Solutions to the Challenges
Panel Discussion

Dr. Thomas Adams, Deputy Superintendent
Instruction and Learning Support Branch
Presentation Objectives

- Provide an overview of who we are in California
- Provide an understanding on the initiatives that have ignited positive change in California’s schools
- Provide insight on specific programs to support and improve the academic achievement of youth of Mexican origin
We Are California

- 6.2 million students
- 1.4 million English learners
- 1.3 million students with home language other than English
- 102,000 eligible migratory students; of which 23,994 are of Mexican origin
- 1050 school districts
- 58 county offices of education
- 500+ charter schools
Our Mission

The California Department of Education (CDE) Mission:
California will provide a world-class education for ALL students, from early childhood to adulthood. The CDE serves our state by innovating and collaborating with educators, schools, parents, and community partners. Together, as a team, we prepare students to live, work, and thrive in a multicultural, multilingual, and highly connected world.
Students We Share

- Identify and Assess Potential English Learners
- Provide Students a Language Assistance Program
- Federal Programs:
  - Title III English Learner Program
  - Title III Immigrant Education Program
  - Title I, Part C Education of Migratory Children
Innovation and Collaboration

- Global Education Summit
- Dual Language Learners
- California Career Technical Education Grant
- Special Education Symposium
- Instructional Materials
Migrant Education Office

**Academic Services**
- English Language Arts
- Mathematics
- STEM/STEAM
- Speech and Debate
- Student Leadership
- School Readiness
- High School Graduation
- Outdoor Education

**Social Services**
- Vision Screening
- Dental Screening
- Referrals to Healthcare Services
- Parent Engagement
- Out-of-School Youth
- Timely Record Transfer
- ESCORT
Binational Program

- California Teacher Exchange Visitor Program – school year program
  - 22 Teachers from Mexico
  - 52 Teachers from Spain
- California Binational Summer Migrant Education Program
  - Increase from 30 teachers to 50 teachers
Partnership with the Mexican Consulate

- Collaboration
  - Mexican Textbooks
  - Plazas Comunitarias
- Promotion
  - Drawing Contest
  - Scholarships
  - Events
- Volunteer
English Language Arts/English Language Development

- Integrates two sets of standards in all chapters — CA CCSS for ELA/Literacy and CA ELD Standards
- Discusses the standards in terms of key themes
- Integrates multiple content areas and literacy
- Tells and shows
  - Deeply grounded in current research
  - Snapshots and vignettes illustrate the standards in action
- Focuses on equity and access
- Promotes collaboration and shared responsibility
### Vignette 7.1: Literacy Instruction in Grade Ten
Examining Diverse Perspectives in World Literature

**Background:**

Tenth-grade instructors have no clear guidelines on how to track their students' progress and determine future course direction. They must rely on their own observations and assessments to guide their teaching.

**Digging Deeper:**

At the end of each chapter, the table groups work together collaboratively using their note-taking guides, read aloud, and share their thoughts. They track the progress of each student and discuss possible strategies for future instruction.

### Vignette 6.4: Designated ELD Instruction in Seventh Grade
Unpacking Arguments: Text Organization and Language for Persuading

**Background:**

During a class, the teacher introduces the concept of analyzing arguments. Students learn how to identify and evaluate the strength of different arguments presented in various texts.

**Orientational:**

Okonkwo is a strong man, widely known and respected as a warrior. He decides to abandon his ways and focuses on becoming a farmer. His transformation is a turning point in the novel.

**Lesson Context:**

Ms. Qui teaches a class on writing persuasive essays. She assigns a group project where students must present arguments for or against the use of organic foods in schools.

**Language Resources Useful for Writing Arguments**

<table>
<thead>
<tr>
<th>Language resource and examples</th>
<th>Example from the text</th>
<th>What it does</th>
</tr>
</thead>
<tbody>
<tr>
<td>According to + (noun or pronoun), statement.</td>
<td>According to Michael Pollan and other experts, fruits and vegetables grown in organic soils have more nutrients in them.</td>
<td>Lets you cite evidence or an expert, makes it sound more official</td>
</tr>
<tr>
<td>Modal verbs: should, would, could, might, may, must</td>
<td>Our school should serve only organic foods... Organic foods might be more expensive...</td>
<td>Makes statements stronger or softer; lets the reader know that you believe something or doubt it's true</td>
</tr>
<tr>
<td>Judging words: deserve, basic right, more nutritious, safer</td>
<td>...it's our basic right to know that we're being taken care of by the adults in our school.</td>
<td>Shows how the author is judging or evaluating things</td>
</tr>
<tr>
<td>Precise words and academic words: nutritious, organic produce</td>
<td>Some scientists say that exposure to pesticides in food is related to neurobehavioral problems in children, like ADHD.</td>
<td>Makes the reader think you know what you're talking about and gets at the meaning you want</td>
</tr>
</tbody>
</table>
Biliteracy Language Arts/ELD Program, K–8

- Provides instructional materials in English and in a language other than English
- Is consistent with the content of the CA CCSS for ELA and includes linguistic modifications for the non-English language
- Materials are designed to ensure that students are successful in developing literacy in English and another language
- Materials also provide instruction consistent with the CA ELD Standards.
- English language development instruction should assist students in acquiring English as quickly and efficiently as possible
Contact Us

Thomas Adams, Ph.D.,
Deputy Superintendent
Instruction & Learning Support Branch
e-mail: tadams@cde.ca.gov

Veronica Aguila, Ed.D., Director
English Learner Support Division
e-mail: vaguila@cde.ca.gov