/climates of our schools proactively, visibly and meaningful are inclusive and celebrate the linguistic and cultural diversity of students.</p> <p>Teaching and counseling in the COE-run schools are culturally responsive and sustaining.</p>					

PRINCIPLE #1: ASSETS-ORIENTED AND NEEDS-RESPONSIVE

COMMENTS/REFLECTION

Personal goals, priorities, and aha's:

Priorities, goals and aha's regarding my department:

Priorities, goals and aha's for our COE overall:

“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.” – 2017 CA English Learner Roadmap

State Board of Education Policy

1 First reflect on this Principle, and think about what it means for a COE. What would it look like for a COE to actively enact this Principle? What would you see/hear going on within the COE that would let you know that this Principle was alive and well in its work? What would a COE be doing that would directly support LEAs in implementing this Principle? What would someone in YOUR role be doing?

2 Share a reflection with a partner.

Ideas:

3 Thinking about overall COE (O), your own COE Department (D), and yourself within that department (M), where would you place yourself, your department and your COE in terms of the following indicators of enactment of Principle #2 of the EL Roadmap?

PRINCIPLE #2: INTELLECTUAL QUALITY AND MEANINGFUL ACCESS

Indicators/Examples	Not present, not happening, not addressed.	Awareness about this, but it's not a focus.	Working on this but it's not fully developed.	This is a strength.	Not sure – needs inquiry, clarification.
<p>2.1 We support the implementation of high-quality research-based Integrated and Designated English Language Development for all English learners.</p> <p>Our COE staff are knowledgeable about Integrated and Designated ELD – what it is, that it is required, what it looks like, and research-based practices.</p> <p>ALL COE professional development/teacher prep offerings address meeting the needs of English learners through embedded language supports and scaffolds (integrated language development in and through content).</p>					
<p>2.2 We provide resources supporting intellectually rich, standards based curriculum.</p> <p>Materials in the COE Library and Resource Center reflect multiple cultures and diverse authors of color, and include materials in multiple languages.</p> <p>COE provides resource lists of rigorous, linguistically accessible, multicultural and multilingual materials.</p>					
<p>2.3 We hold high expectations for English learners.</p> <p>Our COE develops, fosters and voices high expectations for English learners, and a strong commitment to equity.</p>					
<p>2.4 We emphasize EL access to the full curriculum (Integrated and Designated ELD, language development across the curriculum, access and support for successful participation in A-G courses, schedules that ensure all subjects including electives are accessible to ELs).</p> <p>Our COE supports BCLAD credentialing in all subject areas, including the Arts and Physical Education.</p> <p>Our COE helps recruit highly qualified educators, administrators, and librarians to support emergent bilingual students.</p> <p>Support for continuous improvement and leadership development includes an emphasis on EL access to the full curriculum.</p>					

Indicators/Examples	Not present, not happening, not addressed.	Awareness about this, but it's not a focus.	Working on this but it's not fully developed.	This is a strength.	Not sure – needs inquiry, clarification.
<p>2.5 COE Court and Community schools provide Integrated ELD and Designated ELD to English learners, ensuring they can access and participate in academic content and tasks.</p>					
<p>2.6 We support the development of programs and instruction that incorporate the use of students' home languages.</p>					
<p>Our COE provides professional learning and hosts communities of practice for educators on incorporation of students' primary language in their education – specific to English instructed classrooms.</p>					
<p>Our COE supports the planning, design, start up and sustaining of research-based dual language programs.</p>					
<p>Our LRDC supports district/site libraries to secure primary language materials in all subject areas.</p>					
<p>2.7 We support the provision of options of language acquisition programs for English learners in all LEAs in county.</p>					
<p>Our COE staff are familiar with and support districts' design of research-based language acquisition program options (per EdGE/Prop 58/CDE guidance).</p>					
<p>Our COE staff are knowledgeable about the different models of language acquisition programs, and regularly address the issues of dual language and bilingual programs along with English-instructed models in our professional learning and technical assistance work.</p>					

2

PRINCIPLE #2: INTELLECTUAL QUALITY AND MEANINGFUL ACCESS

COMMENTS/REFLECTION

Personal goals, priorities, and aha's:

