LANGUAGE EDUCATION NETWORK

November 20, 2020

Santa Barbara County Education Office
Susan C. Salcido, Superintendent

Presenter: Dr. Carlos Pagán, Director, Literacy and Language Support, SBCEO

BILINGUAL COORDINATORS NETWORK (BCN)

UPDATES

https://www.sbceo.org/Page/177

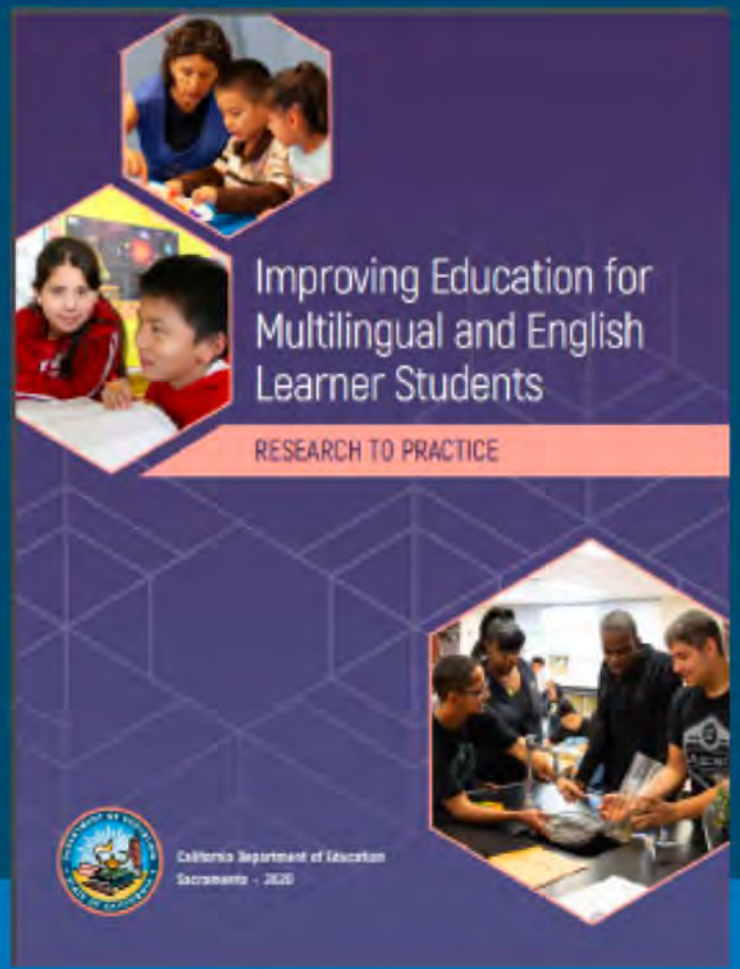
IMPROVING EDUCATION FOR MULTILINGUAL AND ENGLISH LEARNER STUDENTS

Research to Practice

Improving Education for Multilingual and English Learner Students: Research to Practice

Featuring evidence-based practices that lead to:

- Enhanced learning environments
- Implementation of the English Learner Roadmap Policy and its principles
- The continuous improvement of systems and conditions to support English learner students and students learning other languages



