Language Education Network

September 8, 2023
1:00 – 2:30 PM

Facilitators:

Carlos Pagán, Director, Literacy and Language Support

Melissa Garcia, Coordinator, Language Education Services

Santa Barbara
County Education Office
Susan C. Salcido, Superintendent

INTRODUCTIONS

- Name
- Position
- School/District
- Title of a book you read recently



Santa Barbara
County Education Office
Susan C. Salcido, Superintendent

AGENDA

September 8, 2023
1:00 – 2:30 PM
AGENDA

Purpose: *The purpose of our network is to come together to align current research and policy with the work that is required to prepare our English learners for college and career.*

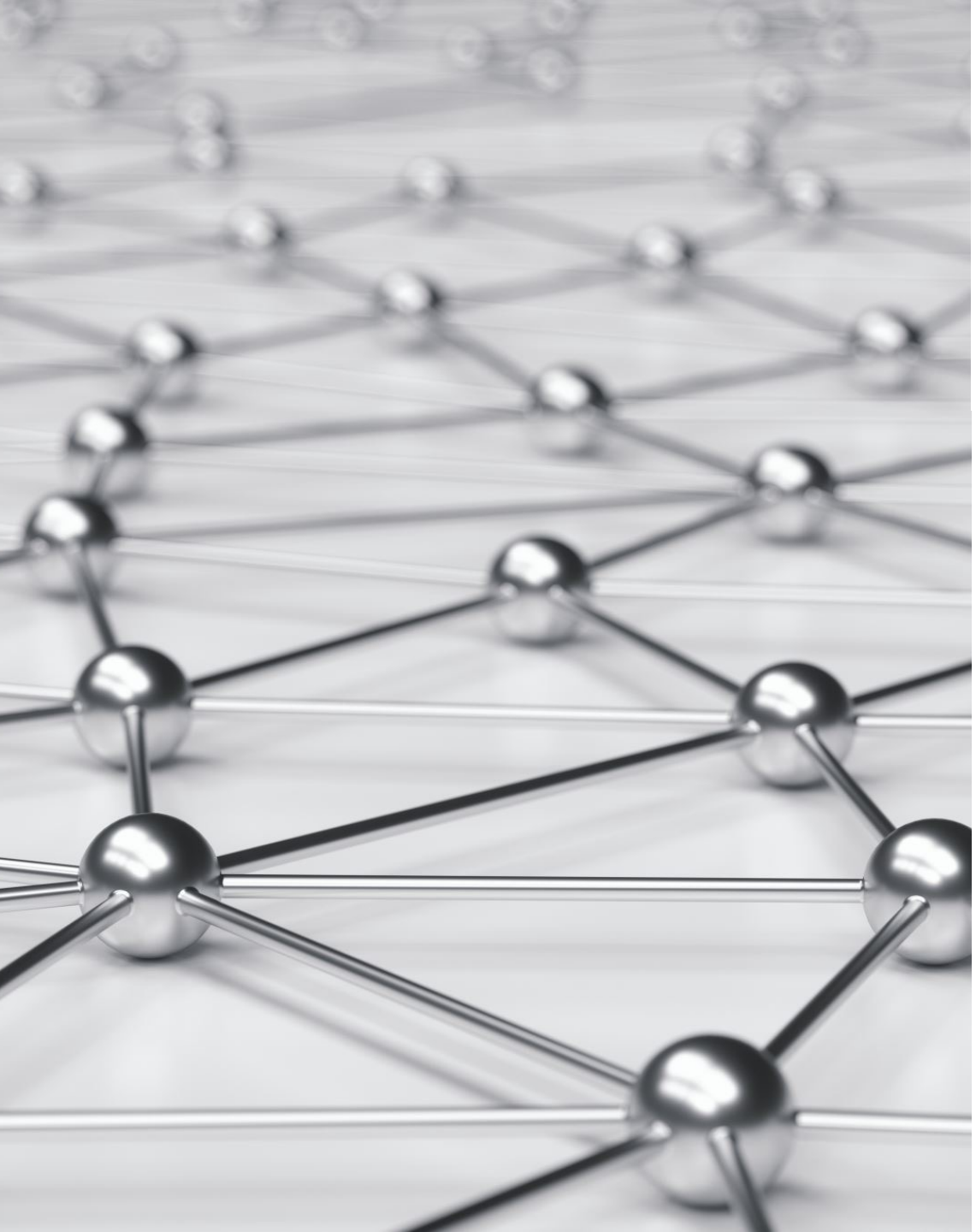
ZOOM LINK Passcode: LEN	**Facilitators:** Carlos Pagán: cpagan@sbceo.org Melissa Garcia: mgarcia@sbceo.org