Priorities, goals and aha's regarding my department:

Priorities, goals and aha's for our COE overall:

“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.” – 2017 CA English Learner Roadmap State Board of Education Policy

- 1** First reflect on this Principle, and think about what it means for a COE. What would it look like for a COE to actively enact this Principle? What would you see/hear going on within the COE that would let you know that this Principle was alive and well in its work? What would a COE be doing that would directly support LEAs in implementing this Principle? Share a reflection with a partner.
- 2 Ideas:**
- 3** Thinking about your overall COE (O), your own COE Department (D), and yourself within that department (M), where would you place yourself, your department and your COE in terms of the following indicators of enactment of Principle #3 of the EL Roadmap?

PRINCIPLE #3: SYSTEM CONDITIONS THAT SUPPORT EFFECTIVENESS

Indicators/Examples	Not present, not happening, not addressed.	Awareness about this, but it's not a focus.	Working on this but it's not fully developed.	This is a strength.	Not sure – needs inquiry, clarification.
<p>3.1 We provide and support leadership that works towards assets-based, accessible and rigorous education for English learners.</p> <p>Our COE policy and messaging provides clear goals and assets-based commitments to English learners.</p> <p>Our COE supports for LEAs' continuous improvement makes the progress and achievement of English learners visible, and facilitate the development of strong assets based goals.</p> <p>Our COE supports districts in developing assets-based and evidence-based (multilingual) EL master plans.</p> <p>All of our COE departments are engaging in developing their understanding and expertise related to the experiences of English learners and effective assets based schooling that meets their needs.</p>					
<p>3.2 Within COE, we support the provision of adequate resources to enact our roles in supporting LEAs to implement research-based, effective education for English learners.</p> <p>Our COE proactively engages in professional learning opportunities for our own staff to build expertise related to English learner education.</p> <p>Our COE staff responsibilities and allocation of time assures adequate attention to EL issues.</p>					
<p>3.3 Our COE support to LEAs and oversight of their LCAP process is infused with close attention to English learner needs.</p> <p>Our COE supports LEAs in analyzing English learner data to inform the LCAP process.</p> <p>Our COE provides tools (rubrics, etc.) and models of strong LCAP responses to English learners.</p>					

Indicators/Examples	Not present, not happening, not addressed.	Awareness about this, but it's not a focus.	Working on this but it's not fully developed.	This is a strength.	Not sure – needs inquiry, clarification.
<p>3.4 We support the use of culturally and linguistically valid and reliable assessments for English learners.</p>					
<p>COE provides knowledgeable assistance and resources to LEAs on meaningful assessments for English learners – including Target language assessments for dual language programs.</p>					
<p>COE fosters honest conversations about valid assessment tools.</p>					
<p>COE supports measures specific to assess diverse typologies of ELs (LTELs, newcomers, etc.) and analyze their progress as sub-EL groups.</p>					
<p>3.5 We build continuous improvement and accountability for addressing the needs of English learners.</p>					
<p>COE staff with expertise in English learner education are drawn upon for engagement in work with LEAs/sites on continuous improvement plans and differentiated assistance.</p>					
<p>COE produces data analyses and works with LEAs to examine data that makes the needs of ELs visible and actionable in meaningful ways.</p>					
<p>Our COE regularly analyzes and discusses data on EL achievement, progress and needs for purposes of our own strategic planning and to communicate with LEAs in our region.</p>					
<p>3.6 We actively support capacity building towards an educator force that will address the needs of English learners.</p>					
<p>COE makes robust efforts to recruit educators to work in and with COE who are knowledgeable and skilled in addressing the needs of English learners, including bilingual educators.</p>					
<p>COE proactively works with LEAs to plan coherent professional learning and supports that build capacity among leadership and teachers to address the needs of ELs.</p>					
<p>We offer a robust and comprehensive set of professional learning and leadership development offerings to build capacity across roles to meet the needs of ELs.</p>					

Indicators/Examples	Not present, not happening, not addressed.	Awareness about this, but it's not a focus.	Working on this but it's not fully developed.	This is a strength.	Not sure - needs inquiry, clarification.
3.7. Our COE works to be a voice in the community embracing English learners and affirming the vision, mission and principles of the EL Roadmap.					
COE leadership and staff actively work to educate and update our Board regarding presence and progress of English learners in our county.					
COE Board has passed policy and vision statements affirming the value of the cultural and linguistic diversity in our region, and stating our commitment to implementing the EL Roadmap.					

