

From Advocacy to Engagement: Supporting English Language Learners in These Challenging Times

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RIO AMERICANO
HIGH SCHOOL



No School
Mon. March 16, 2020

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Our Mission

The Education Trust–West is a nonprofit educational equity organization focused on educational justice and closing achievement and opportunity gaps through research, data, policy analysis, and advocacy.



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California Parent Polls



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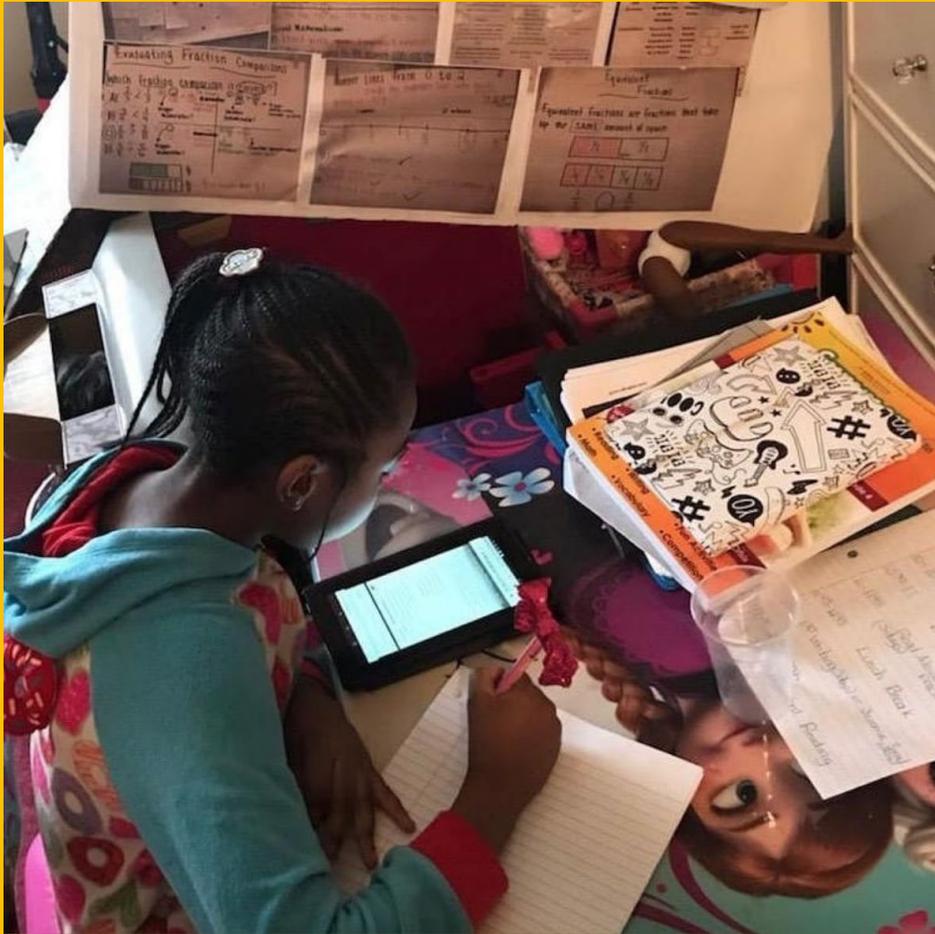


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K-12 Parent Poll

- Representative sample of 1,200 California parents with K-12 children (Mar. 26 – Apr. 1)
- Headlines on what parents want
 - Consistent contact with teachers
 - Equitable access to academic resources
 - Planning to ensure resources to stop learning gaps





Academic Support

- 4 out of 5 Latinx + 3 out of 4 African American parents concerned they don't have resources to help child stay on track
- Nearly 1 in 4 Latinx + 1 in 10 African American parents report receiving little to no info from school or district
- 25% of non-English home speakers say schools have not provided materials in other languages



