Language Education Network

March 1, 2024
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

AGENDA

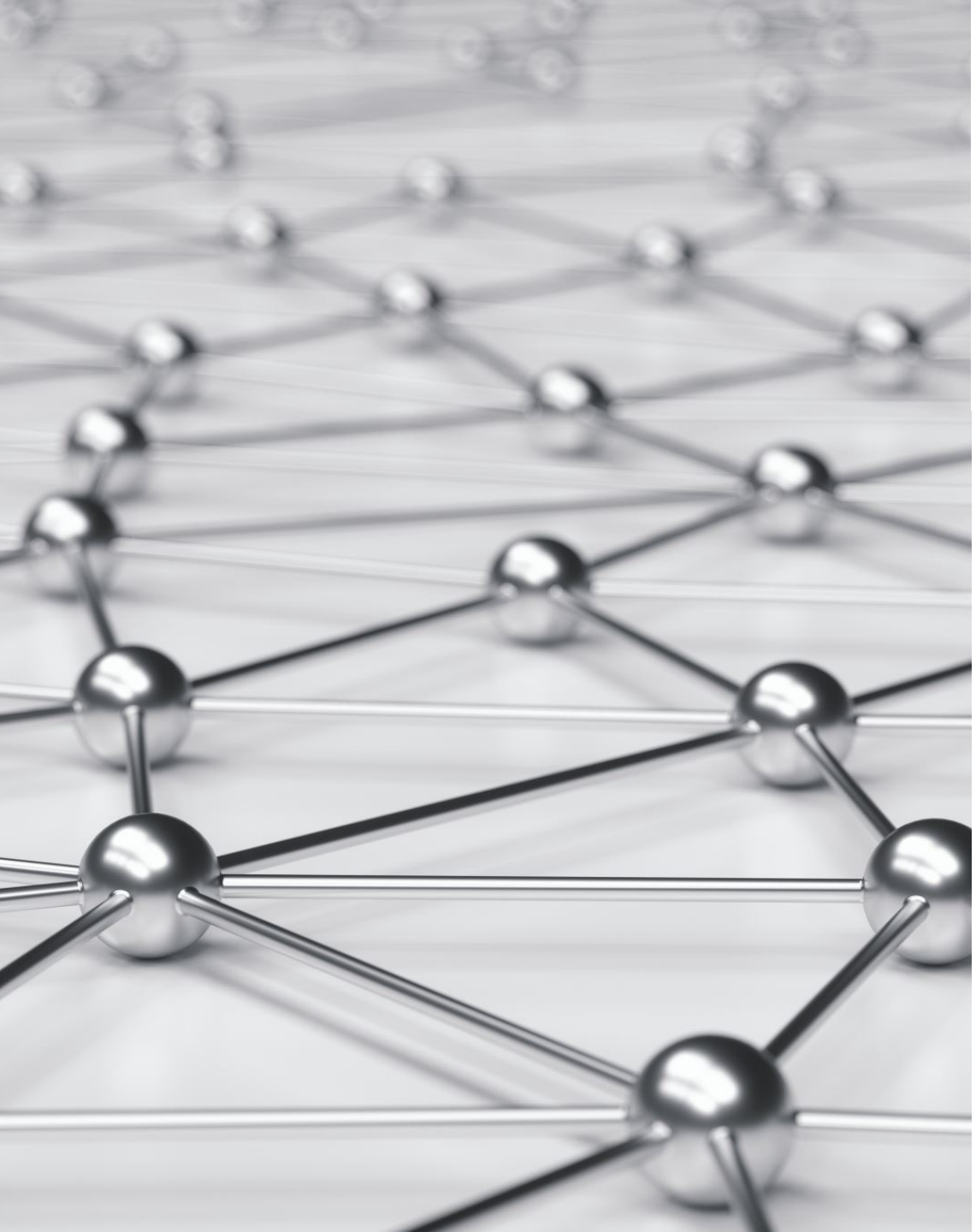
March 1, 2024
1:00 – 2:30 PM
AGENDA

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)	
~~September 8, 2023~~ ~~October 26, 2023 (*World Languages Day*, 8:30-3:30, in-person)~~ ~~December 15, 2023~~ ~~March 1, 2024~~ May 17, 2024	***WELCOME!*** **¡BIENVENIDOS!**

