California’s Gold

An Advocacy Framework for Young Dual Language Learners

Marlene Zepeda, Ph.D. | Published November 2017
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Throughout this report, the terms Dual Language Learner (DLL), and English Learner (EL) are used to describe the target population of students. In this report the terms are used interchangeably.

DLLs are children learning two (or more) languages at the same time, as well as those learning a second language while continuing to develop their first (or home) language (U. S. Office of Head Start). This is the term most recently adopted and used by the early childhood community.

ELs - English language learners, as defined by The Elementary and Secondary Education Act (ESEA), are children ages 3 through 21 who are enrolled or preparing to enroll in an elementary school or secondary school and who were not born in the United States or whose native language are a language other than English. Additional criteria is located in The National Academies of Sciences, Engineering, and Medicine (NASEM), 2017 report. The EL term is the commonly used term for Transitional Kindergarten to 12th grade (TK-12).
Acknowledgments

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The author would also like to extend a warm thanks to the numerous early childhood education and TK-12 advocates, researchers, and stakeholders who have provided guidance, input, and encouragement for this work. A group of leaders committed to advancing the needs of young dual language learners met in January 2017 at the Heising-Simons Foundation to provide feedback on this effort, and the author would like to acknowledge their contributions: Catherine Atkin, Linda Espinosa, Karla Pleitéz Howell, Anya Hurwitz, Deborah Kong, Magaly Lavandez, Stacy Hae Lim Lee, Ted Lempert, Carola Oliva Olsen, Sarah Neville Morgan, Vickie Ramos Harris, Yuuko Uchikoshi Tonkovich, and Judy Sanchez. Additional thanks to Linda Espinosa, Magaly Lavandez, Laurie Olsen, and Monique Ramos for their review of this work.

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About the Author

Marlene Zepeda is Professor Emeritus in the Department of Child and Family Studies at California State University, Los Angeles.

A former preschool and elementary school teacher, Dr. Zepeda has done extensive work on the dual language learning of Spanish-speaking preschool children and child development in Latino infants and toddlers. For the California State Department of Education, she led a group of national experts in developing California’s Early Learning Foundations for English Language Development for 3- and 4-year-olds. Dr. Zepeda has authored publications focused on the development of dual language learners, including a set of teacher competencies for these children. She has studied the efficacy of a curriculum developed for Spanish-speaking preschoolers learning English and is currently collaborating on a project comparing the utility of two assessment tools for examining pedagogical practice with dual language learners.

Dr. Zepeda served on the Technical Working Group for the National Center for Early Care and Education Research: Dual Language Learners and on the Research Advisory Board to Los Angeles County’s Office of Child Care Steps to Excellence Project (STEP), a quality rating system for early education settings. She is a member of the Campaign for Quality Early Education, a California advocacy group that advocates on behalf of dual language learners, and serves on the Los Angeles County First 5 Commission. Marlene Zepeda received her B.A. in Child Development from California State University, Los Angeles and her M.A. and Ph.D. degrees in Developmental Studies and Early Childhood Education from the University of California, Los Angeles.
About this Framework

This Advocacy Framework is a call for coordinated action to integrate preschool with the early primary grades and improve DLL/EL education throughout these grades. The four action areas elevated in this report — workforce development, curriculum & instruction, assessment, and systems alignment — are critical components of a well-functioning early childhood system, that if maximized to take language and culture into account, would represent a sea change in the education of young DLLs.

Family engagement is a particularly significant feature that touches on all four action areas. A continuous, mutually reciprocal and strength-based partnership between educational programs and the families they serve is a contributor to all children’s academic success, but it is particularly important for many DLL/EL families as they navigate an unfamiliar educational system. It is thus appropriate to integrate the influence of family engagement into all four action areas.

The framework offers a guiding North Star for each of the four key action areas and delineates a number of policy, advocacy, and partnership opportunities that hold promise for significantly advancing the education of DLLs/ELs. Drawing on research evidence, relevant policy documents about dual language learning, and stakeholder concerns, the framework points to areas where early childhood advocates and stakeholders may have maximal influence. The set of policy documents used to develop the framework appears in the Relevant Policy Documents on page 65.

The policy, advocacy, and partnership opportunities articulated in the four action areas are organized chronologically: first in the near-term (1-3 years) and then in the longer-term (3-6 years). Yet, in a fast-moving political environment and dynamic field, these time projections can only be estimates. If stakeholders see pathways for pursuing the opportunities designated “longer-term” more quickly, they should certainly do so. Wherever possible, the framework highlights these opportunities within a PreK-3 system, so that children’s experiences in preschool settings feed into their TK-12 experiences. A glossary is provided on page 51.
Key Action Areas

The framework is organized around four areas that are central to the development of high-quality PreK-3 settings.

WORKFORCE DEVELOPMENT
A strong workforce of teachers and administrators responsive to the unique learning needs of DLLs.

ASSESSMENT
Assessment approaches that more accurately depict and measure how DLLs are learning.

CURRICULUM & INSTRUCTION
Curricular and instructional models and resources attuned to the diverse learning needs of DLLs.

AN ALIGNED PREK-3 SYSTEM
An integrated early childhood and TK-12 system that recognizes the importance of continuity and coherence with the early childhood period and that meets the needs of DLLs.
Fulfilling the Promise of California’s Dual Language Learners
A child’s early years of life are marked by an incredible capacity for growth and learning. Over the first eight years of life, children develop the foundation of their social, language, and cognitive skills that help define how they learn and experience the world. The importance of these early years, therefore, has become a matter of public priority in California. Public and private leaders in the state have come to realize that by nurturing young children to grow and learn, they are priming these children, their families, and the state for later success.

For many of the state’s young children, this potential for growth and learning – and the responsibility of the state’s education systems to meet this potential – is accentuated by the linguistic and cultural diversity of the families and communities in which they live. For these children, language development and learning happens along parallel tracks, in a home language and culture and in English. Dual language learners (DLLs), as they are commonly labeled in preschool and English Learners (ELs), as they are commonly labeled in elementary school, experience the world in ways that are both similar and fundamentally different from their monolingual peers.

DLLs’ emergent bilingualism, and the ways in which their home language and culture define their lives, need to be taken into account as the state continues its push to advance early childhood education. DLLs make up one in four children in the state’s TK-12 system,¹ and 60 percent of California’s children age birth to 5 live in a household where a language other than English is spoken.² If adequately supported, DLLs have the potential to make valuable contributions to the state’s multicultural identity, and its economy. If their language and culture are not nurtured in these early years, the state risks not only losing any potential social and economic benefits from DLLs’ bilingualism, but is also risking that these children fall behind their monolingual peers in and out of the classroom.

History tells us that influencing system changes for the betterment of our young children is no small feat. There are significant human capital, funding, and structural challenges that the state must overcome in order to give young children and their families the support they need to get off to the right start. Moreover, recent changes in state and federal policy—such as the Every Student Succeeds Act (ESSA), Proposition 58, and the state English Learner Roadmap, as well as the Local Control Funding Formula (LCFF)—provide a timely opportunity to strengthen support for DLLs in California. Thus, the time is ripe to move forward with efforts to close the opportunity gap that exists for many of our children and to set California on a positive path towards embracing its multicultural future.

60% of California’s children age birth to 5 live in a household where a language other than English is spoken.

