

California's Approach Toward Educating Multilingual Learners



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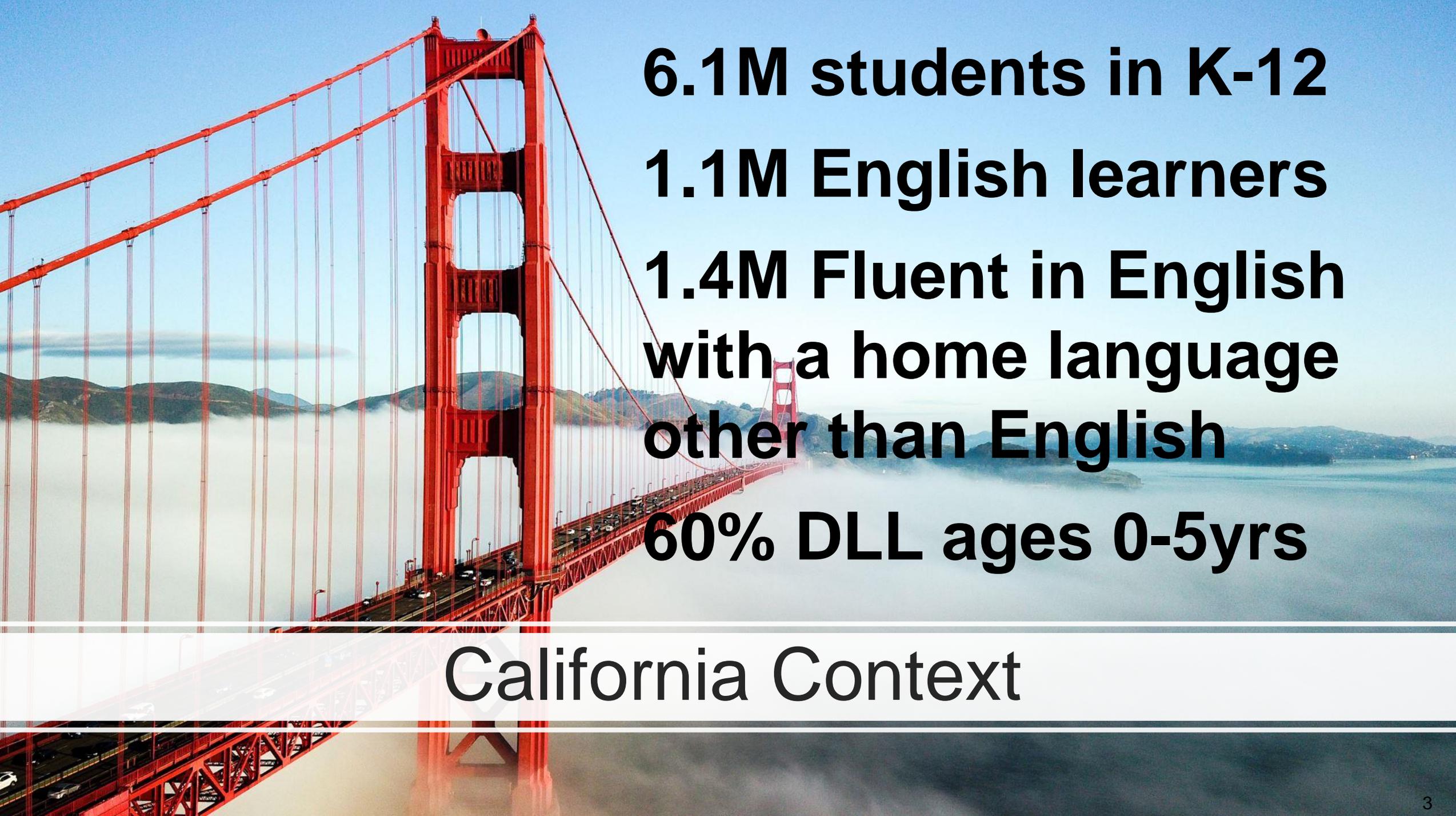
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Presenters

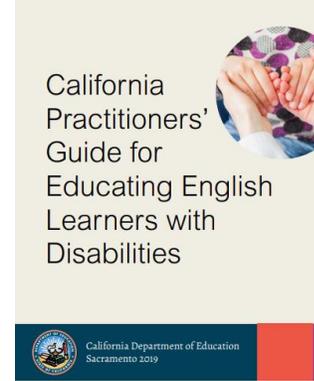
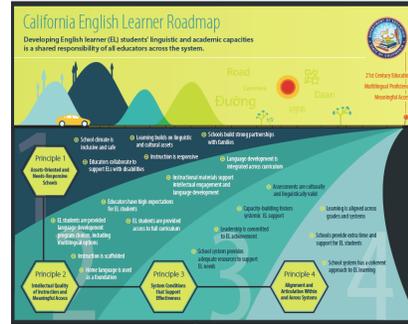
A photograph of the Golden Gate Bridge in San Francisco, California, viewed from a low angle looking across the water. The bridge's iconic orange-red towers and suspension cables are prominent against a clear blue sky. The water is a deep blue, and distant hills are visible in the background.

