



## English Learner Roadmap Policy Priorities: Advancing the Vision

Through the priority bills below, our collective of English learner (EL)<sup>1</sup> and dual language learner (DLL)<sup>2</sup> advocacy organizations elevates policy efforts rooted in the English Learner Roadmap<sup>3</sup> principles. We aim to ensure ELs and DLLs in early childhood through grade twelve can attain high levels of English proficiency, mastery of grade-level standards, and proficiency in multiple languages.

**Join us in advocating for the following 2024 bills to support equitable EL/DLL education!**

- AB 1947 - California state preschool programs: contracting agencies: staff training days**  
**Asm. Luz Rivas**  
This bill will expand the number of allowable staff training days under a California State Preschool Program (CSPP) contract from two to six. It specifies that when a CSPP contractor enrolls 25% or more DLLs and opts to provide at least three staff training days, one of those days must include DLL-related professional development to increase teacher preparedness to work with DLL children. It also deems that professional development (PD) days provided during regular hours of operation count toward the minimum number of days for part-day and full-day CSPP.
- AB 2071 - Pupil instruction: English Learner Roadmap: grant program: parent toolkit | Asm. Juan Carillo**  
This bill establishes a pilot grant program to support local planning and implementation of the EL Roadmap policy. It would require the California Department of Education (CDE) to award up to eight one-time grants of up to \$1,500,000 each and up to four one-time grants of up to \$750,000 each to local educational agencies (LEAs) that serve high percentages and/or numbers of ELs. It would also require CDE to submit reports on the program's successes and challenges. Grant recipients would participate in a Community of Practice of district leaders to share lessons learned, models, and resources developed during the planning and implementation phases. The State Board of Education would also be required to create and adopt a parent toolkit to support Roadmap implementation.
- AB 2074 - Pupil instruction: English Learner Roadmap Policy: statewide implementation plan**  
**Asms. Al Muratsuchi & David Alvarez**  
This bill requires CDE to develop a statewide implementation plan for the EL Roadmap policy with input from LEAs, teachers, parents, and other partners. The plan must include efforts to build awareness of the EL Roadmap; clear and measurable implementation goals; alignment and coherence across state initiatives that reflect the EL Roadmap policy and principles; and guidance for LEAs to build alignment and coherence at the local level across programs and services. The bill also requires CDE staff to ensure the implementation plan is disseminated to all school districts.
- AB 2268 - English learners: English language proficiency assessment | Asm. Al Maratsuchi**  
This bill exempts transitional kindergarten (TK) students from the administration of the English Language Proficiency Assessment (ELPAC) for California. An increasingly younger population of four-year-olds is required to undergo the assessment to be identified as ELs under state and federal law, but research suggests the current application of the ELPAC in TK settings is not developmentally appropriate, may not be a valid instrument for assessing language acquisition, and may have unintended long-term negative consequences on students.

**We are thrilled that the Governor signed this bill on June 14th for immediate implementation!**



The English Learner Roadmap sets a vision and mission that articulates research-based educational priorities for English learners and dual language learners in preschool through 12th grade across California. The guiding principles are articulated below, based on the official Roadmap policy.<sup>4</sup>

## English Learner Roadmap Principles

### 1 Assets-Oriented and Needs-Responsive Schools

Pre-schools and schools are responsive to different English learner (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 of students. bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.

### 2 Intellectual Quality of Instruction and Meaningful Access

English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.

### 3 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 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.

### 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.

## Footnotes

- 1 English learners (ELs):** Students who are native speakers of a non-English language and are primarily receiving instruction in English and, in some cases, in their home language in biliteracy instructional settings.
- 2 Dual language learners (DLLs):** Children whose first language is a language other than English or children who are developing two or more languages, one of which may be English.
- 3** For more information about the policy, see <https://www.cde.ca.gov/sp/ml/roadmap.asp>.
- 4** <https://www.cde.ca.gov/sp/ml/elroadmappolicy.asp>