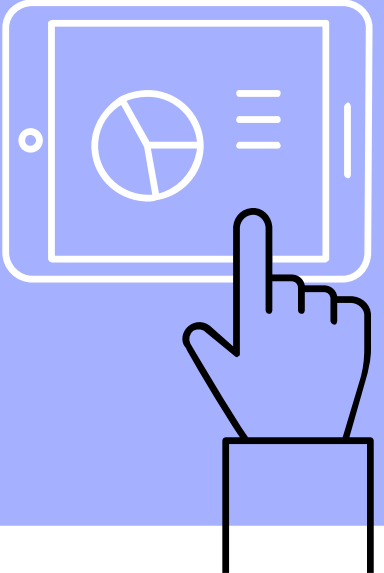
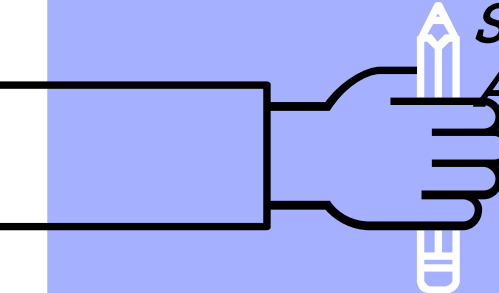


TVUSD's Program Goals and Objectives for Programs and Services for English Learners

*Las Metas y Objetivos del Programa
de TVUSD para los Programas y
Servicios para Estudiantes
Aprendices de Inglés*



ELAC
March 11, 2020
11 de enero, 2020

1.



What are the programs for English Learners in TVUSD?



*¿Cuáles son los
programas para los
estudiantes aprendices
de inglés en TVUSD?*

English Learner Programs

Elementary School

- Structured English Immersion (SEI) within grade-level class
- Integrated ELD
- Designated ELD
- ELD provided for all English Learners- ELPAC Levels 1-4
- Instruction provided by credentialed teacher with EL Authorization

Middle School Common Core Discovery Class

- SEI – Structured English Immersion
- Designated ELD Provided by ELA Specialists
- ELPAC Levels may include: 1s, 2s

ELA cluster

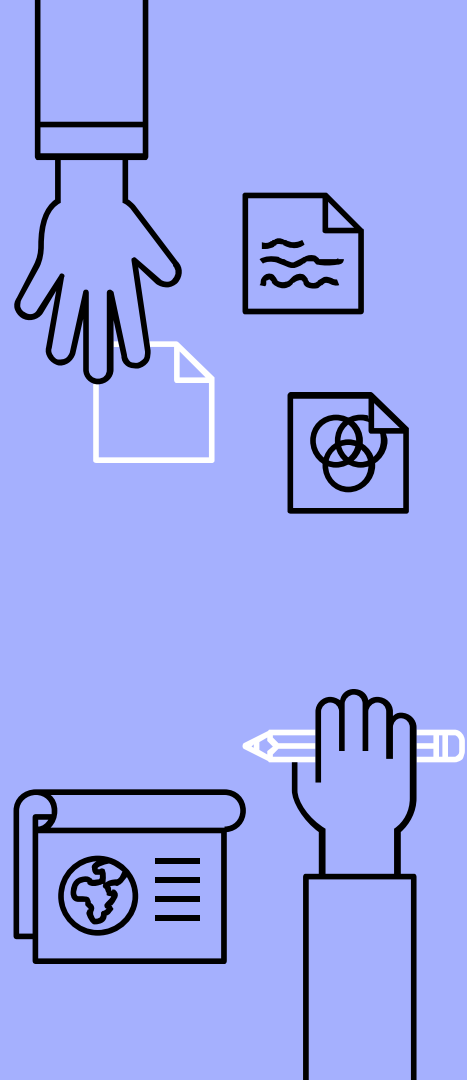
- Designated ELD Instruction Provided by ELA teacher
- ELPAC Levels may include: 3s, 4s

Integrated Instruction

- Clustered Students in Content Subject Area
- Instruction provided by classroom credentialed teacher with EL Authorization and supported by ELA Specialists / aides