TOPIC	NOTES/LINKS
PROFESSIONAL LEARNING OPPORTUNITIES (Spring-Summer 2024)	
EWIG-EPiCC Zone C • Integrated English Language Development (April) • Literacy for Long-term English Learners (March) • Spanish Literacy – Dr. Jiménez Jiménez (March)	SBCEO Professional Learning Opportunities Webpage EPiCC Professional Opportunities Statewide HUB
• Spanish Reading and Writing – VIA Educational Consulting (March) • World Languages Standards & Framework (April) • Project GLAD – (June)	
BILINGUAL COORDINATORS NETWORK (BCN) REPORTS & UPDATES	
• **Observation Protocol for Teachers of English Learners (OPTEL): Tool and User Guide** • ELPAC Updates (Melissa Garcia) • *BATALLA DE LOS LIBROS* – May 21, 2024	SBCEO Batalla de los libros webpage
UPDATES & ANNOUNCEMENTS	
Bilingual Authorization Program • Begins July 8, 2024 • Interest Form • Next Virtual Information Session – March 4th, 4-5PM **Multilingual/Multilingual Curriculum Project (MMCP) Grant recipients:** • **CONGRATULATIONS!: Patricia Villalobos** – Righetti High School (Santa Maria Joint); **Annabel Meza** – Adelante Charter (Santa Barbara USD); **Sonia Aguila Gonzalez** – Canalino (Carpinteria USD); **Herlinda Caro** – Jiménez (Santa Maria-Bonita); **Stephanie Hernandez-Jarvis** – El Camino (Goleta Union)	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: **2024:** • ELPAC Initial – May 15, 2024	



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

Educator Workforce Investment Grant: Effective Language Acquisition Program (ELAP)

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

Santa Barbara County Education Office
Susan C. Salcido, Superintendent

EPiCC

English Learner Roadmap Power in Collaboration Across California



SANTA BARBARA COUNTY

Santa Barbara County Education Office
Susan C. Salcido, Superintendent

PROFESSIONAL LEARNING OPPORTUNITIES (Spring-Summer 2024)

Online Sessions!

LITERACY FOR LONG-TERM ENGLISH LEARNERS


Dr. Brandon Zaslow


Sina Azizi


Tonja Byrom


Svetlana Lazarova

12:30 - 4:30
2/24/24, 3/2, 3/9, & 3/16

PARTICIPANTS WILL ANALYZE PROFICIENCY PROFILES OF LONG-TERM ENGLISH LEARNERS AND WILL APPLY THEIR UNDERSTANDING OF PROFICIENCY LEVELS TO SUPPORT LITERACY DEVELOPMENT OF THESE STUDENTS. PARTICIPANTS WILL EXPLORE MODELS OF WRITING AS PRESENTATIONAL COMMUNICATION CONNECTED TO VIEWING, LISTENING, AND READING, WHICH PROVIDE INPUT FOR QUALITY PRODUCTION. SPEAKING WILL BE ADDRESSED TO CLARIFY AND REFINE MEANING. PARTICIPANTS WILL LEARN AND IMPLEMENT TEACHER STRATEGIES AND STUDENT ACTIVITIES THAT SUPPORT WRITING FOR DIFFERENT PURPOSES: EXPOSITORY, NARRATIVE, REFLECTIVE, AND PERSUASIVE.

REGISTER NOW!