Dual language learners (DLLs), as they are commonly labeled in preschool and English Learners (ELs), as they are commonly labeled in elementary school, experience the world in ways that are both similar and fundamentally different from their monolingual peers.
The achievement gap begins before kindergarten...

It is estimated that 30 to 50 percent of DLL/EL children entering kindergarten fail to develop the English skills needed for academic participation after six years or more of instruction and become Long-Term English Learners, who are more apt to have low rates of high school and college completion. Inadequate English language development in combination with rapid home language loss during the early years leaves too many of our DLLs/ELs behind.

70% Nationwide, 70 percent of 4th graders identified as ELs are reading below the basic level as measured by the National Assessment of Educational Progress.

65% Recent results of California’s Smarter Balanced Assessment show that 65 percent of ELs failed to meet basic standards in English Language Arts and Mathematics.

A Matter of Shared Responsibility

Just as the education of California’s youngest children is increasingly recognized as a matter of shared responsibility for both early childhood and TK-12 educators, so too should the specifics of language and culture be considered by both systems and stakeholders. In particular, attention to the education and success of DLLs/ELs is necessary if we are to address the challenges they face in developing the English proficiency skills needed for school learning, and if we are to nurture their emergent bilingualism and positive sense of identity. At present, the academic achievement gap between ELs and non-ELs is dramatic. Nationwide, 70 percent of 4th graders identified as ELs are reading below the basic level as measured by the National Assessment of Educational Progress.

TRANSITIONAL KINDERGARTEN (TK) is the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate. (See Glossary)
Progress. Recent results of California’s Smarter Balanced Assessment show that 65 percent of ELs failed to meet basic standards in English Language Arts and Mathematics. This achievement gap begins before kindergarten for some DLLs. It is estimated that 30 to 50 percent of entering DLL/EL kindergarten children fail to develop the English skills needed for academic participation after six years or more of instruction and become Long-Term English Learners, who are more likely to have low rates of high school and college completion. Inadequate English language development in combination with rapid home language loss during the early years leaves too many of our DLLs/ELs behind. Thus, societally and economically, this achievement gap is a costly problem for California and a major challenge for DLLs/ELs and their families, a challenge that requires educational policy changes and resources to advance successful educational paths.

Reason for Optimism

Yet there is reason for optimism. The state is on a course to make significant changes to the implementation of education policy that, if well planned and executed, can significantly benefit young DLL children. Notably, the new California EL Roadmap embraces the importance of early childhood as foundational to a child’s educational trajectory. First 5 California has begun a historic, multi-year investment to identify effective strategies that promote dual language development in early education settings. Through the Local Control Funding Formula (LCFF), California has recognized the importance of allowing localities to decide how best to resource the education of English learners by allocating extra funding to school districts based on their proportion of EL students. The federal Every Student Succeeds Act (ESSA) provides opportunities for aligning and integrating preschool education within the TK-12 system. Finally, with the recent passage of Proposition 58, the EdGE initiative (Education for a Global Economy), we enter a new era in which preschool and TK-12 students will have more access to bilingual education and preschool children can begin first and second language learning within a PreK-3 continuum.

This framework is an opportunity to enhance these policy developments and move the needle in early childhood education.
Important Policy Changes in Support of DLLs

The state is on a course to make significant changes to the implementation of education policy that, if well planned and executed, can significantly benefit young DLL children.

<table>
<thead>
<tr>
<th>LOCAL CONTROL FUNDING FORMULA (LCFF)</th>
<th>THE EVERY STUDENT SUCCEEDS ACT (ESSA)</th>
<th>PROPOSITION 58</th>
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<tbody>
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<td>is legislation passed in California in 2013 which provides additional flexible funding to school districts to address the needs of English learners, among other groups.</td>
<td>is the 2015 reauthorization of the Elementary and Secondary Education Act (ESEA). This federal legislation provides supplemental funding for states and local school districts for educational improvement efforts. The current legislation emphasizes the importance of young learners.</td>
<td>was passed in 2016. Although this legislation continues the previous legislation requirement that school districts ensure English acquisition as soon as possible, it allows school districts, in consultation with parents, to establish dual immersion programs for both native and non-native English speakers.</td>
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California adopted the state English Learner Roadmap in 2017. It is the first new language policy adopted in nearly 20 years, and removes outdated barriers to bilingual and multilingual instruction in the TK-12 system. Go to – http://www.cde.ca.gov/sp/el/rm/

First 5 California is investing $20 million from FY 2017–18 through FY 2020–21 for a study designed to evaluate the feasibility and effectiveness of existing strategies implemented in early learning settings with young DLLs and their families. Go to – https://www.ccfc.ca.gov/pdf/programs/dll/F5CA_DLL_Working_Paper.pdf
of learning experiences tailored for DLLs, implementation at the program level is uneven. The Kindergarten Readiness Act authorizing Transitional Kindergarten (TK) for certain 4-year-olds affords an excellent opportunity to bridge the divide between the worlds of early childhood and TK-12. However, with very few exceptions, the TK program’s attention to DLLs stresses English language acquisition over bilingualism. With Proposition 58 and the state EL Roadmap, there is an opportunity to implement strong educational programs that build on primary language as an asset and nurture children’s development and learning in the early years.

State of Play: Current Approaches and Opportunities in Four Key Action Areas

We have chosen to highlight four key areas of action—Workforce Development, Curriculum & Instruction, Assessment, and an Aligned Prek-3 System—that can make a substantial difference in the lives and future prospects of dual language learners in California. What follows is a discussion of the conceptual and empirical support underpinning each of these four areas, a discussion of where California currently stands in the area, and key opportunities for advancing policy action and partnerships.
Workforce Development

A strong workforce of teachers and administrators responsive to the unique needs of DLLs.
Preparing the Workforce

Other than parents, teachers have the most significant and long-lasting impact on a child’s educational trajectory. Teacher recruitment and retention, teacher preparation, and ongoing professional development are key to workforce development and capacity building. Investing in educators with an explicit emphasis on serving DLLs/ELs is crucial to promoting these children’s academic success. In this section, we refer to workforce development as training for early childhood educators before they enter the teaching field, a period typically referred to as preservice, and ongoing and continuous training that happens once educators enter the field, typically referred to as inservice.

Institutions of higher education, the state’s primary source of teacher preparation, currently are not preparing teachers adequately to meet our growing linguistic and cultural diversity. One reason is the absence of diverse faculty, who may be more likely to address the needs of DLLs/ELs.

In addition to the preparation obtained in college settings, educators engage in inservice professional development focused on particular curricular topics once they are in the workforce. The typical model of professional development has undergone a paradigm shift within the last decade, moving away from short-term workshops or trainings to approaches that stress more intensive and ongoing contact with a trainer or coach about particular pedagogical practices. In ESSA, for example, the definition of professional development has been revised to emphasize “sustained (not stand-alone, one-day, or short-term workshops), intensive, collaborative, job embedded, data driven, and classroom focused” professional development. This paradigm shift in professional development is increasingly common across both the early childhood and TK-12 sectors.