High School

- Designated ELD (SEI)
- Integrated ELD in all subject areas
- ELD/ELA Courses
- Cluster Classes
- ELD provided for all English Learners ELPAC Levels 1-4
- Instruction provided by credentialed teacher with EL Authorization
- A-G Pathways / Summer School



Programas para Estudiantes Aprendices de Inglés

Escuela Primaria

- SEI (Inglés estructurado) dentro de la clase de nivel de grado
- ELD(Desarrollo del Idioma Inglés) Integrado
- ELD Designado
- ELD provisto para todos los aprendices de inglés - Niveles de ELPAC 1-4
- Instrucción es proporcionada por un maestro acreditado con autorización EL

Escuela Secundaria

Clase Discovery Plan de Estudios Central

- SEI – Programa de Inmersión Estructurada en Inglés
- ELD Designado provisto por especialistas de ELA (Artes del Lenguaje Inglés)
- Los niveles de ELPAC pueden incluir: 1s, 2s

Grupo en la clase de artes de language

- ELD Designado provisto por maestros de ELA
- Los niveles de ELPAC pueden incluir: 3s, 4s

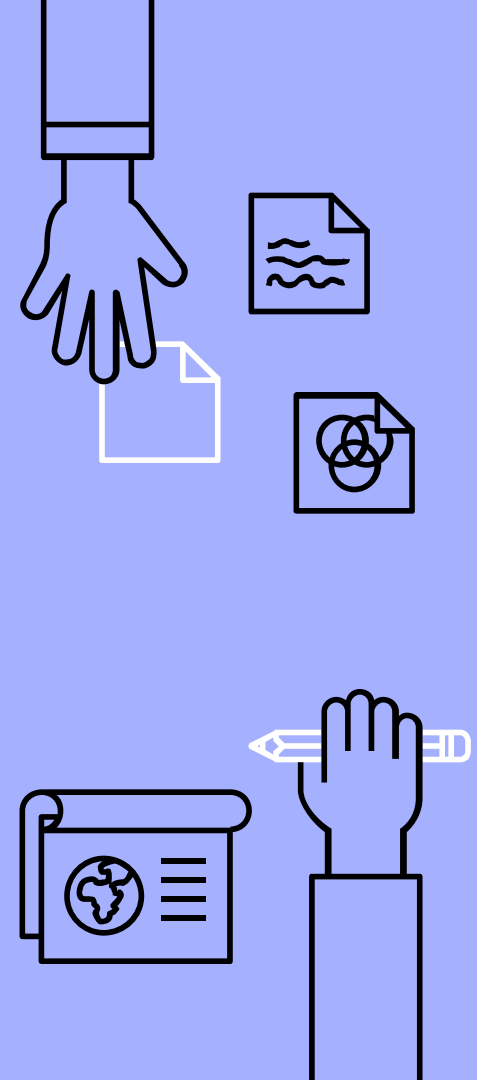
Instrucción Integrada

- Estudiantes agrupados en materia de contenido
- Instrucción proporcionada por el maestro acreditado en el salón de clases con autorización EL y apoyado por especialistas / asistentes de ELA

Escuela Preparatoria

ELD Designado (SEI,)

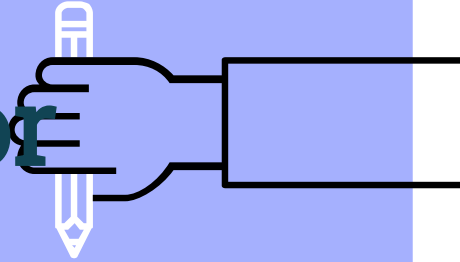
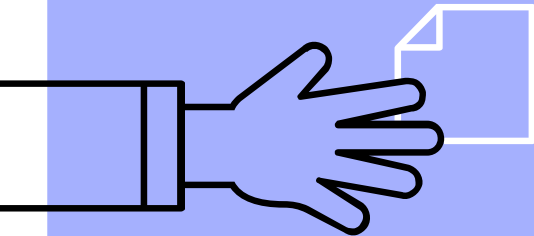
- ELD Integrado en todas las materias
- Cursos ELD/ELA
- Clases en grupos
- ELD provisto para todos los estudiantes aprendices de inglés
- Niveles de ELPAC 1-4
- Instrucción proporcionada por un maestro acreditado con autorización EL
- Vía de requisitos A-G / Escuela de verano



2.