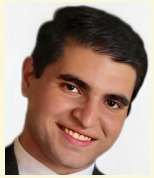
HTTP://LACOE.K12OMS.ORG/1539-243228

COST: FREE
Intended Audience: Teachers, Administrators, TOSAs, EL Specialists

Contact: masunit@lacoe.edu
562-922-6332

INTEGRATED ENGLISH LANGUAGE DEVELOPMENT


Dr. Brandon Zaslow


Sina Azizi


Tonja Byrom


Svetlana Lazarova

12:30-4:30PM
4/13/24, 4/20, 4/27, 5/4

Participants will learn to link communicative goals for the development of both macro- and micro-skills with subject specific outcomes in academic content areas. Working in subject-alike groups, participants will align language learning objectives to content objectives and develop lessons that address learner needs when participating in interpretive, interpersonal, and presentational communication. They will learn to design scaffolds to support language learning and aid students in assessing the acquisition of communicative proficiencies and academic content knowledge and skills.

REGISTER NOW:

http://lacoe.k12oms.org/1539-243231

Intended Audience: Teachers, Administrators, TOSAs, EL Specialists
COST: FREE

Contact:
masunit@lacoe.edu
562-922-6332

English Learner Roadmap Power in Collaboration Across California

Zone C

Implementation of Common Core en Español

Calling all First (1st) Grade Spanish language teachers and educators across roles servicing and supporting additive bilingual programs for free of charge professional learning sessions centered around the study and implementation of the Common Core en Español, with a particular emphasis on non-transferable points of learning, skills, and concepts unique to the Spanish language and literacy.

This is a one (1) in-person full day session followed by two (2) virtual sessions; all sessions will be conducted in Spanish.

First Grade In-person Session
Date: March 19, 2024
Time: 8:00 AM - 3:00 PM
Location: Ventura County Office of Education Conference and Educational Services Center
5100 Adolfo Road
Camarillo, CA 93012

First Grade Follow-up Virtual Sessions
March 21 & 22, 2024
4:00 - 6:00 PM
*Zoom links will be sent closer to each session



Professional Learning Sessions conducted by
Dr. Antonio F. Jiménez Jiménez,
Professor of Spanish and Linguistics
California State University Channel Islands

REGISTRATION - when registering you are committing to both the in-person and virtual sessions. Use link or QR Code to register.

TARGET AUDIENCE:
First Grade Spanish language teachers and district/school site educators across roles servicing and supporting additive bilingual programs.

First (1st) Grade Implementación de Common Core en Español

Implementation of Common Core en Español

Calling all Second (2nd) Grade Spanish language teachers and educators across roles servicing and supporting additive bilingual programs for free of charge professional learning sessions centered around the study and implementation of the Common Core en Español, with a particular emphasis on non-transferable points of learning, skills, and concepts unique to the Spanish language and literacy.

This is a one (1) in-person full day session followed by two (2) virtual sessions; all sessions will be conducted in Spanish.

Second Grade In-person Session
Date: April 2, 2024
Time: 8:00 AM - 3:00 PM
Location: Ventura County Office of Education Conference and Educational Services Center
5100 Adolfo Road
Camarillo, CA 93012

Second Grade Follow-up Virtual Sessions
April 4 & 5, 2024
4:00 - 6:00 PM
*Zoom links will be sent closer to each session



Professional Learning Sessions conducted by
Dr. Antonio F. Jiménez Jiménez,
Professor of Spanish and Linguistics
California State University Channel Islands

REGISTRATION - when registering you are committing to both the in-person and virtual sessions. Use link or QR Code to register.

TARGET AUDIENCE:
Second Grade Spanish language teachers and district/school site educators across roles servicing and

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Zone C

OFFICE OF EDUCATION VENTURA COUNTY

Santa Barbara County Education Office
Susan C. Salcido, Superintendent

Los Angeles County Office of Education

lementation of Common Core en Español

all Third (3rd) Grade Spanish language teachers and educators across rvicing and supporting additive bilingual programs for free of charge onal learning sessions centered around the study and implementation the Common Core en Español, with a particular emphasis on non-ferable points of learning, skills, and concepts unique to the Spanish language and literacy.