6.1M students in K-12
1.1M English learners
**1.4M Fluent in English
with a home language
other than English**
60% DLL ages 0-5yrs

California Context

Where We've Been

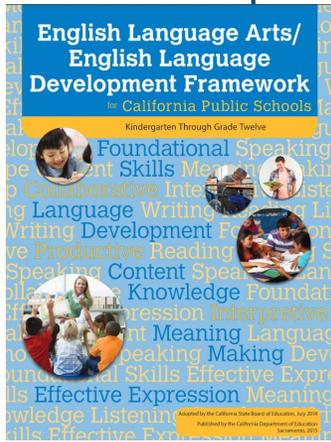
ESSA



Early Education and Dual Language Learners



Prop 227

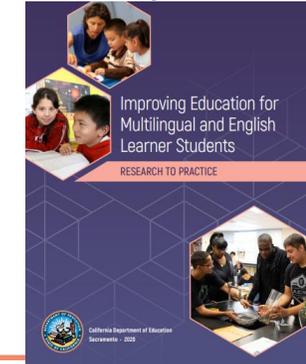


Prop 58 California Ed.G.E.



Educator Workforce Investment Grant

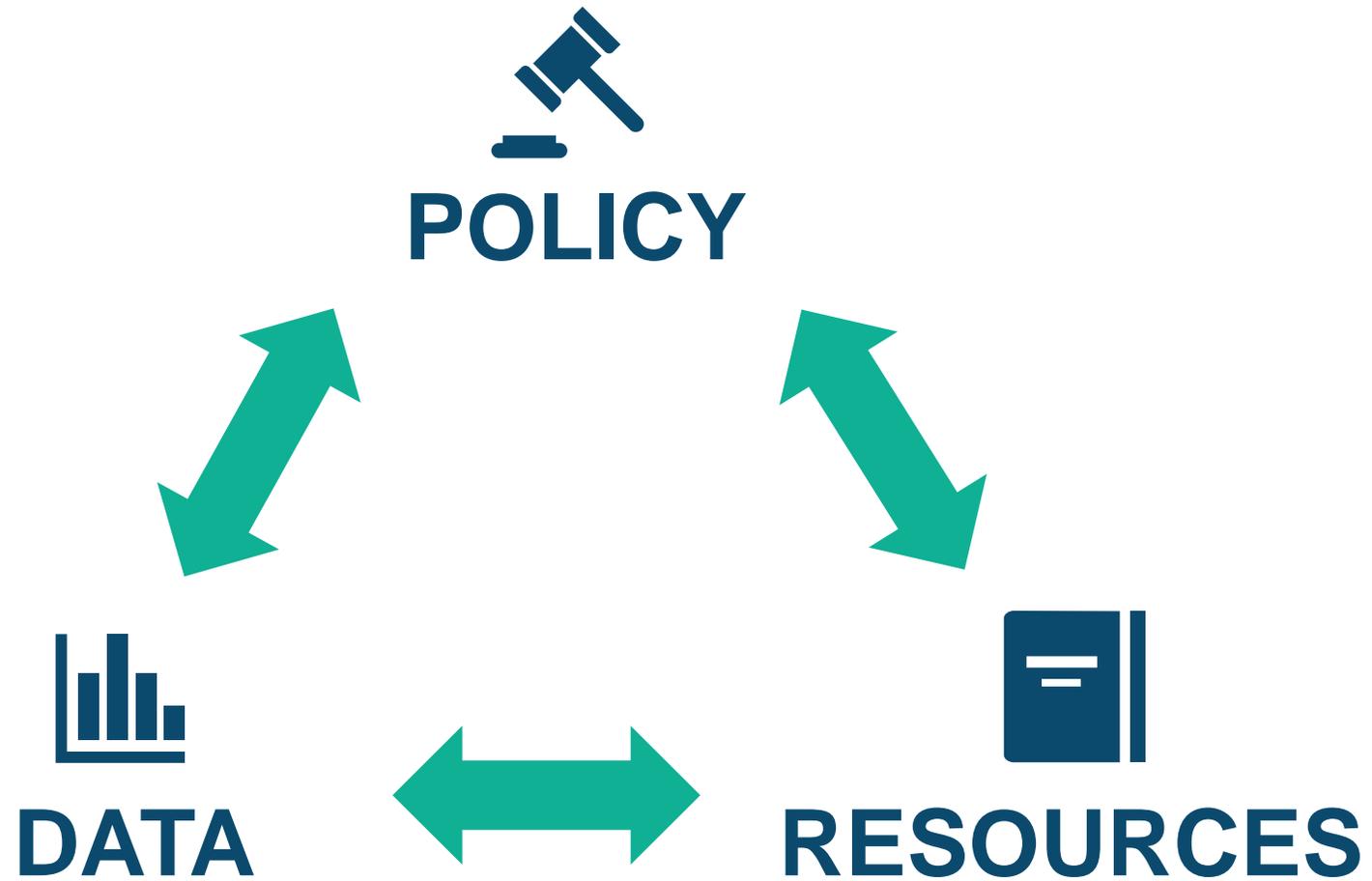
Multilingual Support Division



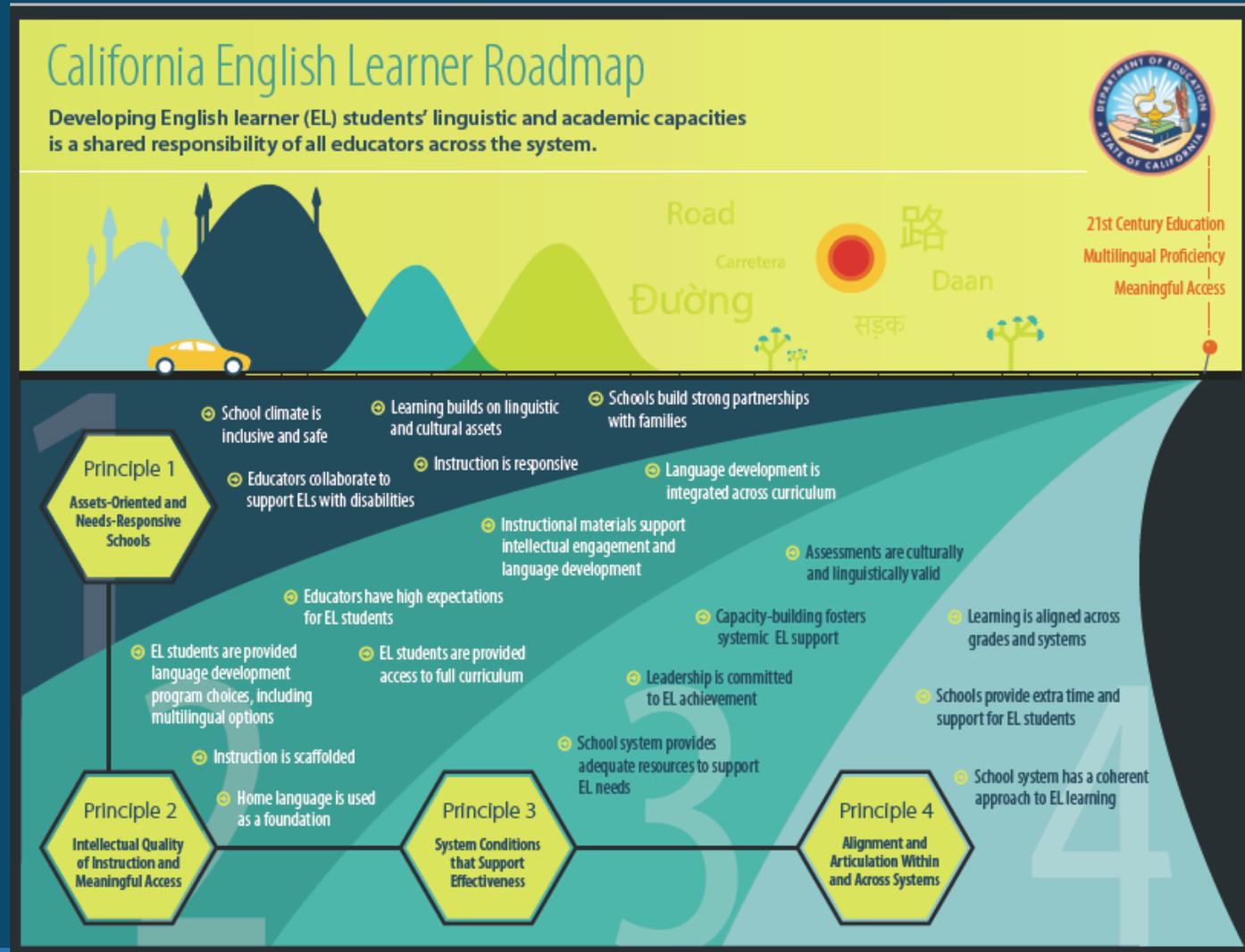
CDE's Efforts Today

- Centering Educational Equity
- Leveraging CA English Learner Roadmap policy
- Elevating Universal Preschool and the needs of Dual Language Learners
- Strengthening P-3 Connections
- Implementing Dual Language Immersion Grant Programs