What are the district's *goals* for programs and services for English learners?

¿Cuáles son las metas del distrito para los programas y servicios para estudiantes aprendices de Inglés?



Goals:

(Listed in TVUSD EL Master Plan Chapter 6, pg. 72)

1. **Develop and implement effective programs for English Learners as described in the Master Plan for English Learners.**
1. **Ensure that all English Learners access and progress towards proficiency in English.**
1. **Ensure that all English Learners access and progress towards proficiency in the core curriculum.**



Metas:

*(Enumeradas en el Plan Maestro EL de TVUSD
Capítulo 6, página 70)*

- 1. Desarrollar e implementar programas efectivos para los estudiantes aprendices de inglés como se describe en el Plan Maestro para Estudiantes Aprendices de Inglés**

- 1. Asegurar que todos los estudiantes aprendices de inglés accedan y progresen hacia el dominio del idioma inglés**

- 1. Asegurar que todos los estudiantes aprendices de inglés accedan y progresen hacia el dominio del plan de estudios central**



Goals:

(Listed in TVUSD EL Master Plan Chapter 6, pg. 72) Continued...

4. Decrease the risk of failure, retention, and drop-outs

5. Strengthen parent involvement and engagement in their child's academic plans

6. Increase EL participation in advanced academic programs and enrichment opportunities (ex: Advanced Placement Courses, dual enrollment, GATE, college entrance exam preparation, university enrollments)



Metas:

*(Enumeradas en el Plan Maestro EL de TVUSD
Capítulo 6, página 70) continua...*

4. Disminuir el riesgo de fracaso, retención y deserción escolar

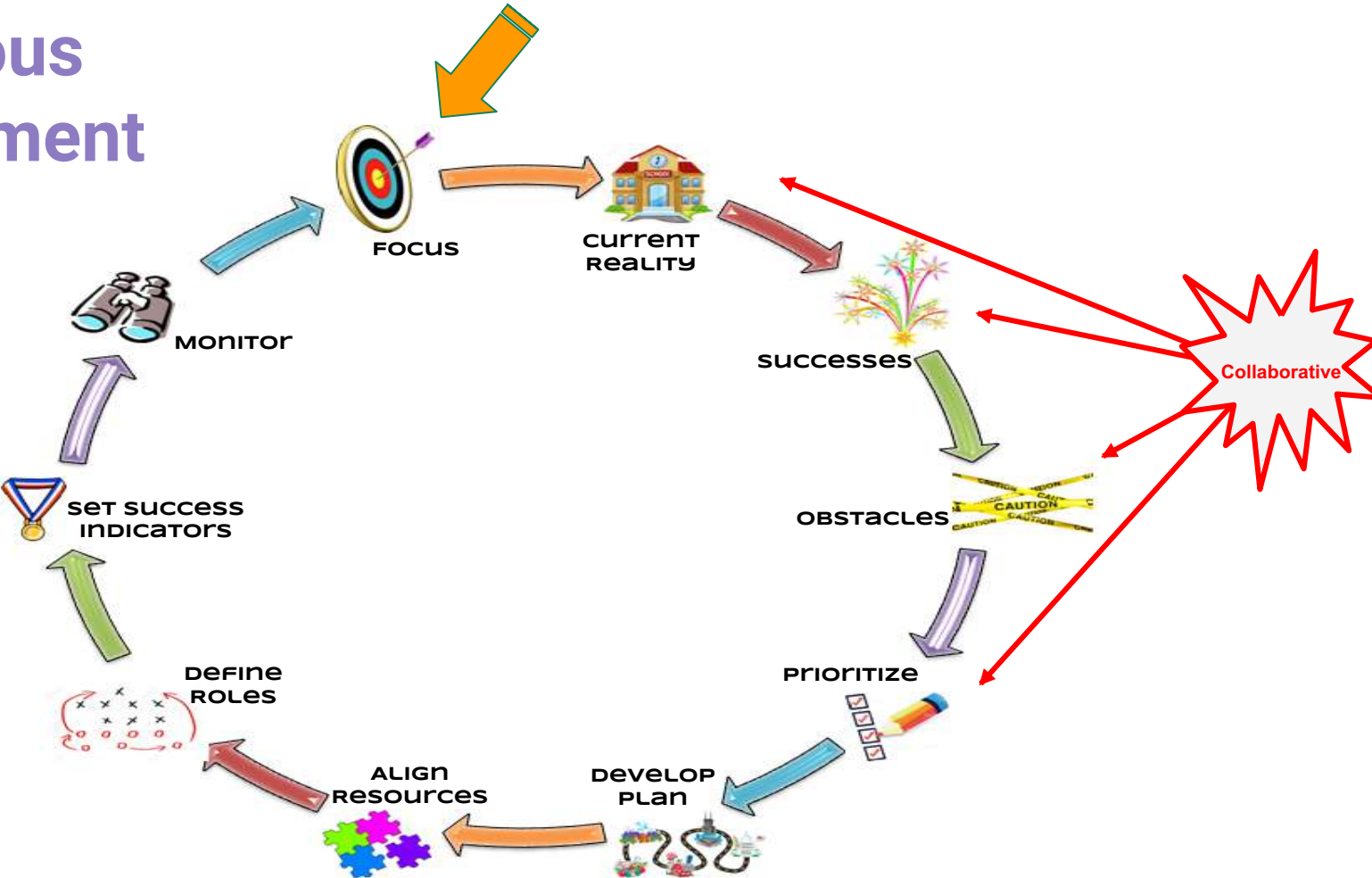
5. Fortalecer la participación de los padres en los planes académicos de sus hijos

