

West Contra Costa Unified School District
Office of the Superintendent

Friday Memo
October 12, 2018

Upcoming Events – Matthew Duffy

October 14: Help A Brother Go To College Day, El Cerrito High School, 2 p.m.
October 17: Board of Education Meeting, DeJean MS, 6:00 PM
October 25: End of 1st Quarter
October 26: Report Card Making, Minimum Day Middle and High Schools
October 22: Trustee Area Map Session, Riverside, 6:30 p.m.
October 25: End of 1st Quarter
October 26: Report Card Making, Minimum Day Middle and High Schools
October 29: Trustee Area Map Planning, Stege, 6:30 p.m.
October 30: Trustee Area Map Planning, The Latina Center, 6:30 p.m.
October 31: Minimum Day K-8
November 1: Elementary Conference Day, No School
November 2, 5, 6, 7 & 8: Elementary Conference Days, Minimum Days
November 4-7: DeAnza WASC Visitation
November 7: Agenda Setting, Superintendent's Office, 4:00 PM
November 12: Veterans Day Holiday, Schools and Offices Closed
November 14: Board of Education Meeting, DeJean MS, 6:00 PM
November 16: Minimum Day All Schools
November 19-23: Thanksgiving Week, No School
November 22-23: Thanksgiving Holidays, Schools and Offices Closed
November 28: Agenda Setting, Superintendent's Office, 4:00 PM
November 29- December 1: CSBA Annual Education Conference, San Francisco

African-American Site Advisory Team (AASAT)-Gracie Guerrero

We are excited to have an increased interest on meeting as a community to explore ways to increase the achievement of our African-American students and will now be gathering as an AASAT on a monthly basis! The revised/additional dates are:

November 8 (Thursday) - Changed from 11/6 due to Election Day
December 4
January 22
February 5
March 5
April 9
May 7

Except as noted above, the meeting are on Tuesdays from 6:00-8:00 p.m. at DeJean Middle School in the MPR.

Principals are encouraged to communicate this information with their site AASAT representatives. An Executive Committee for this group will also be formed this year.

West Contra Costa Unified School District
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California English Learner Roadmap-Gracie Guerrero

We are pleased to bring Resolution No. 45-1819: In Support of Proposition 58 and State Board of Education's English Learner Roadmap forward for Board approval next Wednesday, October 17, 2018. The California English Learner Roadmap was designed to reflect reflecting California's strong support for preparing all students for college and careers in a multilingual 21st century economy, and ensuring that all children in California public schools receive the highest quality education and offer LEA's program guidance. The following are a few resources from leading advocates in the field:

[Video: Call to Action](#)

[Video Overview by Lauri Olsen](#)

[Video: the Four Principles of the EL Roadmap](#)

[California English Learner Roadmap](#)

[California School Boards Association Governance Brief](#)

[English Learner Roadmap: What Does the Policy Mean for Teachers?](#)

Partners in School Innovation – Matthew Duffy

On the upcoming Board Meeting agenda, you will see a contract increase an amendment for Partners in School Innovation. This is simply a pass through of fund-raised dollars. The District received a generous donation from the Cowell Foundation to support the Kennedy Family of schools which included \$77,000 to support Partners in School Innovation.

Public Records Log – Marcus Walton

Included in this week's memo is the log of public records requests received by the district. If you have any questions, please contact me.

Media Stories of Note - Marcus Walton

Media stories that may be of interest are attached.



February 2018

Governance Brief

English Learners in Focus

The English Learner Roadmap: Providing Direction for English Learner Success

by Laurie Olsen, Ph.D. and Julie Maxwell-Jolly, Ph.D.

Introduction

In July 2017, the California State Board of Education adopted a historic new English learner education policy, the English Learner Roadmap. The Roadmap offers a vision and direction for English learner (EL) education that sets California on a new course that views the education of English learners as a system-wide responsibility, recognizes the need to provide EL students with a rich and challenging curriculum from early childhood to grade 12, and respects the value of English learners' primary language and culture. The Roadmap is not an additional policy, but acts as an overarching connector that provides guidance on how disparate elements in California's existing English learner education policies relate to each other in a coherent and comprehensive approach. When implemented in counties and school districts, the Roadmap holds promise of greater success for California's English learners.

In order to develop the Roadmap, Superintendent of Public Instruction Tom Torlakson appointed an English Learner Working Group composed of 32 leaders, practitioners, and EL experts from throughout California, including a representative from CSBA. Under the leadership of co-chairs Kenji Hakuta and Laurie Olsen, the group worked together over nine months to review the most recent research, consider how to build coherence across the many related policy and guidance documents that have implications for ELs, and together constructed the English Learner Roadmap policy.

Elements of the Roadmap

This newest English learner policy is deliberately called a Roadmap because it offers direction and goals for educating California's 1.3 million ELs. The Roadmap Mission and Vision articulate the state's goals for ELs:

This brief will answer:

- » **What is the California English Learner Roadmap?**
- » **How are its principles different from former approaches to English learner education?**
- » **How can it help LEAs prepare English learners for 21st-century success?**
- » **What questions should local school boards explore as they seek to implement Roadmap policies and programs?**

Vision

English learners fully and meaningfully access and participate in a 21st-century education from early childhood through grade 12 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 multi-lingual world, thus ensuring a thriving future for California.

The Roadmap includes a set of four interrelated research-based principles to guide local educational agencies (LEAs) on a pathway toward meeting the goals of the Mission and Vision. The English Learner Roadmap is intended for use in local planning to promote local capacity building and continuous improvement efforts. Unlike previous policies that have laid out prescriptive mandates for discrete EL programs, the Roadmap provides guidance for every level of the school system (state, county, district, school, and early childhood education) to take responsibility for implementing and strengthening programs and services aligned to the research-based principles. 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 provide a powerful and effective 21st-century education for California's ELs.

