

Language Education Network

Virtual Meeting

Friday, May 13, 2022

1:00 – 2:00 PM

Facilitators:

Carlos Pagán, Director, Literacy and Language Support

Melissa Garcia, Coordinator, Language Education Services

Santa Barbara
County Education Office
Susan C. Salcido, Superintendent

Dates

~~Sep. 24, 2021~~

~~Oct. 22, 2021~~

~~Dec. 3, 2021~~

~~Jan. 28, 2022~~*

~~March 11, 2022~~*

May 13, 2022*

* Possibly in-person, longer sessions

Time

1 - 2:00 p.m.

2021-2022 Meeting Dates

Santa Barbara
County Education Office
Susan C. Salcido, Superintendent



2022-2023 Meeting Dates

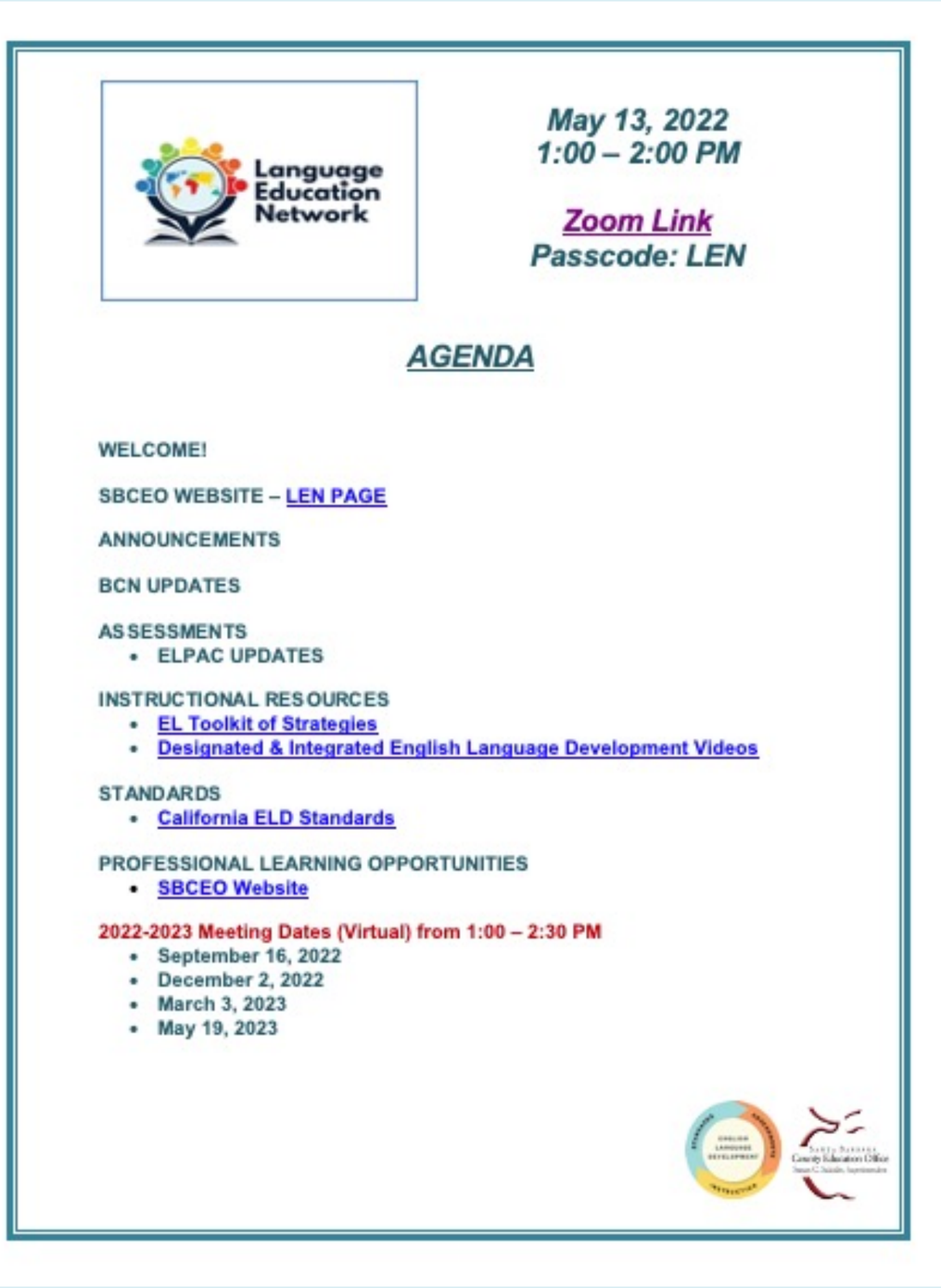
- ❑ September 16, 2022
- ❑ December 2, 2022
- ❑ March 3, 2023
- ❑ May 19, 2023