The California English Learner Roadmap



Vision

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



Mission

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



Four Interrelated Principles

Principle One

Assets-Oriented and Needs-Responsive Schools

Principle Two

Intellectual Quality of Instruction and Meaningful Access

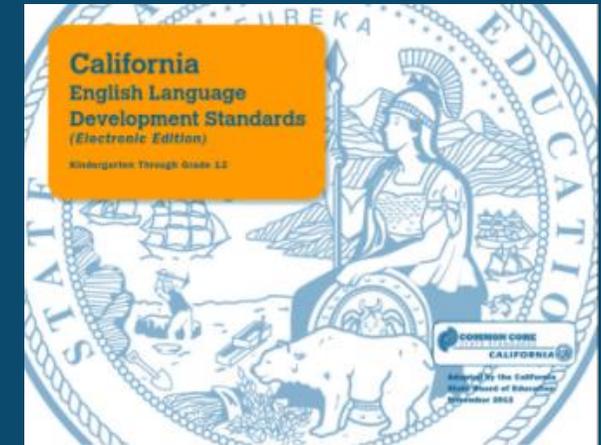
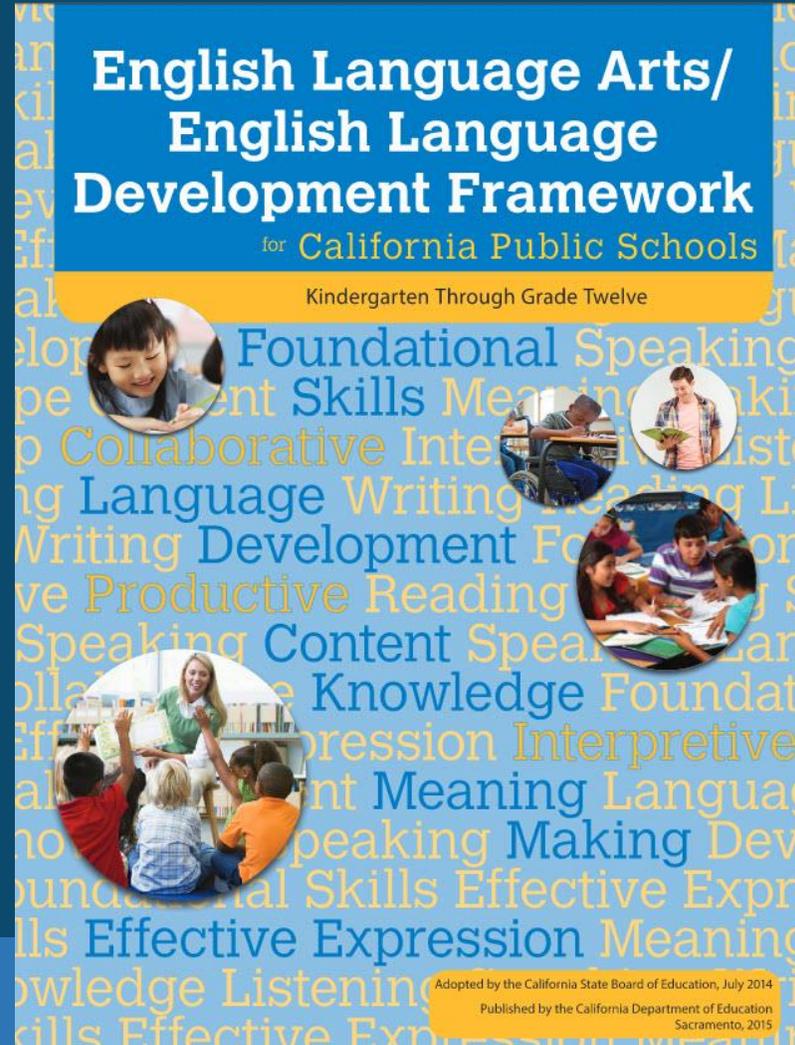
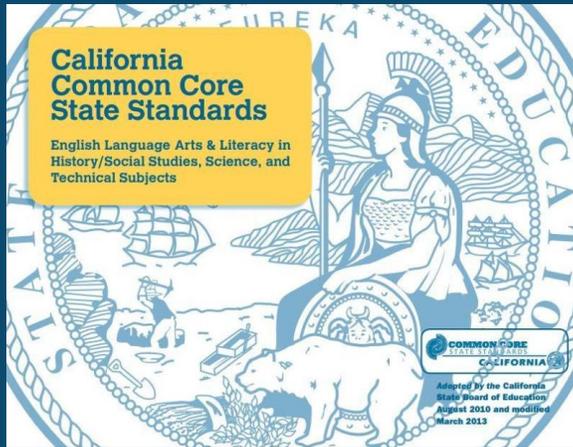
Principle Three

System Conditions that Support Effectiveness

Principle Four

Alignment and Articulation Within and Across Systems

Standards & Frameworks



The Circles of Implementation



ELD in California

Both integrated and designated ELD are provided to English learners.