The Four Principles of the Roadmap

Underlying the EL Roadmap's systemic approach 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 ELs who attend California schools.

The four principles are:

- » 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 are research- and values-based. They build upon and connect to the foundation of numerous other policies and guidance documents including the *California English Language Arts/English Language Development Framework*, the State Superintendent's *Blueprint for Great Schools 1.0* and *2.0*, the Seal of Biliteracy, Proposition 58 (Education for a Global Economy) legislation, foundational legal precedents, and other state policy and guidance documents.

Principle 1: Assets-Oriented and Needs-Responsive Schools

Preschools and schools are responsive to different English learner 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.

The first principle of the Roadmap sets forth the belief and understanding that the languages and cultures ELs bring to their education are assets for their own learning and important contributions to learning communities. The principle states that these assets are to be valued and built upon in culturally responsive curriculum and instruction, and in programs that support, wherever possible, the development of proficiency in multiple languages. A significant contrast to "one-size-fits-all" curriculum and instruction in the past, this principle makes clear that a single English-learner program approach is unlikely to adequately address the diverse needs of an LEA's EL population. The principle also calls upon educational leaders to learn more about the different needs of this group of students (e.g., of newcomers and Long-Term English Learners), and design approaches to meet those needs. It further suggests that attention must be paid to the climate and culture of schools to ensure that campuses are affirming, inclusive, welcoming, and safe for immigrant and EL students. Finally, principle 1, calls upon educators to value and build strong family and school partnerships.

Principle 1 Example: Anaheim Union High School District (AUHSD) recognizes the important language and cultural assets of students and their families. The district enrolls more than 30,000 seventh-12th grade students representing more than 50 languages. The district's recognition that students and their families bring a wealth of experiences and wisdom to the educational table is reflected in its approach to supporting the social and academic development of students. The AUHD's educational goals are college, career, and life success—and for AUHSD, this means knowing every student.

The district's programs build literacy in the students' home language through multiple language development options that culminate in the State Seal of Biliteracy. The AUHSD teaching approach ensures that all domains of language are taught throughout the entire curriculum, intentionally providing all students with speaking and writing opportunities using academic language, with a special focus on the needs of Long-Term English Learners. The district's mentoring program helps students prepare for their futures by enabling personal connections with teachers, businesses, and community partners. In many AUHSD schools, "Ted Talk"-type performance tasks deepen students' oral language skills and enhance their civic engagement.

AUHSD fosters a climate that is inclusive and supportive. Many students come from poverty, have been traumatized by refugee experiences, have witnessed violence, and do not have access to healthy socio-emotional support networks. The district believes that all students and families should have a sense of belonging, which requires building a culture of inter-connectedness and compassion for each other and for the greater good. The innovative Parent Learning Walks program engages parents as partners of the school community, empowering them to advocate for their children and to play a more active and robust role in their child's education.

Principle 2: Intellectual Quality of Instruction and Meaningful Access

English learners engage in intellectually rich and 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.

Principle 2 focuses on curriculum, instruction, and the promise of a rigorous and relevant curriculum for improving EL achievement—provided that students have the support they need in order to participate in, comprehend, and have full access to such curriculum. This principle embraces the new California English Language Arts/English Language Development Standards and Framework. It provides the policy umbrella for the Framework's commitment to language development through all academic content and integrated across the curriculum, including integrated English-language development (ELD) and designated content-based ELD. Mirroring the Framework, the Roadmap calls for teaching pedagogy that emphasizes student engagement, interaction, discourse, inquiry, and critical thinking—with the same high expectations for ELs as for all students. To support such instruction, the Roadmap highlights the importance of rigorous instructional materials, going beyond the Framework to articulate the importance of providing full access to the curriculum, including A-G courses as well as the arts and sciences. Finally, Principle 2, calls upon schools to provide instruction and support in a student's home language, where possible, as a means for students to access curriculum content, build English-language skills, and develop high levels of literacy and proficiency in their first and second languages. This necessitates a range of language-acquisition programs to be

made available to ELs in order to overcome the language barrier, develop proficiency in English, ensure access to the curriculum, and provide options to develop skills in multiple languages.

Teachers need a variety of tools to ensure that EL students learn the content of a full and rigorous curriculum and that they develop English-language fluency. While not the only approach, the value of using English learners' first language for instruction is strongly supported by research. After the passage of Proposition 58, school districts are free to use EL students' primary language and culture as part of an overall approach for ensuring their success.

Principle 2 Example: Oak Grove School District has invested in the rigorous preschool through grade 3 SEAL program to support EL success. The district is located in the San Francisco Bay Area and serves more than 11,000 students. Half of the students are Latino, while 20% are Asian, 20% are White, 5% are Black, and 5% are other ethnicities. Thirty percent of students are ELs, and 20% are Fluent-English-Proficient (FEP).

In 2013–14, the district piloted the Sobrato Early Academic Language (SEAL) model to increase early EL language and content learning and help EL students avoid becoming Long-Term English Learners. SEAL is a research-based, language-rich model designed to build the capacity of educators to powerfully develop the language and literacy skills of young EL children from preschool through third grade. Working through standards-based, teacher-created, integrated thematic units, children develop language and literacy in and through learning about the world. Teachers receive three years of support through a series of professional development workshops, job-embedded coaching, and collaboration in grade-level teams. The support focuses on English Language Arts (ELA), ELD, Next Generation Science Standards, and Social Studies standards using the lens of research on the development of students taught in more than one language.

Early evidence of improvement motivated district leaders, principals, and teachers to adopt a coherent approach by expanding SEAL across the districts' 14 schools—identifying SEAL as their core strategy for transitioning to the new standards while addressing the needs of young ELs.

An external evaluation found that SEAL changed teacher practices to be more aligned with standards, increased their use of research-based language development strategies, produced higher levels of curriculum articulation, increased student engagement, and had a statistically significant impact on student development in language, literacy, and cognition.