This is a one (1) in-person full day session followed by two (2) irtual sessions; all sessions will be conducted in Spanish.

Grade In-person Session
April 16, 2024
8:00 AM - 3:00 PM
on: Ventura County Office of Education
rence and Educational Services Center
Adolfo Road
illo, CA 93012

Grade Follow-up Virtual Sessions
18 & 19, 2024
6:00 PM
links will be sent closer to each session



Professional Learning Sessions conducted by
Dr. Antonio F. Jiménez Jiménez,
Professor of Spanish and Linguistics
California State University Channel Islands

REGISTRATION - when registering you are committing to both the in-person and virtual sessions. Use link or QR Code to register.

T AUDIENCE:
rade Spanish language
s and district/school site
rs across roles servicing and
ing additive bilingual
ns.

Third (3rd) Grade Implementación de Common Core en Español

For questions, please contact
Dr. Leticia Q. Ramos, Director of Instructional Support Services
leramos@vcoe.org / (805) 437-1303

Sponsored by the Educator Workforce Investment Grant through the California Department of Education and the California Collaborative for Excellence in Education

CCEE California Collaborative for Educational Excellence

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on Across California

Zone C

OFFICE OF EDUCATION VENTURA COUNTY

Santa Barbara County Education Office
Susan C. Salcido, Superintendent

Los Angeles County Office of Education

lementation of Common Core en Español

ing all Transitional Kindergarten & Kindergarten (TK/K) Spanish teachers and educators across roles servicing and supporting additive al programs for free of charge professional learning sessions centered the study and implementation of the Common Core en Español, with a icular emphasis on non-transferable points of learning, skills, and concepts unique to the Spanish language and literacy.

This is a one (1) in-person full day session followed by two (2) irtual sessions; all sessions will be conducted in Spanish.

n-person Session
March 5, 2024
8:00 AM - 3:00 PM
on: Ventura County Office of Education
ence and Educational Services Center
dolfo Road
illo, CA 93012

ollow-up Virtual Sessions
7 & 8, 2024
6:00 PM
inks will be sent closer to each session



Professional Learning Sessions conducted by
Dr. Antonio F. Jiménez Jiménez,
Professor of Spanish and Linguistics
California State University Channel Islands

REGISTRATION - when registering you are committing to both the in-person and virtual sessions. Use link or QR Code to register.

' AUDIENCE:
anish language teachers and
school site educators across
vicing and supporting additive
l programs.

TK/K Implementación de Common Core en Español

For questions, please contact
Dr. Leticia Q. Ramos, Director of Instructional Support Services
leramos@vcoe.org / (805) 437-1303

Sponsored by the Educator Workforce Investment Grant through the California Department of Education and the California Collaborative for Excellence in Education

CCEE California Collaborative for Educational Excellence

Teaching Reading in Spanish a la Spanish

Calling all TK-12 Spanish language teachers and educators across roles servicing and supporting additive bilingual programs for a free of charge six (6)-session professional learning series that will provide a comprehensive Spanish reading framework based on linguistically authentic pedagogy.

CONDUCTED BY VIA EDUCATION CONSULTING


Dr. Rocio del Castillo


Dr. Julia Cloat


Dr. Kim Kennedy


Nancy Herrera

This is a series of three (3) in-person full day sessions followed by three (3) virtual sessions; all sessions will be conducted in Spanish.

In-person Sessions 8:00 AM - 3:00 PM

Session 1 March 12: Teaching Reading in Spanish, the Spanish Tapestry
Session 2 March 13: Instructional Practices to Support Emerging Bilinguals in the Classroom
Session 3 March 14: Instructional Practices to Support Authentic Spanish Reading Development

EPiCC

English Learner Roadmap Power in Collaboration Across California

Zone C

Los Angeles County Office of Education

Exploring the 2019 California World Language Standards and 2020 World Languages Framework

Back by popular demand, an extended full-day exploration of the new California World Language Standards, Framework, and Toolkit

with

Dr. Margaret Peterson

Executive Director of the California World Language Project

Date:
April 25, 2024

Time:
8:30 a.m. - 3 p.m.