Integrated ELD is provided to ELs throughout the school day and across all subjects by all teachers of ELs. The CA ELD Standards are used in tandem with the CA CCSS for ELA/Literacy and other content standards to ensure students strengthen their abilities to use English as they simultaneously learn content through English.

Designated ELD is provided by skilled teachers during a protected time during the regular school day. Teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction to develop the critical language ELs need for content learning in English.

The California Education for a Global Economy (CA Ed.G.E.) Initiative

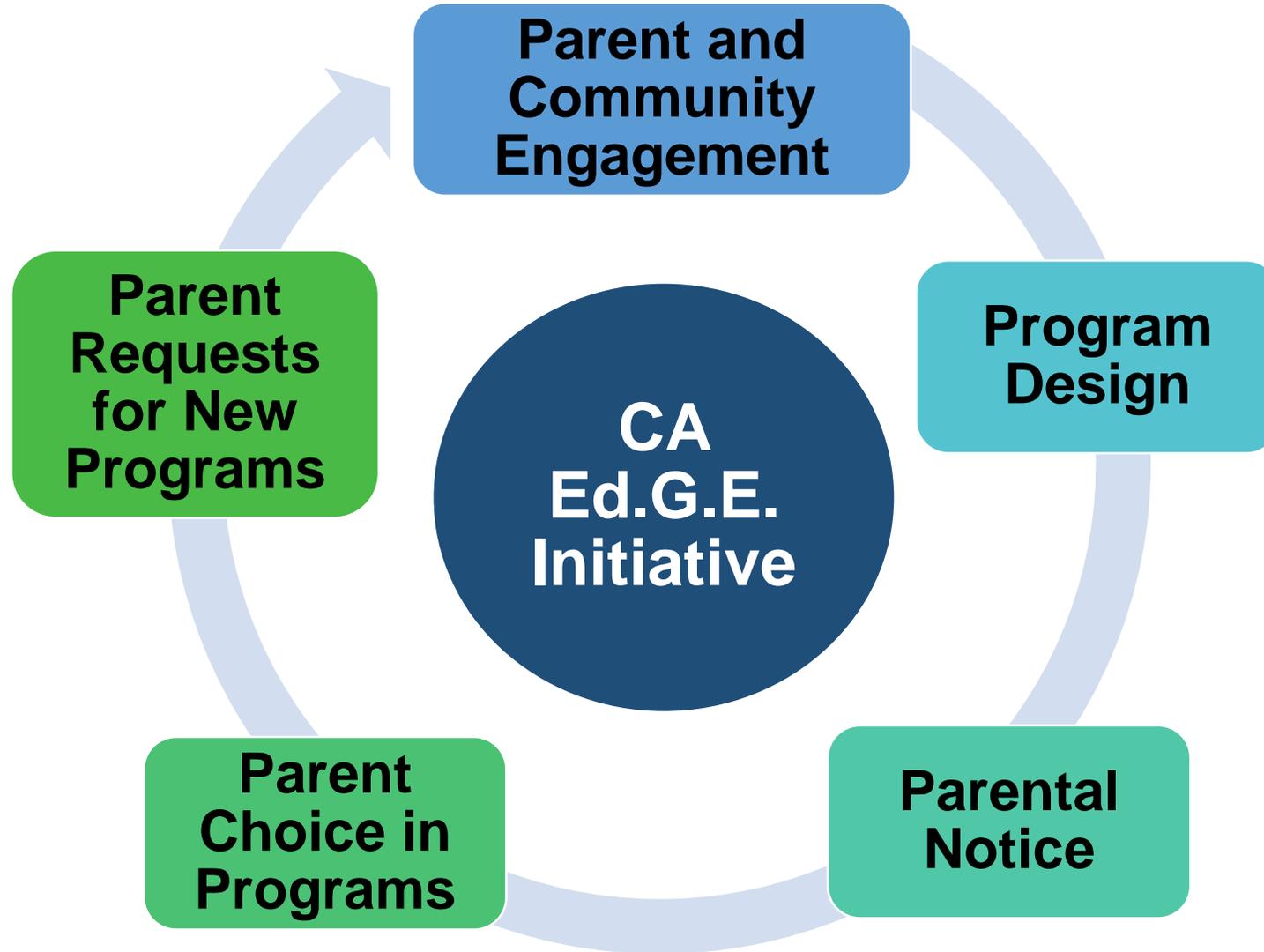


The CA Ed.G.E. Initiative

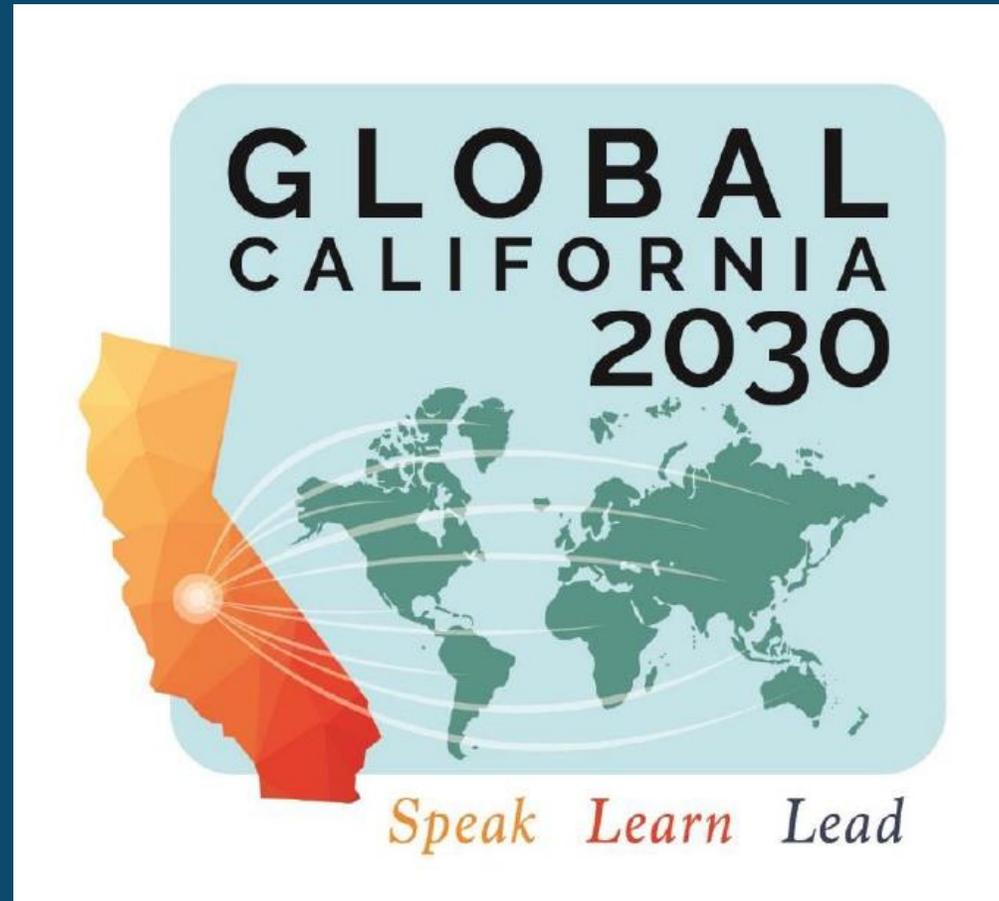
The purpose of the CA Ed.G.E. Initiative is to ensure that all children in California public schools receive the highest quality education, master the English language, and access high-quality, innovative, and evidence-based language programs that prepare them to participate in a global economy.

California *EC* Section 300(n)