6. Aumentar la participación de los aprendices de inglés en programas académicos avanzados y oportunidades de enriquecimiento (por ejemplo, Cursos de Asignación Avanzada, matrícula doble, GATE, preparación para el examen de ingreso a la universidad, matrículas universitarias)



Continuous Improvement Cycle:

CICLO DE MEJORA CONTINUA



3.



LCAP Dashboard Data



*Datos del Panel del
Estado LCAP*

Dashboard Data is One Measure of Effectiveness of EL Programs and Services:

ELA CAASPP

Math CAASPP

Suspension / Expulsion

Graduation Rate Indicator

College and Career Indicator



*Los Datos del Panel del Estado LCAP
son una Medida de la Efectividad de los
Programas y Servicios para Estudiantes
Aprendices de Inglés*

ELA CAASPP

Matemáticas CAASPP

Suspensión / Expulsión

Indicador de la Tasa de
Graduación

Indicador de la Universidad y una
Carrera



THANK YOU!

¡Gracias!

Any questions?

¿Alguna pregunta?



THE CALIFORNIA ENGLISH LEARNER ROADMAP



Principle 2

CALIFORNIA ENGLISH LEARNER ROADMAP POLICY

Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners



21st Century Education
Multilingual Proficiency
Meaningful Access



Principle 3

System

...ons that
veness
... school system (state, county,
...re-school) has leaders and
...re knowledgeable of and
... strengths and needs of
...s and their communities and
... assessment and other data
...orm instruction and continuous
...ach level of the school system
...es and tiered support to
...ograms and build the capacity
...staff to leverage the strengths
...eds of English learners.

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 appropriate identification of strengths and needs, 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, twenty-first century world.



California State Board of Education Approved English Learner Roadmap Policy on July 12, 2017





This policy is intended to help school districts:



Welcome



Understand



Educate

...English learners attending California public schools.

California schools:

Affirm,
Welcome
&
Respond to
A diverse range of English learner Strengths,
Needs
And identities.

CA Roadmap



California schools:

Prepare graduates with:

The linguistic,
Academic
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.

CA Roadmap



Why a Roadmap For English Learners?

1.3 million+ English learners in California's schools

60% of children 0–5 are dual language learners



Why a Roadmap For English Learners?

