LANGUAGE EDUCATION NETWORK

February 26, 2021
1:00 – 2:00 PM

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

ELPAC

Updates

Federal Guidance – February 22, 2021



Flexibilities Offered From the US Department of Education (3)

Implement assessment flexibility

- Administering a shortened version of its statewide assessments;
- Offering remote administration, where feasible; and/or
- Extending the testing window to the greatest extent practicable

BILITERACY PATHWAY RECOGNITION

Overview

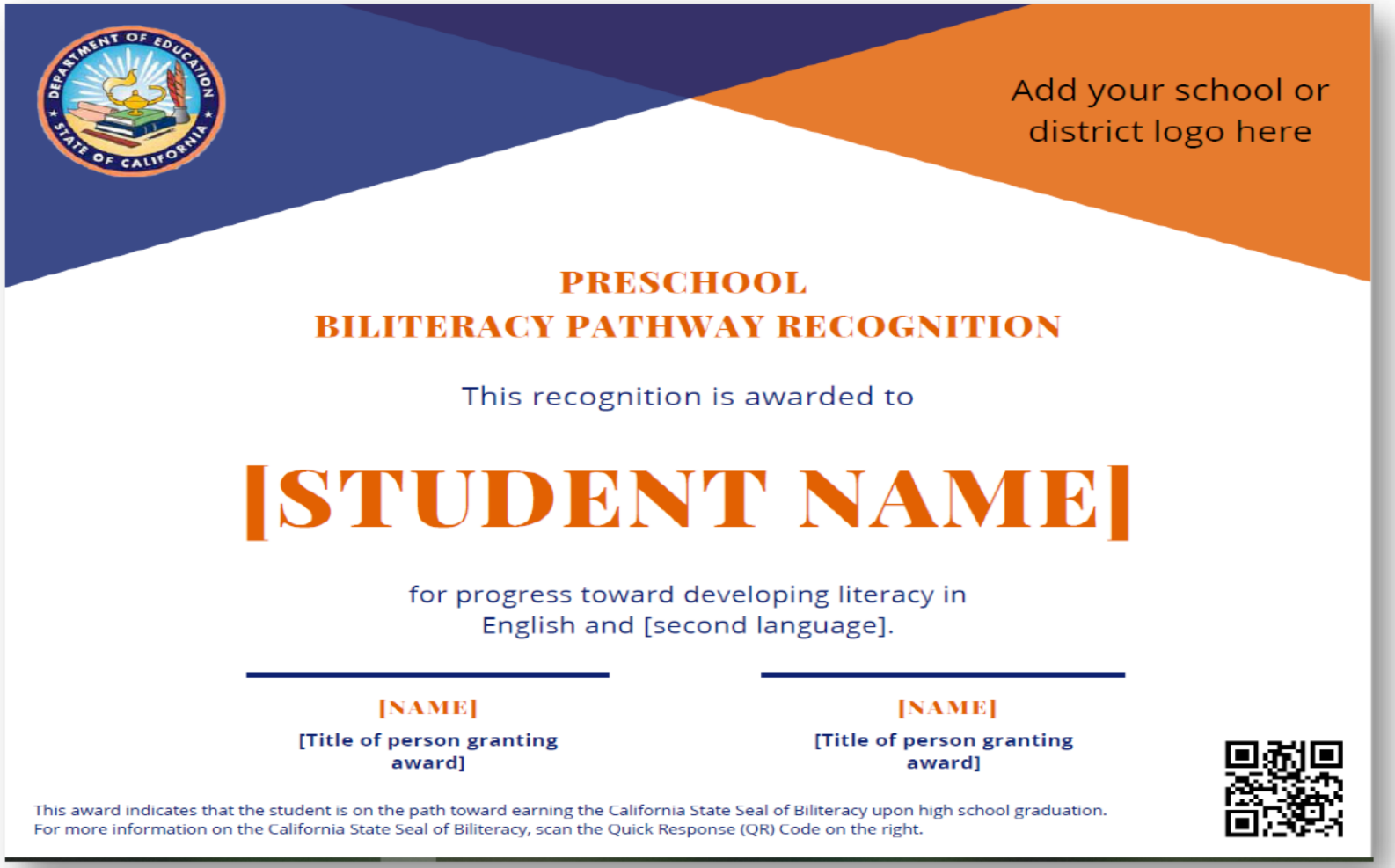
Biliteracy Pathway Recognition Overview

Presented to students who have **demonstrated progress toward proficiency** in **speaking, reading, and writing** in one or more languages in addition to English at the end of:

- Preschool
- Kindergarten
- Elementary, and/or
- Middle school

Intended to motivate a student toward the State Seal of Biliteracy, which is established in California *Education Code (EC)* sections 51460–51464, and is awarded to graduating high school seniors.