Time: 1:00 - 2:30 PM

Santa Barbara
County Education Office
Susan C. Salcido, Superintendent

AGENDA

Santa Barbara
County Education Office
Susan C. Salcido, Superintendent



Language Education Network

May 13, 2022
1:00 – 2:00 PM

Zoom Link
Passcode: LEN

AGENDA

WELCOME!

SBCEO WEBSITE – LEN PAGE

ANNOUNCEMENTS

BCN UPDATES

ASSESSMENTS
- **ELPAC UPDATES**

INSTRUCTIONAL RESOURCES
- **EL Toolkit of Strategies**
- **Designated & Integrated English Language Development Videos**

STANDARDS
- **California ELD Standards**

PROFESSIONAL LEARNING OPPORTUNITIES
- **SBCEO Website**

2022-2023 Meeting Dates (Virtual) from 1:00 – 2:30 PM
- **September 16, 2022**
- **December 2, 2022**
- **March 3, 2023**
- **May 19, 2023**

Announcements

Santa Barbara
County Education Office
Susan C. Salcido, Superintendent

Bilingual Coordinators Network: *Updates*

Santa Barbara
County Education Office
Susan C. Salcido, Superintendent



2022 Dashboard

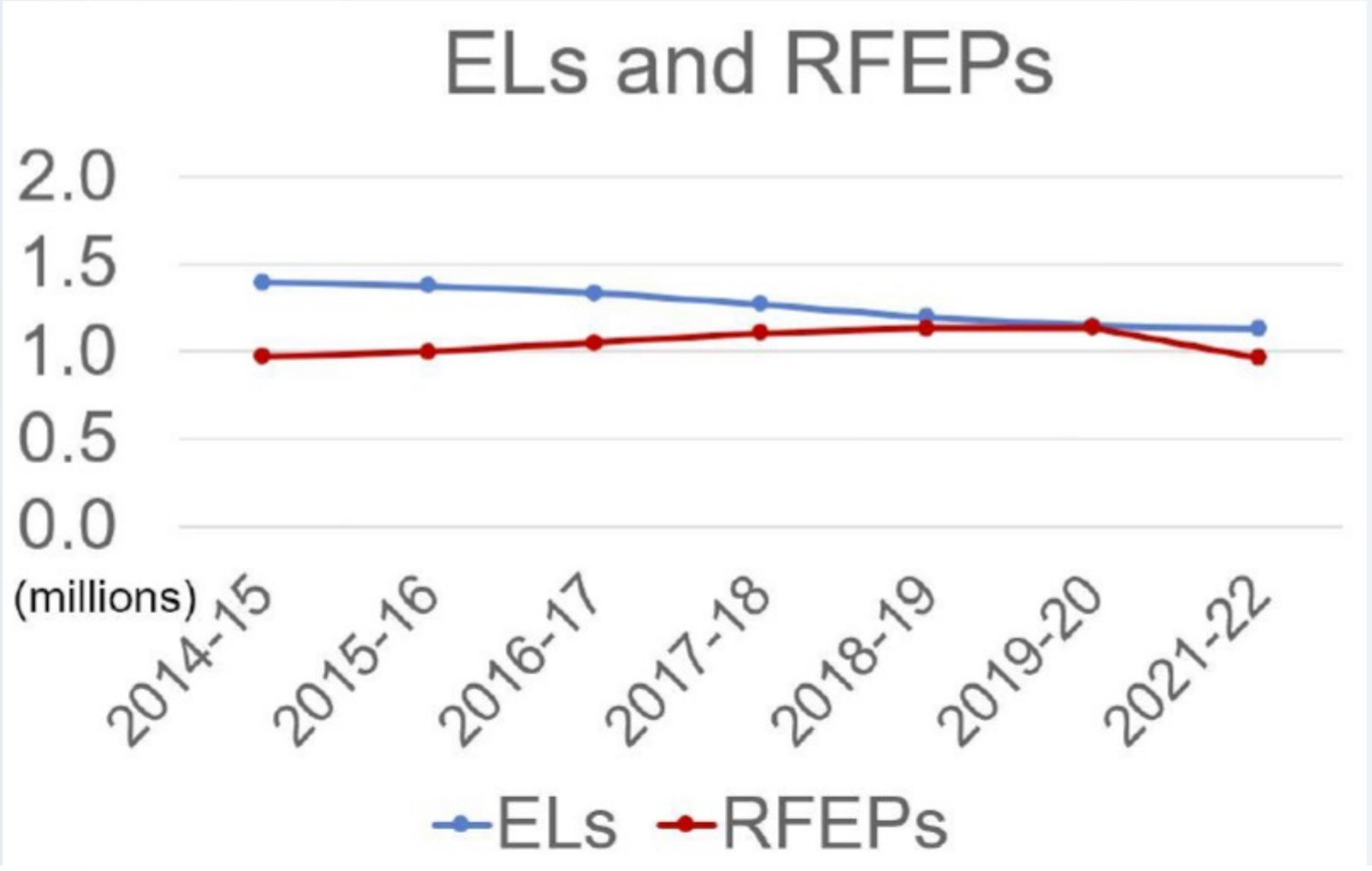
Re-Starting Accountability

- Beginning with the 2022 Dashboard, federal and state requirements to hold schools and local educational agencies (LEAs) accountable for student outcomes is being restarted.
- Assembly Bill 130 only allows the California Department of Education (CDE) to use performance data on state and local indicators from the 2021–22 school year. Therefore, for the **2022 Dashboard**, state indicators will display **Status** only.
- 2022 Dashboard cannot report Change (i.e., the difference from prior year data) and performance level colors due to restrictions imposed by AB 130.

2021–22 Enrollment Data

- In April 2022, the CDE released the 2021–22 enrollment data on DataQuest.
- Enrollment in California declined from the prior from **6,002,523** in 2020–21 to **5,892,240** in 2021–22.