2023-2024 Meeting Dates (1:00-2:30PM)	SBCEO Webp
• September 8, 2023 • October 26, 2023 (*World Languages Day*, 8:30-3:30, in-person) • December 15, 2023 • March 1, 2024 • May 17, 2024	Language Educatio

TOPIC	NOTES/LINK
WELCOME & INTRODUCTION	
PROFESSIONAL LEARNING OPPORTUNITIES (September-October 202	
• ***WORLD LANGUAGES DAY*, October 26, 2023**	World Languages Day Link

BILINGUAL COORDINATORS NETWORK (BCN) REPORTS & UPDATES	
DAY 1: AUGUST 17, 2023 • Technical Assistance and Monitoring Office (FPM) • Observation Protocol for Teachers of English Learners (OPTEL) • ELPAC (Melissa Garcia) **DAY 2: AUGUST 18, 2023** • Educator Workforce Investment Grant: Effective Language Acquisition Programs (ELAP) • English Learner Progress Indicator (ELPI) • Legislative Updates	OPTEL Instrument OPTEL CDE Webpage OPTEL Education Code
UPDATES & ANNOUNCEMENTS	
Bilingual Authorization Program (Approval Expected October 2023) • Interest Form	SBCEO BAP WEBPAGE
INSTRUCTIONAL RESOURCES & PROFESSIONAL LEARNING OPPORTUNITIES	
Instructional Resources: • EL Toolkit of Strategies • Designated & Integrated English Language Development Videos • California ELD Standards	
Professional Learning Opportunities: **2023-2024 Save the Date:** • The Reading Brain in a Digital World – Dr. Maryanne Wolf (September 27, 2023) • Social and Emotional Learning – Community of Practice (October 25, 2023) • ELPAC Summative Assessment (December 6, 2023) • Save the Date: ELPAC Initial (May 15, 2024) **Spring 2024 dates: TBD** • Observation Protocol for Teachers of English Learners (OPTEL) • ELPAC Interim Assessments	

Santa Barbara
County Education Office
Susan C. Salcido, Superintendent



PURPOSE: ***The purpose of our network is to come together to align current research and policy with the work that is required to prepare our multilingual and English learners for college and career.***

Santa Barbara
County Education Office
Susan C. Salcido, Superintendent

PROFESSIONAL LEARNING OPPORTUNITIES (September – October)



October 26th

Santa Barbara
County Education Office
Susan C. Salcido, Superintendent

Bilingual Coordinators Network (BCN) UPDATES

Meeting Dates: August 17-18, 2023

Santa Barbara
County Education Office
Susan C. Salcido, Superintendent

Technical Assistance and Monitoring Office (TAMO)

Theresa Hawk, Administrator

2022–23 English Learner (EL) Federal Program Monitoring (FPM) Data (1)

Item	EL Item Name	2022-23 Finding Count	2022-23 %	2021-22 %	Year-Over-Year (YoY) % Change	2021-22 Finding Count
EL 14	ELD	38	42%	39%	+3%	41
EL 10	Reclassification	30	33%	33%	0%	35
EL 15	Access to Standard Instructional Program	24	26%	41%	-15%	43
EL 03	EL Identification and Assessment	23	25%	27%	-2%	28
EL 01	English Learner Advisory Committee (ELAC)	21	23%	43%	-20%	45
EL 07	Supplement, Not Supplant with Title III	21	23%	28%	-5%	29
EL 13	Language Acquisition Program Options and Parent Choice	20	22%	19%	+3%	20
EL 11	Teacher EL Authorization	19	21%	22%	-1%	23