Principle 3: System Conditions that Support Effectiveness

Each level of the school system (state, county, district, school, and early childhood education) 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 are provided to ensure strong programs and increase the capacity of teachers and staff to build on the strengths and meet the needs of English learners.

Effective, comprehensive, and coherent programs and services for ELs can only occur if the system supports building the necessary skills for staff to implement them. This involves hiring and building leaders with the skills and understanding to establish locally appropriate goals and commitments to English learners' curriculum access, growth toward English proficiency, academic achievement, and participation. It also involves providing support and ongoing preparation for leaders to ensure that a focus on progress towards these goals and continuous improvement is maintained across the system. Selection of leaders, leadership development supports, and structures for monitoring progress are part of the picture—but all of this also requires that the school system invest adequate resources in the programs and services to meet EL needs. One key area of investment must be professional development and collaboration time for teachers to plan for both integrated and designated ELD and to learn dual-language pedagogy. And, for those districts moving ahead to implement dual-language and bilingual programs in response to the new policies in California, a high priority should be plans to address the shortage of bilingual teachers and to build a pipeline of educators with skills in addressing the needs of ELs.

Principle 3 Example: Ontario-Montclair School District has a robust EL instruction and monitoring system at all levels that has yielded positive results including higher reclassification rates than both the County of San Bernardino and the State. Ontario-Montclair is the largest PreK-8 district in Southern California with 32 schools serving more than 21,665 students—7,468, or 34.5%, of whom are ELs. The district uses its Local Control and Accountability Plan (LCAP) to articulate its approach for building administrator and teacher capacity to ensure English learners' access to content and development of English proficiency.

Both the district LCAP and each school's plan for student achievement include details of the district-wide monitoring system. This system includes benchmarks for expected annual growth that help the district support schools in taking appropriate steps for ELs who are not progressing

toward English-language proficiency and content knowledge goals.

Instruction is monitored through administrative walk-throughs focused on the implementation of teachers' professional development, and Long-Term ELs are monitored through one-to-one conferences. At the site and teacher level, EL data is evaluated using both summative and formative assessments that drive instruction. District-wide data analysis protocols are conducted school-by-school at regular leadership team meetings to help administrators compare EL achievement with that of other students. Teachers use this data during Professional Learning Community meetings to plan specific interventions for remedying any academic gaps that ELs may show. This continuous cycle of evaluation and monitoring, driven by the LCAP, allows concentric systems at both the district and site levels to support targeted attention to improving outcomes for ELs.

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.

Principle 4 recognizes that language development is a long process that requires articulated pathways across the grade levels and system segments—beginning with a strong foundation in early childhood and continuing through to reclassification, graduation, and higher education. It further affirms that California's goals for ELs go beyond English proficiency and reclassification, aiming to ensure that ELs graduate and are prepared for higher education and civic participation.

Principle 4 Example: The governing board of the Los Angeles Unified School District (LAUSD) passed a resolution in April 2017, "Preparing LAUSD Students for The Global Economy: Building a Dual Language Immersion Pilot in Early Childhood Education," (Res 076-16/17) which initiated a set of dual-language programs in the district's preschools and transitional kindergartens.

Tied to a strategic plan objective to build a solid foundation for early learning in order to meet the goal of a 100% graduation rate, the resolution cited research on

how high-quality early education impacts later success. It further cited the benefits of bilingualism and the passage of Proposition 58 as evidence of high demand for opportunities and pathways that develop students' fluency in multiple languages. The pilot is meant to inform the expansion of early childhood education dual-immersion programs throughout the district.

Two months later, in June 2017, the board passed an additional policy, a sweeping "Commitment to Biliteracy for All" (Res-103-16/17). This resolution established that attaining bilingualism and biliteracy for all students is a key goal of LAUSD, beginning with the kindergarten class entering the district in 2018–19 (class of 2032) as the first class to graduate biliterate.

The English Learner Roadmap: Important Shifts in Direction

The English Learner Roadmap is a major shift for California schools. Recognizing these shifts is important as LEAs reorient programs and services:

FROM Old Policy and Current Practice	TO New California EL Roadmap Policy
Prescriptive, mandate-driven, compliance focus on exactly what schools need to do	Setting a vision and mission for California schools, with research-based principles to guide local planning and continuous improvement
K-12 system focus	Explicit recognition of early childhood education as a crucial part of the system
English learners as a Title III issue, or isolated compliance issue—the responsibility of ELD teachers and EL specialists	English learners as central to practice, woven throughout the LCAP—everyone's responsibility
Focus on English proficiency only	Focus on English proficiency plus proficiency in multiple languages—and recognition of the role of home language in supporting English and overall literacy
One-size-fits-all programs and approaches	Responsive to diverse EL needs
College and career readiness as goal	College and career readiness AND preparation for civic participation in a global, diverse, multilingual 21st-century world
Focus on lack of English proficiency, i.e., what students don't have and deficiency orientation	Value and build on the linguistic and cultural assets students bring using a culturally responsive curriculum and instruction
No mention of the school climate, or of commitment of schools to be welcoming, safe, and inclusive of English learners	Focus on safe, affirming, and welcoming school climate and culture
ELD as where/how English learners develop English proficiency	Language development in and through content, integrated across the curriculum (Integrated ELD) along with Designated ELD
Structured English Immersion as default program	English learners have choice of research-based language-acquisition programs—including options for developing proficiency in multiple languages
No focus on knowledge and skills of leadership and administrators regarding ELs	Explicit commitment to leadership knowledgeable of and responsive to English learners

What can School Boards do to Support Implementation of the Roadmap?

The Roadmap guides planning and direction for improvement of local programs and services for ELs. In order to achieve the Roadmap's promise, local policies and guidance to schools should be updated to align with its principles. For example, policies regarding goals for ELs, as well as resolutions related to preparation for 21st-century participation and valuing the diversity of the community may need updating.