PRINCIPLE #3: SYSTEM CONDITIONS THAT SUPPORT EFFECTIVENESS

COMMENTS/REFLECTION

Personal goals, priorities, and aha's:

Priorities, goals and aha's regarding my department:

Priorities, goals and aha's for our COE overall:



“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.”

– 2017 CA English Learner Roadmap State Board of Education Policy

1 First reflect on this Principle, and think about what it means for a COE. What would it look like for a COE to actively enact this Principle? What would you see/hear going on within the COE that would let you know that this Principle was alive and well in its work? What would a COE be doing that would directly support LEAs in implementing this Principle? Share a reflection with a partner.

2 Ideas:

3 Thinking about your overall COE (O), your own COE Department (D), and yourself within that department (M), where would you place yourself, your department and your COE in terms of the following indicators of enactment of Principle #4 of the EL Roadmap?

PRINCIPLE #4: ALIGNMENT AND ARTICULATION WITHIN AND ACROSS SYSTEMS

Indicators/Examples	Not present, not happening, not addressed.	Awareness about this, but it's not a focus.	Working on this but it's not fully developed.	This is a strength.	Not sure – needs inquiry, clarification.
<p>4.1 We foster alignment, and articulation across our Departments and our COE work.</p> <p>There is cohesive messaging and understanding across departments about the urgency of supporting English learners, and about the types of research-based supports and scaffolds that are effective for English learners.</p> <p>Across COE work, with all levels of the system (PK-12) and for all roles, common messaging about English learners and their needs are voiced.</p> <p>Within departments, those with EL expertise are drawn upon and collaboratively engaged with staff who have less EL expertise.</p>					
<p>4.2 We foster alignment, and articulation in the work of the LEAs and school sites we support.</p> <p>Supports are provided for bringing together educators across grade levels, and across disciplines to develop shared vision and articulation PreK-12.</p>					
<p>4.3 Our Early Learning department and K-12 focused departments work collaboratively to build understanding about dual language learners in the early years and to develop a strong PreK-3 vision.</p>					
<p>4.4 We understand the need for extra time and support for English learners, and support LEAs and sites in planning to provide that time.</p> <p>Partnerships are developed between COE departments that focus on after school programs, intervention supports, extended day/year programs, curriculum and instruction K-12 to align and ensure consistent EL scaffolds.</p> <p>COE offers professional learning to staff of after school and out of school services on addressing the needs of ELs.</p>					
<p>4.5 We facilitate coherence across the system.</p> <p>COE hosts events, networks, roundtables and other collaboration structures across and among districts to articulate and ensure understanding of EL issues across the system and to build coherence and consistency.</p>					

PRINCIPLE #4: ALIGNMENT AND ARTICULATION WITHIN AND ACROSS SYSTEMS

COMMENTS/REFLECTION

Personal goals, priorities, and aha's:

Priorities, goals and aha's regarding my department:

Priorities, goals and aha's for our COE overall:

REFLECTING ON OUR COUNTY OFFICE OF EDUCATION PRACTICES DEPARTMENT BY DEPARTMENT

INDICATORS FOR EARLY LEARNING/EDUCATION

"We look upon, value and work to create preschool and early education classrooms in which ELs/DLLs' language and culture are viewed as assets, in which family and school partnerships are essential parts, EL/DLLs full participation is supported, and their dual language realities are addressed."

Consider each of these indicators and the degree to which your department reflects the indicators. Discuss implications for what you may have to share with others throughout the state (models, materials, resources, wisdom), for what you would like to work on to strengthen your responsiveness to ELs, and for what you may want to learn more about.