Sample Certificate



LEGISLATIVE SESSION

Updates

CDE Government Affairs Division: Legislative Update
Multilingual Support/Migrant Students
As of February 17, 2021

2021-22 Legislative Session Bill No./Topic	Status
AB 47 (Reyes): Human Services: Coordinated Immigration Support Services Existing federal law, the Homeland Security Act of 2002, empowers the Director of the Office of Refugee Resettlement of the federal Department of Health and Human Services with functions under the immigration laws of the United States with respect to the care of unaccompanied undocumented children, as specified, including, but not limited to, coordinating and implementing the care and placement of those children who are in federal custody by reason of their immigration status. Existing law requires the State Department of Social Services, subject to the availability of funding, to contract with qualified nonprofit legal services organizations to provide legal services to unaccompanied undocumented minors, as defined, who are transferred to the care and custody of the federal Office of Refugee Resettlement and who are present in this state. This bill would require the State Department of Social Services to establish a grant program in coordination with one or more qualified nonprofit social service agencies, as defined, to provide multi-tiered and coordinated immigration support services in California to undocumented and mixed-status families who reside in the state and were separated by the federal government.	**Assembly Human Services Committee**
AB 301 (Kiley): English Language Learner Acquisition and Development Pilot Program: Repeal Existing law establishes the English Language Learner Acquisition and Development Pilot Program, under the administration of the State Department of Education, as a 3-year competitive grant pilot project of 25,000 or more English language learners to be conducted during the 2007–08 to 2009–10, inclusive, school years. Under the program, grants are made to local educational agencies to identify existing best practices regarding topics including, but not limited to, curriculum, instruction, and staff development for teaching English language learners and promoting English language acquisition and development. The program requires the Superintendent of Public Instruction to establish a 13-to-20-member advisory committee, with specified responsibilities. This bill would repeal the statutes that establish the program.	**Assembly Education Committee**
SB 321 (Valladares): Childcare Services: Eligibility The Child care and Development Services Act has a purpose of providing a comprehensive, coordinated, and cost-effective system of childcare and	

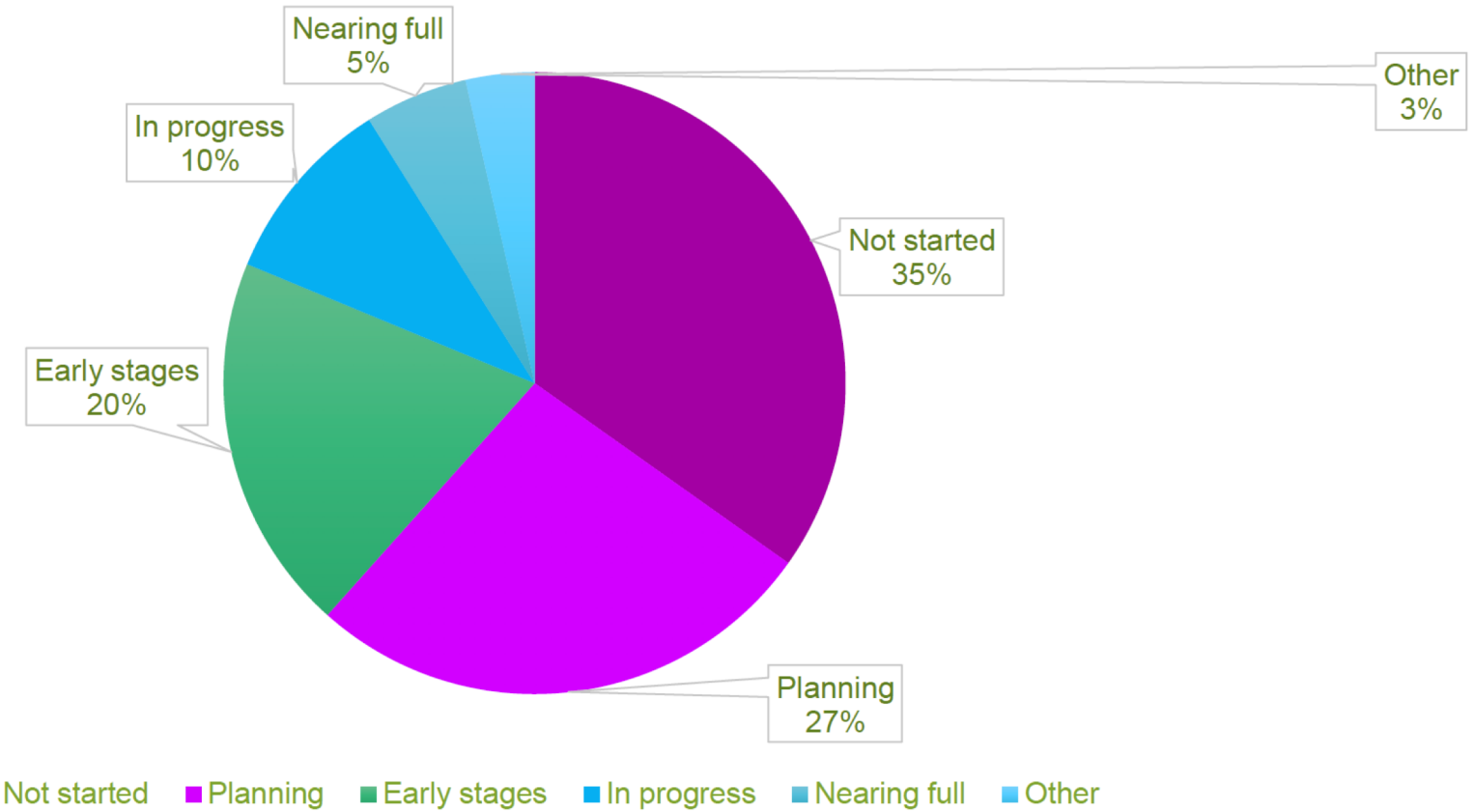
2021-22 Legislative Session Bill No./Topic	Status
development services for children from infancy to 13 years of age and their parents, including a full range of supervision, health, and support services through full- and part-time programs. Existing law requires the Superintendent of Public Instruction to adopt rules and regulations on eligibility, enrollment, and priority of services needed to implement the act. Existing law requires that in order to be eligible for federal and state subsidized child development services, families meet at least one requirement in specified areas, including the requirement that the family be a current aid recipient, income eligible, homeless, or a family whose children are recipients of protective services, or whose children are identified as being abused, neglected, or exploited, or at risk of being abused, neglected, or exploited. This bill would include in that list of eligibility requirements, one of which must be met by a family in order to be eligible for services, the requirement that the family is one where the primary home language is a language other than English.	**Assembly Human Services Committee**