An important step toward incorporating the Roadmap principles into local programs is to use them as a guide in developing district and county LCAPs. The principles include all eight state priority areas on the LCAP, suggesting the kind of programs, services, and approaches that should be considered in order to ensure the needs of English learners are addressed in the plan. In addition, governing boards can use each principle as a lens for looking across the LCAP priority areas to ensure there is coherence and comprehensiveness in how English learners' needs are being incorporated.

While policies, guidelines, and plans are important, their implementation is key to ensuring positive results for students. In order to implement the EL Roadmap, LEAs should address a number of issues that will help ensure that its principles become actions. To do this, boards should explore the following questions:

1. What are our current vision and goals for English learners? Do they include the principles laid out in the Roadmap?
2. How can we align our vision and goals for EL students with the EL Roadmap?
3. How will we align resources with this vision and goals? What are the areas where resources are most needed (e.g., teacher retention and recruitment, professional development for *all* staff, extra learning time, etc.)?
4. How do we inform and build partnerships with all members of the school community to support the vision and goals?
5. How will we monitor efforts to ensure that the strategies employed by district and county office of education (COE) staff are successful? What are appropriate milestones and progress toward meeting goals?
6. What attitudes, skills, and experience do district and COE leaders need in order to support and pursue a vision and goals that are based on the Roadmap?

Conclusion

The California English Learner Roadmap provides guidance on how to create a coherent and comprehensive approach to English learner education that supports their success in school and beyond. As LEAs throughout California align their services to this Roadmap, a powerful new trajectory is set for the state—one that delivers on the promise of educational equity and access for English learners and fosters a talented, well-educated, multilingual, and multicultural population with enormous potential to contribute to the state's economic and social strengths.

CSBA Resources

English Learners in Focus: Expanding Bilingual Education in California after Proposition 58 (3/17). <http://bit.ly/2zDTU1C>

English Learners in Focus: Ensuring High-Quality Staff for English Learners (7/16). <http://bit.ly/2yyvfbE>

English Learners in Focus: Updated Demographic and Achievement Profile of California's English Learners (9/16). <http://bit.ly/2iUddKq>

English Learners in Focus: The Promise of Two-Way Immersion Programs (9/14). <http://bit.ly/2zVucXB>

GAMUT Online (Subscribers Only). Sample Policies and Administrative Regulations. www.gamutonline.net

- » AR 4112.22 – Staff Teaching English Language Learners
- » BP/AR 6174 – Education for English Language Learners

External Resources

California Department of Education EL Roadmap webpage. Includes the policy, press releases, frequently asked questions, a guidance document, an LEA self-assessment rubric for determining areas of strength and need in services and programs for English Learners, and other resources for implementation. <http://www.cde.ca.gov/sp/el/rm/>

Prop. 58 Has Passed! Now What? Fact sheet by the California Association for Bilingual Education (CABE) and Californians Together. <http://bit.ly/2GsFhiT>

Multiple Pathways to Biliteracy. Report by Californians Together. <http://bit.ly/2EliaWM>

California Association for Bilingual Education (CABE) Resource Center. <http://www.resources.gocabe.org/>

Laurie Olsen, Ph.D., is the executive director of the Sobrato Early Academic Language Program and the co-chair of the Superintendent for Public Instruction's California English Learner Roadmap Working Group.

Julie Maxwell-Jolly, Ph.D., is the senior director of Policy and Programs for the California School Boards Association.

The English Learner Roadmap: What does the new California policy mean for teachers?

By Allison Briceño, Ed.D.

Abstract

The English Learner (EL) Roadmap replaces outdated California policy regarding the teaching of ELs. This article explains the principles of the EL Roadmap and shares some ideas for teachers to begin to implement the new policy. The Roadmap is different from prior policies in that it acknowledges the cultural and linguistic assets that EL students bring to school. Teachers can make shifts in their classrooms to address the EL Roadmap and further support EL students. The suggestions discussed in this article include: Deepening relationships with families, further integrating language and content instruction, providing opportunities for students to strengthen their home language, asking for what you need, and finding a teaching tribe to invigorate your teaching-learning journey.

Key words: English learners, policy, culturally responsive teaching, English Language Development

In July 2017 the California State Board of Education unanimously and enthusiastically adopted a brand new policy on educating English Learners (ELs), called the *California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners* (hereafter referred to as the EL Roadmap or Roadmap), replacing outdated, deficit-oriented state policies on English Learners. This article addresses what educators will want to know about the EL Roadmap: First, what is this new policy and what principles does it promote? Second, what will it mean for teachers?

WHAT IS THE ENGLISH LEARNER ROADMAP?

With over 1.3 million ELs in California's public schools, an updated state policy that considers new research and better addresses how to educate the state's diverse population was overdue. The new EL Roadmap is designed to assist local educational agencies as they implement California's 21st century college and career readiness standards, curriculum, instructional programs, and assessments. The project was led by two long-standing EL advocates: Dr. Kenji Hakuta, researcher, Professor Emeritus, Stanford University and co-founder of Stanford's Understanding Language initiative, and Dr.

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The EL Roadmap includes three parts: the policy, a guidance document, and web-based resources — including videos, case studies, tools and templates— that will document examples of best practices for teaching ELs at all levels of the education system.

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Laurie Olsen, researcher, Californians Together board member, and the person who brought the concept of Long-Term English Learners to the forefront of EL education policy. Drs. Olsen and Hakuta led a workgroup comprised of educators and experts in the field, and I was lucky enough to be part of that group. The Roadmap is based on the significant research about educating ELs that has been published in the decades since Proposition 227 was enacted (1998).

The EL Roadmap includes three parts: the policy, a guidance document, and web-based resources — including videos, case studies, tools and templates— that will document examples of best practices for teaching ELs at all levels of the education system. The Guidance Document and web-based resources will be available in mid 2018.