Location:
Santa Barbara County Education Office
4400 Cathedral Oaks Rd.
Santa Barbara

No cost to attend
(but registration is required)

INTENDED AUDIENCE

- Past participants or new participants
- K-12 World Language educators
- K-12 DLI educators
- Administrators, TOSAs, and staff who support world languages or dual language immersion

INCLUDES

Continental breakfast, lunch, and materials

REGISTER HERE

California world language project CWLP

CCEE

For Information, please contact: Melissa Garcia,
Coordinator, Language Education Services
mgarcia@sbceo.org • (805) 964-4711 Ext. 5219

Sponsored by the Educator Workforce Investment Grant through the California Department of Education and the California Collaborative for Excellence in Education.

GUIDED LANGUAGE ACQUISITION DESIGN (GLAD)

Tentatively
Late June 2024

OCDE Project GLAD® NTC Elementary Spanish

Project GLAD® Elementary Spanish accentuates biliteracy, multiliteracy and bilingual education research. Designed to support Spanish Dual Immersion teachers. This model creates a learning environment that both builds knowledge on Dual Immersion principles and programs, while delivering strategies and content in Spanish by bilingual certificated teacher trainers in Spanish.

Project GLAD® en español acentúa la alfabetización bilingüe, multilingüe e investigación de educación bilingüe. Este modelo está diseñado para apoyar a maestros de programas duales de immersión en español. Así mismo, el modelo crea un ambiente de aprendizaje que no solamente forma y desarrolla conocimiento de los principios y programas duales de inmersión, sino que también provee contenido y estrategias en español enseñadas por maestros que han sido certificados como instructores en español.

OCDE Project GLAD® NTC Elementary English

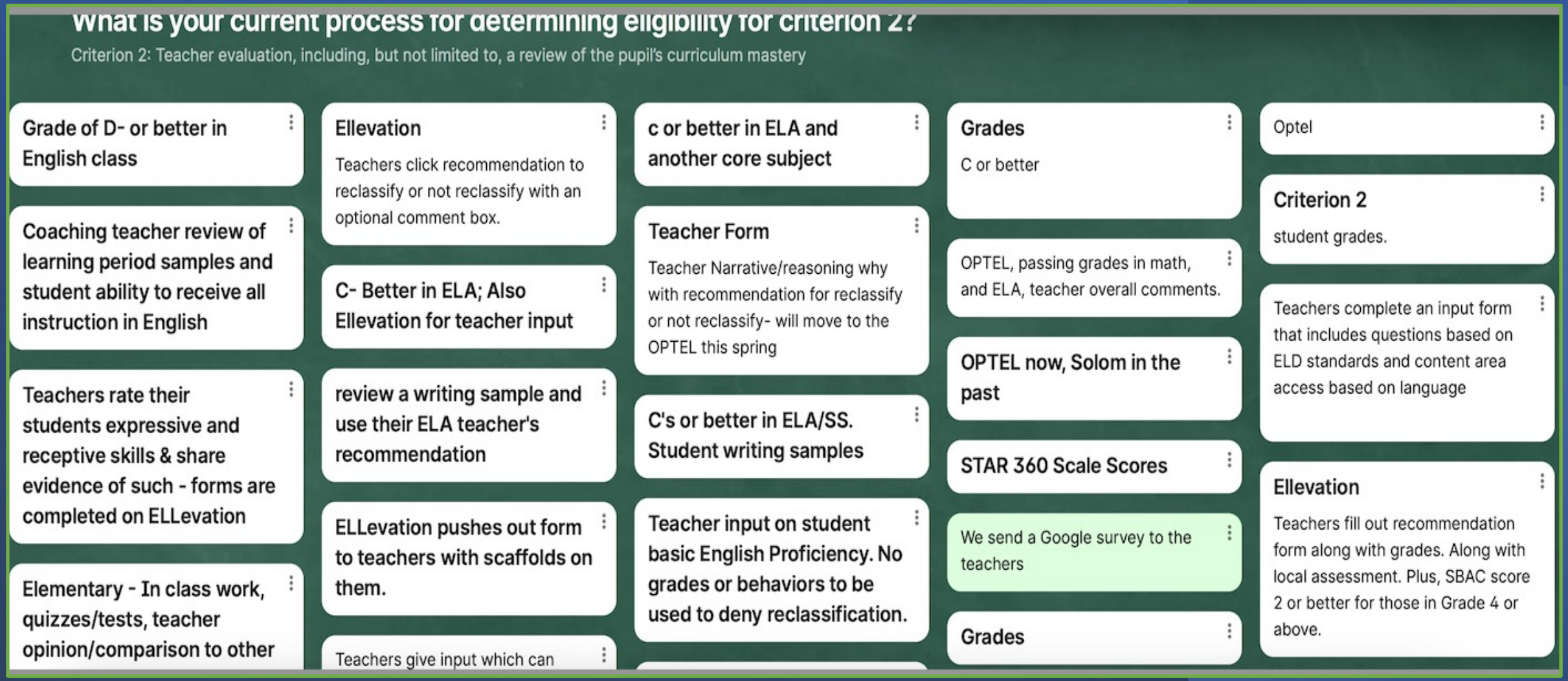
Founded in cultural proficiency principles, the model supports lesson design for both integrated and designated English Language Development, utilizing language development standards to guide instruction to increase language proficiency, reclassification, access to grade level content and comprehension while building social skills.