Components of the CA Ed.G.E. Initiative

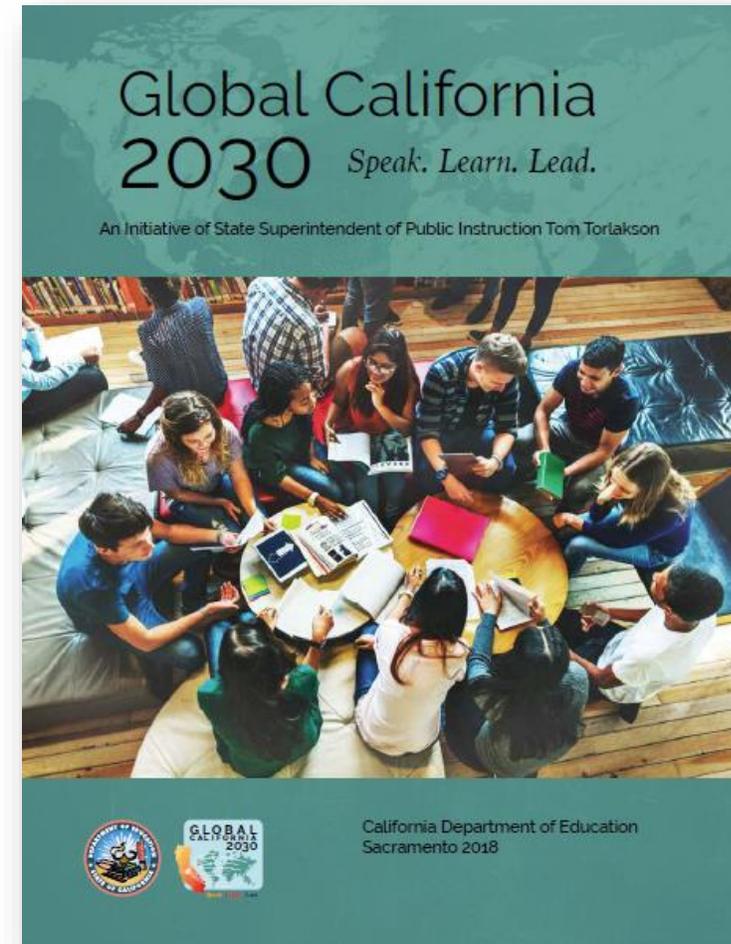


Global California 2030



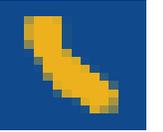
The Global CA 2030 Report

- A call to action
- Multilingual California
- Twenty-first century skills
- Works in conjunction with the CA Ed.G.E. Initiative
- English learners as an asset



English Language Proficiency





ELPAC

- Initial – within 30 days upon enrollment
- Summative – annually, until reclassified
- Alternate – for English learners with the most significant cognitive disabilities

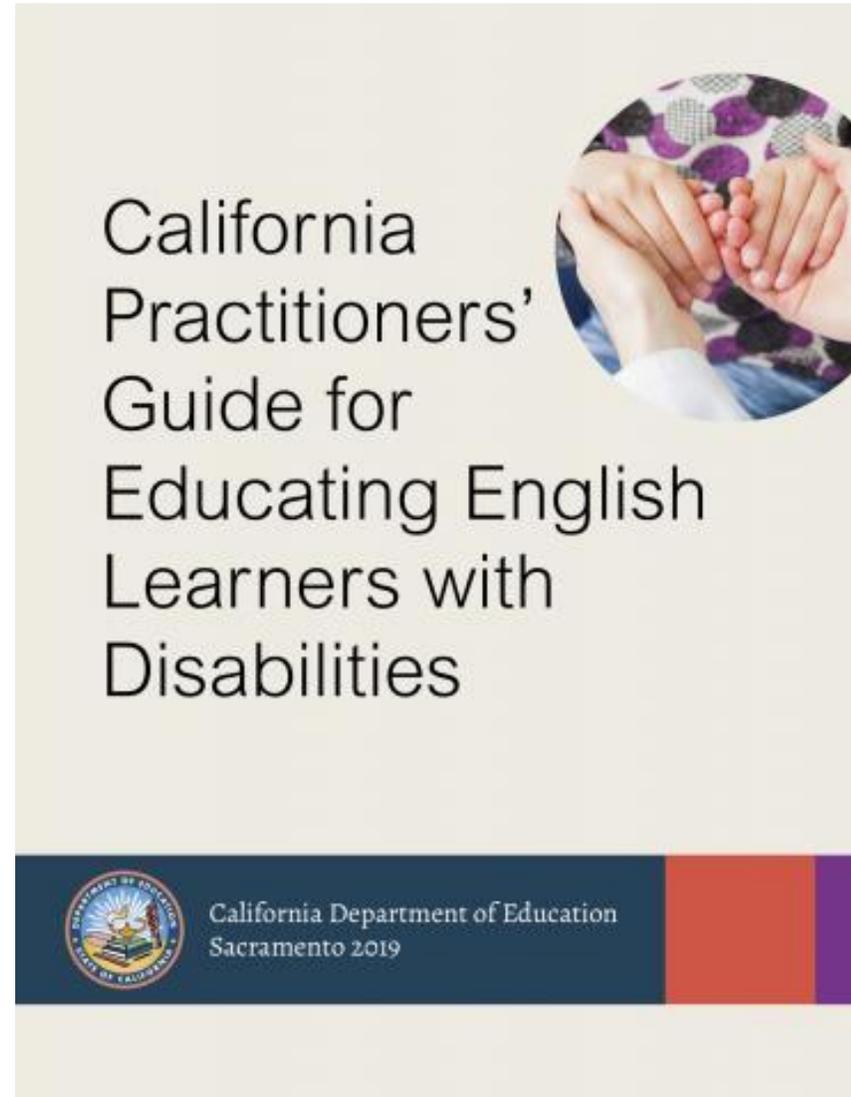
Aligned with new proficiency expectations within CA ELD Standard