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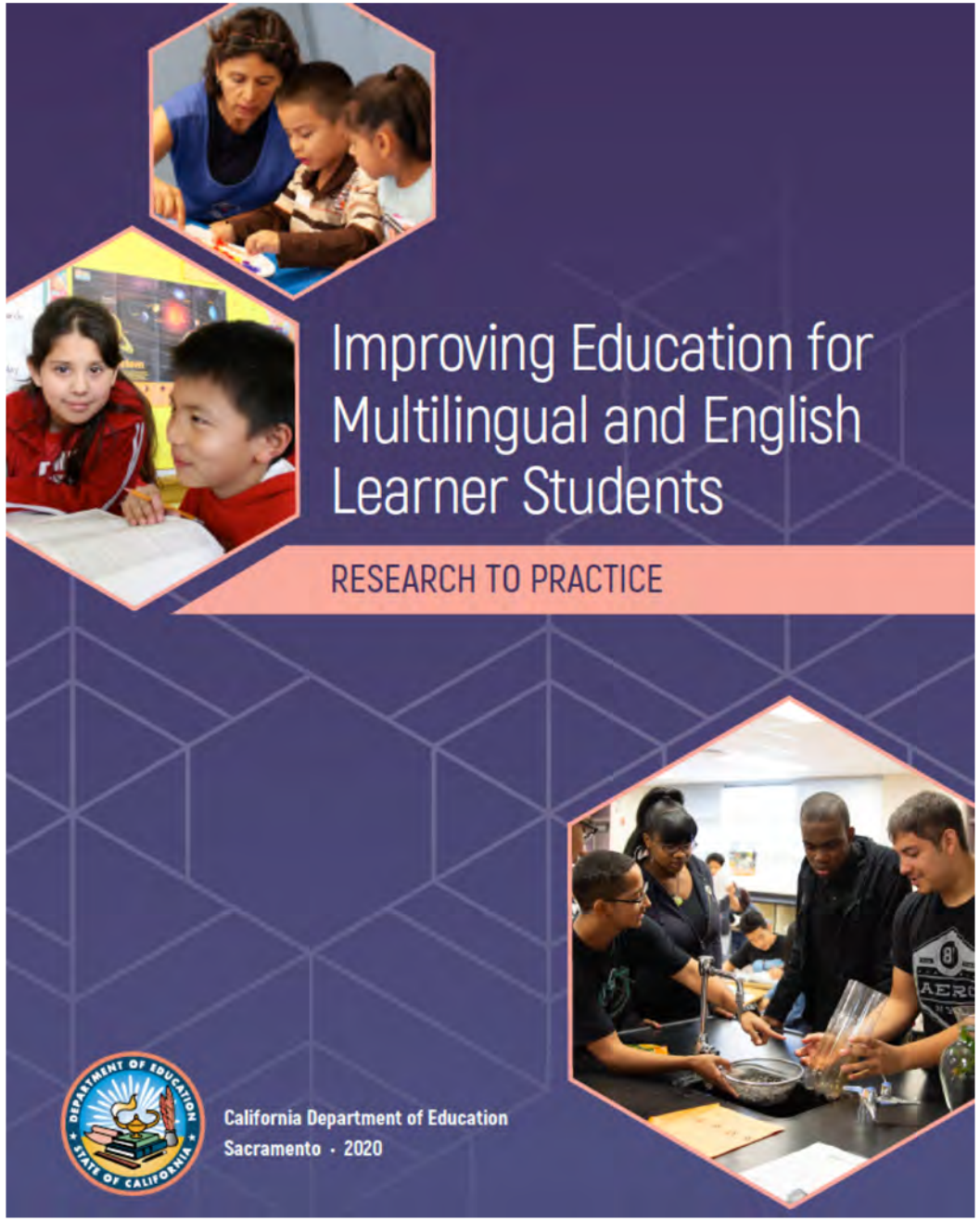
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The LPLO will present a series of webinars for the new CDE publication. The webinar series is designed to introduce the publication to the field and support educators in using the publication in professional learning settings. The webinar schedule is on page two. For more information regarding the publication and webinar series, visit the **CDE Improving Education: Research to Practice** web page at https://www.cde.ca.gov/sp/el/er/improvingmleleducation.asp.