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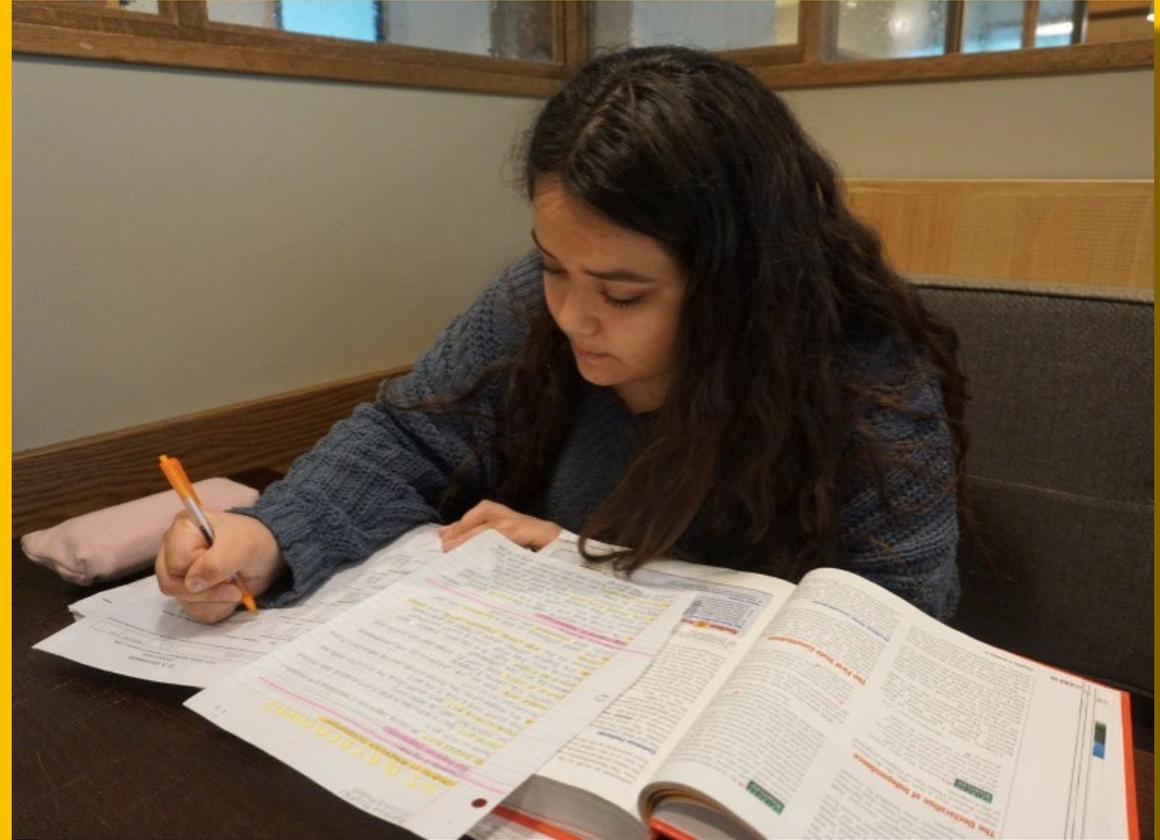
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Digital Divide and Distance Learning

- 38% of low-income families + 29% of families of color concerned they **don't have reliable internet**
- 50% of low-income + 42% of families of color **lack sufficient devices** for distance learning



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Wellbeing

- Nearly 9 in 10 concerned their children will fall behind + 8 in 10 report **higher than usual level of stress**
- 84% of low-income parents concerned about **providing for their families** compared to 72% higher-income parents



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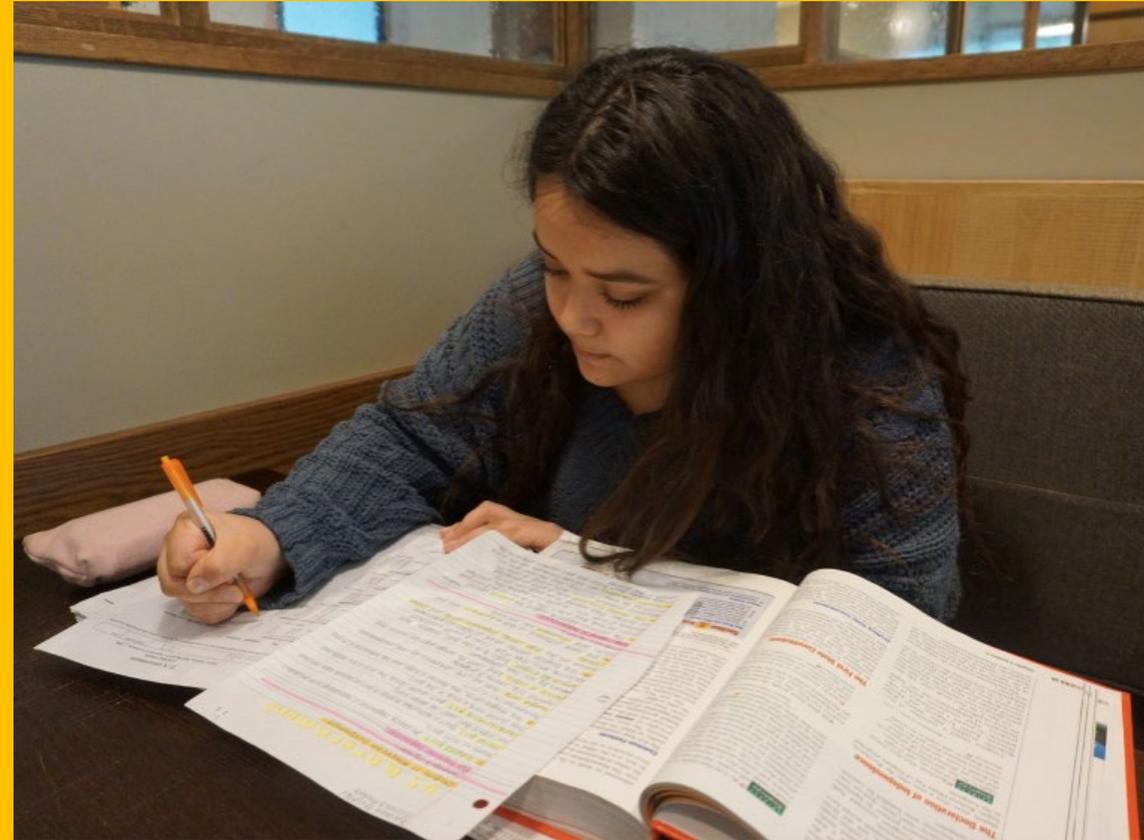
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English Learners