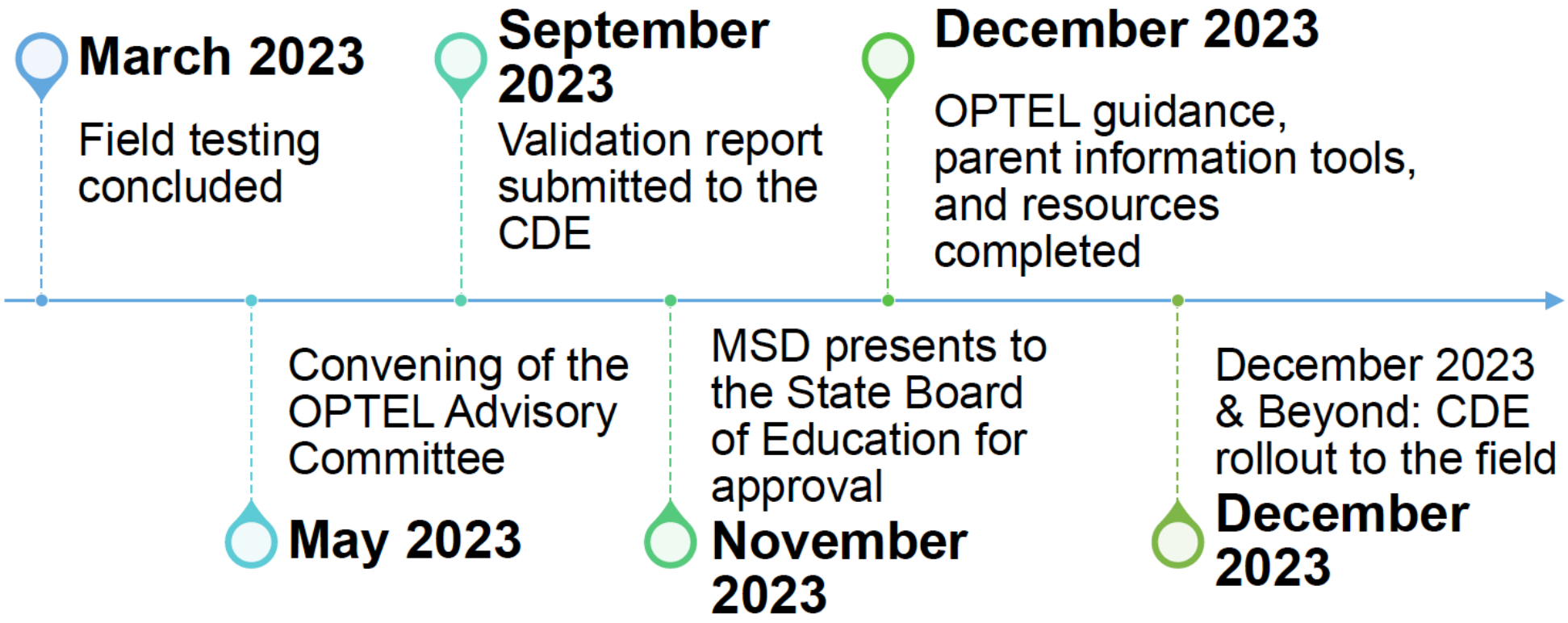
Observation Protocol for Teachers of English Learners (OPTEL)

An observation protocol designed to support educators in monitoring and evaluating the academic language use of EL students

Required in *Education Code* Section 313.3

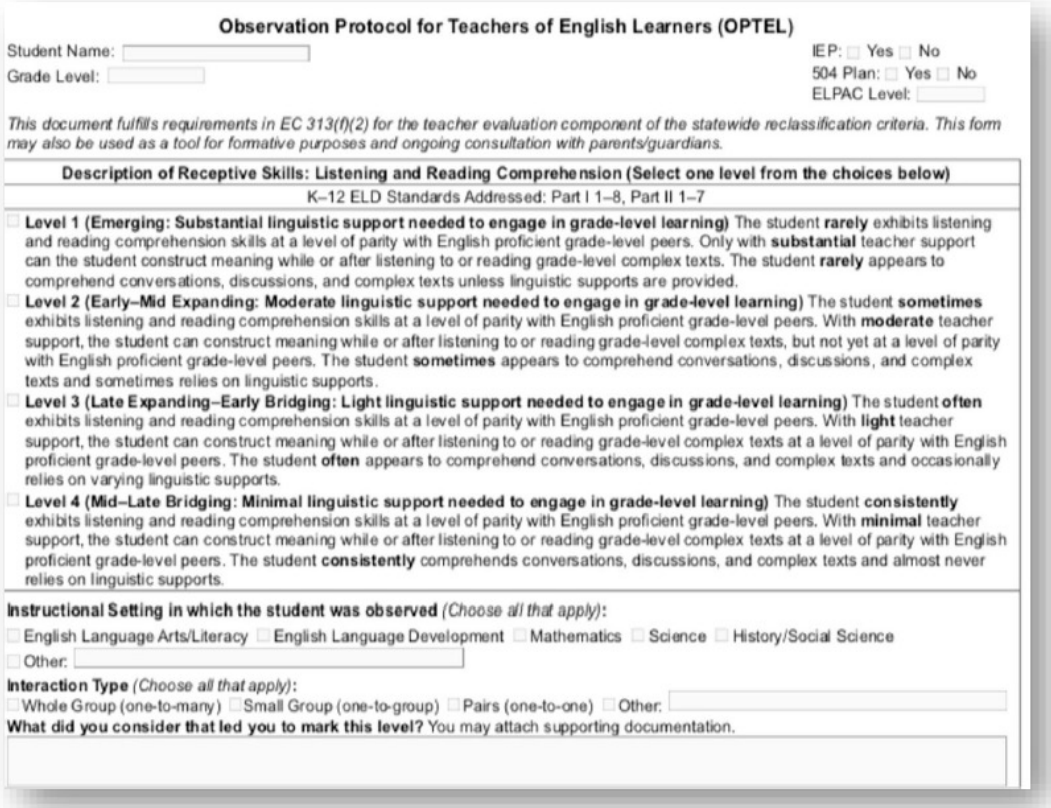
Goal: Move California closer to the **statewide standardization of the reclassification criteria** required in Title III, Part A, Section 3111(b)(2)(A) of the Every Student Succeeds Act (ESSA)

OPTEL Timeline



OPTEL Instrument

A link to the OPTEL Instrument is available at the bottom of the CDE OPTEL web page at https://www.cde.ca.gov/sp/el/t3/optel.asp.