In contrast to previous, deficit-oriented state policies such as Prop 227 (1998), the EL Roadmap honors the assets that bilingual students bring to the classroom, while acknowledging their need to develop English proficiency. This new orientation is clear in the policy's mission and vision. The mission states:

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. (<https://www.cde.ca.gov/sp/el/rm/elroadmappolicy.asp>)

The EL Roadmap's vision explains that EL students have a right to equitable access to an excellent education, stating:

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.

The EL Roadmap is comprised of four primary principles that reflect the state's orientation to English learner education, and therefore, how ELs in CA should be educated. The principles, which are explained in more detail later, include:

- Assets-Oriented and Needs-Responsive Schools
- Intellectual Quality of Instruction and Meaningful Access
- System Conditions that Support Effectiveness

- Alignment and Articulation within and across Systems

In addition to moving toward an assets-based view of EL students, the EL Roadmap signifies a few other important policy shifts, summarized in Table One. These shifts are good news for both teachers and students, as they denote a more inclusive, research-based, assets-oriented, and multilingual educational philosophy. These changes will likely be welcomed after the compliance-based policies under the No Child Left Behind Act (2001).

Table 1

Important Policy Shifts in the EL Roadmap

Prior policies	EL Roadmap
Prescriptive, mandate-driven compliance. Focus on exactly what schools need to do	Setting a vision and mission for California schools with research-based principles to guide local planning and continuous improvement
K-12 focus	Explicit recognition of early childhood education as a crucial part of the education system
Focus on English proficiency	Focus on English proficiency plus proficiency in other languages
One-size fits all approaches Deficit-orientation; focus on lack of proficiency, what students don't have	Responsive to the needs of diverse EL students Assets-orientation; value and build upon the linguistic and cultural assets students bring
Limited focus on providing the professional learning and support teachers need to respond to needs of ELs in context of rigorous content standards	LEAs required to provide teachers with the learning opportunities and resources needed to provide ELs with equitable access to the full curriculum so they are able to meet the a-g requirements in high school
Literacy and English taught for the sake of literacy	Literacy, English and other languages taught to provide voice to EL students and prepare all students for civic participation in a global community

WHAT DOES THE EL ROADMAP MEAN FOR TEACHERS?

The EL Roadmap is intended to support Local Education Agencies (LEAs) to better educate ELs. While policies typically take a while to trickle down to the classroom, proactive educators may want to begin to

make shifts toward the new, assets-oriented EL Roadmap. Each Roadmap principle is outlined below with steps that teachers and schools can take to better serve their English Learners now. Teachers can strongly influence the first two principles, while school and district leadership will likely address the third and fourth principles.

PRINCIPLE ONE: ASSETS-ORIENTED AND NEEDS-RESPONSIVE SCHOOLS

Principle one states that the languages and cultures ELs bring to their education are assets for their own learning, and are important contributions to our learning communities. Culturally responsive curriculum and instruction can build upon these assets in programs that support, wherever possible, the development of proficiency in multiple languages. This principle also recognizes that the wide diversity of English Learners requires instruction that is responsive to individual students' needs. What can educators do to address this principle?

- Tailor programs, curriculum, and instruction toward individual students in order to promote the greatest amount of learning for each individual student
- Include literature that reflects the diversity of students' backgrounds so students are exposed to literature that serves as both mirrors (reflects their culture) and windows (allows them a window into another culture; Bishop, 1990)
- Help make the school climate feel safe and inviting by welcoming students (and their families) from all cultures and backgrounds

- Work to preserve the culture of all students. Make a concerted effort to learn about each student and their family, and make space in your classroom to include students' cultures in meaningful ways
- Deepen parent engagement in children's learning experiences
- Consider ways to introduce or deepen multilingualism. This could range from after school programs that seek to maintain students' home languages to full Dual Language programs

PRINCIPLE TWO: INTELLECTUAL QUALITY OF INSTRUCTION AND MEANINGFUL ACCESS

The second principle states that ELs should have the opportunity to engage in "intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency" (EL Roadmap, 2017). Such learning experiences integrate language development, literacy, and content learning and may include participation through native language instruction and scaffolding. Like all students, ELs should be provided access to a meaningful, relevant, standards-based curriculum. What can educators do to address this principle?

- Support language development consistently, in and through all content areas, in an integrated way across the curriculum. Integrate language development with history, social studies, ethnic studies, and STEM subjects to provide students with the skills necessary for civic participation in a global community
- Provide standards-based, rigorous, and

intellectually rich curriculum with strategic instructional scaffolding for comprehension, participation, and mastery. Scaffolding may include first language support

- Emphasize engagement, interaction, discourse, inquiry and critical thinking with the same high expectations for EL students as for all
- Learn about students' home language to use it as a means to access curriculum and as a foundation for developing English
- When possible, support students to develop their home language to high levels of literacy and proficiency, along with English and other languages
- Provide many opportunities for bilingual/biliterate engagement appropriate to the program model

Principles three and four ask school, district, and county leadership to consider the systems and supports that will help to make EL successful in their local context. They are included here because it is important for teachers to be aware of the responsibilities schools have to EL students and changes that may be coming soon, even though some of the necessary next steps may be out of teachers' spheres of control. In addition, it is important for teachers to be aware of the recognition in the EL Roadmap that leadership and district support are needed.

PRINCIPLE THREE: SYSTEM CONDITIONS THAT SUPPORT EFFECTIVENESS

Principle three requires rethinking how resources are used to best support ELs' learning. For example, EL

students may be better served if teachers are provided relevant professional development and collaboration time. Also needed are systems of culturally and linguistically valid and reliable assessments that support culturally relevant instruction, continuous improvement, and accountability for attainment of English proficiency, biliteracy and academic achievement. Considering the high expectations for ELs inherent in this policy, principle three commits the system to responding to the needs of teachers to support ELs.