- **85%** of parents felt providing materials for English learners students would be helpful
 - But – only **31%** reported their child's schools were providing materials for ELs
- **41%** reported their child's school was providing information to parents in languages other than English



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English learner parents identified key concerns during this time...

	English Learner	Non-English Learner
Concerned about not having the resources or supplies to help your child stay academically on track.	80%	77%
Concerned that their children will fall behind academically	90%	89%
Parents experiencing higher levels of stress due to school closures.	85%	79%



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Early Childhood Poll

Representative sample of 600 California parents with children ages 0-5 (Apr. 18 – 22)

Highlights:

- 1 in 3 parents (and 42% of Latinx parents) are **reducing/skipping their meals** + 12% are skipping meals for their child (19% for non-English speakers)
- 3 in 4 report **higher than usual stress levels** + 2 in 3 say changes to **routines have been disruptive** for their child
- 72% worry about their child's social, emotional, and cognitive **development**
- 1 in 4 parents (and 1 in 3 non-English speakers) are worried about substance abuse and domestic violence due to COVID
- 3 in 4 respondents said having info/resources in languages other than English would be helpful



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Digital Divide Map



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Overview of the Map

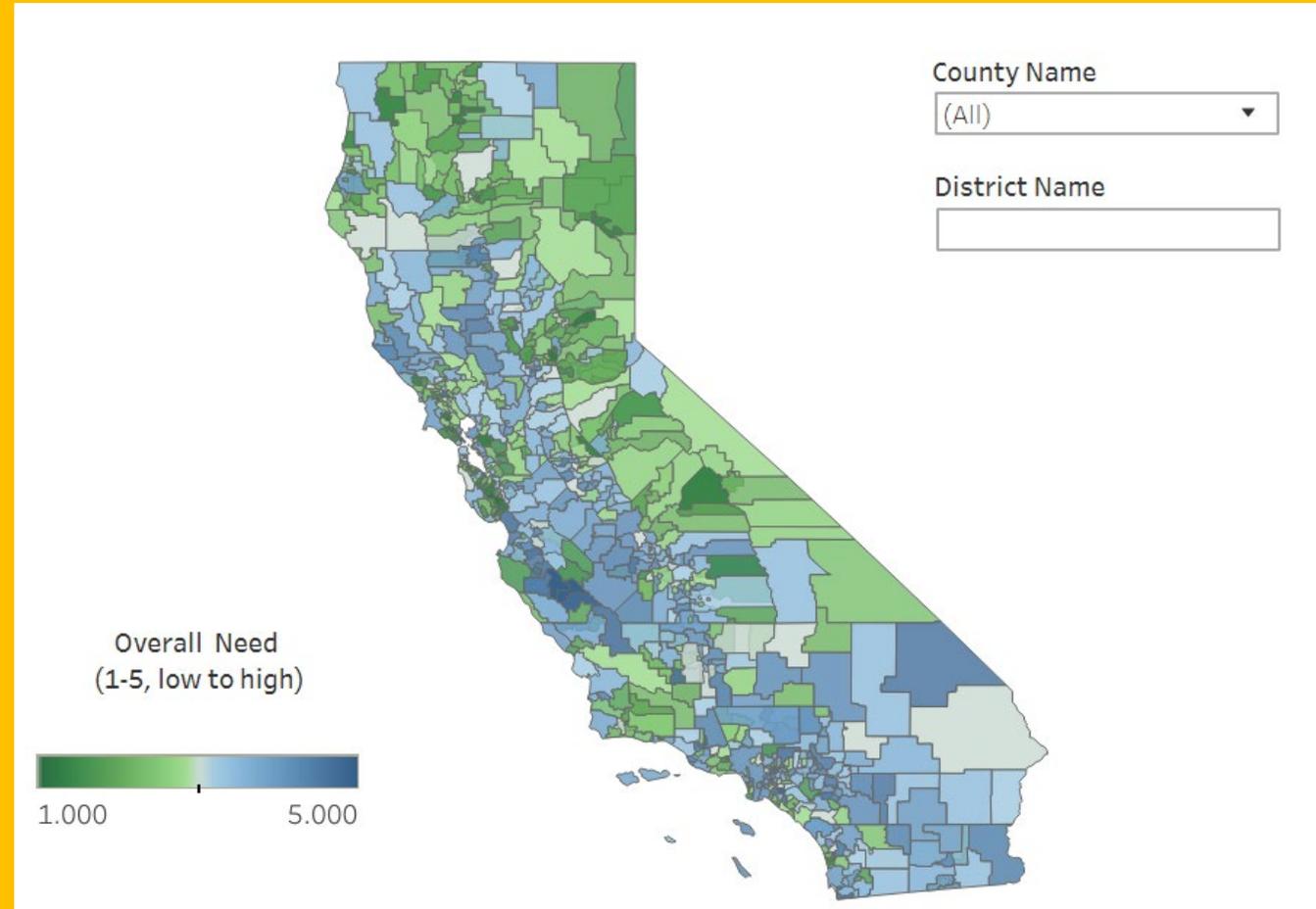


- Digital divide is not a new phenomenon for children of color, those in poverty, and children whose native language is not English
- Equity implications on learning brought into sharper focus with crisis
- Map tool to understand the digital divide in communities + support advocacy

Overview of the Map

The colors on the map illustrate a district's projected “need” based on following factors:

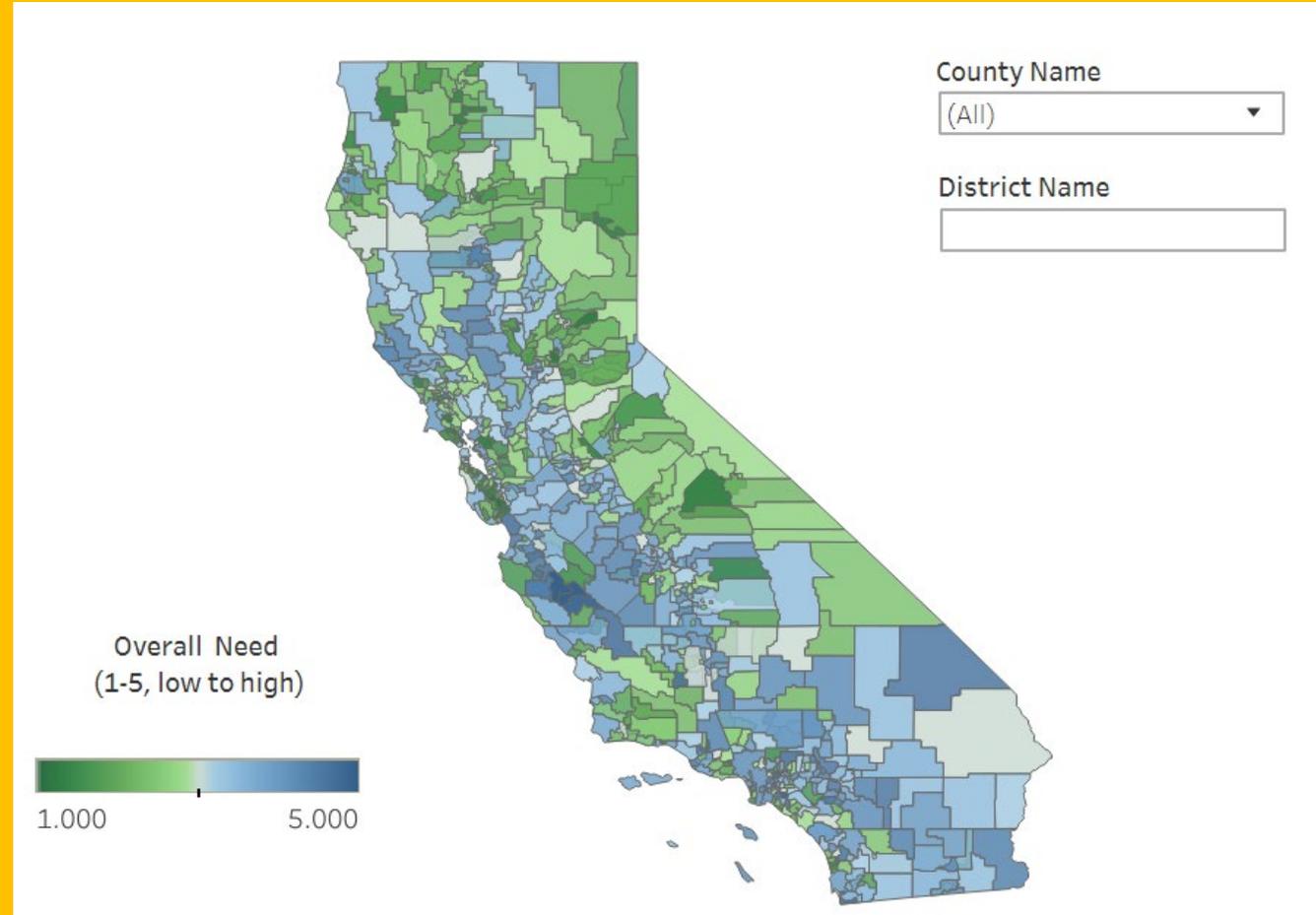
- % of low-income students without internet access
- % of students of color without internet access
- % of youth experiencing homelessness
- % of students with disabilities
- % of English learners