Publication Title	Date	Time
Overview and Chapter 1 The Power and Promise of California's Multilingual Learners	January 13, 2021	3:30–4:30 p.m.
Chapter 6 Content and Language Instruction in Middle and High School: Promoting Educational Equity and Achievement Through Access and Meaningful Engagement	January 27, 2021	3:30–4:30 p.m.
Chapter 2 Asset-Based Pedagogy: Student, Family, and Community Engagement for the Academic and Social–Emotional Learning of Multilingual Students	February 17, 2021	3:30–4:30 p.m.
Chapter 5 Content Instruction with Integrated and Designated English Language Development in the Elementary Grades	March 3, 2021	3:30–4:30 p.m.
Chapter 4 Early Learning and Care for Multilingual and Dual Language Learners Ages Zero to Five	March 17, 2021	3:30–4:30 p.m.
Chapter 3 Multilingual Programs and Pedagogy: What Teachers and Administrators Need to Know and Do	April 7, 2021	3:30–4:30 p.m.
Chapter 7 Creating Schools and Systems That Support Asset-Based, High-Quality Instruction for Multilingual Learners	April 21, 2021	3:30–4:30 p.m.
Chapter 1 The Power and Promise of California's Multilingual Learners A Deeper Dive for Administrators and Teachers New to the Field	May 12, 2021	3:30–4:30 p.m.

CALPADS INFORMATION

Reclassification Data Uploads

Presenter Information

Education Data Management Division
Brandi Jauregui
Information Technology Specialist
Bjauregu@cde.ca.gov

Summative ELPAC Eligibility

- Ensure SELA records are updated prior to the beginning of summative ELPAC testing (before February 1, 2021) to update students who have been reclassified
- In order to be eligible to take the Summative ELPAC, students must have an ELAS of EL in CALPADS
- Student must be < 22 years of age at the time testing is initiated

Certification of Students Reclassified

- 2019–20 RFEP count
  - Students reclassified from the day after the prior Census Day (10/3/19) to current Census Day (10/7/20)
  - Certified in report 2.12 - English Language Acquisition Status – ELs Reclassified RFEP
  - In order to be counted in the 2019–20 RFEP count, students must have an ELAS start date <= Census Day
    - LEAs should submit an ELAS of RFEP with a date on or before 10/7/20 for students who took the option 2019-20 Summative through 10/30/20 and were eligible for reclassification
- 2020–21 RFEP count
  - Students reclassified from July 1, 2020 to June 30, 2021
  - Certified in new EOY 3 in new reports
  - Will reflect what is used for student groups in the CA School Dashboard
- There will be duplication of some students in these two counts

October 2018 – October 2019: Reclassification Report Produced and Uploaded to DataQuest April 2020

October 2019 – October 2020: Reclassification Report Produced and Uploaded to DataQuest April 2021

ELPAC ADMINISTRATION AND SCORING TRAINING CHAT SESSIONS

Dates and Times

ELPAC Administration and Scoring Training Chat Sessions

- November 19: 1–2 p.m.—Alternate ELPAC
- December 3: 1–2 p.m.—General ELPAC
- December 10: 1–2 p.m.—Alternate ELPAC
- January 7: 1–2 p.m.—Alternate ELPAC
- January 14: 1–2 p.m.—General ELPA

The Sacramento County Office of Education, or SCOE is holding office hours—via Zoom—to answer test administration questions for both assessments.

https://www.elpac.org/training/summative/

ELPAC PREP RESOURCES

Guidance Document from
Santa Maria Joint Union High School District
Maritza Olguin, Coordinator
English Language Development

ELPAC PREPARATION
Advanced ELD Lab 1 & 2 ELD and Accelerated ELD

ELD PATHWAY COURSE PRIORITIES:
1. **ELPAC PREP**
2. **CORE SUPPORT**
3. **SUPPLEMENTAL UNITS**

Use this document to reflect and determine what has been taught this semester and what needs to be taught and/or reviewed before students are administered the ELPAC this coming spring. Check boxes of items/skills covered.
It is highly recommended that all test ELPAC prep be short, 20-minute activities that can be completed in class and connected to your curriculum whenever possible for continuity. Please refer to **MMEP ELPAC PADLET RESOURCES** For additional guidance and support.