California’s Evolving Approach to the Early Education Workforce

In California, teacher preparation for PreK and TK-12 teachers is guided by varying degree requirements and pedagogical guidelines. Preschool educators need to acquire a Child Development Permit, which is undergoing review for possible revision. At present, the permit has no requirements for units of coursework to cover language development for DLLs. Teaching in K-9 settings requires a Multiple Subjects Teaching credential with coursework focused on teaching methodology and practice. As part of this credential, the state offers a bilingual authorization add-on that stipulates language abilities for the target language, knowledge of appropriate pedagogical and assessment
strategies, and understanding of the cultural and historical context of the target language group. Although some EL pedagogical practice is generalizable to young children, teaching young DLLs requires developmentally appropriate approaches that consider a child’s age and stage and the importance of all developmental domains.

Teacher effectiveness for preschool DLLs depends on particular competencies that have been outlined in the state’s guidance documents and by content experts. For 3- and 4-year-olds, the state has developed a number of guidance documents that outline specific teaching practices to assist programs in serving these students. The competencies identified in the guidelines are in line with national recommendations for early childhood teacher competencies, which include knowledge of first and second language learning, understanding the role of culture in language development, familiarity with best practices for DLL education, understanding the role of assessment and its implementation, knowing how to work effectively with families, and professional commitment to education of DLLs/ELs.

Although there is some overlap between preschool teacher competencies and those of TK-12 teachers, the TK-12 literature focuses more exclusively on pedagogical practice. The NASEM (2017) report identifies the following competencies in the TK-12 literature as key for teaching DLLs/ELs: focus on comprehensible input and intentional scaffolding of learning based on a child’s level of understanding; provision of opportunities for both formal and informal language use; and integration of language learning within content instruction. Because access to academic content in English is critical for school success, there continues to be a need for an explicit focus on English language development.

Support for teachers of DLLs/ELs in PreK-3 varies across settings and is adopted or implemented differently across the state. In preschool education, professional development approaches specifically for teachers serving DLLs/ELs are emerging. Some of these include the eCircle approach, the Nuestros Niños School Readiness Program and, in California, the Sobrato Early Academic Language (SEAL) program. These professional development approaches include varying amounts of individual coaching over an extended period of time and have shown positive effects on child outcomes. In TK-12, the SEAL program works with K-3 educators. WestEd, an educational training and technical assistance organization, provides professional development services focused on ELs, and the World-class Instructional Design and Assessment (WIDA) also provides professional development programs to school districts. In addition, local education agencies provide training and technical assistance focused on pedagogical practice with DLLs/ELs, and college and university faculty are often called upon to provide specific training. Although professional development is associated with greater teacher confidence in instruction of English learners, the efficacy of some of these professional development programs has not yet been well-documented.
What’s Next for Workforce Development?

KEY

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<th>Near-Term Opportunities</th>
<th>Longer-Term Opportunities</th>
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NEAR-TERM OPPORTUNITIES for Preparing Educators

**ENHANCE** teacher competencies to include a focus on dual language learners.

**REQUIRE** that Child Development Permit revisions include an explicit focus on competencies for dual language learning, diversity, culture, and equity.

**INCORPORATE** instruction of dual language learners into college-level early childhood curricula.

**ASSIST** college faculty in modifying their curricula to include a strong emphasis on first and second language acquisition and best practices for young dual language learners.

**ADVOCATE** for integration of information on second language acquisition and effective teaching practices for dual language learners within the coursework of the Curriculum Alignment Program (CAP) of the community colleges.

**EXPAND** pool of diverse and multilingual early childhood educators.

**RECRUIT** more multilingual and culturally diverse high-school students who have earned the State Seal of Biliteracy to enter teacher preparation programs and incentivize them to pursue educational pathways that leverage their multilingualism.

**DEVELOP** and incentivize Grow Your Own Teachers initiatives that are responsive to the needs of particular linguistic communities. Grow Your Own Teachers programs, underway in a number of states, are initiatives to diversify, recruit, and retain the teaching workforce.

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HOW TO GROW YOUR OWN TEACHERS


THE NORTH STAR
Institutions of higher education and the professional development community build curriculum, coursework, and continuous learning opportunities that have dual language learning as a key component of developing and supporting teachers.

NEAR-TERM OPPORTUNITIES for Preparing Educators

**INCREASE** access to preservice training focused on working with dual language learners.

**EXPAND** training grants for higher education to provide specialized education for individuals interested in working with young DLLs.

**ENSURE** that any support for Proposition 58 implementation focusing on preservice teacher preparation includes guidance and funding for early childhood educators.

**NEAR-TERM OPPORTUNITIES for Professional Development**

**ENSURE** leadership at all levels understands and supports dual language learners.

**INVEST** in initiatives to support stronger leadership of center directors, principals, superintendents, and other administrators who will establish school climates supportive of dual language learners and their families.

**ENSURE** that DLL expertise is represented in work groups or advisory bodies to provide integration of information about the unique needs of dual language learners.

**PROMOTE** professional development that supports an integrated PreK-3 system.

**INTEGRATE** and co-fund professional development for PreK teachers and for TK-3 teachers, especially in settings with large concentrations of dual language learners.

**DEVELOP** at the district level, TK-3 professional development explicitly embedded in a shared understanding of the importance of first language support for children classified as dual language learners or English learners.
What’s Next for Workforce Development?

KEY

- Near-Term Opportunities
- Longer-Term Opportunities

NEAR-TERM OPPORTUNITIES for Professional Development

**INCREASE** capacity for quality professional development training and support.

**DEVELOP** competencies for consultants providing professional development and learning opportunities that stress a deep understanding of both first and second language acquisition, child development in the early years, and effective pedagogy.

**BUILD** collaborative approaches to professional development that could include pooling expertise and funding endowed experts to build capacity.

**WORK** with the California Collaborative for Education Excellence to build system-level capacity for professional learning with respect to dual language learners.

LONGER-TERM OPPORTUNITIES for Preparing Educators

**EXPAND** higher education offerings to include a focus on dual language learners.

**SEEK** funds to expand college-level early childhood and elementary coursework that addresses DLL instruction.

**FUND** institutions of higher education to develop specialized cohort programs to facilitate transfer between 2-year and 4-year institutions for educators currently serving young DLLs.

**CREATE** a doctoral program for early childhood education and leadership (PreK-3) with a strong emphasis on dual language learning.
THE NORTH STAR
Institutions of higher education and the professional development community build curriculum, coursework, and continuous learning opportunities that have dual language learning as a key component of developing and supporting teachers.

LONGER-TERM OPPORTUNITIES for Preparing Educators

BUILD a skilled workforce of diverse, multilingual educators.
CREATE pathways for early childhood paraprofessionals—such as teaching assistants, home visitors, and volunteers—with second language skills to develop the competencies needed to become lead teachers and compensate their dual language capabilities accordingly.
DEVELOP cohorts of multilingual educators by expanding funding for programs with this purpose.

LONGER-TERM OPPORTUNITIES for Professional Development

INCREASE access to and quality of professional development opportunities for educators working with dual language learners.
CREATE incentives for building professional learning communities throughout the state that pair PreK-3 educators with colleges and universities to strengthen DLL programs.
IMPROVE DLL-focused training for teacher educators both in and out of higher education.
ALLOCATE resources to support coaches with DLL expertise, and teacher release time for professional development and planning related to infusing a focus on DLLs into instruction and curriculum.
Curriculum & Instruction

Curricular and instructional models and resources attuned to the diverse learning needs of DLLs.