Overview of the Map

Each district received a need score from 1-5 (low to high) on their percentile rank statewide on each of these factors.

Districts **shaded blue** are estimated to have the largest digital gaps and greatest need for resources.



Counties with the highest overall need

County	Overall Need (1-5)	Percent English Learners
Colusa	4.15	38.0%
Riverside	3.69	17.0%
Imperial	3.63	39.7%
San Bernardino	3.62	15.1%
Sacramento	3.52	17.4%

Advocacy Tools: Implementing the English Learner Roadmap and Affirming the Rights of English Learners



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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.



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English Learner Roadmap Purpose

Desire for more aspirational,
inspirational vision

Need to “move the needle” in English
learner programs and services

Need for guidance and tools,
references to other documents and
legal citations



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Why Should This Matter to Us?

The Roadmap guidebook explicitly states...

“Implementing the EL Roadmap will require:

Parent/community leaders and district/school leaders to forget a common language and understanding of the CA EL Roadmap principles and elements to value students’ native languages and bilingualism, raise educational expectations for all students, and foster English learners’ equitable access to quality teaching and learning.”



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Ed Trust—West's English Learner Advocacy Toolkit

What is California's English Learner Roadmap?

The English Learner Roadmap policy sets a vision for educating English learners in early childhood through 12th grade and beyond, with accompanying examples and tools to help make that vision a reality. Adopted in 2017, it makes clear that everyone involved in our schools has a responsibility to educate English learners well while respecting and valuing their identities, languages, and cultures.

What the Roadmap Is Not
The Roadmap is not a law that tells schools and districts what to do or that spells out rights for English learners and their families. However, those laws and rights do exist. For that information, see The Education Trust—West's other document, **English Learners Have Rights! An Advocacy Guide for Parents and Other Community Stakeholders**.

California's Vision of Success for English Learners

"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."
— English Learner Roadmap Policy, California Department of Education

Four Principles

The Roadmap is built around four principles meant to guide practices, services, relationships, and approaches to teaching and learning:

- 1 Assets-Oriented and Needs-Responsive Schools**
Schools respond to English learners' strengths, needs, and identities.
- 2 Intellectual Quality of Instruction and Meaningful Access**
English learners have meaningful access to the full curriculum and quality instruction in English and other languages.
- 3 System Conditions that Support Effectiveness**
Each level of the school system supports programs and teachers to meet English learners' needs.
- 4 Alignment and Articulation Within and Across Systems**
Instruction and support from preschool through college are coordinated to prepare students for a multilingual, diverse, 21st century world.