Observation Protocol for Teachers of English Learners (OPTEL)

Student Name: IEP: Yes No

Grade Level: 504 Plan: Yes No

ELPAC Level:

This document fulfills requirements in EC 313(f)(2) for the teacher evaluation component of the statewide reclassification criteria. This form may also be used as a tool for formative purposes and ongoing consultation with parents/guardians.

Description of Receptive Skills: Listening and Reading Comprehension (Select one level from the choices below)

K–12 ELD Standards Addressed: Part I 1–8, Part II 1–7

- **Level 1 (Emerging: Substantial linguistic support needed to engage in grade-level learning)** The student **rarely** exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers. Only with **substantial** teacher support can the student construct meaning while or after listening to or reading grade-level complex texts. The student **rarely** appears to comprehend conversations, discussions, and complex texts unless linguistic supports are provided.
- **Level 2 (Early–Mid Expanding: Moderate linguistic support needed to engage in grade-level learning)** The student **sometimes** exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers. With **moderate** teacher support, the student can construct meaning while or after listening to or reading grade-level complex texts, but not yet at a level of parity with English proficient grade-level peers. The student **sometimes** appears to comprehend conversations, discussions, and complex texts and sometimes relies on linguistic supports.
- **Level 3 (Late Expanding–Early Bridging: Light linguistic support needed to engage in grade-level learning)** The student **often** exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers. With **light** teacher support, the student can construct meaning while or after listening to or reading grade-level complex texts at a level of parity with English proficient grade-level peers. The student **often** appears to comprehend conversations, discussions, and complex texts and occasionally relies on varying linguistic supports.
- **Level 4 (Mid–Late Bridging: Minimal linguistic support needed to engage in grade-level learning)** The student **consistently** exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers. With **minimal** teacher support, the student can construct meaning while or after listening to or reading grade-level complex texts at a level of parity with English proficient grade-level peers. The student **consistently** comprehends conversations, discussions, and complex texts and almost never relies on linguistic supports.

Instructional Setting in which the student was observed *(Choose all that apply)*:

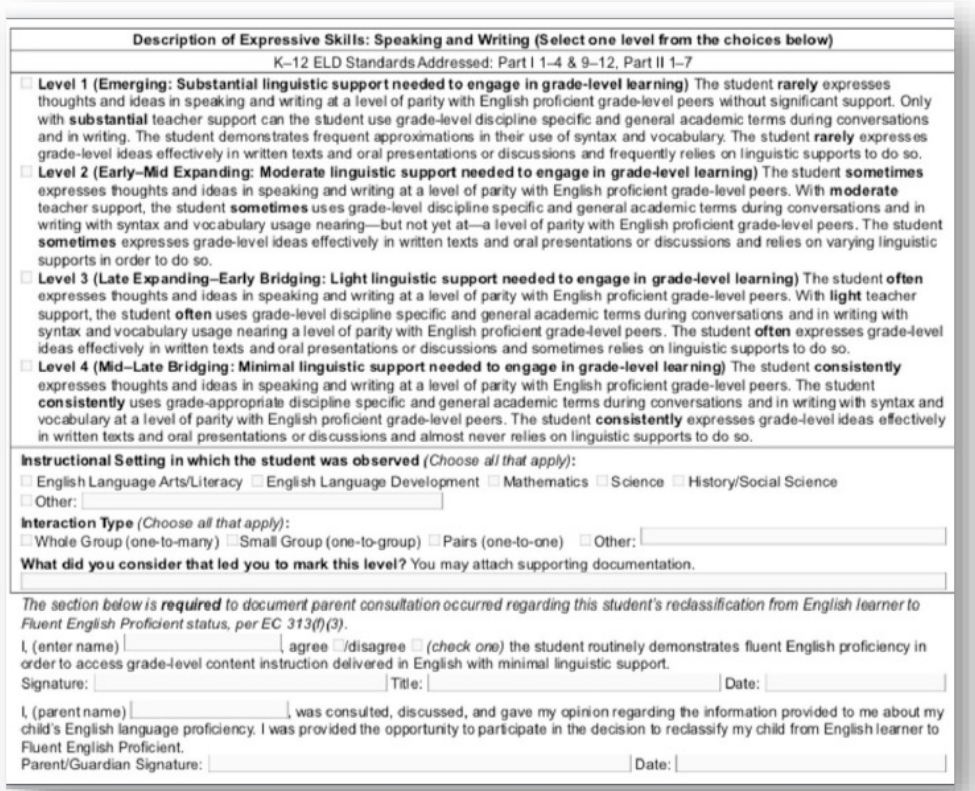
English Language Arts/Literacy English Language Development Mathematics Science History/Social Science

Other:

Interaction Type *(Choose all that apply)*:

Whole Group (one-to-many) Small Group (one-to-group) Pairs (one-to-one) Other:

What did you consider that led you to mark this level? You may attach supporting documentation.