Helps equip students with 21st century skills

A positive approach to English learners

Desire for more aspirational, inspirational vision of bilingualism



Read the whole policy here: [EL Roadmap Web page](#)



EL Roadmap

Search

Teaching & Learning ▾

Testing & Accountability ▾

Finance & Grants ▾

Data & Statistics ▾

Specialized Programs ▾

Learning Support ▾

Home / Specialized Programs / English Learners / English Learner Roadmap

English Learner Roadmap

Guide to assist local educational agencies to implement California's 21st century college-and-career-ready standards, curriculum, instruction programs, and assessments.

CA EL Roadmap Home | [Policy and Printed Document](#) | [Learning Foundations](#) | [Principles Overview](#) | [Principle One](#) | [Principle Two](#) | [Principle Three](#) | [Principle Four](#) | [Characteristics of Examples](#) | [Illustrative Case Examples](#) | [Crosswalk to LCAP](#) | [Resources](#) | [Communications and Updates](#) | [Archives](#)

EL Roadmap Policy and Printed Document

The California English Learner Roadmap: Strengthening Comprehensive Educational resources and guidance.

[CA EL Roadmap Home](#) | [Policy and Printed Document](#) | [Learning Foundations | Principle Two](#) | [Principle Three](#) | [Principle Four](#) | [Characteristics of Examples](#) | [Illus LCAP](#) | [Resources](#) | [Communications and Updates](#) | [Archives](#)

In addition to the California State Board of Education (SBE) English Learner Road Services for English Learners (EL Roadmap Policy) (below), which was passed by *English Learner Roadmap: Strengthening Comprehensive Educational Policies, F Learners (CA EL Roadmap)* was informed by the results of a survey, federal and state for English learners, and public input including philanthropists, community members education. The CA EL Roadmap highlights evidence-based practices, promising inclusion of new federal and state legal requirements.

[SBE EL Roadmap Policy in English](#)
[SBE EL Roadmap in English](#) (DOCX)

The SBE EL Roadmap policy was passed by the SBE on July 12, 2017.

SBE EL Roadmap Policy translations:

[SBE EL Roadmap Policy in Korean](#) (PDF)
[SBE EL Roadmap Policy in Mandarin](#) (PDF)
[SBE EL Roadmap Policy in Spanish](#) (DOCX)
[SBE EL Roadmap Policy in Vietnamese](#) (PDF)

[CA EL Roadmap Printable Document in English](#) (DOCX)
[CA EL Roadmap Printable Document in Spanish](#) (DOCX)



캘리포니아 영어학습자 로드맵 주 교육위원회 규정 :
영어학습자를 위한 교육 프로그램 및 서비스



加利福尼亚英语学习者路线图州教育委员会政策:



Política de la Mesa Directiva Estatal de Educación:



Lộ Trình Chính Sách dành cho Học Sinh Học Anh Ngữ của Hội Đồng Giáo Dục Tiểu Bang California: Các Chương Trình và Dịch Vụ dành cho Học Sinh Học Anh Ngữ

Chính sách này nhằm mục đích hỗ trợ Bộ Giáo Dục của Tiểu Bang California trong việc hướng dẫn các cơ sở giáo dục địa phương (LEAs) đón chào, thông hiểu, và giáo dục số học sinh học Anh Ngữ đa dạng đang theo học tại các trường công tại California. Rất nhiều các em học sinh đang học Anh Ngữ là đại diện của những thành viên mới nhất trong xã hội của chúng ta, (bao gồm những người di dân mới đến gần đây và con cái của người di dân) những người đóng góp vào sự đa dạng trong văn hoá và đến từ những gia đình với những kinh nghiệm xã hội và ngôn ngữ sâu sắc. Những kỹ năng trong ngôn ngữ mẹ đẻ mà họ mang theo đã đóng góp vĩ đại đến nền kinh tế và thể mạnh xã hội của tiểu bang được biết đến như là một dân số tài năng đa văn hoá và đa ngôn ngữ.

Chính sách này dứt khoát tập trung vào những học sinh học Anh Ngữ trong ngữ cảnh của nỗ lực cải tiến hệ thống giáo dục của tiểu bang, chất lượng giảng dạy và học tập.