What You Can Do to Make the Roadmap a Reality
Meet with teachers and administrators, and attend school board, District English Learner Advisory Committee (DELAC), English Learner Advisory Committee (ELAC), School Site Council, and faculty team meetings to:

1. Advocate for local policies and practices aligned to the English Learner Roadmap, such as starting or expanding bilingual programs, creating Specially Designed Academic Instruction in English (SDAIE) sections or other strategies in the classroom to help English learners access the curriculum, and ensuring English learners are enrolled in A-G courses. Sample resolutions are available from [California Advocates](#).
2. Include the Roadmap in your Local Control Accountability Plan (LCAP) by making sure that LCAP actions and services for English learners are aligned with the Roadmap.
3. Advocate for practices and programs designed to improve instruction and services for ELs using the [Roadmap Policy and related tools](#).
4. Have conversations using our related resource, **10 Questions to Ask Your School or District about California's English Learner Roadmap**.



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The English Learner Roadmap

10 Questions to Ask Your School or District about California's English Learner Roadmap

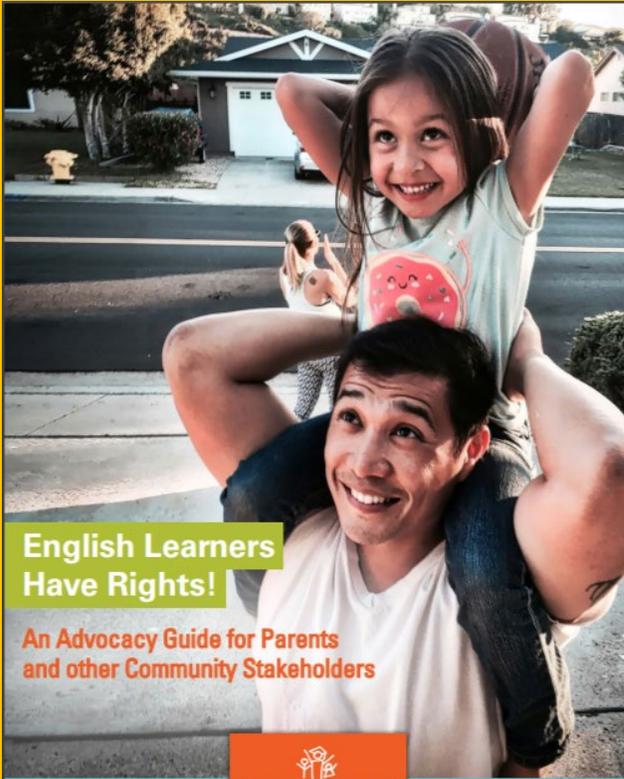
The California English Learner Roadmap sets a vision for educating English learners in early childhood through 12th grade. The questions below are meant to help advocates learn what their school and district are doing to support English learners in alignment with the Roadmap. For more information about the Roadmap, check out our related resource, **What is California's English Learner Roadmap?**

- 1 What is the school or district doing to help administrators and other staff see English learners through the strengths they bring to school? (Principle 1)
- 2 Do English learners have access to the full curriculum, including high-quality learning opportunities and English Language Development (ELD) courses? What systems have been developed to make sure this happens? (Principle 2)
- 3 What programs or pathways are offered to help English learners become bilingual and biliterate? How can we increase these options in the future?
- 4 How is our school or district truly working with parents and families of English learners beyond what is required by state and federal laws?
- 5 In what ways is the English Learner Roadmap reflected in our LCAP? How are we using the California Department of Education's (CDE) [assessors](#) between the English Learner Roadmap and LCAP state priorities to help us do this?
- 6 How are we using Local Control Funding Formula (LCFF) dollars to increase and improve services for English learners? (Principle 3)
- 7 How has the district used the California Department of Education's [self-reflection rubric](#) to evaluate its practices related to serving English Learners? Based on identified strengths and areas for growth, are there particular Roadmap principles the district or school is choosing to focus on first?
- 8 In what ways do the school and district support administrators and teachers who are serving English learners, so that they can access resources such as bilingual instructional materials, teacher trainings, coaching, and collaboration time between ELD and other teachers? (Principle 3)
- 9 In what ways do the school and district make sure English learners' educational experiences are aligned, from preschool through high school? (Principle 4)
- 10 How is our district learning more about what other districts and schools are doing to best support their English learners?

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English Learners Have Rights!

An Advocacy Guide for Parents and other Community Stakeholders



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English Learner Rights Guide

Thank you!
Questions?

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