- However, the EL population increased by 6.2 percent from the prior year.
  - Kindergarten experienced the largest increase at 71.4 percent.
  - Reclassified Fluent English Proficient (RFEP) students decreased by 90,569 from the prior year.

2014–2022 ELs and RFEPs



Loyola Marymount University
Center for Equity for English Learners

In Search of Equity for English Learners: A Review of the 2021-2024 Local Control and Accountability Plans

Preview of Findings

CDE Bilingual Coordinators Network Meeting – May 5, 2022

MAGALY LAVADENZ, PH.D.
EXECUTIVE DIRECTOR
DISTINGUISHED PROFESSOR

ELVIRA G. ARMAS, ED.D.
DIRECTOR OF PROGRAMS AND PARTNERSHIPS
AFFILIATE FACULTY

SYLVIA J. HODGE, ED.D
ASSISTANT DIRECTOR

In Search of Equity: EL-specific Goals and Equity Statements

% of districts that had a specific goal for English Learners or ELD



15%

% of districts that had an Equity statement in Introduction/General Information



62%

Loyola Marymount University
Center for Equity for English Learners

Key  = 10%

2021–22 Summative ELPAC SSRs

- SSRs were approved by the SBE in January 2022.
- Grades 3–12 will be available beginning in late May.
- Grades K–2 are anticipated to be available beginning in early July.



ELPAC Video Student Score Reports-
Benefits

- Can be used **in addition to** traditional reporting for comprehensive parent ELPAC communication
- Voice over in student's home language with visuals
- Personalized conclusions, recommendations and resources aligned to student SSR results

ELPAC
English Language Proficiency Assessments for California

Santa Barbara County Education Office
Susan C. Salcido, Superintendent

ELPAC Video Student Score Reports-
Benefits Cont'd

- Viewable on any device
- Unlimited parent access to personalized SSR explanation
- Video viewing is trackable by LEA via embedded survey

