LANGUAGE EDUCATION NETWORK

August 14, 2020

BILINGUAL COORDINATORS NETWORK (BCN)

UPDATES

DESIGNATED ELD

Requirements & Effective Practices

English Language Development (ELD) During COVID-19 School Closure

- English learners must continue to receive designated and integrated English Language Development (ELD) as part of their educational curriculum.
- LEAs have the flexibility to determine how services will be provided to English learners.
- The LEA can determine where, when, and what the students receive in order to continue to make progress toward English language proficiency and meet grade level academic achievement.
- Although there are no minimum number of minutes required, ELD is a required course of study for English learners.

Effective D-ELD Practices:

- 30 (15) minutes daily
- At the students performance (1, 2L, 2H, 3L, 3H, 4) or proficiency (Emerging, Expanding, Bridging) levels
- Small groups (6 maximum)
- Daily instruction (opportunities for practice) in all four language domains (speaking, listening, writing, reading)

RECLASSIFICATION

Spring 2019 Data

Selected County Level Data - SANTA BARBARA
for the year 2019-20

Click on the district name to generate a report for that district.

District Name	District Code	Enrollment	English Learners	Fluent-English-Proficient Students	Students Redesignated FEP
Ballard Elementary	4269104	143	6 (4.2 %)	3 (2.1 %)	0 (0.0 %)
Blochman Union Elementary	4269112	1,310	31 (2.4 %)	65 (5.0 %)	14 (33.3 %)
Buellton Union Elementary	4269138	644	115 (17.9 %)	81 (12.6 %)	8 (8.0 %)
Carpinteria Unified	4269146	2,150	619 (28.8 %)	560 (26.0 %)	96 (13.8 %)
Cold Spring Elementary	4269161	171	2 (1.2 %)	4 (2.3 %)	1 (25.0 %)
College Elementary	4269179	378	53 (14.0 %)	52 (13.8 %)	23 (33.3 %)
Cuyama Joint Unified	4275010	242	49 (20.2 %)	77 (31.8 %)	11 (14.9 %)
Goleta Union Elementary	4269195	3,619	764 (21.1 %)	433 (12.0 %)	183 (20.1 %)
Guadalupe Union Elementary	4269203	1,289	670 (52.0 %)	226 (17.5 %)	104 (15.9 %)
Hope Elementary	4269211	932	119 (12.8 %)	85 (9.1 %)	31 (20.0 %)
Lompoc Unified	4269229	10,055	1,516 (15.1 %)	1,970 (19.6 %)	235 (14.7 %)
Los Olivos Elementary	4269245	144	12 (8.3 %)	7 (4.9 %)	1 (7.1 %)
Montecito Union Elementary	4269252	368	18 (4.9 %)	22 (6.0 %)	2 (9.1 %)
Orcutt Union Elementary	4269260	5,082	536 (10.5 %)	299 (5.9 %)	85 (13.6 %)
Santa Barbara County Office of Education	4210421	138	66 (47.8 %)	31 (22.5 %)	5 (6.6 %)
Santa Barbara Unified	4276786	14,538	2,324 (16.0 %)	4,422 (30.4 %)	532 (20.2 %)
Santa Maria Joint Union High	4269310	8,657	1,688 (19.5 %)	4,192 (48.4 %)	124 (7.8 %)
Santa Maria-Bonita	4269120	16,959	8,565 (50.5 %)	4,963 (29.3 %)	862 (10.4 %)
Santa Ynez Valley Union High	4269328	888	24 (2.7 %)	273 (30.7 %)	7 (30.4 %)
SBE - Olive Grove Charter	4276950	19	1 (5.3 %)	2 (10.5 %)	0 (0.0 %)
SBE - Olive Grove Charter - Buellton	4277214	51	0 (0.0 %)	10 (19.6 %)	0 (0.0 %)
SBE - Olive Grove Charter - Lompoc	4277206	138	26 (18.8 %)	22 (15.9 %)	0 (0.0 %)
SBE - Olive Grove Charter - Orcutt/Santa Maria	4277198	262	36 (13.7 %)	36 (13.7 %)	0 (0.0 %)
SBE - Olive Grove Charter - Santa Barbara	4277222	170	9 (5.3 %)	39 (22.9 %)	0 (0.0 %)
Solvang Elementary	4269336	635	154 (24.3 %)	81 (12.8 %)	4 (2.9 %)
Vista del Mar Union	4269344	24	7 (29.2 %)	0 (0.0 %)	0 (0.0 %)
County Totals:		69,006	17,410 (25.2 %)	17,955 (26.0 %)	2,328 (13.1 %)
State Totals:		6,163,001	1,148,024 (18.6%)	1,407,927 (22.8%)	164,653 (13.8%)

Reclassification (1)