California English Learner Roadmap



Principle Four:

Alignment & Articulation Within & Across Systems



Principle Three:

System Conditions that Support Effectiveness



Principle Two:

Intellectual Quality of Instruction and Meaningful Access



Principle One:

Assets-Oriented & Needs-Responsive Schools

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.



Being bilingual is a good thing

Schools will encourage English Learners.

English Learner programs will build upon the unique aspects that ELs bring to schools.

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**.

English language programs must be challenging.

Language growth is combined with learning about each different subject area.

Some instruction will be in the student's native language.

ELs will learn English and other languages, too!

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 who utilize valid assessment and other data systems that inform instruction and continuous improvement. Each level of the school system provides resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the **strengths and meet the needs of English learners**.

School leaders and educators ***at every level*** are trained to:

- Know and respond to their ELs' strengths and needs
- Use data to improve services to ELs
- Deliver resources and support to help 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 appropriate identification of strengths and needs, 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, twenty-first century world.**

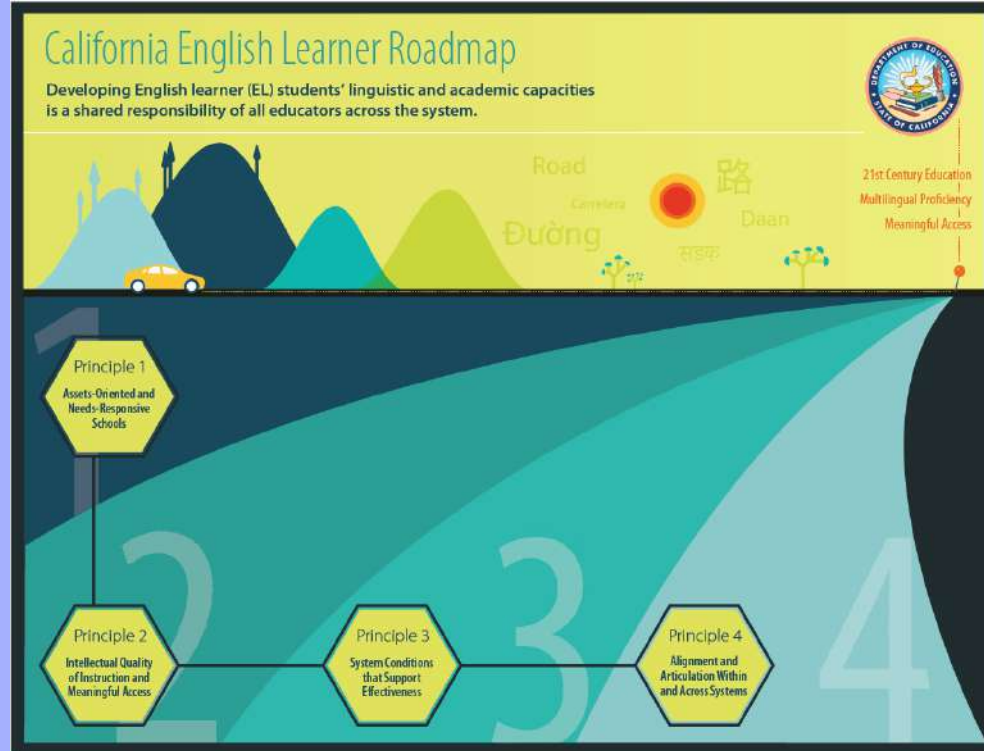
All the levels of EL education are coordinated:

Early Childhood $\xrightarrow{20}$ Higher Ed

Pathways for ELs lead to multi-literacy, college and full participation in the 21st century world.