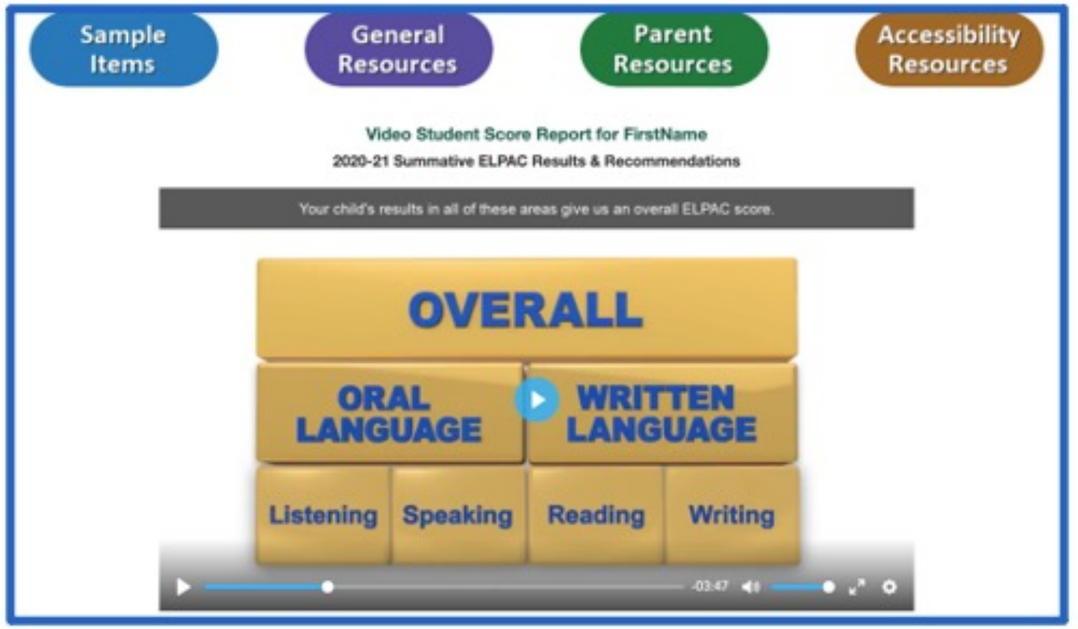
INCREASED PARENT AWARENESS & ENGAGEMENT

ELPAC
English Language Proficiency Assessments for California

Santa Barbara County Education Office
Susan C. Salcido, Superintendent

ELPAC Video Student Score Reports-
Available Languages

- Cantonese
- Filipino
- Mandarin
- Spanish
- Vietnamese



[Sample Video SSR- Spanish]

[Sample Video SSR- English]

ELPAC
English Language Proficiency Assessments for California

Santa Barbara County Education Office
Susan C. Salcido, Superintendent

ELPAC Video Student Score Reports-
Ordering

- LEA can order between now and July 30th by:
    - Contacting LEA Success Agent:
        - Patrisia Q., LEA Success Agent, Region 8, Phone: 909-903-2318, Email: region8@ets.org
        - TOMS: bulk or individual orders
- Video SSRs will be delivered in October

ELPAC
English Language Proficiency Assessments for California

Santa Barbara County Education Office
Susan C. Salcido, Superintendent

2021–22 ELPAC Testing Counts

- **Alternate ELPAC Operational Field Test**
  - Eligible students: 19,840
  - Started tests: 15,110
  - Completed Tests: 14,808 (74%)
- **Summative ELPAC**
  - Eligible students: 1,089,147
  - Started tests: 782,518
  - Completed tests: 703,171 (64%)
- **Initial ELPAC**
  - Eligible students: 203,773
  - Started tests: 200,910
  - Completed tests: 200,457 (98%)

- Counts as of April 29, 2022



AB 1701 (Medina): California State University: Jump Start Grant Program

Summary:

This bill would establish the California State University Jump Start Grant Program to increase the number of tenure-track and full-time and part-time limited term bilingual faculty for bilingual authorization programs of accredited schools of education.

Updates:

- Passed Assembly Higher Education (9-0)
- Assembly Appropriations Committee – Suspense File

AB 1777 (Aguiar-Curry): Migrant education: extended school year program: average daily attendance

Summary:

This bill would, beginning 2022–23 fiscal year, authorize up to 2 local educational agencies (LEAs) to provide an extended school year program for pupils of migrant agricultural workers and authorize the LEA to collect average daily attendance for those pupils.