PRINCIPLE FOUR: ALIGNMENT AND ARTICULATION WITHIN AND ACROSS SYSTEMS

The fourth principle addresses how EL supports are aligned within and across school systems, from early childhood through to high school graduation and even higher education. This requires addressing such challenges as providing ELs with appropriate supports while ensuring that they also have access to the a-g requirements for college preparation and participation in a global, 21st century society.

HOW TO TAKE ACTION

The Roadmap is an exciting opportunity for teachers who work hard to support ELs, as it may validate some things they are already doing and provide ideas and a clear, policy-backed reason for trying new and exciting strategies. Most of the suggestions below fall under the umbrella of Culturally Responsive Teaching (CRT). The most important aspect of CRT is simply the relationship and social-emotional connection between the teacher and each individual student, which allows for a safe space for student learning and is positive for all

students, including ELs (Hammond, 2015).

Deepen connections with families and communities. Teachers are probably already reaching out to parents and inviting them to conferences, back-to-school night and school literacy events. To extend these relationships, teachers might consider asking a group of parents to organize an event that represents different cultures at the school and work with different classes to facilitate their participation in the cultural event. Alternatively, parents may be invited to participate in classes by orally telling a folktale from their culture, or teaching faculty and staff about their language and culture, or suggesting authors or books that represent their culture. Parents can also ask school districts to develop bilingual programs for students to explicitly learn both English and another language.

Integrate language with content instruction. From an instructional perspective, teachers can collaborate to develop integrated, cross-curricular units that support language acquisition through content. For example, in a unit on Chicano political activists such as Cesar Chavez and Dolores Huerta, teachers can incorporate specific language instruction around argumentation while strengthening critical thinking by asking students to write speeches from the different perspectives of the farm workers and the farm owners. Providing authentic opportunities for students to express themselves orally and in writing, as well as the scaffolding to help them learn how to communicate effectively in the required genre, will motivate them and support their achievement in both language development and the content area(s).

This type of instruction requires that certain academic talk structures are in place, and that students

have been taught how to respectfully work and talk together. Myriad opportunities for different kinds of talk are needed to develop students' language. Talking reflects thinking: Consider, who does most of the talking in your classroom, the teacher or the students? Students can be provided more opportunities to use content-related language through strategic partnering for pair-shares, the use of sentence stems, and word banks. Hammond (2015) suggests structures such as "helping trios," where students share something they are working on with two classmates and get suggestions, or a "world café," where students rotate through tables discussing an important question using content language (p. 150).

Provide opportunities for students to use and strengthen their home language. A significant body of research shows that strengthening students' home language supports English acquisition (as well as fluency in the home language; summarized in Goldenberg, 2013). Consider how to provide opportunities for students to use their home language and to communicate, in various ways, that multilingualism is a strength to develop. This is possible even for teachers who are not multilingual. For example, if two students speak the same language they can be encouraged to use their home language when expressing their understanding of a text in pairs. During writers workshop mentor texts that include codeswitching, such as the Chato books by Gary Soto, can be models for students to write their own texts using their first language. During independent/choice reading time students can read bilingual books, such as *The Harvest Birds / Los Pájaros de la Cosecha*, *The Upside Down Boy / El Niño de Cabeza*, or other texts written in students' home languages and English. Bilingual parents and teachers may

be willing to facilitate after school clubs for students who want to learn or strengthen a particular language.

Ask for what you need. The EL Roadmap requires that resources be appropriately allocated to address the needs of EL students so that they, and all students, have access to a full curriculum and are ready to meet the a through g requirements in high school that would prepare them for college. Teachers can help districts determine how to best distribute these funds by asking for the help they need to support the ELs in their classes. What professional development would be helpful? Are there other learning opportunities, such as conferences or professional journals like *The California Reader*? Teachers can make suggestions to their principals so that the funds can be spent in ways that develop teachers as decision-makers and professionals rather than to purchase boxes of curriculum there is no time to use.

Find your teaching tribe. Change is hard, and it's harder when we try to do it alone. Find a group of people with whom you can re-ignite your energy around teaching in general, as well as teaching ELs. You may find your tribe at your school, in your district, in a neighboring district, or at conferences you attend. Technology has made finding your tribe easier than ever, as you can "like" and "follow" your favorite literacy leaders and organizations, such as the California Reading Association (CRA), on Facebook, Twitter, and other forms of social media. Productive discussions about teaching and learning occur on these sites and threads as teachers generously contribute their thoughts, suggestions and even materials to one another. Teachers tend to do whatever it takes, but collegial collaboration makes teaching more engaging and invigorates us as learners.

CONCLUSION

The newly adopted EL Roadmap is an opportunity for California's schools and educators to further develop an assets-based orientation toward the wide diversity of English Learners that we have in the state, and consequently, to significantly improve the educational opportunities and outcomes for the ELs they serve. There is a plethora of things that educators can do in the service of our EL students to advance the implementation of this revolutionary new policy. Sometimes, small tweaks in what we are already doing with our students can have a significant impact on students learning. I invite you to discuss some of the possibilities listed above with colleagues and think about next steps for EL instruction in your classroom and school.