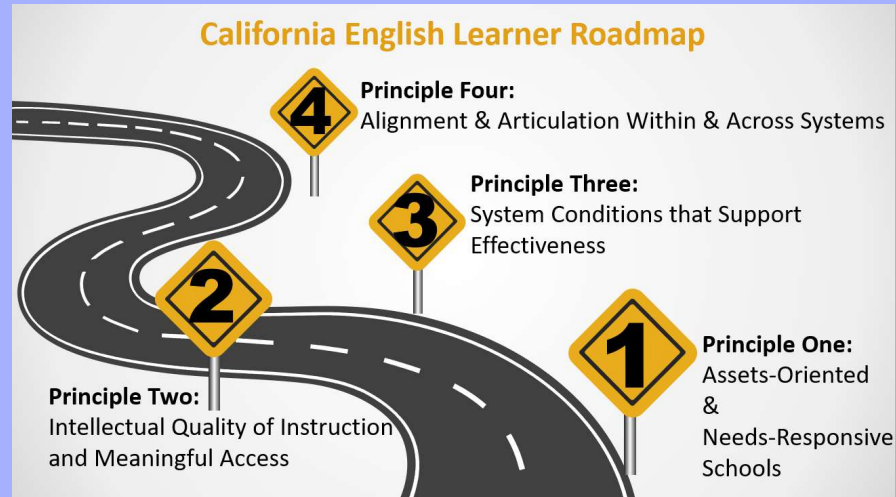
The Four Principles Are:

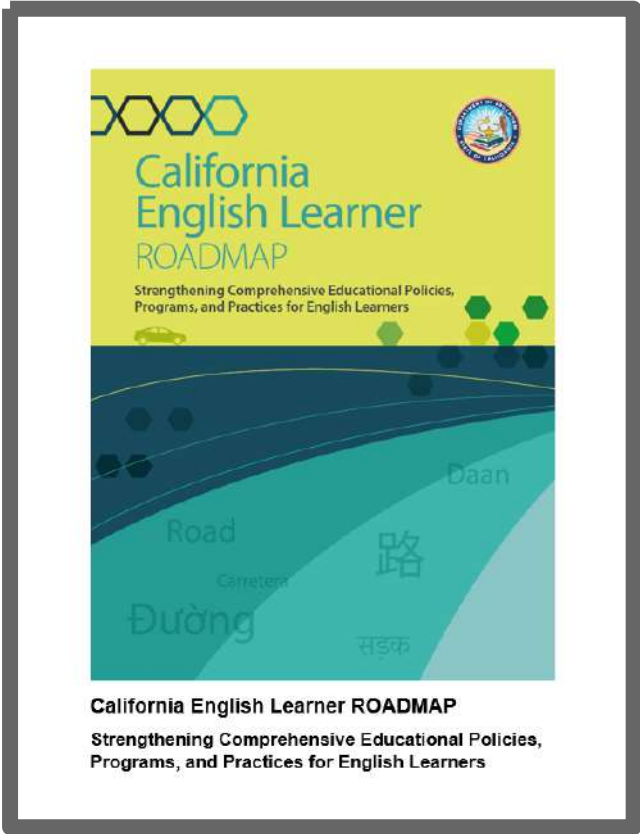
- Meant to guide all levels (TK-College) towards a coherent, aligned set of practices, services, relationships, and approaches
- To be implemented by all educators (shared responsibility)



What the *CA EL Roadmap* Does

- Provides a new direction for the state (and our District) that **holds the weight of policy**
- Provides a common belief system
- Gives California school districts a common vision but allows them to choose their own path to fulfilling the 4 principles. (Not one size fits all!)