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Approaches for Responding to Linguistic Diversity

27
Current Frameworks for Instruction in California

28
What’s Next for Curriculum & Instruction?
Approaches for Responding to Linguistic Diversity

How dual language learners are taught will vary with the goals and objectives of a particular classroom or school, but a growing consensus supports incorporating children’s home language into instruction in preschool and early elementary grades. While evidence for use of the home language in instruction is more robust for TK-12 than for preschool, the principle of supporting the home language is key to facilitating English language learning for younger children as well. For TK-12, both earlier research and emerging evidence suggest that children in bilingual programs outperform their counterparts in English-only programs in English proficiency. In a recent longitudinal study of four instructional conditions in the San Francisco Unified School District, researchers found that students in all bilingual conditions generally kept pace with students in English-only programs; over time they outperformed students in English immersion classrooms.

Evidence comparing preschool models for teaching dual language learners is limited. In early childhood education, empirical support tends to focus more on components of quality learning environments. The NASEM report notes that while there is no “clear consensus on the types or amounts of support for each language that are most effective for DLLs, most scholars agree that high-quality early learning opportunities will positively influence school readiness.” However, both the NASEM report and the Office of Head Start’s Program Standards explicitly state that the use of the home language in early learning benefits children’s cognitive and social development.

In general, there are two basic instructional approaches: 1. English and home language development in varying proportions—often called a dual language approach, and 2. English language development with home language support often labeled as an English language development approach. Each approach utilizes English and the home language to different extents but each acknowledges the important role of the first language in helping children learn English. In considering what approaches are most...
effective with young DLLs, we need to recognize that their efficacy depends on the individual program’s goals for second language acquisition. Proposition 58 defined dual language programs as “Language Acquisition Programs” and states that these programs must be consistent with California content standards, including those for English language development, must be informed by research, and must “lead to grade level proficiency and academic achievement in both English and another language.”

Current Frameworks for Instruction in California

The education of young DLLs/ELs in California is also guided by the English Language Arts/English Language Development Framework, which is aligned with the state’s Common Core Standards (CCCSS) for English language arts and literacy in history/social studies, and science and technical subjects. What is innovative in this framework is that it calls for providing not only designated English language development (ELD) but also integration of ELD within the overall instructional program, making all educators responsible for supporting DLLs/ELs. California’s framework stresses an additive approach to learning English that builds on children’s existing linguistic and cultural strengths. There are a number of curricular approaches for doing so in the early elementary grades that are in use in California.

Beyond the preschool guidance and TK-12 frameworks, local educational agencies and schools have broad latitude to choose instructional models and curricula to educate young DLLs/ELs. At this point, we have little knowledge of how these different instructional approaches and curricula are applied throughout the state and what the implications are for student performance. For preschool, a number of published curricula incorporate to varying degrees teaching strategies for dual language learners, including, Big Day for PreK, Bilingual Literacy Express, Creative Curriculum, and High Scope. Options for the early elementary grades include the Sobrato Early Academic Language (SEAL) program, which focuses on the development of academic language through language-rich instruction in integrated thematic units, and the Sheltered Instruction Observation Protocol (SIOP).
What’s Next for Curriculum & Instruction?

**KEY**

| Near-Term Opportunities | Longer-Term Opportunities |

**NEAR-TERM OPPORTUNITIES**

**ADVANCE** understanding of the development of English language proficiency.

**USE** the English Language Development Foundations/Standards to monitor growth towards English language proficiency during the PreK-3rd grade period to inform teaching practice.

**MONITOR** initial identification for accuracy and predictability.

**ENGAGE** families.

**USE** Local Control Funding Formula (LCFF) family engagement funds to bring linguistically and culturally diverse family perspectives into classroom instruction and nurture home languages.

**DEVELOP** a cadre of diverse parent advocates to encourage greater language-focused instruction opportunities made possible through Proposition 58.

**CONDUCT** community education campaigns educating families about dual language education, their role in supporting home language development, and the benefits of bilingualism.
PreK-3 programs serving dual language learners develop and implement approaches that include explicit goals for first and second language development and align with the Preschool Foundations, the Preschool Guidelines, and the English Language Development and Common Core State Standards for Language and Literacy.

THE NORTH STAR

CAPITALIZE on state and federal policies favorable to PreK-3 integration.

LEVERAGE the opportunity for multilingual instruction that Proposition 58 opens to promote targeted conversations and local control planning processes for DLLs in PreK-3 settings.

SUPPORT Prop 58 implementation with an eye to directing resources toward PreK-3 DLL instruction.

IDENTIFY and promote opportunities within ESSA to strengthen preschool education within TK-12 programs.

EXPAND availability of curricular and instructional resources for teachers of young dual language learners.

SEEK funds for a hub that curates resources on different types of DLL and multilingual models used in the state and their associated outcomes.

ADVOCATE for stronger support and dissemination of current state guidance documents (e.g., Preschool Program Guidelines, Family Engagement Framework).

INCREASE access to instructional resources focused on linguistic diversity.
What’s Next for Curriculum & Instruction?

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**LONGER-TERM OPPORTUNITIES**

**BUILD** PreK-3 continuity/articulation to support dual language learning.

**EXAMINE** the alignment of widely used PreK curricula and instructional approaches to those that are used in TK-3 for their effectiveness with DLLs/ELs.

**DEVELOP** or modify curricula for the PreK-3rd continuum that are developmentally and linguistically appropriate.

**DEVELOP** at the district, county, and state level, explicit philosophies to support dual language learning through a variety of models in a PreK-3 frame and dedicate resources to that end.

**EVALUATE** instructional models & curricula.

**SEEK** funds for studies that assess the effectiveness of different instructional models (English immersion; transitional programs; maintenance bilingual programs; and two-way immersion) used in PreK and TK settings.

**EXAMINE** the efficacy of curricula used with dual language learners.
THE NORTH STAR
PreK-3 programs serving dual language learners develop and implement approaches that include explicit goals for first and second language development and align with the Preschool Foundations, the Preschool Guidelines, and the English Language Development and Common Core State Standards for Language and Literacy.

LONGER-TERM OPPORTUNITIES

ESTABLISH normative profiles of bilingualism by examining how first and second language acquisition develop and influence each other over time.

DEVELOP within normative ranges, time expectations for various components of first and second language acquisition (i.e., speaking, reading, writing) to inform pedagogical practice.
Assessment

Assessment approaches that more accurately depict and measure how DLLs are learning.

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True Assessment of DLLs’ Knowledge, Skills, and Abilities

The school success of children learning English can be significantly jeopardized by the assessment measures used, how they are implemented, and the people who conduct the assessment.\(^2^9\) Assessment is important both for informing teaching practice and for accountability purposes. It is critical to continue developing and using measures and approaches to assessment that are effective and equitable.

Because dual language learners acquire their knowledge of the world around them in and through two languages, their demonstrated skills and abilities will be distributed across both of these languages. Consequently, tests conducted in only one language do not yield a complete picture of a child’s competency or give educators the information they need to accurately identify learning needs and strengths. The National Academy’s 2017 report, *Promoting the Educational Success of Children and Youth Learning English: Promising Futures*, points out that screening, observation, and continuous monitoring in both languages are needed to support differentiated instruction. Moreover, many assessments have been criticized for a lack of cultural, linguistic, and developmental validity,\(^3^0\) as well as the lack of normative data for bilingual populations. Clearly, identifying appropriate assessments and ensuring their proper use present an ongoing challenge that merits careful attention.