elpac.org

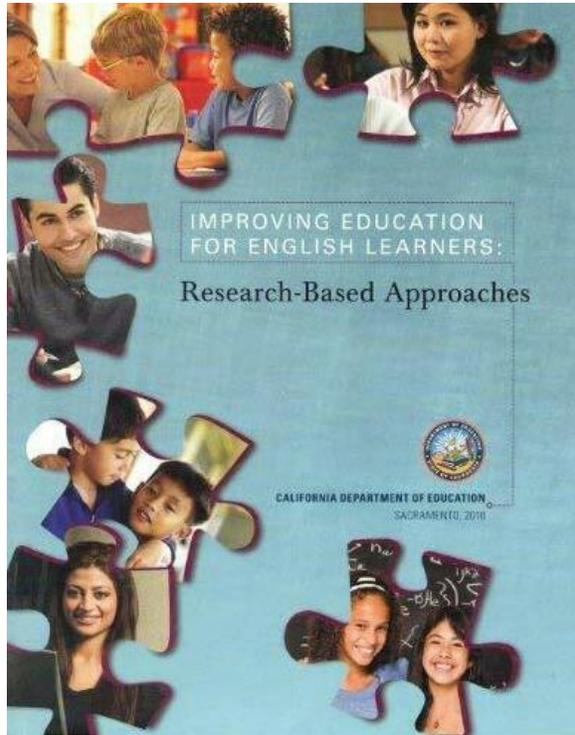
Equity Focus and Assets-Based Approach



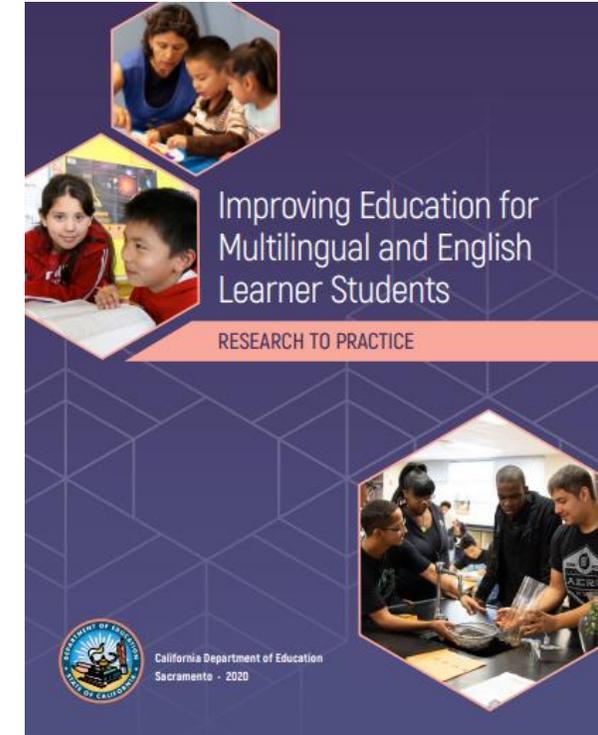
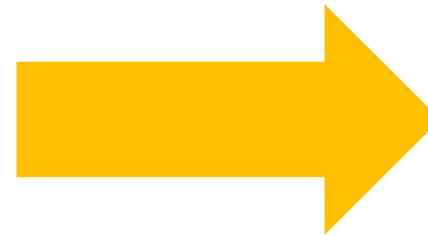
Supporting All English Learners



Supporting All English Learners

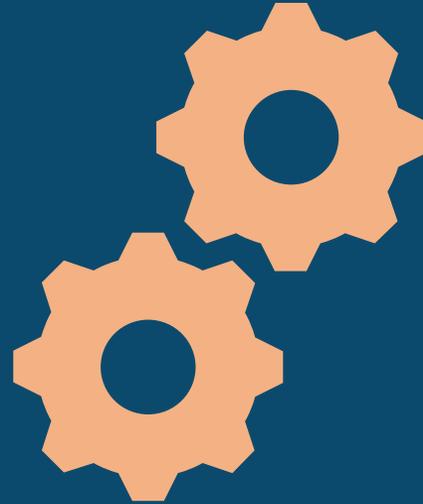


2010



2020

Preschool through Third Grade (P-3) Alignment



P–3 and Dual Language Learners

- CDE seeks to elevate the role of high-quality, inclusive and multilingual preschool, strong early intervention services, and P-3 alignment in ensuring the future of California's children.
- Aligns with the EL Roadmap Policy:
 - Assets-oriented
 - Opportunities to develop multilingualism
 - Alignment and articulation within and across systems

Structures & Supports

- P-3 Alignment Initiative
- Bilingual Coordinators Network
- Regional English Learner Specialists
- Partnership with Region 15 Comprehensive Center



Questions?



www.cde.ca.gov