Description of Expressive Skills: Speaking and Writing (Select one level from the choices below)

K–12 ELD Standards Addressed: Part I 1–4 & 9–12, Part II 1–7

- **Level 1 (Emerging: Substantial linguistic support needed to engage in grade-level learning)** The student **rarely** expresses thoughts and ideas in speaking and writing at a level of parity with English proficient grade-level peers without significant support. Only with **substantial** teacher support can the student use grade-level discipline specific and general academic terms during conversations and in writing. The student demonstrates frequent approximations in their use of syntax and vocabulary. The student **rarely** expresses grade-level ideas effectively in written texts and oral presentations or discussions and frequently relies on linguistic supports to do so.
- **Level 2 (Early–Mid Expanding: Moderate linguistic support needed to engage in grade-level learning)** The student **sometimes** expresses thoughts and ideas in speaking and writing at a level of parity with English proficient grade-level peers. With **moderate** teacher support, the student **sometimes** uses grade-level discipline specific and general academic terms during conversations and in writing with syntax and vocabulary usage nearing—but not yet at—a level of parity with English proficient grade-level peers. The student **sometimes** expresses grade-level ideas effectively in written texts and oral presentations or discussions and relies on varying linguistic supports in order to do so.
- **Level 3 (Late Expanding–Early Bridging: Light linguistic support needed to engage in grade-level learning)** The student **often** expresses thoughts and ideas in speaking and writing at a level of parity with English proficient grade-level peers. With **light** teacher support, the student **often** uses grade-level discipline specific and general academic terms during conversations and in writing with syntax and vocabulary usage nearing a level of parity with English proficient grade-level peers. The student **often** expresses grade-level ideas effectively in written texts and oral presentations or discussions and sometimes relies on linguistic supports to do so.
- **Level 4 (Mid–Late Bridging: Minimal linguistic support needed to engage in grade-level learning)** The student **consistently** expresses thoughts and ideas in speaking and writing at a level of parity with English proficient grade-level peers. The student **consistently** uses grade-appropriate discipline specific and general academic terms during conversations and in writing with syntax and vocabulary at a level of parity with English proficient grade-level peers. The student **consistently** expresses grade-level ideas effectively in written texts and oral presentations or discussions and almost never relies on linguistic supports to do so.

Instructional Setting in which the student was observed *(Choose all that apply)*:

English Language Arts/Literacy English Language Development Mathematics Science History/Social Science

Other:

Interaction Type *(Choose all that apply)*:

Whole Group (one-to-many) Small Group (one-to-group) Pairs (one-to-one) Other:

What did you consider that led you to mark this level? You may attach supporting documentation.

The section below is ***required*** *to document parent consultation occurred regarding this student's reclassification from English learner to Fluent English Proficient status, per EC 313(f)(3).*

I, (enter name) agree /disagree *(check one)* the student routinely demonstrates fluent English proficiency in order to access grade-level content instruction delivered in English with minimal linguistic support.

Signature: Title: Date:

I, (parent name) , was consulted, discussed, and gave my opinion regarding the information provided to me about my child's English language proficiency. I was provided the opportunity to participate in the decision to reclassify my child from English learner to Fluent English Proficient.

Parent/Guardian Signature: Date:

OPTEL: Goal for Standardized Evaluation of English Language Proficiency and Reclassification

- *Education Code* Section 313.3
- California's reclassification criteria:
  1. Assessment of English language proficiency using an objective assessment instrument (including the English Language Proficiency Assessment for California [ELPAC]); **Overall Level 4**
  2. **Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery**
  3. **Parent opinion and consultation**
  4. Comparison of student performance in basic skills against an empirically established range of performance in basic skills of English proficient students of the same age

OPTEL Design

- Evaluate and provide evidence that contributes to the reclassification of EL students to fluent English proficient status.
- Consistently observe student use of English while engaging in academic content learning, including interactive language use with peers.
- Assess language practices across a range of proficiency levels consistently, teacher to teacher, school to school, and district to district.
- Use with each EL student, including those with Individualized Education Plans.
- Use with ease by all content-area teachers at all grade levels.
- Aligned with the California English Language Development (ELD) Standards and ELPAC performance levels.