WORLD LANGUAGES

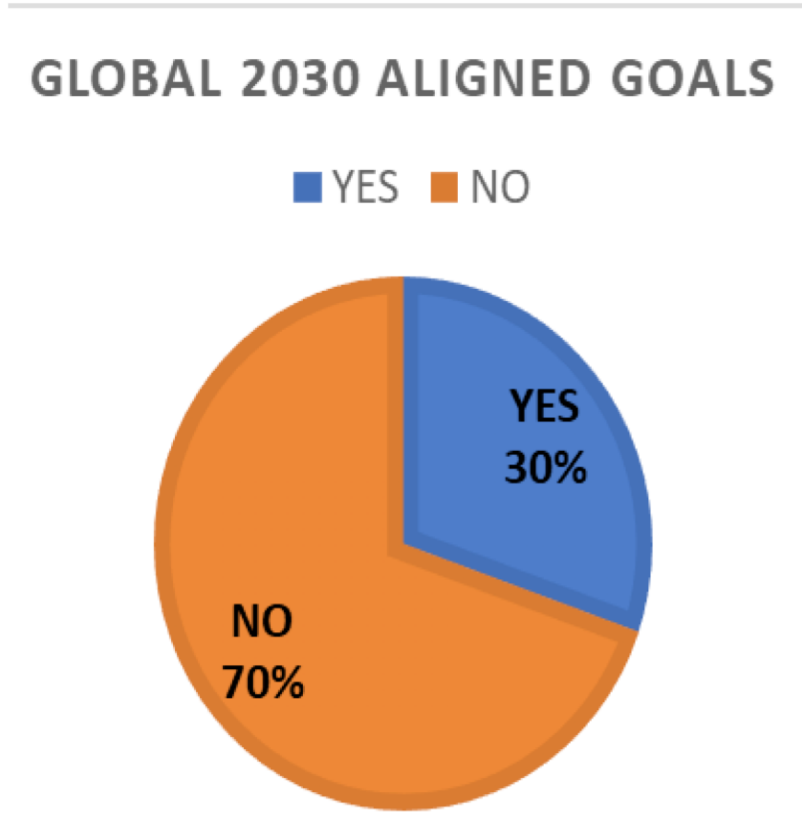
Updates

Progress of World Languages Standards Implementation

Administrators: WL Standards Implementation Status



California Global 2030 Goals



By 2030:

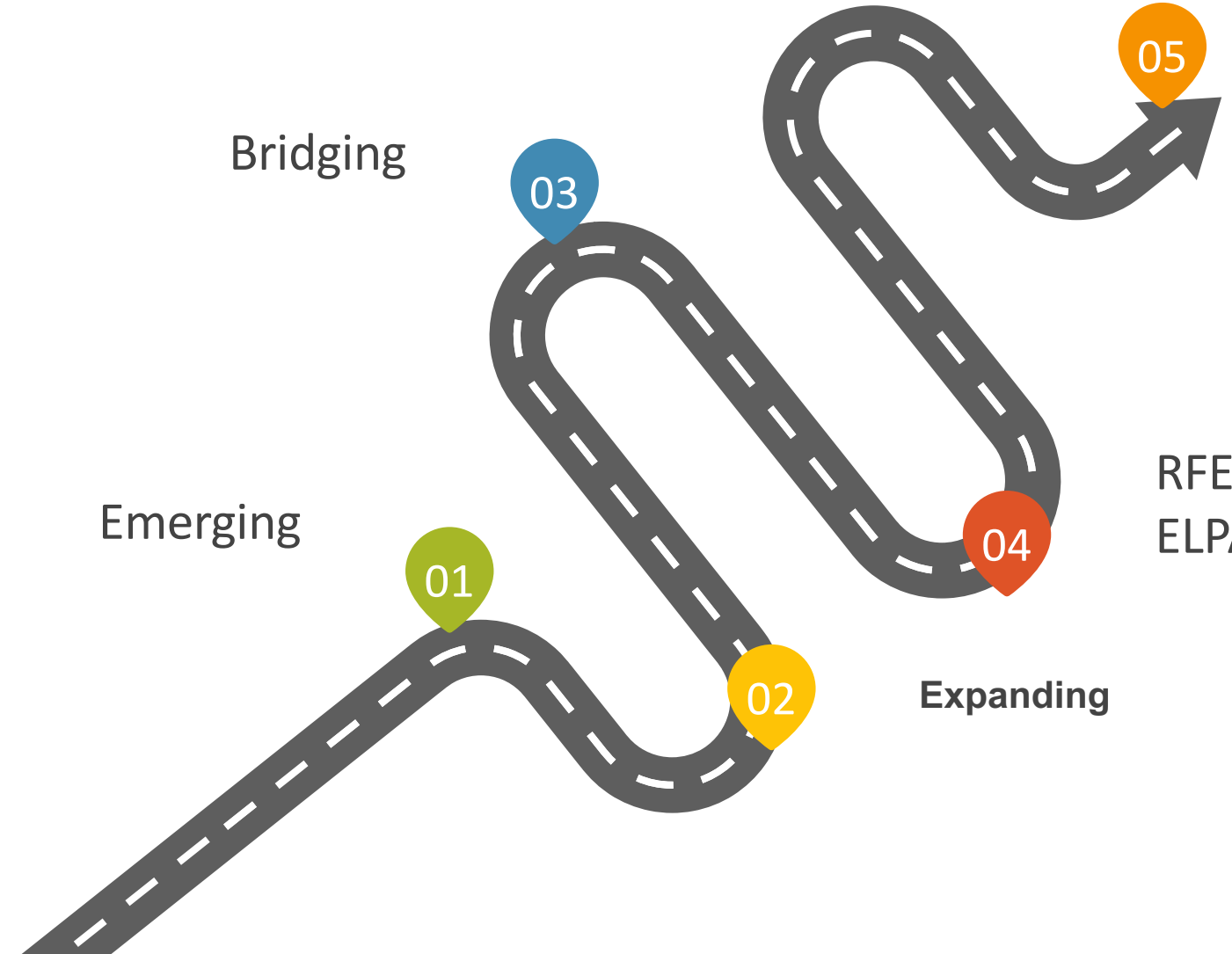
- 50 percent of California students are bilingual or multilingual.
- Participation in State Seal of Biliteracy triples over 2017.
- Dual Immersion programs quadruple over 2017.
- Double the number of bilingual teachers over 2017.