Indicators/Examples	This is a strength of ours, and we have resources and models to share.	Happening to some degree.	Not really happening.	This is a big priority for us to pay attention to!
We collect information and are knowledgeable about the languages and cultures in our communities and among the children/families served by early education programs in the county. (ELR1 and 3)				
We provide mechanisms and personnel to translate/communicate in various languages – and ensure that informational materials about quality early education and early education programs are available multilingually. (ELR1)				
We support early childhood educators with professional learning and with resources to be more culturally responsive to the communities they serve. (ELR1)				
We support early childhood educators to promote and support active family-school partnerships with English Learner families and immigrant community groups. (ELR1)				
We support the development of early education programs and instruction that incorporate children's home languages – and support planned language approaches and models for DLLs through professional learning and written materials for ECE program directors on planning and sustaining research based dual language approaches. (ELR2)				
We support the use of developmentally, culturally and linguistically valid and reliable assessments of young DLLs, and are able to provide information to directors about these assessments and their use. (ELR3)				
We work collaboratively with K-12 departments to build understanding about DLLs in the early years and to develop a strong P3 vision. (ELR4)				

INDICATORS FOR FOSTER YOUTH

Consider each of these indicators and the degree to which your department reflects the indicators. Discuss implications for what you may have to share with others throughout the state (models, materials, resources, wisdom), for what you would like to work on to strengthen your responsiveness to ELs, and for what you may want to learn more about.

Indicators/Examples	This is a strength of ours, and we have resources and models to share.	Happening to some degree.	Not really happening.	This is a big priority for us to pay attention to!
We collect information and are knowledgeable about the languages and cultures in our communities and among the children/families involved in the Foster Youth system in our county. (ELR1 and 3)				
We provide mechanisms and personnel to translate/communicate in various languages – and ensure that informational materials about foster youth programs are available multilingually. (ELR1)				
We support personnel working with foster youth with resources (materials, professional learning, etc.) to be more culturally responsive to the EL Foster Youth and communities they serve. (ELR1)				
We engage in professional learning for ourselves to learn more and become more culturally responsive to the EL Foster Youth in our county.				
We review the availability of various EL/dual language programs throughout the county, and work to ensure coherence and continuity in language programs for our EL Foster Youth. (ELR2)				
As part of monitoring the experiences and outcomes of foster youth in our county, we specifically look at data for our EL Foster Youth. (ELR 3)				

INDICATORS FOR SPECIAL EDUCATION

Consider each of these indicators and the degree to which your department reflects the indicators. Discuss implications for what you may have to share with others throughout the state (models, materials, resources, wisdom), for what you would like to work on to strengthen your responsiveness to ELs, and for what you may want to learn more about.

Indicators/Examples	This is a strength of ours, and we have resources and models to share.	Happening to some degree.	Not really happening.	This is a big priority for us to pay attention to!
We collect information and are knowledgeable about the demographics (including the languages and cultures) of our communities and among the children/families served by special education services and programs in the county. (ELR1 and 3)				
We provide mechanisms and personnel to translate/communicate in various languages – and ensure that informational materials about special education services and programs are available multilingually. (ELR1)				
We support special education staff and educators with professional learning and with resources to be more culturally responsive to the children and families they serve. (ELR1)				
We engage in professional learning for ourselves to learn more about issues of ELs in special education, and to become more culturally responsive to the ELs in special education services in our county. (EL3)				
We support special education staff and educators to incorporate children's home languages through professional learning and written materials. (ELR2)				
We support the use of culturally and linguistically valid and reliable screeners and assessments of ELs– are able to provide information to special education staff about these assessments and their use. (ELR3)				
As part of monitoring the experiences and outcomes of students in special education in our county, we specifically look at data for our EL students. (ELR 3)				

INDICATORS FOR PLANNING AND IMPROVEMENT, LCAP, LEADERSHIP SUPPORT SERVICES

Consider each of these indicators and the degree to which your department reflects the indicators. Discuss implications for what you may have to share with others throughout the state (models, materials, resources, wisdom), for what you would like to work on to strengthen your responsiveness to ELs, and for what you may want to learn more about.