OPTEL Accompanying Materials

User Guide for the OPTEL that provides examples of:

- Student performance at each score point.
- Classroom instruction to benefit evidence collection.

Presentation outline for parents to inform parents of the OPTEL's purpose and use.

OPTEL Advisory Committee Recommendations for CDE Action

- Provide clear guidance for required implementation.
- Message the OPTEL as a useful innovation for determining reclassification Criterion 2, teacher evaluation
- Provide recommendations but allow LEAs to determine OPTEL implementation policies locally
- Provide professional learning in the ELD Standards, designated and integrated ELD instruction, using OPTEL as a formative assessment tool, and using the OPTEL with parents

BCN Member Recommendations

Guiding questions:

- What approaches are teachers currently using to meet the teacher evaluation criterion for reclassification decisions?
- How can the CDE message the OPTEL to the field as an enhancement of what is already required for Reclassification Criterion 2?
- What guidance, professional learning, and resources will LEAs need to implement the OPTEL tool as part of their reclassification process?
- What are your recommendations regarding how the OPTEL should be used to support reclassification decisions (e.g., timing of when it should be used; number of times students should be observed)?





ELPAC Updates

Educator Workforce Investment Grant (EWIG): Effective Language Acquisition Programs (ELAP)

Education Omnibus Budget Trailer Bill of 2022, Section 54

$10 million for four county offices of education (COEs), or consortia of COEs/partners, to coordinate and support professional learning opportunities for teachers and paraprofessionals across the state regarding:

Integrated language development within and across content areas	Bilingual and biliterate proficiency	Strengthening capacity to implement the EL Roadmap Policy



EPiCC

English Learner Roadmap Power in Collaboration Across California

SCOE
Sacramento County Office of Education
EDUCATION EMPOWERS

Los Angeles County Office of Education

San Bernardino County Superintendent of Schools
Transforming lives through education

ORANGE COUNTY DEPARTMENT OF EDUCATION

Goals

Grantee(s) will collaboratively work within the Statewide System of Support to build the capacity of LEAs across the state by providing professional learning opportunities for teachers and paraprofessionals in the area of implementing effective language acquisition programs for EL students, which may include:

- Integrated language development within and across content areas, i.e., integrated ELD, designated ELD, or language development in a language in addition to English to benefit EL students.
- Development of bilingual and biliterate proficiency.
- Building and strengthening capacity to implement EL Roadmap policy.

Professional learning opportunities for teachers, paraprofessionals, school leaders, and counselors should include strategies for high-quality instruction aligned to the QPLS.

EPiCC
English Learner Roadmap Power in Collaboration Across California

Zone COE Alliance

Zone A	Zone B	Zone C	Zone D
Lead: Graciela García-Torres gtorres@scoe.net	Lead: Angélica Hurtado angelica.hurtado@sbcss.net	Lead: Soomin Chao soomin_chao@lcaoe.edu	Lead: Nicole Chávez nchavez@ocde.us
County Offices of Education • Alameda • Amador • Butte • Contra Costa • Glenn • Placer • Santa Clara • Sonoma • Tehama • Yolo	County Offices of Education • Fresno • Kern • San Joaquin • Tulare	County Offices of Education • Santa Barbara • Ventura	County Offices of Education • Imperial • Riverside • San Diego

EPiCC

English Learner Roadmap Power
in Collaboration Across California



SANTA BARBARA COUNTY

Santa Barbara
County Education Office
Susan C. Salcido, Superintendent

THREE PART-TIME *PROGRAM SPECIALISTS*

- North County
- Mid County
- South County



Santa Barbara
County Education Office
Susan C. Salcido, Superintendent

POSSIBLE SUPPORT AREAS:

- Designated and Integrated ELD
- Spanish Literacy
- DLI Program Expansion and Development
- FLES and FLEX Opportunities
- School Libraries
- EL Roadmap Implementation
- Standards, Assessments, and Instructional Practices