Key Considerations and California’s Approach

Within the subject of assessment, four factors are particularly important:

1. Identifying children’s language proficiency
2. Defining the goals of assessment
3. The development of English proficiency
4. Assessment quality

With respect to all four factors, both bright spots and hurdles exist in California at this time.
Identifying Children’s Proficiency in English and Their Home Language

A key measurement challenge faced by educators when working with DLLs/ELs is identifying language abilities in both the home language and English. Adding to the difficulty, the field lacks a clear consensus as to what constitutes English language proficiency for preschool or TK-12 children. A related issue is the timing of reclassifying children—that is, classifying them as having enough English proficiency that they need no further extra support. In addition to determining English language proficiency, assessing DLLs’ academic learning can be difficult for linguistic reasons.

There are two forms of identification of DLL/EL status. The first is identification of a child’s language dominance or preference upon school entrance. The second is the identification of the developing child’s language proficiency in English. In the first case, children are screened to determine their language dominance or preference. In preschools, parental surveys may be used for reporting requirements and/or to inform pedagogical practice. For example, a home language survey is required for California State Preschool and Head Start. California’s Preschool Program Guidelines (2015) contain a family interview that can be used during a teacher-parent conference to ascertain the child’s first language and the language or languages that different family members use with the child. In TK-12, home language surveys are also employed and, if appropriate, children are administered a test of English language proficiency (i.e., CELDT, ELPAC) that determines needed educational services. The validity of measures used to assess child language proficiency is vital because a single assessment in the TK-12 system can have far reaching consequences. If a child is not correctly assessed, a faulty educational placement can negatively affect the child’s entire school experience.

Within the TK-12 system, the identification of a child’s language abilities in both the home language and English is required by ESSA, local educational codes, and the U.S. Office of Civil Rights. But for both preschool and early elementary grade children, having a clear picture of their language strengths and weaknesses is critical in monitoring language development and informing instruction.
Defining the Goals of Assessment for Dual Language Learners

Defining the goals of assessment poses challenges that California has responded to in various ways. For both the early years and TK-12, there is no consensus about what constitutes English language proficiency. Defining English proficiency for preschoolers varies with factors such as the particular measure employed, local norms, and kindergarten school readiness expectations. The Preschool Foundations, outlining standards for English language development in 3- and 4-year-olds, acknowledges the role of home language support; however, the implicit goal of the Foundations is English language acquisition. The Preschool Foundations and California’s preschool assessment, the Desired Results Developmental Profile (DRDP), have incorporated measurements of English language development.

For TK-12 students, California, in conjunction with 11 other states, developed an assessment framework that aligns with the Common Core and new state standards for English language development, mathematics, and science. As a result, California’s assessment of English language proficiency is currently being updated from the California English Language Development Test (CELDT) to the English Proficiency Assessment for California (ELPAC). The newer version aligns with the updated English Language Arts standards, consists of two separate tests (one for identification and one for annual summative assessment), involves more grade levels, and reduces the number of proficiency levels. However, the CELDT is still used for initial identification of English language proficiency and will gradually be phased out to be replaced by the ELPAC in the 2018-19 school year.

The majority of children assessed for English language proficiency are in kindergarten and first grade, and the results of these assessments are used to make consequential placement decisions. This means that assessment and monitoring of English language proficiency in the early grades deserves a great deal more attention than it now receives. In addition, there is no consistent application of instructional principles within the PreK-3rd grades that would inform or predict student performance consistently on these assessments.
The Development of English Proficiency

In California, annual monitoring of a student’s English language proficiency by the California English Language Development Test and the English Proficiency Assessment for California forms the basis for reclassification. In addition to a formal assessment, California’s criteria require that classroom teachers provide their own evaluation, that parents be consulted, and that results of a child’s performance be related to comparable norms for their age group. ESSA prioritizes the monitoring of English learners and requires standardization of criteria for designating and reclassifying them as English proficient. It should be noted that the reclassifying process should not rely on single-test results. Given the dynamic nature of DLL/EL status, basing classification on a single test may leave some students without needed support services.

Although reclassification pertains explicitly to TK-12, the road to reclassification begins in preschool with a program’s specific expectations for the timing of second language acquisition and the assessments it uses. Reclassification presumes that once a child is reclassified as English proficient they will be able to access academic content provided in English and will no longer need home language support. However, the amount of time children need to become English proficient depends not only on their individual characteristics but also on the instructional support they receive. Research is very clear that it takes anywhere from four to seven years to become fully functional in a second language. For young DLLs/ELs who begin preschool exposed to English instruction, it will likely take them until anywhere from 3rd to 5th grade to achieve the fluency needed to fully access academic content in English. Consequently, with young children, it is important to distinguish between acquiring English that is functional enough for everyday situations and learning the academic English required for school performance and reclassification. Ideally, within a PreK-3 continuum, an explicit philosophy that addresses assessment for DLLs would allow the state to measure learning in both languages in the early years to monitor development of English language proficiency.
Assessment Quality

The quality of available assessments of student progress in preschool and TK-12 in the home language and English remains a key challenge. It is also difficult to determine whether an assessment in the home language is equivalent to that in English.

Although ESSA allows for assessment in a child’s home language, there is conflicting evidence on the reliability and validity of translated assessment. For young children, the idea of conceptual scoring has emerged. In conceptual scoring a child’s response to an item in either language may be accepted as correct, thus making it possible to determine the child’s underlying comprehension. By contrast, most large-scale studies of preschool DLLs currently administer parallel assessments in English and the home language (if an assessment in the home language is available).

In preschool settings, there is less of a focus on individual child assessment and more on the quality of teaching practice. For example, quality assessments such as those used in Quality Rating Improvement Systems (QRIS) often measure teacher performance or classroom quality through the Environment Rating Scale (ERS) or the Classroom Assessment and Scoring System (CLASS) as a proxy or predictor for child outcomes. These measures focus on teacher behaviors and the classroom environment, which is not the full scope of what is needed to assess how children are faring in school. Even for these aspects, furthermore, the instruments used for assessing preschool quality do not provide information about what DLLs in particular are experiencing. The majority of measures of preschool quality do not meaningfully examine whether and how the home language supports English acquisition nor how specific instructional accommodations may be integrated into teaching. As a result, such assessments do not offer a full picture of instructional effectiveness for DLLs, they offer limited guidance for professional development on teaching.

ENVIRONMENT RATING SCALE (ERS) is designed to assess process quality in an early childhood or school age care group. (See Page 55)

CLASSROOM ASSESSMENT AND SCORING SYSTEM (CLASS)
The Classroom Assessment Scoring System® (CLASS) was developed to identify observable teacher-student interactions, to determine which interactions are effective in bringing about better developmental and academic student outcome. (See Page 52)
Several issues are relevant to the validity and reliability of content assessment in English:

1. The current level of a child’s English language proficiency.
2. The linguistic complexity of a given assessment.
3. The appropriateness of accommodations provided.

Dual language learners. While California’s current QRIS matrix considers DLLs only within a supplemental resource, the central matrix is currently being revised and presents an opportunity to include indicators for DLLs.