PROFESSIONAL LEARNING OPPORTUNITIES & RESOURCES

ROAD MAP TO SUCCESS AND COLLEGE READINESS FOR ENGLISH LEARNERS

Katherine Wallace
Coordinator, Education Services
Lompoc Unified School District

ROAD MAP TO SUCCESS AND COLLEGE READINESS FOR ENGLISH LEARNERS



Emerging

Expanding

Bridging

RFEP (Overall 4 on ELPAC)

SSB- State Seal of Biliteracy

Student graduates meeting A-G requirements , prepared for life after high school

Student is receiving highly engaging instruction in all academic areas in addition to English Language Development

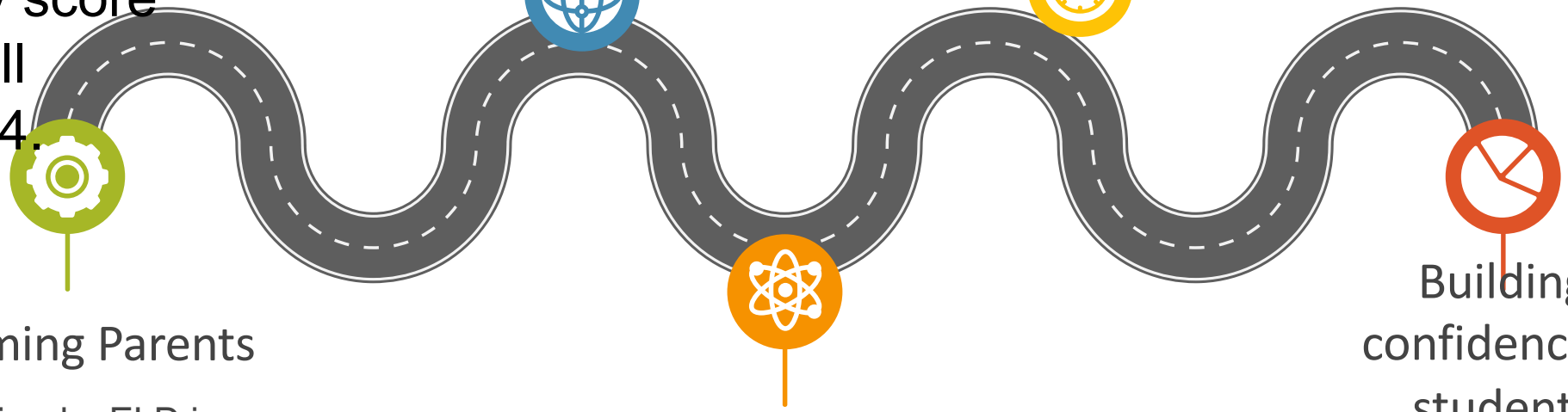
* students who were issued a waiver still have to take the ELPAC until they score an overall score of 4.