ELPAC VOCABULARY

Words to be defined and to be used appropriately:	Skills to be able to be performed independently:	Students need to know the similarities and differences between these closely associated terms:	Students must practice discerning the nuances between:
☐ Character ☐ Narrator ☐ Text ☐ Title ☐ Statement ☐ Phases ☐ Definition ☐ Description ☐ Situation ☐ Best ☐ Story line ☐ Phrase ☐ Factor in ☐ Illustration ☐ Clear language ☐ Carefully ☐ Instead (choice) ☐ Similarity ☐ Difference ☐ mention ☐ Audience ☐	☐ Annotate ☐ Match(es) ☐ Describe in detail ☐ Create a graphic organizer ☐ Use/read a graphic organizer ☐ Interpret and read a chart/line graph ☐ Read maps ☐ Take notes ☐ Combine sentences ☐ Complete sentences ☐ Write a complete paragraph ☐ Give their opinion ☐ Give information ☐ Identify missing information	☐ Claim/Main Idea/Main Theme ☐ Claim-Evidence-Reasoning ☐ Evidence/Relevant Details ☐ "tell me something else", "explain ☐ Process/Through/ Happening ☐ Rewrite/Summarize ☐ Opinion/Fact/ "Statement" ☐ External vs internal ☐ Choice vs choose	☐ Appropriate ☐ Author's attitude ☐ Best states ☐ Closest in meaning ☐ Most effective ☐ Most nearly ☐ Most likely ☐ Author's Purpose ☐ Issue ☐ Infer(red)

ELPAC TASK TYPES

SPEAKING

- **Talk About a Scene** The student is presented with an illustration of a familiar scene. The test examiner first asks three who, what, when type questions about the scene. The test examiner then administers three items intended to generate longer responses, and the student provides a response.

- **Speech Functions** *The test examiner presents a situation to the student that might occur in a school context. The student then gives an answer of what he or she would say in the situation.*
  Academic Language Function: Tool Academic Language Functions

- **Support an Opinion** The student listens to a presentation about two activities, events, materials, or objects, and is asked to give an opinion about why one is better than the other.

- **Present and Discuss Information** *The students view a graph, chart, or image that provides information. The students are then asked to respond to two questions about the information.* The first prompt asks for a summary of the information in the graph, chart, or image. The second prompt asks for the students to state whether or not a claim is supported based on the information in the graph or chart.

- **Summarize an Academic Presentation** The students listen to a recording of an academic presentation while looking at a related picture or pictures. The student is prompted to *[verbally]* summarize the main points of the presentation using the illustrations(s) and key terms provided.

LISTENING

- **Listen to a Short Exchange** The student hears a recording of a two-turn exchange between two speakers and the answer a question about the exchange.

- **Listen to a Classroom Conversation** The student hears a recording of a multiple-turn conversation between two speakers and then answers two to three questions about the conversation.

- **Listen to an Oral Presentation** The student hears a recording of an oral presentation on an academic topic, then answers three to four questions about it

- **Listen to a Speaker Support an Opinion** The student hears a recording of an extended conversation between two classmates. In the conversation, one classmate makes an argument in support of an opinion or academic topic. After listening to the conversation, the student then answers four questions.

READING

- ☐ **Read a Short Informational Passage** The student reads a short informational text and answers multiple-choice questions related to the text.
- ☐ **Read a Student Essay** The student reads an informational essay presented as if written by a peer and answers a set of multiple-choice questions related to the essay.
- ☐ **Read a Literary Passage** The student reads a literary passage and answers multiple-choice questions concerning comprehension, language use, and word choice.
- ☐ **Read an Informational Passage** The student reads an informational text and answers multiple-choice questions related to the text.

WRITING

- ☐ **Write About an Experience** The student is provided with a common topic, such as a memorable classroom activity or event and is prompted to write about the topic.
- ☐
- ☐ **Describe a Picture** The student looks at a picture and is prompted to examine a paragraph written by a classmate about what is happening in the picture. The student is asked to expand, correct, and combine different sentences written by a classmate before completing the final task of writing a sentence explaining what the students in the picture will do next.
- ☐ **Write about Academic Information** The student interprets academic information from a graphic organizer created for a group project and answers two questions about it.
- ☐ **Justify an Opinion** The student is asked to write an essay providing a position and appropriate supporting reasons about a school related topic.

ELPAC Writing Rubrics

Educators can use the writing rubrics to assign scores to formative assessment responses that students write as part of their schoolwork.