For TK-12, the assessment focus is on individual child outcomes and not on pedagogical practice. California participates in the Smarter Balanced Assessment Consortium that has developed child outcome assessments reflective of the Common Core Standards for grades 3 to 8 and 11. Within the TK-12 system, children are required to be assessed for English proficiency in grades K, 1, and 2 or until they are redesignated as English proficient. Since assessment for child outcomes is not required in grades TK-2, school districts are at liberty to utilize a variety of assessments as determined by local districts.

QUALITY RATING IMPROVEMENT SYSTEMS (QRIS) is defined as a locally determined system for continuous quality improvement based on a tiered rating structure with progressively higher quality standards. (See Page 58.)
What's Next for Assessment?

**NEAR-TERM OPPORTUNITIES**

**INCORPORATE** considerations for dual language learners into California’s quality framework.

**ESTABLISH** a dual language learner work group with the California QRIS Consortia’s review process to advocate for DLL considerations.

**DEVELOP** indicators of DLL family engagement for inclusion in the QRIS central quality matrix.

**ADOPT** policies and practices that promote appropriate use of assessment.

**ADVOCATE** for districts to adopt a policy of using formative and summative assessments that are developmentally appropriate to inform pedagogical practice.

**ENGAGE** families meaningfully in the gathering and interpreting of assessment information.

**PROVIDE** additional support to strengthen training for the Desired Results Developmental Profiles (DRDP).

**PROVIDE** sufficient professional development to ensure that those conducting assessment and analysis are knowledgeable.

**ENSURE** that assessment tools address the needs of diverse students.

**PROMOTE** district use of developmentally, culturally, and linguistically sound assessment.

**REVIEW** and revise kindergarten entry assessments that specifically meet the needs of DLLs.

**ENSURE** that interpretation of assessments reflect the life conditions of students particularly families and communities.
THE NORTH STAR
The first and second language proficiency of every young dual language learner will be appropriately and accurately identified. Culturally, linguistically, and developmentally suitable assessment of students’ first and second language content knowledge will be conducted.

NEAR-TERM OPPORTUNITIES

ESTABLISH processes for gathering and sharing data on DLL children and their families.

ADVOCATE for family surveys that define DLLs and background information to ensure mandatory data collection of home language information.

ESTABLISH processes for systematic sharing of home language information between PreK and K-3 settings.

LONGER-TERM OPPORTUNITIES

PROMOTE investment in improvement of assessments in California.

INVEST in assessments for dual language learners in multiple languages to better reflect the diversity of the state’s population.

EXAMINE how formative assessment is utilized to inform instruction for DLLs/ELs.

DEVELOP an array of tools and approaches to ensure fair, accurate assessment of not only language and literacy, but also socio-emotional development and subject-matter knowledge for DLLs.
An Aligned PreK-3 System

An integrated early childhood and TK-12 system that recognizes the importance of continuity and coherence within the early childhood period in DLL populations and that supports accountability, data collection, and measurement approaches that advance effective learning.
A High-Quality PreK-3 System

Well-informed educational policy and school improvement efforts can positively impact the achievement gap demonstrated in DLLs/ELs populations. Research clearly confirms that the early years are critical not only for language development but also for development of emotional, cognitive, and behavioral abilities that are relevant to school success. For instance, evidence from Oklahoma and Boston public prekindergarten programs suggests that high-quality early education contributes to substantial academic gains for children from Spanish-speaking homes. Maximizing preschool gains may be achieved by building on a cohesive and coherent curricular approach within a PreK-3 continuum.

In light of the strong influence of the early years and the growth of public school prekindergarten, there is much to gain from aligning policies and practices across the educational sectors. As language and cognitive skills are quickly developing during the early years, educational discontinuities for DLLs/ELs can be especially harmful. For optimal results, we must promote alignment that considers a coherent and developmentally appropriate scope and sequencing of standards, curriculum, assessment, and instructional approaches while also considering the unique needs of DLLs/ELs, their families, and communities.

To achieve long-term school success, appropriate alignment is vital in maintaining gains made by preschool children attending high-quality programs as they transition to the primary grades. ESSA acknowledges the importance of preschool in the public school system through specific funding possibilities to support alignment. For children who are classified as ELs when they enter school, we need a system aligned across early grades with an integrated philosophy, approach, and resources devoted to both preserving the home language and nurturing English language development. This aligned approach has been shown to be particularly beneficial for DLLs/ELs. For example, the Sobrato Early Academic Language (SEAL) program demonstrates better outcomes when preschool is part of the educational pathway.

Elements of Alignment in California

Although a fully integrated system does not currently exist in California, there are elements in place across the PreK-3 spectrum that can facilitate such a system. Head Start and California’s State Preschool Program, for instance, have the potential to align with the
Transitional Kindergarten program, and then into kindergarten. This alignment can be facilitated by funds through the Local Control Funding Formula (LCFF).

Accountability plays a key role in building an aligned, high-quality PreK-3 system. Holding educational programs responsible for student performance is a key component in our educational systems. Without knowing how students are doing, we cannot make sound policy or pedagogical decisions. An important corollary is that accountability makes transparent the progress of groups of children who may need additional support so that appropriate action is taken. In recent decades, accountability for child outcomes within the TK-12 system has increased. In early education, accountability has focused less on child outcomes and more on assessing program quality. For this purpose, California has adopted Quality Counts California, a statewide Quality Rating & Improvement System (QRIS) as a framework for measuring and communicating standards of quality in early childhood settings. Quality Counts California emphasizes seven elements of quality that are widely accepted in the early childhood field: 1. ratios and group size; 2. teacher qualifications; 3. program leadership; 4. teacher-child interactions; 5. developmental & health screening; 6. child observation; and 7. program environment. Explicit expectations for working with dual language learners are not part of the Quality Counts California matrix, but individual localities are free to add this focus to their quality review with a supplemental pathway. To date, there has been little incorporation of indicators relevant to DLLs within QRIS.

In TK-12, the Local Control Funding Formula (LCFF) requires an accountability system that is based on multiple measures indicative of school success. These include high school graduation rates, college/career readiness, test scores, suspension rates, parent engagement, and DLL/EL progress in English language proficiency. An important feature of this accountability system is the ability to disaggregate data by particular student groupings such as race/ethnicity and DLL/EL status. For English learners, the progress indicator measures the percent of students who are progressing towards English language proficiency. However, because this indicator combines the number of students who advance one measurement level on the assessment as well as those who were reclassified in the prior year, the accountability system may mask real differences in the instructional needs of children moving towards English proficiency. In addition, inclusion of expectations for preschoolers is needed to better align preschool with K-3 progress indicators.

Quality Counts California emphasizes seven elements of quality that are widely accepted in the early childhood field:

1. ratios and group size
2. teacher qualifications
3. program leadership
4. teacher-child interactions
5. developmental & health screening
6. child observation
7. program environment
What’s Next for an Aligned PreK-3 System?

KEY

- Near-Term Opportunities
- Longer-Term Opportunities

NEAR-TERM OPPORTUNITIES

**DEEPEN** the public narrative around DLLs in early childhood education.

**INCORPORATE** dual language development in the public discourse about effectiveness.

**DEVELOP** a stronger policy position about the kinds of information the state needs to collect and for what purposes.

**LEVERAGE** existing policies to support PreK-3 alignment.

**PROMOTE** LCFF opportunities focused on alignment between PreK and TK/K through county offices of education and local school districts.