Indicators/Examples	This is a strength of ours, and we have resources and models to share.	Happening to some degree.	Not really happening.	This is a big priority for us to pay attention to!
We collect information and are knowledgeable about the demographics (including the languages and cultures) of our communities and among the children/families served in schools throughout our county. (ELR1 and 3)				
We provide mechanisms and personnel to translate/communicate in various languages – and ensure that informational materials about our education programs and support services are available multilingually. (ELR1)				
We support educators with professional learning and with resources to be more culturally and linguistically responsive to the communities they serve. (ELR1)				
We support educators to promote and support active family-school partnerships with English Learner families and immigrant community groups. (ELR1)				
We support the development of programs and instruction that incorporate students' home languages – and support the development and implementation of research-based dual language , technical assistance, models through professional learning and written materials. (ELR2)				
We support the use of culturally and linguistically valid and reliable assessments of ELs– are able to provide information about these assessments and their use. (ELR3)				
We work collaboratively across the K-12 departments and early education department to build understanding about DLLs in the early years and to develop a strong P3 vision. (ELR4)				
As part of monitoring the experiences and outcomes of students in our county, we specifically look at disaggregated data for our EL students. (ELR 3)				
We produce data analyses and work with LEAs to examine their data that makes the needs of ELs visible and actionable in meaningful ways.				
When we review LCAPs, we are aware of and keep our eyes out for explicit attention to EL needs and to adequate resources for EL programs and services. (ELR 3)				
Our technical assistance to districts in response to LCAP/SPSA development includes an explicit/specific lens regarding adequate attention to EL needs. (ELR 3)				

INDICATORS FOR NEW TEACHER/SCHOOL OF EDUCATION

Consider each of these indicators and the degree to which your department reflects the indicators. Discuss implications for what you may have to share with others throughout the state (models, materials, resources, wisdom), for what you would like to work on to strengthen your responsiveness to ELs, and for what you may want to learn more about.

Indicators/Examples	This is a strength of ours, and we have resources and models to share.	Happening to some degree.	Not really happening.	This is a big priority for us to pay attention to!
We collect information and are knowledgeable about the languages and cultures of the communities and among the children/families served by the schools in this county. (ELR1 and 3)				
We support new teachers to learn about the EL students and families they serve – and provide professional learning, support and resources to respond to the needs and embrace the assets of the linguistically and culturally diverse communities they serve. (ELR1)				
We support new teachers to promote and support active family-school partnerships with English Learner families and immigrant community groups. (ELR1)				
We support new teachers to understand the various language program models, and to implement effective instruction that addresses English learner needs for ELD, dual language development, and access. (ELR2)				
We educate new teachers about the resources and assessments appropriate for English learners that are available in/through our COE library. (ELR3)				

INDICATORS FOR HUMAN RESOURCES

Consider each of these indicators and the degree to which your department reflects the indicators. Discuss implications for what you may have to share with others throughout the state (models, materials, resources, wisdom), for what you would like to work on to strengthen your responsiveness to ELs, and for what you may want to learn more about.

Indicators/Examples	This is a strength of ours, and we have resources and models to share.	Happening to some degree.	Not really happening.	This is a big priority for us to pay attention to!
We are knowledgeable about the demographics (including the languages and cultures) of our communities and among the children/families served by the schools in the county. (ELR1 and 3)				
We do explicit outreach to recruit staff for the COE that reflect the cultural and linguistic diversity of our county. (ELR 3)				
We consider bilingualism an asset in reviewing candidates for COE positions. (ELR1 and ELR 3)				
We review our personnel policies and procedures through the lens of equity, cultural and linguistic responsiveness and appropriateness. (ELR 1 and ELR 3)				
We are explicitly committed to being a workplace that is welcoming to, supportive of and responsive to cultural and linguistic diversity among our staff. (ELR 1 and ELR 3)				
We help recruit highly qualified educators, administrators and staff to support English learners in the schools of our county.				

INDICATORS FOR BUSINESS

Consider each of these indicators and the degree to which your department reflects the indicators. Discuss implications for what you may have to share with others throughout the state (models, materials, resources, wisdom), for what you would like to work on to strengthen your responsiveness to ELs, and for what you may want to learn more about.

