California’s Approach Toward Educating Multilingual Learners
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California Context

- 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
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

Common Core State Standards

Caifornia Common Core State Standards

English Language Arts & English Learner Development Framework

California Practitioners’ Guide for Educating English Learners with Disabilities

California Ed.G.E.

Global California 2030

ELPAC

Multilingual Learning Toolkit

No Child Left Behind

Improving Education for Multilingual Learners

California Department of Education

California Department of Education

No Child Left Behind

Multilingual Learning Toolkit
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
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 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

1. Parent and Community Engagement
2. Program Design
3. Parental Notice
4. Parent Choice in Programs
5. Parent Requests for New Programs
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 Region15 Comprehensive Center
Questions?

www.cde.ca.gov