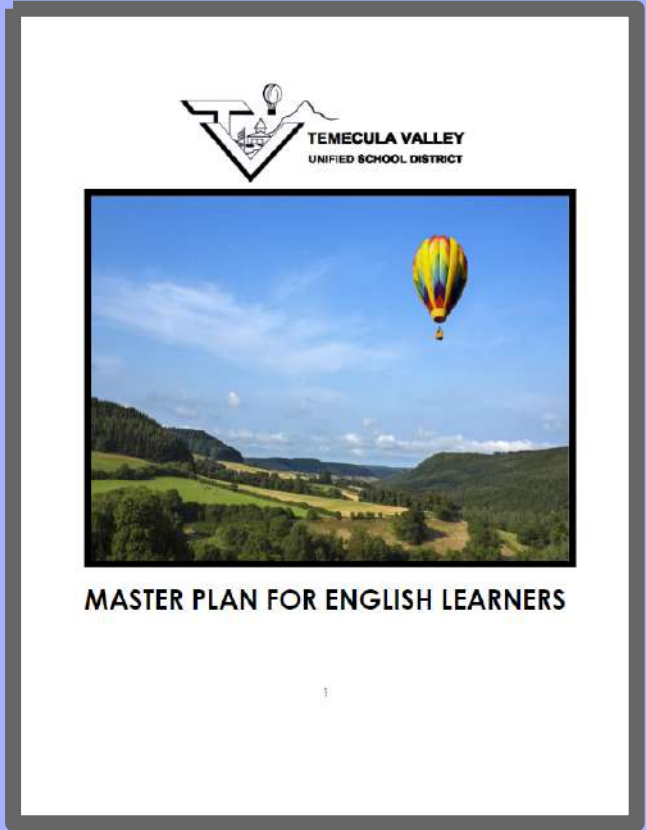




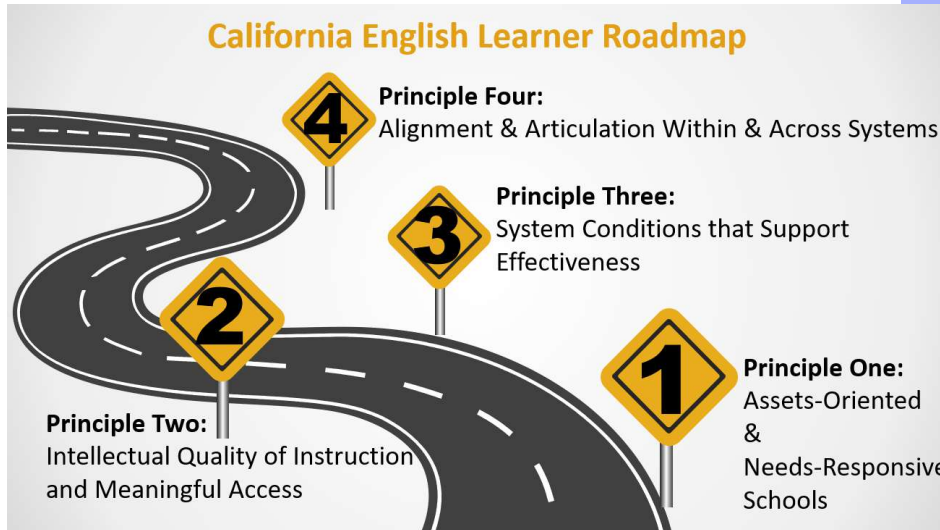
TVUSD will
use the
4 Principles of
the Roadmap



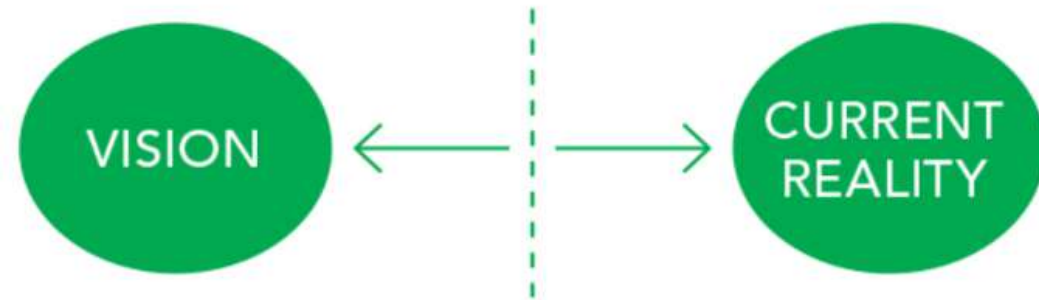
to
update
revise
integrate
the TVUSD EL
Master Plan.



How Much Progress Have We Made On Fulfilling the Goals of the Roadmap (So Far)?



The EL Roadmap Is Very Important to our District!



The Roadmap is critical to helping us to achieve our Goals for our English Learners

3
4
Implementation will be a process!

Already, our English Learner Coordinating Committee-**ELCC**, (teachers, administrators, parents) has met to learn about the Roadmap.

The group has started the process by comparing what the Roadmap asks of us to where we believe we are currently as a District.



The Roadmap is intended to help school districts:

 **Welcome**
 **Understand**
 **Educate**

...English learners attending California public schools.

THE CALIFORNIA ENGLISH LEARNER ROADMAP