Updates:

- Passed Assembly Education (7-0)
- Amended 4/25/22
- Assembly Appropriations Committee

AB 2465 (Bonta): Pupil instruction: third-grade literacy: literacy grant program

Summary:

This bill would create the Family and Community Literacy: Supporting Literacy and Biliteracy in Schools, Families, and Communities Grant Program for the purpose of supporting the goal of all of California's pupils reading at grade level by third grade and engaging families at every stage of that process.

Updates:

- Passed Assembly Education (7-0)
- Amended 4/28/22
- Assembly Appropriations Committee

Notes:

Sponsored by the SSPI

SB 952 (Limón): Pupil instruction: dual language programs: Expanding Culture and Language Learning in Schools Grant Program.

Summary:

This bill would establish the Expanding Culture and Language Learning in Schools Grant Program with the goal of growing capacity for high-quality dual language learning in preschools, transitional kindergarten, kindergarten, and grades 1 to 12, inclusive, as provided.

Updates:

- Passed Senate Education (6-0)
- Amended 3/10/22
- Senate Appropriations Suspense File

Notes:

Sponsored by the SSPI, CABE, and CalTog

Imperial County SELPA

ccee
California Collaborative for Educational Excellence

Improving Outcomes for English Learners with Disabilities

Project funded by the California Department of Education

California Practitioners' Guide for Educating English Learners with Disabilities









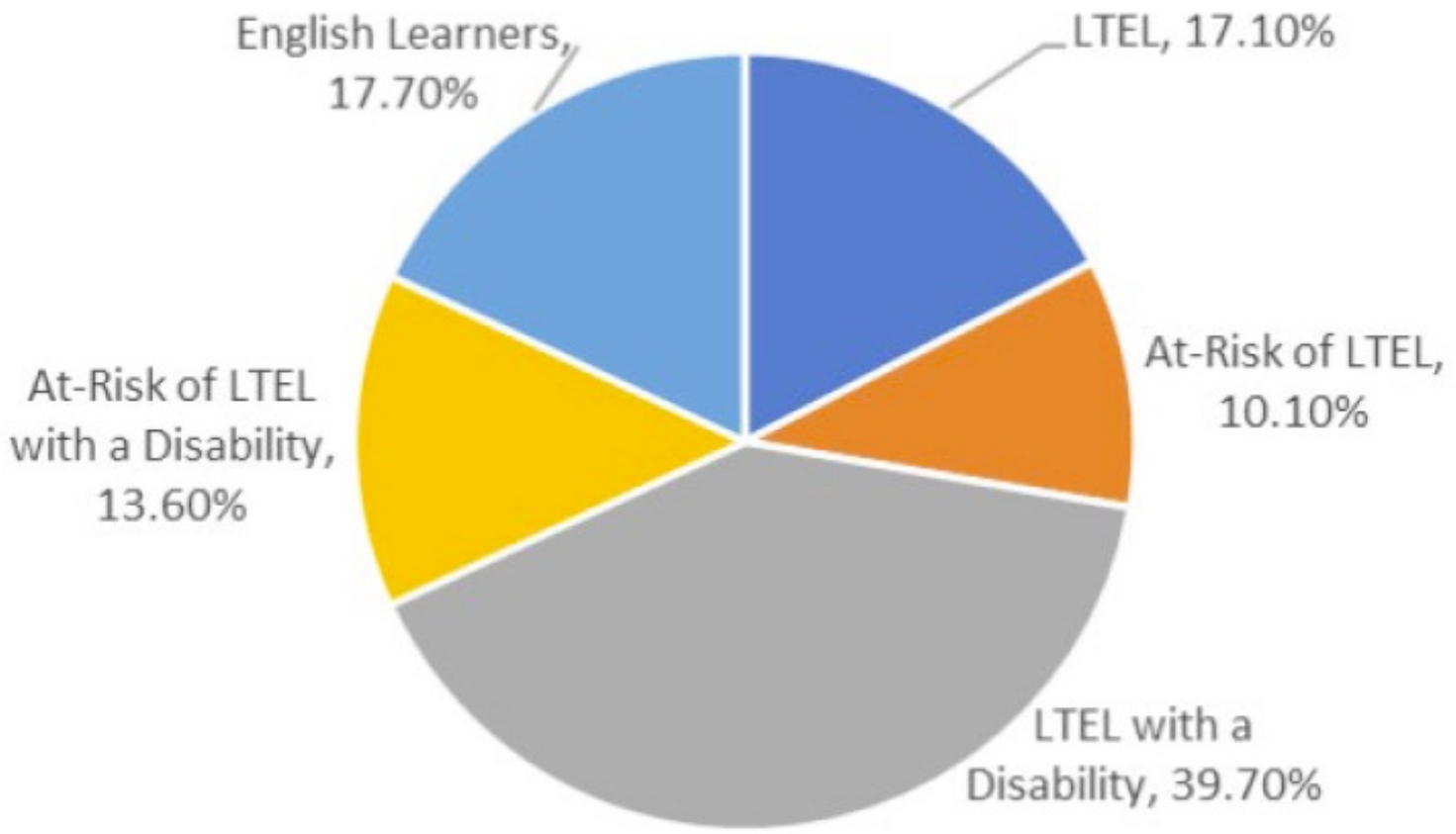


California Department of Education
Sacramento 2019

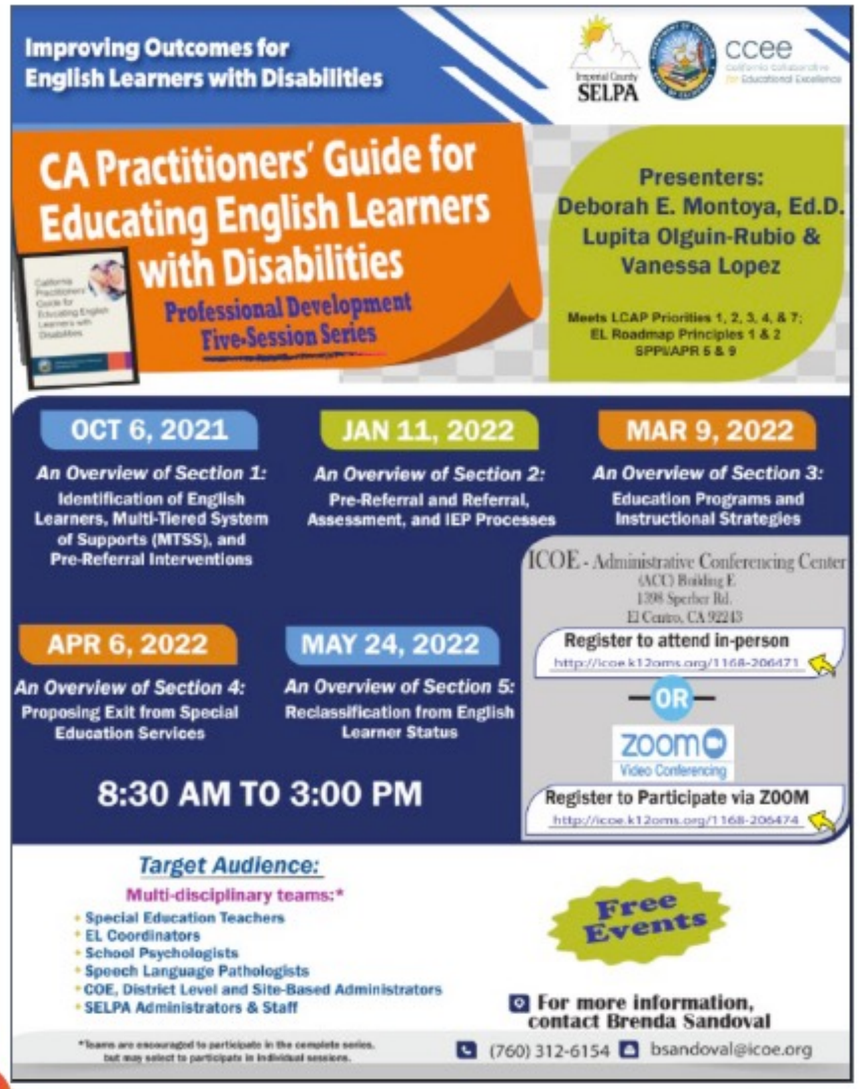
English Learners with Disabilities by Qualifying Disability, 2020–21

