

## **The CALSA EL Leadership Academy: Moving from Compliance to Systemic Academic Success for EL/Emergent Bilingual Learners**

California has the largest English Learner (EL) student population in the nation. In 2021-22, out of a **5,892,240** total student enrollment for kindergarten through 12<sup>th</sup> grade, **1,127,648** were English Learners with 81.9% of them being native Spanish speakers.

In response to the current EL population demographics and academic success data trends, the California Association of Latino Superintendents and Administrators (CALSA) has committed to increasing the number of districts implementing the California English Learners Roadmap Policy as the anchor of a systemic approach to successfully educating EL/Emergent Bilingual Learners. The development of educational leaders' capacity to create powerful articulation across departments and school sites is pivotal to create coherence in services and responsive instruction for all typologies of English Learner students following the four Principles of the CA EL Roadmap. The complexity of educating English Learners and Emergent Multilingual Students will continue to increase as more economic, climate and war refugee families seek sanctuary and opportunities in the United States.

Partnering with the California Department of Education, Californians Together, The Center for Equity for English Learners, the California Association for Bilingual Education and host County Offices throughout the State, CALSA is offering a rare and powerful opportunity for districts to be exposed to the latest research, exemplary systemic practices, self-evaluations and legal requirements that will allow them to apply their learning to their specific context, programs and initiatives.

CALSA strongly recommends that participating districts select multi-departmental teams to attend the EL Leadership Academies to facilitate the planning and articulation needed for strategic, tiered implementation of the EL Roadmap that leads to sustained results.

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The contents of the 2023 CALSA EL Academy for Administrators is structured into four modules as follows:

Module 1: "THE WHY?" Introduction/Review of the California EL Roadmap Four Principles:

Participants will be introduced to and understand the "WHY" of the CA EL Roadmap Policy, be immersed in its FOUR Principles, and engage in **reflection** on its implementation using self-assessments tools as it pertains to their district and school sites using tools and strategies they can take back to use in their districts. The inclusion of culturally responsive family support will also be part of the self-evaluation discussion.

Module 2: "The Law & Moral Imperative!" Aligning systems for coherence and compliance. Compliance with State/Federal Laws and Funding Formulas through ongoing internal audits and reviews.

Participants will build an understanding of the strategic compliance to state/federal laws and funding by building on a "moral imperative" that establishes crucial collaboration, cohesion, and alignment between sites, central office, county, state, and federal compliance in addressing Emergent Bilingual Learners /SPED Services and Title I and Title III educational services and its funding sources. Also,

understanding the importance of embedding ongoing audits, internal controls, and federal/state program monitoring reviews.

CA EL Roadmap #3: Systems Conditions That Support Effectiveness

CA EL Roadmap #4: Alignment and Articulation within and Across Systems

Module 3: “THE HOW? Part 1” Systematic Classroom Implementation of assessment & instruction best practices for Emergent Bilingual Learners: Newcomers and Emergent Language Learners (including ELs with Special Needs & Disabilities). English Language Development access for all ELs.

Participants will engage in understanding the “What?” and “How?” of assessment and instruction of “Integrated & Designated English Language Development.” Understand best practices that are equitable, culturally proficient, relevant, rigorous and engaging. Hearing from successful districts and organizations on what is working for them and tools to use for self-reflection, future planning and implementation.

-CA EL Roadmap Principle #1: Assets-oriented and Needs-Responsive Schools

-CA EL Roadmap Principle #2: Intellectual Quality of instruction and Meaningful Access

Module 4: “THE HOW? Part 2”

Key Drivers for system-wide improvement - LCAP and equitable differentiated resource allocation

Participants will engage in analyzing the main principles of Language Learning Theory as Applied to Early Literacy, Middle & High School grades. Articulation of goals through Language Learning Theory as applied to Early Literacy, Middle & High School grades. Paving the way for ELs’ transitions from PreK to College. How do districts prepare students for these transitions? How do they create caring and highly effective learning environments that promote multiliteracy and support English learners and diverse populations to graduate from college or build a career that prepares them to live their lives to their fullest potential in our new global society.:

-CA EL Roadmap Principle #2: Intellectual Quality of instruction and Meaningful Access

As the Academy series progress, district leaders who participated in prior CALSA EL Leadership Academies will present their journey to Equity for All and improvement throughout the four Modules of the EL Leadership Academies. They will discuss the impact of their EL Academy experiences in moving their work forward and taking the action steps towards meeting their short and long-term goals needed for their districts based on their EL student achievement data.

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For questions regarding the CALSA EL Leadership Academy curriculum content and participating partners, please contact Lorena Tariba, CALSA EL Leadership Academies’ Lead Facilitator at [taribalorena@gmail.com](mailto:taribalorena@gmail.com). For registration arrangements and payment questions, contact Sonia Jacobo at [accounting@calsa.org](mailto:accounting@calsa.org).