COVID-19 Reclassification Guidance

Due to the school closures aforementioned and resulting circumstances caused by COVID-19, the 2019–2020 Summative ELPAC was suspended for accountability purposes. The CDE is providing the following reclassification guidance for criteria 1 and 4:

- **Criterion 1:** For those students who completed testing in 2019–2020, LEAs will use the results from the 2019–2020 Summative ELPAC to determine reclassification eligibility. For those students who did **not** complete testing in the spring of 2019–2020, an optional fall Summative ELPAC window will be open and available between August 20–October 30, 2020. During this window, LEAs can administer the optional fall Summative ELPAC and use the results to meet criterion 1 eligibility for reclassification. The optional fall Summative ELPAC is highly recommended for all English learner students who have already met all other criteria in 2019–2020 except for criterion 1, particularly in grades four to eleven.
- **Criterion 4:** For all grade levels, LEAs can use most recent local assessments or the Smarter Balanced Summative English language arts assessments.

More information regarding the details of the optional fall 2020 administration of the Summative ELPAC for reclassification purposes will be provided at a later date through the LEA ELPAC coordinators.

https://www.cde.ca.gov/sp/el/rd/reclassguide19.asp

COVID-19 Guidance: Criterion Four

- For all grade levels, LEAs can use local assessments or the Smarter Balanced Summative English language arts assessments from 2018–2019 or 2019–2020, if available and applicable.

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT FOR CALIFORNIA (ELPAC)

Optional Testing Window

Optional Testing Window

AUGUST 20 – OCTOBER 30, 2020

ELAC & DELAC

Meetings

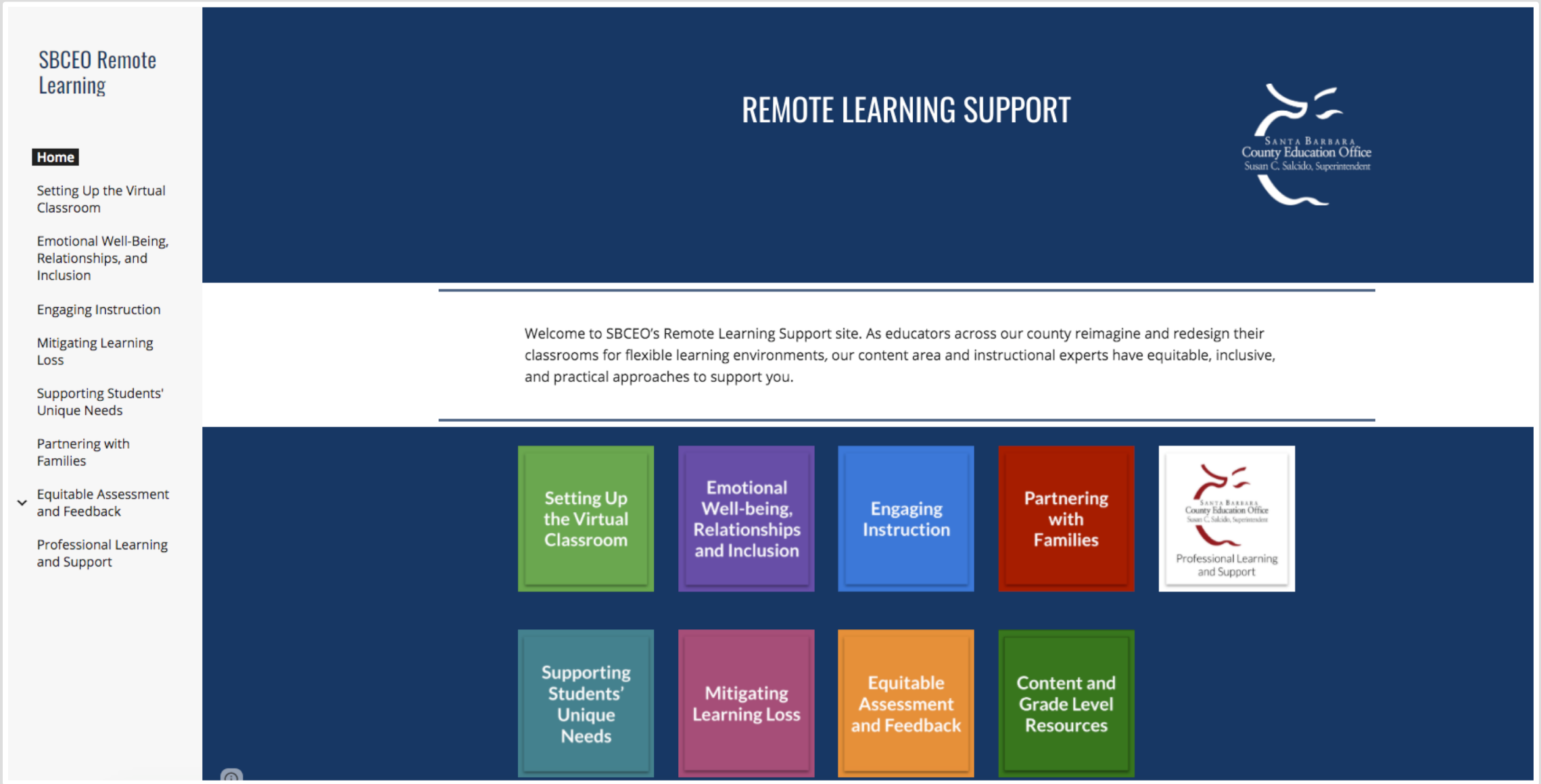
English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC) Meetings