Disability	Percentage of Students
Specific Learning Disability (SLD)	36.34
Speech or Language Impairment (SLI)	21.21
Autism (AUT)	16.09
Other Health Impairment (OHI)	13.85
Intellectual Disability (ID)	5.22
Emotional Disturbance (ED)	3.05
Hard of Hearing (HH)	1.25
Orthopedic Impairment (OI)	1.03
Multiple Disability (MD)	0.97
Deafness (DEAF)	0.37
Visual Impairment (VI)	0.36
Traumatic Brain Injury (TBI)	0.18
Established Medical Disability (EMD)	0.06
Deaf Blindness (DB)	0.01

Long-Term English Learners, 2020–21



Statewide Professional Development Series



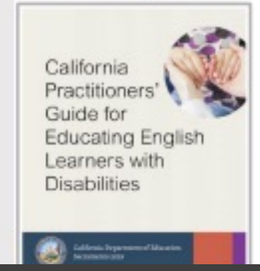
Section 1- Identification of ELs, MTSS & Pre-referral Interventions

Section 2- Pre-referral & Referral, Assessment & IEP Process

Section 3- Educational Programs and Instructional Strategies

Section 4- Proposing Exit from Special Education Services

Section 5- Reclassification from EL Status



Professional Learning Opportunities & Resources

Improving Outcomes for English Learners with Disabilities

Imperial County SELPA

ccee California Collaborative for Educational Excellence

CA Practitioners' Guide for Educating English Learners with Disabilities



Professional Development Five-Session Series

Presenters:
Deborah E. Montoya, Ed.D.
Lupita Olguin-Rubio &
Vanessa Lopez

Meets LCAP Priorities 1, 2, 3, 4, & 7;
EL Roadmap Principles 1 & 2
SPPI/APR 5 & 9

OCT 6, 2021

An Overview of Section 1:
Identification of English Learners, Multi-Tiered System of Supports (MTSS), and Pre-Referral Interventions

FEB 18, 2022

An Overview of Section 2:
Pre-Referral and Referral, Assessment, and IEP Processes

MAR 9, 2022

An Overview of Section 3:
Education Programs and Instructional Strategies

APR 6, 2022

An Overview of Section 4:
Proposing Exit from Special Education Services

MAY 24, 2022

An Overview of Section 5:
Reclassification from English Learner Status

8:30 AM TO 3:00 PM

ICOE - Administrative Conferencing Center
(ACC) Building E
1398 Sperber Rd.
El Centro, CA 92243

Register to attend in-person
http://icoe.k12oms.org/1168-206471

OR

zoom Video Conferencing

Register to Participate via ZOOM
http://icoe.k12oms.org/1168-206474

Target Audience:

Multi-disciplinary teams:*

- Special Education Teachers
- EL Coordinators
- School Psychologists
- Speech Language Pathologists
- COE, District Level and Site-Based Administrators
- SELPA Administrators & Staff

Free Events

For more information, contact Brenda Sandoval

(760) 312-6154 bsandoval@icoe.org

*Teams are encouraged to participate in the complete series, but may select to participate in individual sessions.

Virtual ~ June 16th, 2022

California Elementary Literacy Conference

Everyone Has the Right to Read!



Featuring Authors, Speakers, & Experts

Dr. Elsa Cárdenas-Hagan
Dr. Jan Hasbrouck
Dr. Tim Rasinski
Dr. Antonio Fierro
Dr. David Kilpatrick
Dr. Carol Tolman
and so many more

Keynotes



Zaretta Hammond
&
Kareem Weaver



Click on the Website or QR Code to Register for our Virtual Conference

www.educationspeakersnetwork.com/elsb-conference

Free Registration for Educators

Hosted by the Sacramento County Office of Education, the Expert Lead in Literacy. Sponsored by the California Department of Education in collaboration with the California Collaborative for Excellence in Education.

ccee California Collaborative for Educational Excellence

SCOE Sacramento County Office of Education

ELSB Early Literacy Support Block Grant

Received: 2 August 2021 | Revised: 11 March 2022 | Accepted: 26 March 2022
DOI: 10.1002/tesj.659

EMPIRICAL FEATURE ARTICLE

WILEY

A comparison of integrated and designated ELD models on second and third graders' oral English language proficiency

Emily R. Edelman[1] | **Samira A. Amirazizi**[1] | **Daniel K. Feinberg**[1] | **Matthew Quirk**[1] | **Jennifer Scheller**[1] | **Carlos R. Pagán**[2] | **Jamie Persoon**[3]