IDEAS FOR SCAFFOLDING FOR VARIOUS LEVELS OF LANGUAGE ACQUISITION

ELPAC Performance Level Descriptors

Emerging English Learners	*Expanding English Learners*	*Bridging English Learners*
Reading • Preview text with pictures, videos, charts, etc. • Use choral reading or shared reading. • Provide important concepts in a graphic organizer. • Highlight key points in text **Writing** • Provide sentence frames with word banks. • Teach note taking on graphic organizer. **Listening** • Use wait time. • Restate/Rephrase and use oral language routines. **Speaking** • Elicit coral responses. • Assign roles in groups. • Provide sentence frames for collaboration/oral retelling. •	**Reading** • Use guided reading. • Use jigsaw reading to scaffold independent reading. **Writing** • Teach signal words for academic writing. • Provide rubrics and exemplars to scaffold writing assignments. **Listening** • Model academic language and vocabulary. • Provide graphics or objects to sequence steps in process. • Check comprehension of all students frequently. **Speaking** • Prompt for academic output.	**Reading** • Ask students to analyze text structure and select appropriate organizer for summarizing. • Use focused questions to guide reading. **Writing** • Require use of target academic vocabulary. **Listening** • Confirm students' prior knowledge of content topics. • Extend vocabulary with multiple examples/non-examples. **Speaking** • Require oral reporting of summarizing group work. • Structure conversations with various points of view with graphic organizers.

PROFESSIONAL LEARNING OPPORTUNITIES & RESOURCES

padlet

SIGN UP LOG IN SHARE

REL Specialists + 19 1d

Comprehensive English Language Development (ELD) Resources for LEAs

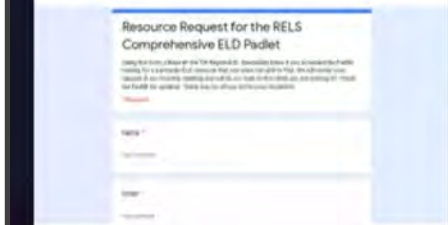
Created by the California Regional English Learner Specialists - https://www.cde.ca.gov/sp/el/t3/coeleadscontactlist13.asp

Legend for Color Coding

Resources for Distance Learning

Resources for Hybrid Instruction

Google Form - Request for Additional ELD Resources on Padlet



Resource Request for the RELS Compre...
Using this form, please let the TIII Region...
google docs

ELD Guidance

Tony Thurmond ELD Guidance Letter to the field



Designated and Integrated ELD - Letters ...
Dear County and District Superintendent...
ca



colleague-el-201501
PDF document

ELD COVID-19 Guidance

ELD Distance Learning FAQs

Responses to frequently asked questions (FAQs) regarding designated and integrated English language development (ELD) within distance learning instruction.



ELD Distance Learning FAQs
Is designated English language develop...
ca

CISC ELA/ELD Subcommittee Distance and Blended Learning Resources

Integrated ELD

English Learner Toolkit of Strategies



3 10 2020 Toolkit331 3
PDF document
padlet drive

Teaching Multilingual Learners Online in the California Context



Designated ELD (Elementary)

English Learner Toolkit of Strategies



3 10 2020 Toolkit331 3
PDF document
padlet drive

Implementation Support Videos

A Compilation of Videos Aligned with the ELA/ELD Framework.