Indicators/Examples	This is a strength of ours, and we have resources and models to share.	Happening to some degree.	Not really happening.	This is a big priority for us to pay attention to!
We know about the demographics, the languages and cultures in our communities and among the children/families served by the schools in the county. (ELR1 and 3)				
When we review LCAP budgets, we are aware of and keep our eyes out for explicit attention to EL needs and to adequate resources for EL programs and services. (ELR 3)				
We keep our ears open/eyes out for special grant opportunities to support dual language programs and EL programs and services, and make ourselves available to COE staff to support the development of proposals that adequately resource EL needs within the county. (ELR 3)				
In seeking out and working with vendors, we do outreach to immigrant and EL community vendors – and provide translation supports to facilitate good business relationships with those vendors. (ELR 1 and 3)				

INDICATORS FOR DIVERSITY, EQUITY AND INCLUSION/SOCIO-EMOTIONAL LEARNING

Consider each of these indicators and the degree to which your department reflects the indicators. Discuss implications for what you may have to share with others throughout the state (models, materials, resources, wisdom), for what you would like to work on to strengthen your responsiveness to ELs, and for what you may want to learn more about.

Indicators/Examples	This is a strength of ours, and we have resources and models to share.	Happening to some degree.	Not really happening.	This is a big priority for us to pay attention to!
We collect information and are knowledgeable about the demographics (including the languages and cultures) of our communities and among the children/families served in schools throughout our county. (ELR1 and 3)				
We provide mechanisms and personnel to translate/communicate in various languages – and ensure that informational materials about our education programs and support services are available multilingually. (ELR1)				
We support educators with professional learning and with resources to be more culturally and linguistically responsive to the communities they serve. (ELR1)				
We support educators to promote and support active family-school partnerships with English Learner families and immigrant community groups. (ELR1)				
We support the development of programs and instruction that incorporate students' home languages – and support the development and implementation of research-based dual language , technical assistance, models through professional learning and written materials. (ELR2)				
We support the use of culturally and linguistically valid and reliable assessments of ELs – are able to provide information about these assessments and their use. (ELR3)				
We recognize issues specific to the stresses, experiences and needs of immigrant families and children as part of our SEL approach – including orientation and culture shock for newcomers, resettlement issues of refugees, identity issues for bicultural and dual language students – and the impacts of all of this upon their involvement participation and success in school. (ELR1)				
As part of monitoring the equity gaps, experiences and outcomes of students in our county, we specifically look at disaggregated data for our EL students. (ELR 3)				
We produce data analyses and work with LEAs to examine their data that makes the assets, needs and equity outcomes of ELs visible and actionable in meaningful ways. (ELR3)				
Our services and supports for educators emphasize an assets-oriented perspective. (ELR1)				

INDICATORS FOR COLLEGE AND CAREER READINESS, AVID, CAL-SOAP

Consider each of these indicators and the degree to which your department reflects the indicators. Discuss implications for what you may have to share with others throughout the state (models, materials, resources, wisdom), for what you would like to work on to strengthen your responsiveness to ELs, and for what you may want to learn more about.

Indicators/Examples	This is a strength of ours, and we have resources and models to share.	Happening to some degree.	Not really happening.	This is a big priority for us to pay attention to!
We collect information and are knowledgeable about the demographics (including the languages and cultures) of our communities and among the students/families served in schools throughout our county. (ELR1 and 3)				
We monitor the demographics in our programs to determine equitable access and participation of ELs in our programs. (ELR3)				
We provide analysis of career and career readiness data (opportunities, access and outcomes) that disaggregates for English learners and "ever English learners". (ELR3)				
We include pathways to biliteracy, the Seal of Biliteracy, and bilingual career options among the career education opportunities promoted and supported in our county. (ELR1 and 4)				
We support educators with professional learning and with resources to be more culturally and linguistically responsive to the communities they serve. (ELR1)				
We support educators to promote and support active family-school partnerships with English Learner families and immigrant community groups. (ELR1)				
We promote the development of career partnerships between career education programs and immigrant community employers. (ELR 1)				
We actively promote the Seal of Biliteracy as a career and college readiness initiative. (ELR 4)				

INDICATORS FOR EXPANDED LEARNING

Consider each of these indicators and the degree to which your department reflects the indicators. Discuss implications for what you may have to share with others throughout the state (models, materials, resources, wisdom), for what you would like to work on to strengthen your responsiveness to ELs, and for what you may want to learn more about.