SUGGESTED RESOURCES:

1. The EL Roadmap policy: <https://www.cde.ca.gov/sp/el/rm/elroadmappolicy.asp>
2. EL Roadmap web resources (to be available mid 2018)
3. *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*, by Zaretta Hammond
4. *Improving education for English Learners: Research-based approaches*, an edited volume published by the California Department of Education
5. *Celebrating diversity through language study: A new approach to grammar lessons* by Jen McCreight
6. Teaching for Tolerance, <https://www.tolerance.org/>
7. Understanding Language, <http://ell.stanford.edu/>

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Public Records Request Log 2018 - 2019
Week Ending October 12, 2018

	Date of Receipt	Requestor	Requested Records/Information	Current Status
56	3/22/18	Scott Rafferty	Communications regarding CVRA allegations	3/26/18 Email sent with DOCs & Links 3/27/18 Email sent with DOCs & Links Gathering/Reviewing Documents
1819-04	8/1/2018	Scott Rafferty	Communications, social media regarding trustee elections	8/6/2018 - Acknowledgement letter sent Reviewing Documents
1819-06	8/6/2018	Partida - Berkes Crane Robinson & Seal	Documents regarding the presence of asbestos at De Anza HS	8/10/2018 - Acknowledgement letter sent 9/21/2018 – DOCUMENTS AVAILABLE
1819-08	8/30/2018	Nicole Bates – LSC	Referral, Suspension, Expulsion, Transfer, Arrest data	8/30/2018 – Acknowledgement email sent
1819-09	10/8/2018	David Stephan	<ul style="list-style-type: none"> a. Invoices re: Amethod b. Number of teachers under various credentials c. UCP Complaints against Linda Delgado d. Form 700s submitted by Linda Delgado e. Purchase of 1400 Marina Way South 	10/12/2018 - Acknowledgement letter sent

Pinole Valley High QB named Cal-Hi Sports offensive player of week

October 5, 2018



Pinole Valley High star quarterback DeMari Davis has been named the Cal-Hi Sports Northern California Offensive Player of the Week after leading his team to its best start since 2010 with a 7-0 record this season.

This season, Davis has accrued 754 yards passing yards, eight passing TDs, 1,123 yards rushing yards, and 15 rushing touchdowns, according to a [Cal-Hi Sports write-up](#).

In a 35-6 win over Jesse Bethel of Vallejo last week, "the 6-foot, 160-pound dual-threat senior quarterback had his best game passing this season after going 19 of 28 for 241 yards and two touchdowns," Cal-Hi Sports states. He added 86 yards rushing and rushed for a TD.

The Cal-Hi Sports write-up about Davis drew a recollection of the glory days of 1989 Pinole Valley graduate and 1993 Heisman Trophy winner Gino Torretta.

Another football star visited the Spartans last week. Former Oakland Raiders running back Charlie Smith stopped by Pinole Valley High as the Raiders delivered a \$1,000 check the Spartans in honor of their head coach, Luke Bodwin, earning the Tom Flores Coach of the Week honor for Week 4.

Mike Aldax

School board stops short of charter revocation

By [Edward Booth](#)

Like 2

Tweet

(<http://richmondconfidential.org/author/edward-booth/>)

Posted October 5, 2018 9:24 am

The West Contra Costa Unified School Board stopped short Wednesday from taking a vote on whether to revoke the charter of John Henry High School after hundreds of parents, students and staff showed up to protest the possible action.

Instead, the board directed its staff to reach an agreement with the Amethod Public Schools, which operates the John Henry school, on how to move forward following allegations that an Amethod official failed to report a child's complaint of physical abuse to the proper authorities.

Mandated reporters, such as teachers, are required to report any seen or suspected abuse to Child Protective Services, a division of the state government responsible for intervening in instances of child abuse or neglect.

The school board's decision came at a public hearing called to decide the question of whether to revoke John Henry's charter. The board voted 3-2 last week to issue a notice of revocation to the school, with board members Mister Phillips and Elizabeth Block voting against doing so.

The board's vote after the public hearing Wednesday—also 3-2, with Phillips and Block against the majority—effectively postpones a decision on whether to revoke the charter. The vote gave district staff the opportunity to negotiate with John Henry on a path forward to redress the allegations the school failed to report a complaint of abuse that were raised the previous week during the board's public comment period.

The mandatory reporting complaint alleged that a student had contacted school staff and said he was being abused at home. Rather than reporting the incident, Evelia Villa, currently the Richmond regional superintendent of Amethod Public Schools, allegedly chose to investigate the matter herself. She allegedly instructed the student to take off his shirt so she could check if he had bruises, according to messages sent by former John Henry teachers to the school district.

Villa also allegedly described her response to the child's complaint as an example to encourage other teachers to personally investigate complaints before reporting to CPS. This allegedly occurred at an Amethod professional development event held prior to the 2017-2018 school year, according to the messages.

But an attorney for Amethod, Lisa Corr, strongly countered the version of events in the messages. She said that according to an ongoing Amethod investigation of the allegation, the failed instance of mandatory reporting occurred in 2012, three years before John Henry came into operation.

“This does not relate to John Henry High School,” she said at the Wednesday hearing. She added: “The employees involved did not have a reasonable suspicion of child abuse or neglect.”

1901/2019 School board steps ahead of charter revocation Richmond Confidential
Prior to the meeting, hundreds of John Henry students, parents and staff gathered near the Richmond Civic Center as they prepared to protest. They marched through central Richmond, some holding drums, tambourines, trumpets, other assorted instruments and red or blue pom-poms. A costumed school mascot—a wildcat—was also present. Some wore navy and burgundy John Henry apparel, and most were clad in matching yellow shirts emblazoned with the words “Richmond Charters” on the front, and “AMPS Honor Hard Work” on the back. AMPS refers to Amethod Public Schools.

The hundreds protesting the possible charter revocation then crowded into the multi-purpose room of DeJean Middle School, where the school board meeting was held. Roughly 100 signed up to speak during public comment, which proceeded for about an hour and a half.

They spoke of how John Henry had improved their lives. Several students, especially college-intended seniors, expressed unease with the thought of losing their school in the middle of a term. Many shared anecdotes of how their grades had improved dramatically after they switched from one of the local high schools to John Henry.

Some of the speakers had attended John Henry for only two months, while others, current seniors, had been going to the school since it opened in 2015.

Amethod’s Chief Operating Officer Jorge Lopez, who grew up in Richmond, attended both the march and the board meeting. Prior to the meeting, he said he’d been surprised by the vote to revoke last week. Given last week’s vote, though, Lopez said he expected the board would revoke the John Henry charter, and that Amethod would subsequently “follow as much of a legal recourse as possible.”