[1]University of California Santa Barbara
[2]Santa Barbara County Education Office
[3]Carpinteria Unified School District

This article reports on a longitudinal, quasi-experimental comparison of two English language development (ELD) models implemented from kindergarten through Grade 3 to support oral English language development among Spanish-speaking English language learners (ELLs). Specifically, the study examined oral English language proficiency among students who received only integrated English language development (I-ELD; n = 39) and students who received I-ELD with 30 minutes of daily designated ELD (D-ELD) entailing four specific routines and strategies (n = 65). The study also compared oral proficiency with English-only speakers (EO) from the same school (n = 47). Oral language proficiency was measured by the IDEA Proficiency Test (IPT I-Oral; Ballard & Tighe, 2017). A repeated-measures analysis of variance (ANOVA) across Grades 2 and 3 indicated significant ($p < .001$; $\eta 2 = 0.53$) increases in oral proficiency for ELL students who received D-ELD. A follow-up analysis of covariance (ANCOVA) indicated significant positive effects ($p < .001$; $\eta 2 = 0.19$) of the D-ELD approach on ELL students' oral proficiency compared to only I-ELD in Grade 3. The ANCOVA also found no significant ($p > .05$)

This is an open access article under the terms of the Creative Commons Attribution License, which permits use, distribution and reproduction in any medium, provided the original work is properly cited.
© 2022 The Authors. *TESOL Journal* published by Wiley Periodicals LLC on behalf of TESOL International Association.

TABLE 4 Oral English language proficiency scores in fall of Grade 3

Language status/cohort	*M*	*SD*
ELLs D-ELD	55.95	2.09
ELLs I-ELD	38.75	2.72
All EOs	58.72	2.52

Note. Oral English language IPT raw scores in fall of Grade 3. A follow-up ANCOVA indicated significant effects ($p < .001$; $\eta^2 = 0.19$) of the D-ELD approach on ELL students' oral proficiency compared to students in I-ELD. There was no significant ($p > .05$) difference in oral proficiency between ELLs in D-ELD and EO students at Grade 3.

the least significant difference procedure, the adjusted means for ELLs in the D-ELD group differed significantly from the ELLs in the I-ELD group but did not differ significantly from the combined EO group.

4 | DISCUSSION

The main goal of the present study was to address a gap in the existing literature by providing specific guidance based on the comparison of two ELD models: district-typical integrated English language development (I-ELD) and I-ELD with evidence-based designated English development (D-ELD). Both the D-ELD and I-ELD models were systematically implemented by the participating school over time, and students' oral English language proficiency was measured at three time points: fall of second grade, spring of second grade, and fall of third grade.

The findings demonstrate that the oral English language proficiency of ELLs across both D-ELD and I-ELD models increased significantly. However, ELL students who participated in the D-ELD model demonstrated significantly higher English oral language proficiency outcomes than ELLs who participated in the I-ELD model. Perhaps most important, the ELLs in the D-ELD model demonstrated no significant difference in oral English language skills at Grade 3 when compared with English-only students across both I-ELD and D-ELD models. The findings provide strong evidence that the D-ELD model with 30 minutes of daily specific, evidence-based strategies was associated with a significant reduction of the oral English language proficiency gap that typically appears between EO and ELL students in third grade in a U.S. public school environment as measured by test results (Al Otaiba et al., 2009; Hakuta, Butler, & Witt, 2000; Kieffer, 2008; Umansky & Reardon, 2014; Valentino & Reardon, 2015).

4.1 | Practical implications

The results of the current study have practical implications for educators serving Spanish-speaking ELLs. First, the study provides strong evidence supporting the efficacy of the D-ELD model in significantly reducing the discrepancy in oral language skills between ELL and EO students by third grade at one Central California elementary school. In an English-only academic environment, oral English language skills are critical because they provide the fundamental building blocks that enable students to better access English academic content, especially as they begin transitioning into language-heavy topics typical of fourth grade. The current study provides research-based evidence in support of a D-ELD model that helps move beyond the limitations of I-ELD only to best support students. Furthermore, this specific D-ELD model can

Thank you!

Have a great summer break!

Next Meeting: September 16, 2022

1:00-2:30PM