Bilingual Coordinators Network

UPDATES

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

Why we need the OPTEL?



Observation Protocol for Teachers of English Learners (OPTEL)

California Department of Education

Observation Protocol for Teachers of English Learners User Guide

Prepared by WestEd

December 2023

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OPTEL Tool

Observation Protocol for Teachers of English Learners (OPTEL)

This document fulfills requirements in *Education Code* 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.

Student Name: _____ **Grade Level:** _____ **Date(s) Observed:** _____

IEP: Yes ◯ No ◯ **504 Plan:** Yes ◯ No ◯ **ELPAC Level:** _____

A. 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(s) 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(s) *(Choose all that apply)*:

☐ Whole Group (one-to-many)
☐ Small Group (one-to-few)
☐ Pairs (one-to-one)

Other:

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

If the student has an IEP, describe any accommodations that were used during the observation(s), and the extent to which, as applicable, the student's disability may have had an impact on their rating.

SEE PAGE 4 FOR GLOSSARY OF TERMS

B. 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(s) 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(s) *(Choose all that apply)*:

☐ Whole Group (one-to-many)
☐ Small Group (one-to-few)
☐ Pairs (one-to-one)

Other:

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

If the student has an IEP, describe any accommodations that were used during the observation(s), and the extent to which, as applicable, the student's disability may have had an impact on their rating.

SEE PAGE 4 FOR GLOSSARY OF TERMS

OPTEL: Parent Consultation

OPTEL Parent Consultation Form

Student Name: _____ **Grade Level:** _____

IEP: Yes ◯ No ◯ **504 Plan:** Yes ◯ No ◯ **ELPAC Level:** _____

This form, along with a completed OPTEL tool and other relevant documentation, shall be used to document that parent consultation occurred regarding this student's reclassification from English Learner to Fluent English Proficient status, per *Education Code* 313(f)(3). This page must be signed by the student's teacher and, to the extent possible, the student's parent or guardian. Failure to obtain a parent signature shall not preclude a student from reclassification.

Notes on discussion with parent regarding this student's reclassification from English Learner to Fluent English Proficient status, referring to the OPTEL tool. (See *OPTEL User Guide* and OPTEL parent consultation presentation materials.)