After leaving the meeting, Lopez gave a speech encouraging the many students surrounding him to register to vote.

Board member Phillips made a motion not to revoke the school’s charter, and instead to direct the school board staff to conduct a thorough investigation on whether the alleged mandatory reporting incident happened. He added that the school board staff should come back with recommendations on how the district should address the alleged problems at the school, which could include a possible agreement with the school.

His motion was amended by Block to also investigate whether failure to mandatory report is a part of the school culture.

“It is not often that this board gets a second chance to do the right thing,” Phillips said, adding that, “These people, my neighbors, deserve a vote. They have suffered enough stress from this board’s failure to make a decision about their future.”

But Board member Tom Panas introduced a substitute motion for district staff to come up with an agreement with Amethod, effectively tabling the revocation vote.

Phillips pointed out that this substitute motion doesn’t include an investigation.

“I’ve sat here for an hour listening to the board talk about how important it is to investigate,” Phillips said. “And now you’re just throwing the investigation out the window?”

Board President Valerie Cuevas said she liked Philip's motion, but that she didn't support it because it would have taken the possibility of revoking the school's charter off the table and she wanted to keep that option available.

But there was disagreement at the meeting on whether a short-notice revocation of John Henry's charter is still possible.

According to Edward Sklar, the school district attorney, the notice of revocation still applies to John Henry. If the board ultimately decides to revoke the charter, it will be able to do so without having to go through the normal lengthy process, according to Sklar.

But Corr, the Amethod attorney, disagreed. Because the logic for revocation is based upon "severe and imminent threat," she argued, a motion to revoke the charter of a school can't logically be tabled. She used an example of a ceiling falling down to provide a metaphor for what a "severe and immediate" threat actually is.

Either way, the district staff is expected to write a report and make a recommendation on how to proceed with John Henry at the next school board meeting on Oct. 17.

3 Comments

Sarah

October 6, 2018 at 2:06 pm

I have never witnessed a board meeting like this. On one hand, the board had a legitimate concern to address, I think that they should have investigated. On the other hand, the team presenting for the district was sooooo inept! They were crushed in the presentation. The staff member (Delgado I believe is the name) came off as a liar and it was clear to everyone in the room, that she has a bias towards this school.

The board members are incompetent and as a resident in the district, I am so disappointed and flat out concerned. Ms. Cuevas is a strong arm bully who is obviously trying to shut this school down for some reason. Mr. Panas should stay home. He is an embarrassment.

I went into meeting concerned about the families of this school, but left the meeting concerned about the entire families of WCCUSD! This board has now become the new Richmond City Council!

Giorgio Cosentino

October 8, 2018 at 9:04 pm

The process must be one that is non-political, impartial and objective. I say this as a victim of extreme, horrific, child abuse.

Jess

October 11, 2018 at 7:36 am

Imminent threat!! If I were the families and school officials, I would sue WCCUSD as first an equality issue- how these schools are treated over others. Then I would sue for the stress that this board has placed unfairly on these kids and families. What a disgrace!

The west county staff members come off as racist liars and that should worry everyone!

Chevron Fuel Your School program visits Stege Elementary

October 11, 2018



The Chevron Fuel Your School Program, joined by Oakland A's mascot Stomper, visited Stege Elementary in Richmond Wednesday, Oct. 11, 2018 to deliver teacher-requested school supplies funded by Chevron through DonorsChoose.org.

When Oakland A's mascot Stomper made a boisterous surprise-visit to the auditorium at Stege Elementary on Wednesday morning, the kids understandably went wild.

Their happiness, however, may have been eclipsed by that of their teachers, who received ample donations of classroom supplies that they had requested as part of Chevron's Fuel Your School program.

In a celebration to promote Fuel Your School to educators throughout Contra Costa and Alameda counties, Richmond Mayor Tom Butt and West Contra Costa Unified School District Superintendent Matt Duffy joined teachers and students at Stege Elementary in cheering on the program's ninth year.

Throughout the month of October, Chevron donates \$1 every time consumers fill up with 8 or more gallons at participating Chevron or Texaco stations, up to \$1 million. That money then goes toward funding eligible projects and materials in science, technology, engineering and math (STEM) that local teachers request through [DonorsChoose.org](https://www.donorschoose.org), an online charity. The project submission period opened on Sept. 30.

Over the last nine years, Fuel Your School has funded 809 classroom projects at 59 West Contra Costa Country Unified schools, totaling more than \$800,000 in funding. The program is receiving a total \$6 million this year for public schools in 17 U.S. markets.

"These donations, especially when budgets are tight, have helped our hard-working and dedicated educators provide compelling classroom instruction, which is critical in keeping [students] focused and engaged," Duffy said Wednesday.

Mayor Butt, an architect by trade, stressed to the children the importance of STEM education in prepping for their careers.

"If I didn't know a lot about those things, I'd be a bad architect," the mayor said.



Butt lauded Chevron as a “good partner in education,” saying the company’s contributions go beyond Fuel Your School. As an example, he mentioned the Richmond Promise program, which provides scholarships of up to \$6,000 for all Richmond and North Richmond students set to attend a two- or four-year school, along with guidance in financial aid and college acclimation. The program is funded from \$35 million of a \$90 million community benefits agreement between the City and Chevron connected to the \$1 billion Richmond Refinery Modernization Project.

The Fuel Your School program is part of Chevron’s overall support for education, which has totaled over \$400 million worldwide since 2013, much of it supporting STEM education.

STEM education preps kids for careers of the future, and provides a workforce to help companies like Chevron thrive.

“We believe that teaching STEM will help ensure that you can be whatever you want to be,” Greg Terk, a Chevron executive, told Stege students Wednesday. “I hope you know that your teachers in this room are helping you build your skills for the future.”





Mike Aldax