EPiCC

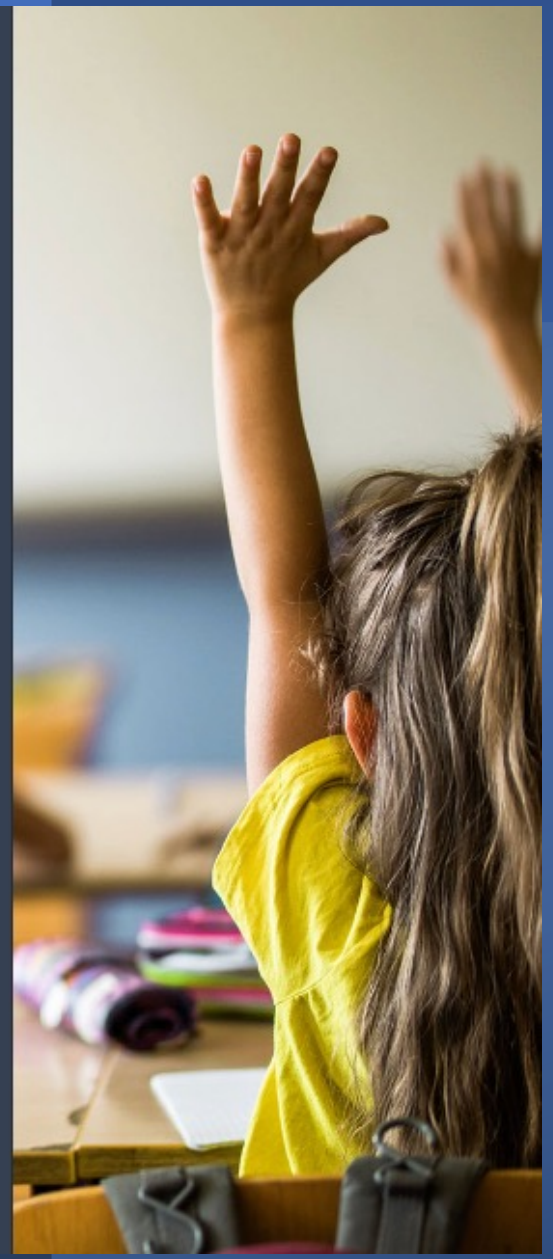
English Learner Roadmap Power
in Collaboration Across California



SURVEY



Completion of the ELPI



ELPI Completion

- The CDE is working with educational partners to complete the ELPI (e.g., the ELPI Workgroup). This work includes:
  - ELPI Change cut scores
  - ELPI 5x5 color grid
  - Incorporation of Summative Alternate ELPAC into the ELPI
  - Aligning the Summative ELPAC rate with the Academic
- The CDE will present to the California's Practitioners Advisory Group (CPAG) on the completion of the ELPI on Friday, August 25:
  - PowerPoint: https://www.cde.ca.gov/BE/cc/cp/documents/cpag-amard-aug23item02slides.pptx
  - CPAG Live Webcast: https://www.cde.ca.gov/be/pn/lv/index.asp
- The CDE will present to the State Board of Education (SBE) for their approval of the ELPI Change cut scores, ELPI 5x5 color grid, and methodology for inclusion of Summative Alternate ELPAC results at the September 2023 SBE meeting.



BCN
Legislative Updates

Presented by:
Michelle Warshaw

CALIFORNIA DEPARTMENT OF EDUCATION
Tony Thurmond, State Superintendent of Public Instruction

AB 278 (Reyes) – High Schools: Dream Resource Center Grant Program

Summary:

This bill would establish the Dream Resource Center Grant Program in order to provide pupils in grades 9 to 12 with specified resources. Grant recipients must use it to create new and supplement existing Dream Resource Centers.

Updates:

- Amended 3/16
- Senate Appropriations Suspense

Desk	Policy	Fiscal	Floor	Desk	Policy	**Fiscal**	Floor	Conf.			

AB 370 (Addis) – Pupil instruction: State Seal of Biliteracy

Summary:

This bill would update the criteria needed to be met by a pupil to be awarded the State Seal of Biliteracy by requiring the pupil to both demonstrate proficiency in English by meeting one of 4 specified requirements and demonstrate proficiency in one or more languages other than English by meeting one of 2 specified requirements.

Updates:

- Amended 6/8
- Senate Floor – Third Reading

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf.			

AB 714 (McCarty) – Pupil instruction: newcomer pupils

Summary:

This bill would require the Department of Education and Department of Social Services to create and issue guidance regarding requirements and practices for newcomer pupils. A public annual report would be available of newcomer enrollment.

Updates:

- Amended 5/18
- Senate Approps 7/14

Desk	Policy	Fiscal	Floor	Desk	Policy	**Fiscal**	Floor	Conf.			

AB 1127 (Reyes) – Teachers: professional development: Bilingual Teacher Professional Development Program.

Summary:

This bill would provide the purpose of the grant to increase bilingual teachers in languages such as Spanish, Vietnamese, Mandarin, Cantonese, Tagalog, and Arabic. The Department of Education would meet quarterly with recipients to share practices and resources and resolve issues of implementation.

Updates:

- Introduced 2/15
- Senate Appropriations Suspense File
- Included in the budget!



Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf.			

PROGRAMA DE AUTORIZACIÓN BILINGÜE

Bilingual Authorization

PROGRAM

UPDATES

Santa Barbara
County Education Office
Susan C. Salcido, Superintendent

Bilingual Authorization Program (B.A.P.)