EO N-29-20 is available at: https://bit.ly/CAExecOrder2 (See paragraph three)

- March 17, 2020: EO N-29-20
  - "A local legislative body or state body is authorized to hold public meetings via teleconferencing and to make public meetings accessible telephonically or otherwise electronically to all members of the public seeking to observe and to address the local legislative body or state body."
- April 23, 2020: EO N-56-20 extends this language to ELAC and DELAC Meetings
- Provide parents with advance notice of the meeting time, agenda, and teleconferencing information.

PROFESSIONAL LEARNING OPPORTUNITIES & RESOURCES



https://sites.google.com/view/sbceoremotelearning/home

ELRISE!
ENGLISH LEARNER ROADMAP IMPLEMENTATION FOR SYSTEMIC EXCELLENCE

Beginning the Dual Language Journey in Distance Learning Contexts: A Fall Webinar Series for K/1 Teachers

Part I: Partnering with Families in the First Month of Dual Language Programs K/1

Wednesday, August 19 or Thursday, September 3 2:30-4:30pm

At this critical moment in California's history, we are at risk of losing the many significant gains we have made to build and expand our dual language immersion programs. As we work to welcome and integrate our K/1 learners into a dual language immersion model, families are integral partners. This is especially true in this time of increased social and linguistic isolation, creating a heightened need for a focus on access and equity in distance learning. In this webinar, kindergarten and first grade dual language immersion teachers will receive support, strategies, and frameworks to deepen their work in partnering with families at the beginning of the school year. These will include ideas for creating family cohorts, involving families in the learning, building understanding and buy-in for the bilingual model, and supporting students with strengthening their bilingual identities. This webinar will focus on Spanish dual immersion programs, with consideration for both 90:10 and 50:50 models.

Part II: Planning for Biliteracy in Distance Learning: Spanish Dual Language Programs K/1

Wednesday, August 26 or Thursday, September 10 2:30-4:30pm

Kindergarten and first grade dual language immersion teachers have an especially unique challenge and opportunity during distance learning when welcoming their youngest learners joyfully into the bilingual community. They are tasked with supporting their students in building biliteracy, many of whom are in the early stages of acquiring a second language. In this webinar, teachers will gain structures and examples of research-based best practices in planning for biliteracy, Designated ELD, and teaching for transfer. Through a combination of oral language strategies and teacher examples we will look at the most effective ways to foster language development and positive bilingual identities for our students. Teachers will understand how dual language models, routines, and schedules transition to distance learning, and be prepared to plan accordingly.

Part I and Part II will be offered on the dates above. Please register for one date of each session.

Register here: bit.ly/31uzx3p

For more details, please contact Dr. Margarita Gonzalez-Amador, ELRISE! Project Administrator at margarita@californianstogether.org

California Department of Education-Educator Workforce Investment Grant

ELRISE!
ENGLISH LEARNER ROADMAP IMPLEMENTATION FOR SYSTEMIC EXCELLENCE

Meeting the Needs of English Learners in Distance Learning

A Fall Webinar Series

This Fall webinar series for educators K-6, is designed to address the immediate needs of teachers in meeting the needs of English learners in distance learning/hybrid schooling contexts. Teachers may select one, two, or all three webinars for participation.

Welcoming, Inclusive and Affirming Classroom for English Learners

Wednesday, September 2 or Wednesday, September 9 2:30pm - 4:30pm

Critical Conditions for English Learners in Distance Learning

Wednesday, September 16 or Wednesday, September 23 2:30pm - 4:30pm

Creating and Sustaining Family Partnership in Distance Learning

Wednesday, September 24 or Wednesday, September 30 2:30pm - 4:30pm

For a more detailed description of each of the webinars visit:

bit.ly/3fAt6Rj

For more details, please contact Dr. Margarita Gonzalez-Amador, ELRISE! Project Administrator at margarita@californianstogether.org

California Department of Education-Educator Workforce Investment Grant


THANK
YOU