Talking about the ELPAC with Students, Parents and Staff

English Language Proficiency Assessments for California

Providing

Students with opportunities to take practice tests



Informing Parents

This is why ELD is important

Providing

Resources Early to parents/families

Building confidence in students

Explain the benefits of passing the ELPAC

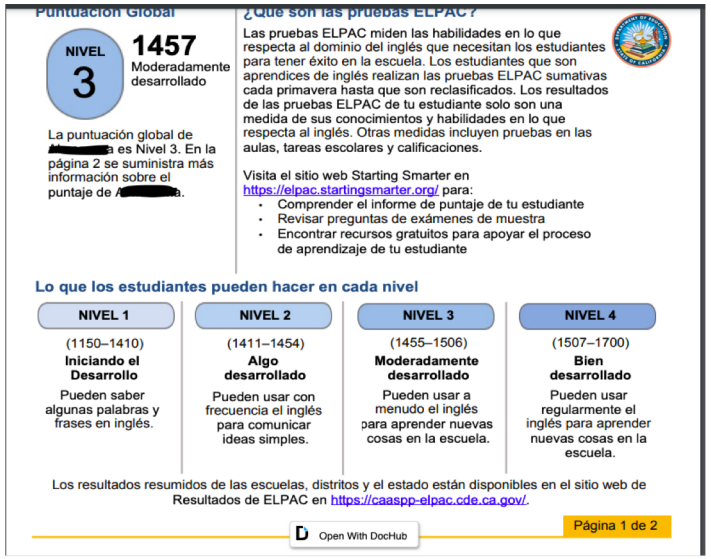
Parents

Should understand the implications of their students being identified as biliterate

ELs should be know they are working toward biliteracy!

State Seal of Biliteracy

Students should Understand their scores and ~~how they~~ can improve them



Puntuación Global

NIVEL 3 — 1457 Moderadamente desarrollado

La puntuación global de [redacted] es Nivel 3. En la página 2 se suministra más información sobre el puntaje de [redacted].

¿Qué son las pruebas ELPAC?

Las pruebas ELPAC miden las habilidades en lo que respecta al dominio del inglés que necesitan los estudiantes para tener éxito en la escuela. Los estudiantes que son aprendices de inglés realizan las pruebas ELPAC sumativas cada primavera hasta que son reclasificados. Los resultados de las pruebas ELPAC de tu estudiante solo son una medida de sus conocimientos y habilidades en lo que respecta al inglés. Otras medidas incluyen pruebas en las aulas, tareas escolares y calificaciones.

Visita el sitio web Starting Smarter en https://elpac.startingsmarter.org/ para:

- Comprender el informe de puntaje de tu estudiante
- Revisar preguntas de exámenes de muestra
- Encontrar recursos gratuitos para apoyar el proceso de aprendizaje de tu estudiante

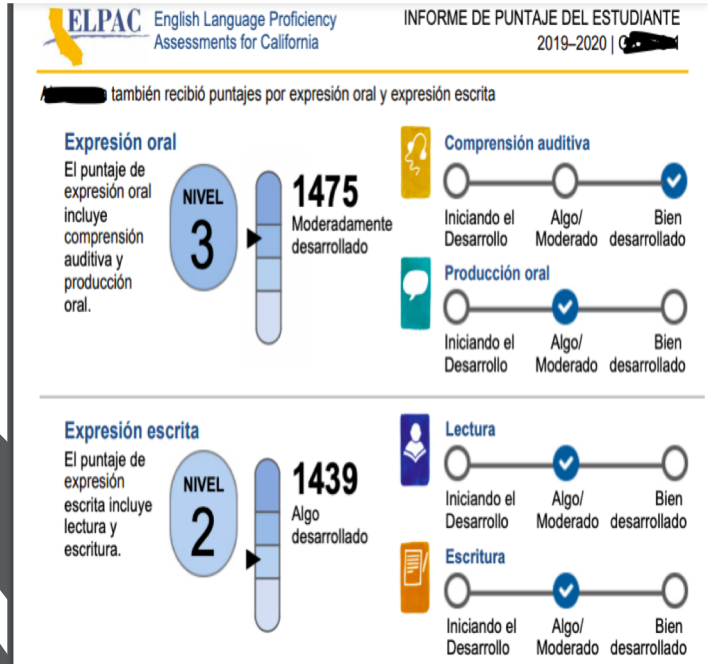
Lo que los estudiantes pueden hacer en cada nivel

NIVEL 1	NIVEL 2	NIVEL 3	NIVEL 4
(1150–1410) **Iniciando el Desarrollo**	(1411–1454) **Algo desarrollado**	(1455–1506) **Moderadamente desarrollado**	(1507–1700) **Bien desarrollado**
Pueden saber algunas palabras y frases en inglés.	Pueden usar con frecuencia el inglés para comunicar ideas simples.	Pueden usar a menudo el inglés para aprender nuevas cosas en la escuela.	Pueden usar regularmente el inglés para aprender nuevas cosas en la escuela.

Los resultados resumidos de las escuelas, distritos y el estado están disponibles en el sitio web de Resultados de ELPAC en https://caaspp-elpac.cde.ca.gov/.

Open With DocHub

Página 1 de 2



ELPAC English Language Proficiency Assessments for California

INFORME DE PUNTAJE DEL ESTUDIANTE 2019–2020 | [redacted]

[redacted] también recibió puntajes por expresión oral y expresión escrita

Expresión oral

El puntaje de expresión oral incluye comprensión auditiva y producción oral.

NIVEL 3 — 1475 Moderadamente desarrollado

Comprensión auditiva: Iniciando el Desarrollo | Algo/Moderado | Bien desarrollado

Producción oral: Iniciando el Desarrollo | Algo/Moderado | Bien desarrollado

Expresión escrita

El puntaje de expresión escrita incluye lectura y escritura.

