



February 8, 2024

The Honorable Scott Wiener, Chair
Senate Committee on Budget
and Fiscal Review
1020 N Street, Room 502
Sacramento, CA 95814

The Honorable Jesse Gabriel, Chair
Assembly Committee on Budget
1021 O Street, Suite 8230
Sacramento, CA 95814

The Honorable John Laird, Chair
Senate Subcommittee 1 on Education
1020 N Street, Room 502
Sacramento, CA 95814

The Honorable David Alvarez, Chair
Asm. Sub. No. 3 on Education Finance
1021 O Street, Suite 5320
Sacramento, CA 95814

Re: CABE/Californians Together 2024-25 Budget Priorities

Dear Committee Chairpersons and Subcommittee Chairpersons:

The California Association for Bilingual Education (CABE) and Californians Together appreciates your monumental task of addressing the existing budget shortfall while continuing to support our students in the public educational system.

California has continued to make investments to support and strengthen the services we provide to our over 1.1 million English learners (EL). Unfortunately, for these students, academic gaps persist. Too many never achieve English proficiency, and academic outcomes still need to be higher.

CABE and Californians Together respectfully request your support of a \$30 million budget appropriation to fund both the Local District Incentive Grants and Parent Toolkit included in AB 2071 (J. Carrillo), and funding for the California Department of Education (CDE) to develop an EL statewide implementation plan to achieve the goals of the EL Roadmap included in AB 2074 (Muratsuchi and Alvarez).

In 2017, the State Board of Education unanimously adopted a new, comprehensive, assets-oriented, and research-based *California English Learner Roadmap* policy superseding the 1998 English learner policy which was based upon Proposition 227. This policy explicitly focuses on ELs in the context of the state's efforts to improve the educational system, the quality of teaching and learning, and educational outcomes – and its purpose is to support local education agencies (LEAs) as they incorporate the E Roadmap into local programs, policies, and services.

Unfortunately, academic disparities persist among English Learner students, with many still struggling to achieve English proficiency and experiencing lagging academic outcomes. While the first five years of CA EL Roadmap policy implementation produced some bright spots due to the effectiveness of the Educator Workforce Investment Grants (EWIG), that program alone was not enough to move the needle for systemic and broad change across

the state. Recent findings from the field documented, among major barriers to implementation of the EL Roadmap, a widespread lack of awareness, understanding and capacity among district staff and administrators related to building coherent and aligned systems and mechanisms to ensure that the promise of the EL Roadmap reaches all ELs in California.

AB 2071 (J. Carrillo): Access and Equity for All English Learners

Local District Incentive Grants for Comprehensive EL Roadmap Implementation

AB 2071 will ensure California is actively implementing the EL Roadmap in a more comprehensive and systematic manner by providing 25 three-year incentive and support grants to high-EL impact LEAs to engage in local planning and implementation efforts to enact the EL Roadmap.

Specifically, this measure would:

- Develop local comprehensive EL Roadmap implementation plans with clear and measurable goals (focusing on the four principles of the EL Roadmap);
- Align local policies and guidance to the EL Roadmap (e.g., EL master plans, district vision and goal statements, etc.);
- Build shared understanding and ownership across multiple roles, departments and stakeholders related to applying the vision and principles of the EL Roadmap;
- Create coherent district systems to support instructional improvement for ELs consistent with the EL Roadmap;
- Establish or strengthen progress monitoring and data systems for continuous improvement on programs and services aligned to EL Roadmap principles and goals;
- Build capacity and institute aligned professional learning across multiple roles for implementing evidence-based practices for EL success aligned to the EL Roadmap (including a TK-12 specific focus on the implementation of integrated and designated ELD, and bilingual/dual language pathways);
- Align resources with the EL Roadmap implementation plan to enact the principles of the EL Roadmap (e.g., LCAP alignment, hiring, materials);
- Engage technical assistance and professional learning services to bring EL/dual language expertise, and to provide facilitation support as needed for the LEA planning and implementation process;
- Require grantees to be equipped to serve as demonstration sites to model how a successful EL Roadmap implementation process looks, sounds, and works.

Priority focus for services under these grants would be LEAs in California with the greatest number of ELs, and the greatest concentration of ELs. The grantees must commit to serve as a resource for LEAs with smaller numbers or concentrations of ELs.