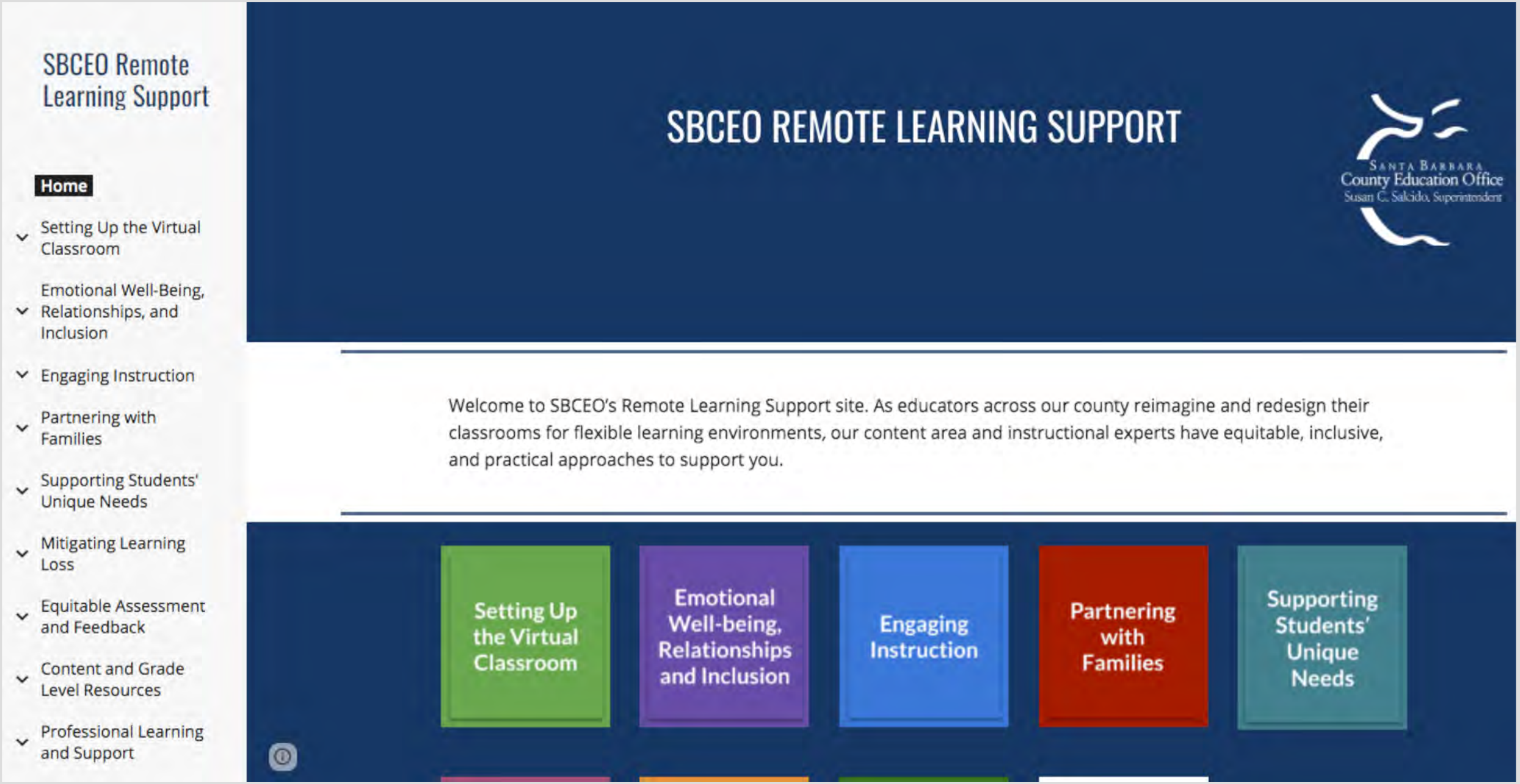
California System of Support:
SELPA Content Lead:

IMPROVING OUTCOMES FOR ENGLISH LEARNERS WITH DISABILITIES



California Practitioners' Guide for Educating English Learners with Disabilities

California Department of Education
Sacramento 2019



https://tinyurl.com/sbceoremote

Important CDE Listservs

Send a blank email to:

- **Assessment Spotlight:** subscribe-caaspp@mlist.cde.ca.gov
- **Local Control Funding Formula:** join-LCFF-list@mlist.cde.ca.gov
- **COVID-19 Updates from the CDE:** join-covid19-update@mlist.cde.ca.gov
- **State and Federal Program Directors:** join-state-and-federal-programs-directors@mlist.cde.ca.gov
- **English Learner Updates:** join-english-learner-updates@mlist.cde.ca.gov


THANK
YOU