NIVEL 2 — 1439 Algo desarrollado

Lectura: Iniciando el Desarrollo | Algo/Moderado | Bien desarrollado

Escritura: Iniciando el Desarrollo | Algo/Moderado | Bien desarrollado

Where were you ?

2017-18

Where were you ?

2018-19



What is your plan?

2021-2022

What is your goal ?

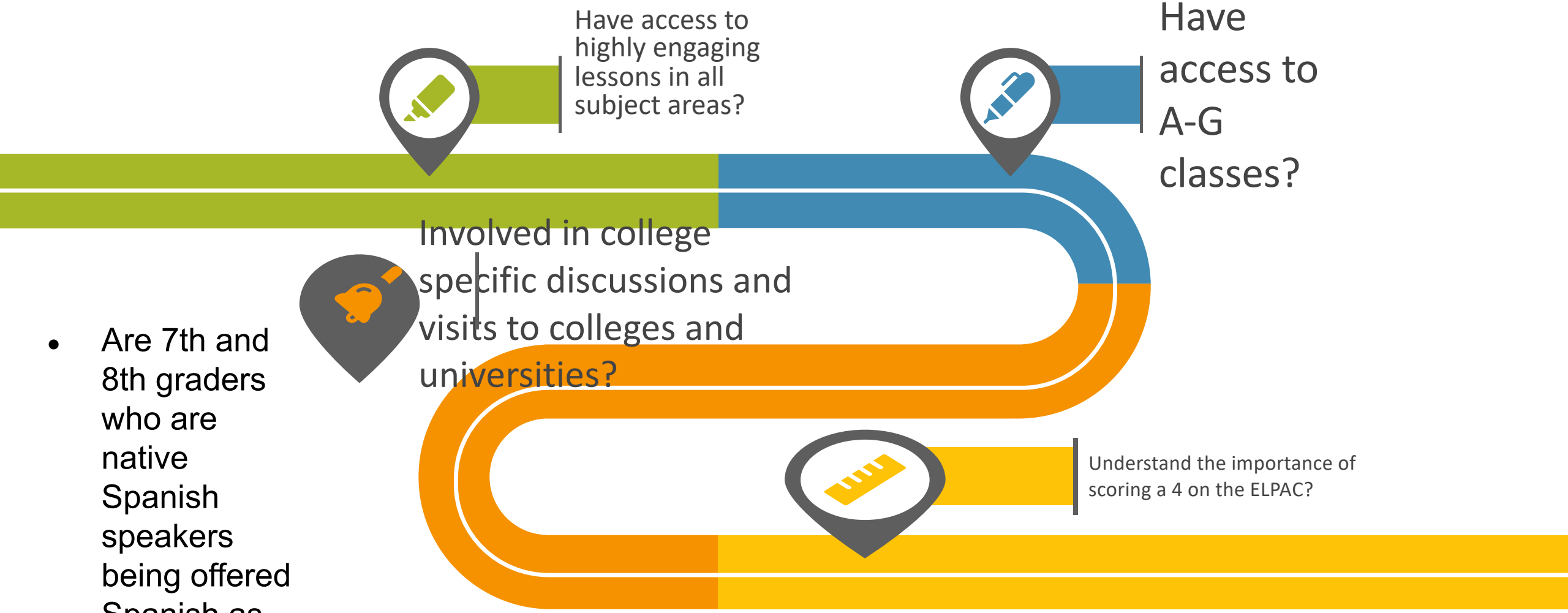
2020-2021

Where were you?

2019-20
(Take into account
COVID -19)

Food for Thought …

DO /ARE YOUR ELS..



- Are 7th and 8th graders who are native Spanish speakers being offered Spanish as an elective?

PROFESSIONAL LEARNING OPPORTUNITIES

California Department of Education

Integrated and Designated English Language Development Transitional Kindergarten–Grade Twelve Video Series