The California Department of Education would also be directed to convene a Community of Practice of leaders across the grantee districts for purposes of sharing lessons learned, models, and any materials/tools/resources that may be developed in the course of the planning and implementation phases.

EL Roadmap Parent Toolkit

California currently lacks a comprehensive parent toolkit to assist districts in implementing the CA EL Roadmap, as well as those that plan to integrate it into their LEAs in the future. LEAs lack the necessary guidance to ensure parents and families of ELs play an integral role in guiding their children to linguistic fluency and academic success in English and other languages.

The EL Roadmap is a comprehensive plan for LEAs that requires a multi-year implementation period. To achieve this goal, parents need a clear guide that breaks down ways they can engage in the implementation process for each principle. By requiring a toolkit that parents can use to understand what each principle offers, and what questions to ask, LEAs will be better aligned to fully achieve the implementation of the EL Roadmap.

To assist districts with this process, AB 2071 would require the State Board of Education to create and adopt a “California English Learner Roadmap: Parent Toolkit,” by December 31, 2025, which would be available to LEAs to assist them as they implement the CA EL Roadmap.

This solution would allow parents and community leaders to forge a common language and understanding of the CA EL Roadmap principles and its elements to value students’ native languages, thereby promoting bilingualism. It will additionally raise educational expectations for all students, and foster ELs’ equitable access to quality teaching and learning.

With such a significant number of ELs in California’s schools, it is imperative that the State not only lead the nation with a strong policy but that it take proactive measures to ensure this policy is being actively implemented in schools across the state. By providing funding for AB 2071, California’s ELs will receive the support they need to succeed by providing their parents and families guidance through the EL Roadmap Parent Toolkit.

AB 2074 (Muratsuchi and Alvarez): English Learner Roadmap - Guiding Practices Statewide

Currently, there is an absence of a state-level strategy aimed at raising awareness, fostering a sense of urgency, and leveraging opportunities for the effective implementation of the EL Roadmap policy. The Educator Workforce Investment Grant highlighted the need for a statewide implementation plan and support for LEAs as many did not know the EL Roadmap was the updated policy replacing the Proposition 227 policy. Moreover, there is a significant lack of alignment and coherence among various state initiatives concerning the EL Roadmap’s principles and policies. This lack of alignment extends to the guidance provided to LEAs, which struggle to incorporate and establish coherence across their programs and services. Compounding these challenges is the absence of a monitoring mechanism to track the implementation progress of the EL Roadmap, coupled with the absence of designated positions within the CDE to oversee and support its implementation – a critical concern given the policy’s significance for English learners.

AB 2074 (Muratsuchi and Alvarez) would task the CDE with developing a statewide implementation plan for the EL Roadmap with input from LEAs, teachers, parents and other partners. The statewide plan must include, but not be limited to the following:

- Build awareness of the EL Roadmap;
- Clear and measurable statewide goals of implementation;
- Alignment and coherence across state initiatives that reflect the EL Roadmap policy and principles;
- Guidance for LEAs to incorporate and build alignment and coherence at the local level across programs and services.

Ultimately, by funding AB 2074 (Muratsuchi and Alvarez), California will continue to ensure that the vision to adequately serve English learners truly gets to the classroom.

CABE and Californians Together thank you for your support of California's English learners and the educators and professionals who work tirelessly to ensure their success. Should you have any questions regarding our requests, feel free to reach out to CABE Legislative Advocate Jennifer Baker at jbaker@m-w-h.com or Californians Together Legislative Advocate Cristina Salazar at Cristina@caltog.org.

Sincerely,



Dr. Edgar Lampkin
CABE Chief Executive Officer



Martha Hernandez
Californians Together, Executive Director

cc: Honorable Juan Carrillo
Honorable Al Muratsuchi
Members, Senate Budget and Fiscal Review Committee
Members, Assembly Budget Committee
Kimberly Rodriguez, Consultant, Senate Pro Tempore
Elisa Wynne, Staff Director, Senate Budget Committee
Christian Griffith, Chief Consultant Assembly Budget Committee
Yong Salas, Senate Subcommittee No. 1 on Education
Dr. Christopher Francis, Senate Subcommittee No. 1 on Education
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Erin Gabel, Consultant, Assembly Budget Sub. No. 3
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