Indicators/Examples	This is a strength of ours, and we have resources and models to share.	Happening to some degree.	Not really happening.	This is a big priority for us to pay attention to!
We collect information and are knowledgeable about the demographics (including the languages and cultures) of our communities and among the children/families served in schools throughout our county. (ELR1 and 3)				
We provide mechanisms and personnel to translate/communicate in various languages – and ensure that informational materials about our Expanded Learning education programs and support services are available multilingually. (ELR1)				
We support Expanded Learning staff with professional learning and with resources to be more culturally and linguistically responsive to the communities they serve. (ELR1)				
We support Expanded Learning staff to promote and support active family-school partnerships with English Learner families and immigrant community groups. (ELR1)				
We support the development of expanded learning programs and support that incorporate students' home languages. (ELR2)				
We recruit staff for Expanded Learning programs from immigrant and culturally/linguistically diverse communities. (ELR3)				
As part of monitoring the experiences and outcomes of students in Expanded Learning in our county, we specifically look at disaggregated data for our EL students. (ELR 3)				
We produce data analyses and work with Expanded Learning programs to examine their data that makes the needs of ELs visible and actionable in meaningful ways. (ELR 3)				
We support Expanded Learning programs that specifically address needs of particular typologies of ELs (e.g., newcomers, Long Term English Learners). (ELR1)				
We develop partnerships between COE departments that focus on after school programs, intervention supports, extended day/year programs, and ELD to align and ensure consistent scaffolds for English learners. (ELR4)				

INDICATORS FOR CURRICULUM AND INSTRUCTION

Consider each of these indicators and the degree to which your department reflects the indicators. Discuss implications for what you may have to share with others throughout the state (models, materials, resources, wisdom), for what you would like to work on to strengthen your responsiveness to ELs, and for what you may want to learn more about.

Indicators/Examples	This is a strength of ours, and we have resources and models to share.	Happening to some degree.	Not really happening.	This is a big priority for us to pay attention to!
We collect information and are knowledgeable about the demographics (including the languages and cultures) of our communities and among the children/families served in schools throughout our county. (ELR1 and 3)				
We support high quality professional learning and supports for teachers and administrators on content-specific Integrated ELD lesson planning and resources. (ELR 2)				
Our COE staff and consultants have a strong understanding of integrated ELD. (ELR2 and 3)				
We support educators with professional learning and with resources to be more culturally and linguistically responsive to the communities they serve. (ELR1)				
We provide support to administrators and teachers on reviewing instructional materials through a lens of responsiveness to ELs. (ELR3)				
We support educators to promote and support active family-school partnerships with English Learner families and immigrant community groups. (ELR1)				
We support the development of programs and instruction that incorporate students' home languages – and support the development and implementation of research-based dual language programs by providing technical assistance, professional learning and written materials. (ELR2)				
We have the capacity and provide professional learning and technical assistance support related to incorporating students' home languages into instruction. (ELR2)				
We support the use of culturally and linguistically valid and reliable assessments of ELs– and are able to provide information about these assessments and their use. (ELR3)				
We provide resources and support in adapting/modifying curriculum to address specific needs of newcomer students and LTELs. (ELR1)				
As part of monitoring the experiences and outcomes of students in our county, we specifically look at disaggregated data for our EL students by content area (access, outcomes). (ELR 3)				
We produce data analyses and work with LEAs to examine their data that makes the needs of ELs visible and actionable in meaningful ways.				
We work collaboratively across the K-12 departments and early education department to build understanding about DLLs in the early years and to develop a strong P3 vision. (ELR4)				

INDICATORS FOR MIGRANT EDUCATION

Consider each of these indicators and the degree to which your department reflects the indicators. Discuss implications for what you may have to share with others throughout the state (models, materials, resources, wisdom), for what you would like to work on to strengthen your responsiveness to ELs, and for what you may want to learn more about.