**SUPPORT** evaluation to expand evidence base for PreK-3 alignment for DLLs.

**EVALUATE** models of early learning that have a focus on integration and alignment across PreK-3.

**EXPAND** and strengthen comprehensive models that engage the full early childhood education sector.

**ADVOCATE** for districts, county offices of education, and the state to adopt stronger language access policies to make systematic translation and interpretation services available to parents.

**ENGAGE** and support diverse families.

**HOLD** districts accountable for using ESSA, Title 1, and LCFF funds to meaningfully engage families of DLLs.

**SUPPORT** advocacy and organizing among parents to ensure proper uptake of Proposition 58 and school climates embracing linguistic and cultural diversity.
THE NORTH STAR
The preschool and TK-12 education systems actively acknowledge and resource a PreK-3 system and framework that recognize the uniqueness of early childhood development and the demographic diversity of California’s young child population.

NEAR-TERM OPPORTUNITIES

**ESTABLISH** statewide data systems and improve data collection.

**ENSURE** throughout the state a common method of data collection and link to curriculum and instruction.

**EXPLORE** the feasibility of linking CALPADS to existing ECE data systems.

**ADVOCATE** with the State Board of Education for separating English learners from reclassified English proficient students within the longitudinal data system so that proportionate attention and resources are given where needed.

**ENGAGE** teacher unions and other stakeholders.

**SUPPORT** dialogue with teachers unions, chambers of commerce, superintendents, and family engagement groups about the importance of Prek-3 alignment specifically for DLLs.

**INVOLVE** and inform non-early childhood, language-focused groups (e.g., the National Language Policy Institute and the American Council on Teaching Foreign Languages) about the importance of the PreK-3 continuum for dual language learners.
From Opportunity to Reality — Making It Happen
California’s economic and civic destiny increasingly depends on children and youth who come from homes where English is not the primary language. California’s multicultural, multilingual populace is an important asset that educational programs can and should nurture and develop. Educational programs that capitalize on children’s potential for bilingualism and multilingualism will more effectively propel them towards college and career success.

It is an auspicious time for early childhood education stakeholders to address the unique needs of young DLLs more fully and to join the promising tide of policy changes for English learners within the state’s TK-12 system. In many ways, the state has recognized this basic fact: we are now at a crossroads in the goal of educating our linguistically diverse students. To make California a continuing leader in educating these students, we must recognize the imperative derived from research, practice, and federal and state policies that address their language needs, including the importance of engaging their families as early as possible. At this point in time, Proposition 58, the new California EL Roadmap and the Local Control Funding Formula (LCCF) in combination with ESSA have created significant momentum for a PreK-3 focus on DLLs/ELs in the early elementary system.

A concerted approach that commits attention, resources, and public will to young dual language learners’ future success must be recognized as vital by parents and policy makers. But such recognition is only the first step. Despite the promise to allocate resources to this goal in the TK-12 system, funding does not always come through. The same is true in the world of early childhood education. Further, addressing the daunting shortage of bilingual teachers requires a long-term vision and resource allocation strategy based on rethinking how teachers are recruited, trained, and retained.

At the same time, there is considerable reason for optimism. The demographics of our state cannot be ignored, and momentum is building for pursuing the goals described here. Coordinated policy advocacy and action can dramatically change the lives of young dual language learners and their families. For a state that has become a powerful beacon of hope in protecting and nurturing the lives of all its residents, there is perhaps no stronger signal that we believe in the promise of our diversity than to nurture our youngest residents.

To make California a continuing leader in educating these students, we must recognize the imperative derived from research, practice, and federal and state policies that address their language needs, including the importance of engaging their families as early as possible.
CCCSS – California Common Core State Standards

Since 2010, a number of states across the nation have adopted the same standards for English and math, called the Common Core State Standards (CCSS). Having the same standards helps all students get a good education, even if they change schools or move to a different state. Teachers, parents, and education experts designed the CCSS to prepare students for success in college and the workplace.

Go to - http://www.cde.ca.gov/re/cc/tl/whatareccss.asp

CELDT - California English Language Development Test

Federal law (Title III of the Elementary and Secondary Education Act [ESEA]) and state law (Education Code [EC] sections 313 and 60810 through 60812) require a statewide English language proficiency test that local educational agencies (LEAs) must administer to students. This test is administered in kindergarten through grade twelve to students whose primary language is not English and to students previously identified as English learners (ELs) who have not been reclassified as fluent English proficient (RFEP). California Code of Regulations, Title 5, Section 10510, defines the test as the California English Language Development Test (CELDT).

THE CELDT WAS DEVELOPED TO...
• Identify students with limited English proficiency
• Determine the level of English language proficiency of those students
• Assess the progress of limited English-proficient students in acquiring the skills of listening, speaking, reading, and writing in English

NOTE | The CELDT will be replaced by the English Language Proficiency Assessment for California in Spring, 2018.

Go to - http://www.cde.ca.gov/ta/tg/el/cefceldt.asp
CLASS – Classroom Assessment Scoring System

The Classroom Assessment Scoring System® (CLASS) was developed to identify observable teacher-student interactions, to determine which interactions are effective in bringing about better developmental and academic student outcomes, and to support teachers as they improve their teaching practices. The CLASS is a standardized approach that can be used to improve teaching practices in birth through secondary classrooms. There are six developmentally aligned versions, each based on theory and shown to be reliable and valid in large-scale empirical studies.

Go to - https://www.ctc.ca.gov/commission/default

DRDP – Desired Results Developmental Profile

The California Department of Education (CDE) Early Education and Support Division (EESD) Results (DR) system is designed to improve the quality of programs and services provided to all children, birth through 12 years of age, who are enrolled in early care and education programs and before- and after-school programs, and their families. Desired Results are defined as conditions of well being for children and families. Each Desired Result defines an overall outcome. The DR system was developed based on six Desired Results – four for children and two for their families.

Go to - https://www.desiredresults.us/about-desired-results

DLL - Dual Language Learner

Office of Head Start definition of Dual language learners (DLLs): DLLs are children learning two (or more) languages at the same time, as well as those learning a second language while continuing to develop their first (or home) language. For the purposes of this report, the term dual language learners encompasses other terms frequently used, such as Limited English Proficient (LEP), bilingual, English
language learners (ELL), English learners, and children who speak a language other than English (LOTE).


ELPAC - English Language Proficiency Assessments for California

The ELPAC will be the successor to the California English Language Development Test (CELDT). The CELDT is the current required state test for English language proficiency that must be given to students whose primary language is other than English.

State and federal law require that local educational agencies administer a state test of English language proficiency (ELP) to eligible students in kindergarten through grade twelve. The California Department of Education (CDE) is transitioning from the CELDT to the ELPAC as the state ELP assessment by 2018. The ELPAC will be aligned with the 2012 California English Language Development Standards. It will be comprised of two separate ELP assessments: one for the initial identification of students as English learners (ELs), and a second for the annual summative assessment to measure a student’s progress in learning English and to identify the student’s level of ELP.