Bilingual Authorization Program (BAP)

- + About B.A.P.
- + Program Information
- + Admissions Requirement & Application
- + Course of Study
- + Fieldwork Experience

Contacts

Dr. Carlos R. Pagán
Director, Literacy and Language Support
cpagan@sbceo.org
(805) 964-4711, ext. 5436

Melissa Garcia
Coordinator, Language Education Services
mgarcia@sbceo.org

English

Santa Barbara County Education Office
Service & Leadership

About SBCEO | Meeting Agendas | Divisions | Programs & Services | Districts & Schools | Careers

Bilingual Authorization Program (B.A.P.)

Bilingual Authorization Program (BAP)

— About B.A.P.

Overview

The proposed Bilingual Authorization Program (BAP) is designed for credential teachers who are fluent in Spanish and are interested in completing the requirements for the authorization. The program is scheduled to begin in 2024, pending Committee on Accreditation (COA) approval. Candidates can expect to complete all the requirements including a 20-hour fieldwork experience by the end of the fall term.

For additional information, download form, complete, and return to lvickery@sbceo.org.

SBCEO Bilingual Authorization Program Interest Form

Contacts

Dr. Carlos R. Pagán
Director, Literacy and Language Support
cpagan@sbceo.org
(805) 964-4711, ext. 5436

Melissa Garcia
Coordinator, Language Education Services





SAVE THE DATE!

ELPAC SUMMATIVE – December 6, 2023

ELPAC INITIAL – May 15, 2024

Santa Barbara County Education Office
Susan C. Salcido, Superintendent

THE Reading Brain IN A DIGITAL WORLD

with **Guest Speaker, Dr. Maryanne Wolf**



Dr. Maryanne Wolf is a scholar, a teacher, and an advocate for children and literacy around the world. She is the Director of the newly created Center for Dyslexia, Diverse Learners, and Social Justice at the UCLA Graduate School of Education and Information Studies. She is the author of *Proust and the Squid: The Story and Science of the Reading Brain* (2007, HarperCollins), *Dyslexia, Fluency, and the Brain* (Edited; York, 2001), *Tales of Literacy for the 21st Century* (2016, Oxford University Press), and *Reader, Come Home: The Reading Brain in a Digital World* (August, 2018, HarperCollins).

FACILITATORS: CARLA BENCHOFF & RACHEL FAUVER

Our contemporary lives are saturated with digital print. From emails to ebooks, text messages to tweets, digital media has dramatically expanded access to printed works all accessible with a click, swipe, or scroll. While increased access affords many benefits, there may lie within unintended consequences that impact our abilities to shape understanding and find connection with one another.

This professional learning series explores how the saturation and speed of digital information impacts how students learn new information at a surface level vs experiencing deep, complex thinking through printed text. Guest speaker, Dr. Maryanne Wolf, author and director of the Center for Dyslexia, Diverse Learners, and Social Justice at the UCLA Graduate School of Education and

Wednesday, September 27
8:30 a.m. - 3 p.m.
SBCEO Auditorium

Audience
Santa Barbara County PreK – 12 District Administrators, Site Administrators, Special Education Administrators, Teachers, Literacy Coaches, Reading Specialists, Early Literacy Specialists, MTSS Coordinators, Tutors

Cost
$35*
(Continental breakfast and lunch included.)



Santa Barbara County Education Office
Susan C. Salcido, Superintendent

Join us for the Santa Barbara County

Social and Emotional Learning

COMMUNITY OF PRACTICE

learn • network • plan

VIRTUAL MEETINGS

MEETING 1
Wed, August 30, 2023
3 - 4:30 p.m.

MEETING 2
Wed, October 25, 2023
3 - 4:30 p.m.

MEETING 3
Wed, December 6, 2023
3 - 4:30 p.m.

MEETING 4
Wed, February 7, 2024
3 - 4:30 p.m.

MEETING 5
Wed, April 3, 2024

Our purpose is to establish a countywide SEL Community of Practice to share challenges and ideas, strengthen our district and community connections, and develop our SEL skills as we build capacity for all.

Goals for our Community of Practice include:

- Offering a collaborative space for professional learning
- Providing ongoing networking and sharing of best practices connected to SEL and equity efforts
- Integrating district, school, and classroom action planning opportunities
- Highlighting successful SEL efforts from our county districts


Thank you
Tak
Dziękuję
Ευχαριστώ
Kiitos
有り難う
شكرم
Dziękuję
Obrigado
谢谢
Hvala
有り難う
Terima kasih
Tack
תודה
Merci
Danke
ขอบคุณ
Kiito
Gracias
Grazie
Thank you
謝謝
Спасибі
謝謝
شكرا
감사합니다
ありがとう
Dankon
Спасибо
Спасибі
Mulţumesc
Благодаря
Asante
Děkuji