Integrated and Designated English Language Development Video Series

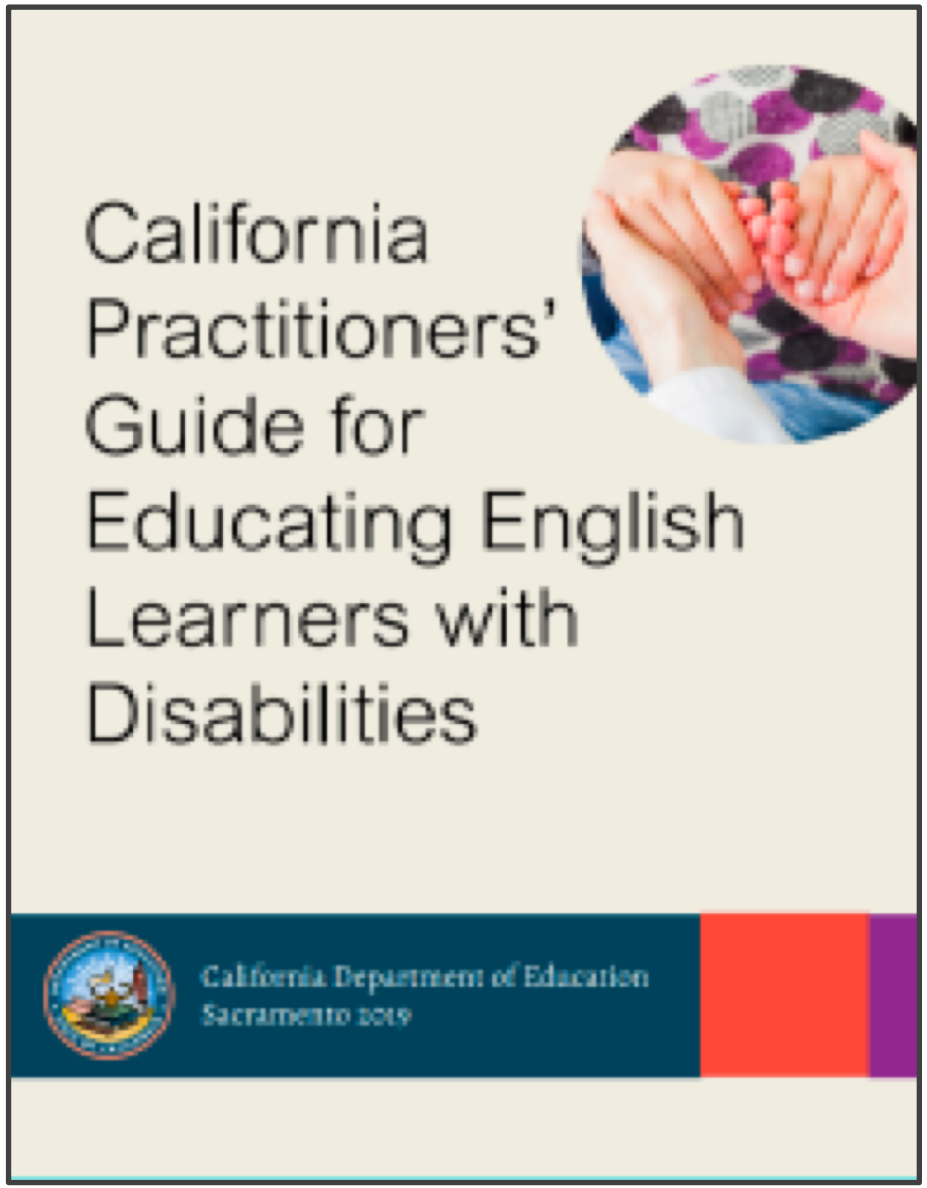
Webinar Series

The California Department of Education (CDE) Multilingual Support Division with the support of the Region 15 Comprehensive Center at WestEd will host a series of webinars on the CDE **Integrated and Designated English Language Development (ELD) Video Series**. The webinars are designed to engage the field and support educators in incorporating the ELD Video Series in professional learning settings.

Webinar Dates and Times

- **January 19, 2021**: ELD Video Series Overview, 3:30–5:00 p.m.
  Registration: http://bit.ly/CDE-EL-Video-Jan19
- **February 2, 2021**: Engaging in Professional Learning Using Grades Nine Through Twelve ELD Videos, 3:30–5:00 p.m.
  Registration: http://bit.ly/CDE-EL-Video-Feb2
- **February 23, 2021**: Engaging in Professional Learning Using Grades Seven Through Eight ELD Videos, 3:30–5:00 p.m.
  Registration: http://bit.ly/CDE-EL-Video-Feb23
- **March 9, 2021**: Engaging in Professional Learning Using Grades Four Through Six ELD Videos, 3:30–5:00 p.m.
  Registration: http://bit.ly/CDE-EL-Video-Mar9
- **March 30, 2021**: Engaging in Professional Learning using Transitional Kindergarten/Kindergarten–Grade Three ELD Videos, 3:30–5:00 p.m.
  Registration: http://bit.ly/CDE-EL-Video-Mar30

Information regarding the ELD Video Series and webinars is available on the CDE ELD Standards web page at https://www.cde.ca.gov/sp/el/er/eldstandards.asp#video.



MULTILINGUAL CONTACT INFORMATION

California Department of Education
Multilingual Support Division
1430 N Street, Suite 2204
Sacramento, CA 95814

Multilingual Support Division (MSD)