Go to - http://www.cde.ca.gov/ta/tg/ep/

EL - English Learner

English learner students are those students for whom there is a report of a primary language other than English on the state-approved Home Language Survey and who, on the basis of the state approved oral language (grades kindergarten through grade twelve) assessment procedures and literacy (grades three through twelve only), have been determined to lack the clearly defined English language skills of listening comprehension, speaking, reading, and writing necessary to succeed in the school’s regular instructional programs. (R30-LC)

Go to - http://www.cde.ca.gov/ds/sd/cb/glossary.asp#el
English Language Development (ELD)

English-Language development is a specialized program of English language instruction appropriate for the English learner (EL) student’s (formerly LEP student’s) identified level of language proficiency. This program is implemented and designed to promote second language acquisition of listening, speaking, reading, and writing. (R30-LC)

Go to - http://www.cde.ca.gov/ds/sd/cb/glossary.asp#el

ERS – Environmental Rating Scales

[ERS] scales are designed to assess process quality in an early childhood or school age care group. Process quality consists of the various interactions that go on in a classroom between staff and children, staff, parents, and other adults, among the children themselves, and the interactions children have with the many materials and activities in the environment, as well as those features, such as space, schedule and materials that support these interactions. Process quality is assessed primarily through observation and has been found to be more predictive of child outcomes than structural indicators such as staff to child ratio, group size, cost of care, and even type of care, for example child care center or family child care home (Whitebook, Howes & Phillips, 1995).

Go to - http://ers.fpg.unc.edu/

ESEA - Elementary and Secondary Education Act

The Elementary and Secondary Education Act (ESEA) was signed into law in 1965 by President Lyndon Baines Johnson, who believed that “full educational opportunity” should be “our first national goal.” From its inception, ESEA was a civil rights law.

ESEA offered new grants to districts serving low-income students, federal grants for textbooks and library books, funding for special education centers, and scholarships for low-income college students. Additionally, the law provided federal grants to state educational agencies to improve the quality of elementary and secondary education.

Go to - https://www.ed.gov/essa?src=rn
ESSA - Every Student Succeeds Act

The Every Student Succeeds Act (ESSA) was signed by President Obama on December 10, 2015. ESSA reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation’s national education law and longstanding commitment to equal opportunity for all students.

Go to - https://www.ed.gov/essa?src=rn

HLS- Home Language Survey

California Education Code, Section 52164.1 (a) contains legal requirements that direct schools to determine the language(s) spoken in the home of each student.

Go to - http://www.cde.ca.gov/ta/cr/elforms.asp

LCAP – Local Control Accountability Plan

The LCAP is a tool for local educational agencies to set goals, plan actions, and leverage resources to meet those goals to improve student outcomes.

Go to - http://www.cde.ca.gov/fg/aa/lc/lcffoverview.asp

LCFF – Local Control Funding Formula

The local control funding formula (LCFF) was enacted in 2013–14, and it replaced the previous kindergarten through grade 12 (K–12) finance system which had been in existence for roughly 40 years. For school districts and charter schools, the LCFF establishes base, supplemental, and concentration grants in place of the myriad of previously existing K–12 funding streams, including revenue limits, general purpose block grants, and most of the 50-plus state categorical programs that existed at the time. For county offices of education (COEs), the LCFF establishes separate funding streams for oversight activities and instructional programs.

Go to - http://www.cde.ca.gov/fg/aa/lc/lcffoverview.asp
Long Term English Learner

Students who have been enrolled in U.S. schools for six years or more, are stalled in progressing towards English proficiency without having yet reached a threshold of adequate English skills, and are struggling academically.

Proposition 58 - LEARN Initiative

The LEARN Initiative preserves the requirement that public schools ensure students obtain English language proficiency. Requires school districts to solicit parent/community input in developing language acquisition programs. Requires instruction to ensure English acquisition as rapidly and effectively as possible. Authorizes school districts to establish dual-language immersion programs for both native and non-native English speakers.

Go to - https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201320140SB1174

Reclassification

Decisions about the readiness of youth classified as English Learners to benefit from English-only instruction, and exit English Learner status, have been based largely on “reclassification” tests devised by individual states. Once ELs achieve defined cut-off scores on these tests and meet other criteria in some cases, they are deemed “Reclassified Fluent English Proficient”.

SIOP – Sheltered Instruction Protocol

The SIOP Model* is a research-based and validated model of sheltered instruction that has been widely and successfully used across the U.S. for over 15 years. Professional development in the SIOP Model helps teachers plan and deliver lessons that allow English learners to acquire academic knowledge as they develop English language proficiency. CAL participated in the development of the SIOP Model and continues to conduct SIOP research.

Go to - www.cal.org/siop/
SEAL – Sobrato Early Academic Language Program

The Sobrato Early Academic Language Model is designed as a comprehensive model of intensive, enriched language and literacy education designed for English language learners, starting in preschool and continuing through third grade. It was designed by Dr. Laurie Olsen, a national expert in English language learner education. A national advisory group provided initial input, and continues to advise the project as the model evolves.

Go to - http://www.sobrato.com/program-model/

TK – Transitional Kindergarten

Transitional kindergarten (TK) is the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate. Senate Bill (SB) 858 establishes the intent that TK curriculum be aligned to the California Preschool Learning Foundations and California Preschool Curriculum frameworks developed by the CDE. Each elementary or unified school district must offer TK classes for all children eligible to attend. A child who completes one year in a TK program may continue in a kindergarten program for one additional year. A Kindergarten Continuance Form is not needed for children who are age-eligible for TK. A child is eligible for TK if they have their fifth birthday between September 2 and December 2 (inclusive) and each school year thereafter (EC 48000[c]).

Go to - http://www.cde.ca.gov/ci/gs/em/kinderinfo.asp
QRIS – Quality Rating and Improvement System (California)

California Education Code Section 8203.1 (b)(1) states:
For purposes of this section, “early learning quality rating and improvement system” or “QRIS” is defined as a locally determined system for continuous quality improvement based on a tiered rating structure with progressively higher quality standards for each tier that provides supports and incentives for programs, teachers, and administrators to reach higher levels of quality, monitors and evaluates the impacts on child outcomes, and disseminates information to parents and the public about program quality.

Go to - http://www.cde.ca.gov/sp/cd/op/sb858edcode82031.asp

WIDA – World-class Instructional Design and Assessment

The WIDA MODEL (Measure of Developing English Language) is a series of English language proficiency assessments for Kindergarten through Grade 12. MODEL can be used by educators as an identification/placement assessment for newly enrolled ELLs or as an interim progress monitoring assessment.
1. Over the centuries sailors have used the North Star to guide them to their destination. As we lay out a framework for getting us where we want to be in educating dual language learners in California, we feel it is important to state what is guiding our journey—our North Star. California Department of Education. (2016).

Go to - http://www.cde.ca.gov/ds/cb/cefelfacts.asp


Go to - http://www.cde.ca.gov/ds/cb/cefelfacts.asp


Go to - https://nces.ed.gov/nationsreportcard/


Go to - http://journals.sagepub.com/doiabs/10.3102/0162373709353129


Go to - [https://eric.ed.gov/?id=ED525586](https://eric.ed.gov/?id=ED525586)


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This Advocacy Framework is a call for coordinated action to integrate preschool with the early primary grades and improve DLL/EL education throughout these grades. The four action areas elevated in this report — workforce development, curriculum & instruction, assessment, and systems alignment — are critical components of a well-functioning early childhood system, that if maximized to take language and culture into account, would represent a sea change in the education of young DLLs.

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