Indicators/Examples	This is a strength of ours, and we have resources and models to share.	Happening to some degree.	Not really happening.	This is a big priority for us to pay attention to!
We collect information and are knowledgeable about the demographics (including the languages and cultures) of our communities and among the children/families served in the migrant program throughout our county. (ELR1 and 3)				
We provide mechanisms and personnel to translate/communicate in various languages – and ensure that informational materials about our education programs and support services are available multilingually. (ELR1)				
We support educators with professional learning and with resources to be more culturally and linguistically responsive to the communities they serve. (ELR1)				
We support educators to promote and support active family-school partnerships with English Learner families and immigrant community groups. (ELR1)				
We support the development of programs and instruction that incorporate students' home languages – and support the development and implementation of research-based dual language , technical assistance, models through professional learning and written materials. (ELR2)				
We support the use of culturally and linguistically valid and reliable assessments of ELs – are able to provide information about these assessments and their use. (ELR3)				
As part of monitoring the experiences and outcomes of students in our migrant programs throughout the county, we specifically look at disaggregated data for our EL students. (ELR 3)				

INDICATORS FOR COE LEADERSHIP

Consider each of these indicators and the degree to which your leadership team reflects the indicators. Discuss implications for what you may have to share with others throughout the state (models, materials, resources, wisdom), for what you would like to work on to strengthen your responsiveness to ELs, and for what you may want to learn more about.

Indicators/Examples	This is a strength of ours, and we have resources and models to share.	Happening to some degree.	Not really happening.	This is a big priority for us to pay attention to!
We are knowledgeable about the demographics (including the languages and cultures) of our communities and among the children/families served in schools throughout our county. (ELR1 and 3)				
We are intentional and explicit in our messaging to COE staff that English learners are a centrally important focus for our COE. (ELR3)				
There is cohesive messaging and understanding across leadership about the urgency of supporting English learners. (ELR3)				
Our COE staffing and allocation of time assures adequate attention to EL issues and needs in the field, and including enabling those COE staff with EL expertise to be drawn upon to work collaboratively with COE staff with less EL expertise. (ELR3)				
We support our COE staff to engage in professional learning to be better informed about English learners and how to infuse culturally and linguistically responsive practice in their COE work. (ELR1)				
We promote and actively work to support COE partnerships with English Learner and immigrant community groups and their leadership. (ELR1)				
We set goals and priorities for improving English learner outcomes in our county. (ELR3)				
We create the mechanisms and support use of staff time to meet across departments to share information and resources about how English learners are being served across the work of the COE. (ELR3)				
We have created a vision statement for our COE and/ or incorporated into our Strategic Plan explicit goals and direction that address equity and the inclusion and success of English learners. (ELR3)				
As part of monitoring the experiences and outcomes of students in our county, we specifically look at disaggregated data for our EL students. (ELR 3)				
Our programs for English learners and impacts of our COE work on English learners is a standing agenda item on our Leadership calendar and for our Board. (ELR3)				

1 For me personally...

Priority areas to focus on in strengthening my own capacity to be a force in implementing the English Learner Roadmap:

What I will need, how I will go about growing my capacity to be a force in implementing the English Learner Roadmap:

Immediate next steps for me:

2 For our Department within the County Office of Education

Priority Areas:

Action Steps:

What we will need:

What we intend to have in place, to see, to be one year from now:

3 For our County Office of Education

Priority areas to focus on for strengthening our capacity and role in implementing the English Learner Roadmap:

Action Steps: What this will look like this year:

What we intend to have in place, to see, to be one year from now:

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 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, and that all levels of the schooling system have a role to play in ensuring the access and achievement of the 1.3 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.

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.

PRINCIPLE #3: SYSTEM CONDITIONS THAT SUPPORT EFFECTIVENESS

3

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.

PRINCIPLE #4: ALIGNMENT AND ARTICULATION WITHIN AND ACROSS SYSTEMS

4

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.



ELRISE!

ENGLISH LEARNER ROADMAP IMPLEMENTATION
FOR SYSTEMIC EXCELLENCE

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