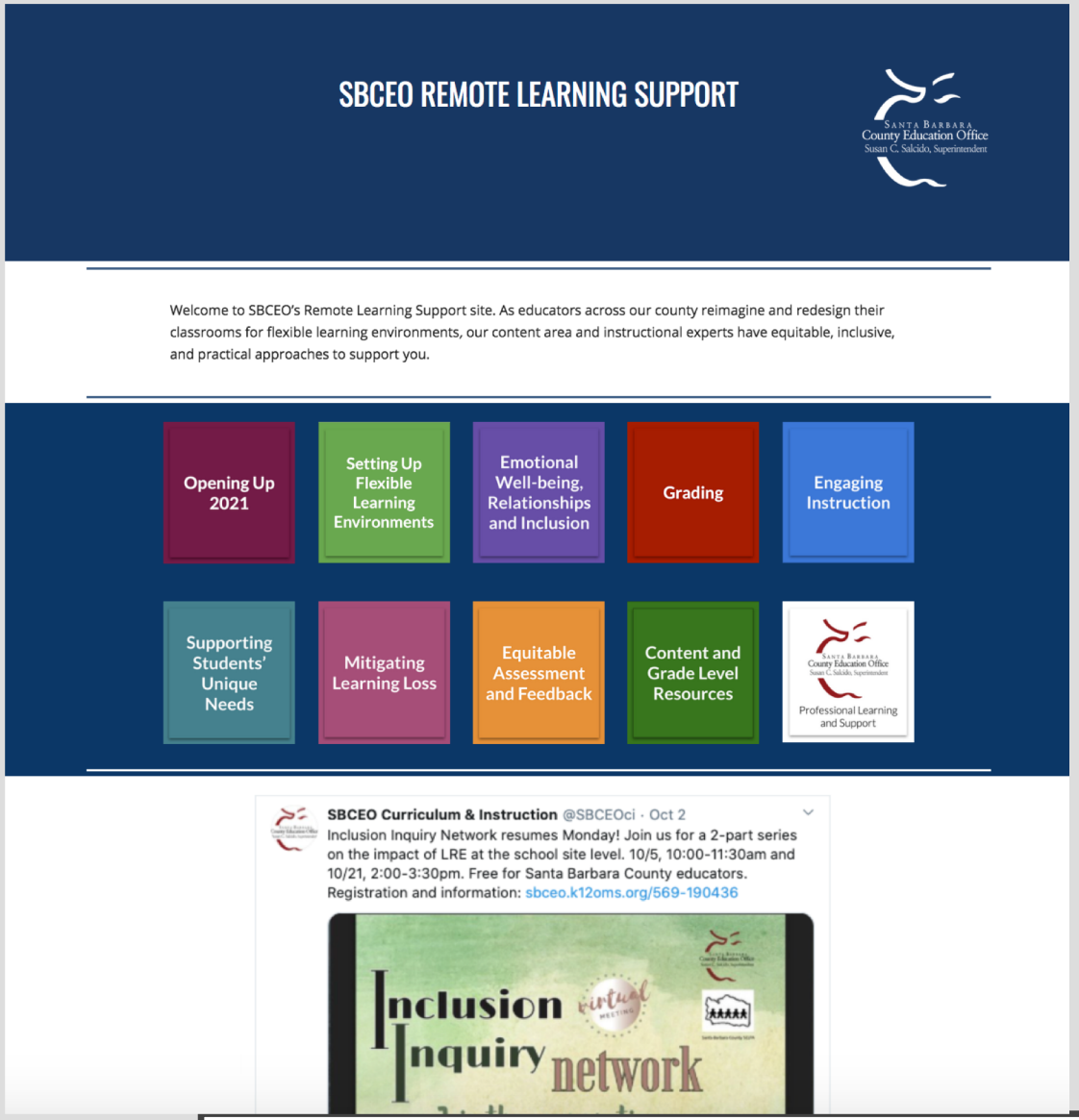
Acting Director: Celina Torres
Associate Governmental Program Analyst: Barbara Garcia
Phone: 916-319-0938

CONTACT	POSITION	EMAIL	PHONE
Gina Garcia-Smith • English Learner (EL) Roadmap Policy Implementation • State Seal of Biliteracy (SSB) • Multilingual Updates Newsletter	Division Consultant	ggarciasmith@cde.ca.gov	916-319-0265
Marcela Rodriguez • EL Students with Disabilities • Dyslexia Initiative Team • Distance Learning Parent Newsletter	Division Consultant	mrodriguez@cde.ca.gov	916-323-5410

Migrant Education Office (MEO)

Administrator: Celina Torres
Office Technician: Juana Zamora Sanchez
Phone: 916-319-0851

TOPIC	CONTACT	EMAIL	PHONE
Fiscal Reporting	Alejandro Leguizamo	aleguizamo@cde.ca.gov	916-319-0333
Identification and Recruitment	Jamie Contreras	jcontrer@cde.ca.gov	916-319-0391
Migrant Education Program Director Meetings	John Oses	joses@cde.ca.gov	916-319-0227
Migrant Education School Readiness Programs	Lizette Rocha	lrocha@cde.ca.gov	916-323-2241
Migrant Student Information Network	Juli Auld	jauld@cde.ca.gov	916-319-0410
Parent Involvement	Jessica Costa	jcosta@cde.ca.gov	916-319-0394
State Service Delivery Plan	Melissa Mallory	mmallory@cde.ca.gov	916-319-0730
Online Application Development	Teresa Palomino	tpalomino@cde.ca.gov	916-319-0678





Spring 2021

Date	Time	Title & Registration	Cost
1/14 2/4 2/25	1:00 - 2:30	Flexible Learning Environments Training Camp (*Flyer*) *3-part Series for Administrators* • *Leading Healthy Social-Emotional Learning Communities* • *Instruction for Flexible Learning Environments* • *Assessment for Distance and Blended Learning*	$150/person
1/20	3:30 - 4:30	SEL Foundations for Teachers - Caring for ourselves, our students, and our community	No charge*
1/26	3:00 - 4:30	Ed Camp: A Conversation on Grading (*Flyer*)	No charge
1/28	3:30 - 5:00	Health Education Framework Community of Practice Session #2 (*Flyer*)	Grant Funded
1/29	1:00 - 2:00	Language Education Network (Day 6 of 11) (*Flyer*)	Inquire for pro-rated cost
2/3	3:00 - 4:30	Ed Camp: A Conversation on Grading (*Flyer*)	No charge
2/9	3:30 - 4:30	Hyped on Hyperdocs	$35/person
2/10	3:30 - 4:30	Instruction for Flexible Learning Environments for Teachers	$35/person*
3/3	3:30 - 4:30	Assessment for Distance and Blended Learning for	$35/person*

Professional Learning Overview and Calendar

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