I, (educator name) _____, ◯ agree or ◯ disagree the student routinely demonstrates fluent English proficiency in order to access grade-level content instruction delivered in English with minimal linguistic support.

Educator Signature: _____ Title: _____ Date: _____

I, (parent name) _____, was consulted, 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 a discussion about whether to reclassify my child from English Learner to Fluent English Proficient.

Parent/Guardian Signature: _____ Date: _____

SEE PAGE 4 FOR GLOSSARY OF TERMS

OPTEL: Purpose

"The OPTEL was developed to support educators by providing a statewide standardized tool that has been validated and approved for use, removing the need for local educational agencies (LEAs) to develop or source their own tools or processes for educators to evaluate students' ELP. "

Reclassification Criteria 2 and 3

OPTEL Levels

Table 1. Alignment of OPTEL Levels with California ELD Standards Proficiency Levels and ELPAC Performance Levels

OPTEL Level	ELPAC Performance Level	California ELD Standards Proficiency Level (General Extent of Support)
Level 1 (Emerging: substantial linguistic support needed to engage in grade-level learning)	**Level 1** EL students at this level have **minimally developed** oral (listening and speaking) and written (reading and writing) English skills.	Emerging
Level 2 (Early–Mid Expanding: moderate linguistic support needed to engage in grade-level learning)	**Level 2** EL students at this level have **somewhat developed** oral (listening and speaking) and written (reading and writing) English skills.	Expanding
Level 3 (Late Expanding–Early Bridging: light linguistic support needed to engage in grade-level learning)	**Level 3** EL students at this level have **moderately developed** oral (listening and speaking) and written (reading and writing) English skills.	Expanding or Bridging
Level 4 (Mid–Late Bridging: minimal linguistic support needed to engage in grade-level learning)	**Level 4** EL students at this level have **well-developed** oral (listening and speaking) and written (reading and writing) English skills.	Bridging

Note. The full set of the Summative ELPAC General Performance Level Descriptors is available on the CDE website. The full set of the California ELD Standards Proficiency Level Descriptors can be found on pages 20–24 of the *California English Language Development Standards (Electronic Edition) Kindergarten through Grade 12* (2014).

OPTEL: Questions and Answers

What if the student I am observing is not demonstrating all the skills being evaluated during the observation?

…the OPTEL does not need to be implemented with a single observation but can instead be used for a series of observations across multiple lessons to observe students for as long as needed to make a determination about their receptive and expressive ELP skills.

OPTEL: Questions and Answers

What if I teach in a program where students are using a language other than English?

The OPTEL is developed and validated only for use in determining a student's ELP and should not be used to assess or evaluate their proficiency in any language other than English.

OPTEL: Questions and Answers

Do I have to be an ELD teacher to use the OPTEL, or do I need specific training to use the OPTEL?

The OPTEL is designed and validated to be used by teachers from all instructional backgrounds, not just ELD teachers.

…the CDE is developing professional learning materials to support teachers' understanding of how the OPTEL can be used reliably across classrooms.

OPTEL: NEXT STEPS

- Engage ELAC and DELAC members
- Consider developing and adopting Board Policy
- Schedule professional development (training) for teachers and site administrators



ELPAC Updates

Santa Barbara County Education Office
Susan C. Salcido, Superintendent

VIRTUAL

BATALLA DE LOS LIBROS

Santa Barbara County Education Office's first *Batalla de los libros* celebrates the joy of reading in Spanish. Participants will tackle our uniquely curated 14-book list spanning narrative to nonfiction and poetry to graphic novels.

Tuesday, May 21, 2024
9:30 am - 11:30 am

Multilingual and DLI Students in Grades 4-6

$7/student WITH portal contract
$12/student WITHOUT portal contract

Learn more and register at
sbceo.org/batalla



For more information, please contact: Melissa Garcia • mgarcia@sbceo.org

Bilingual Authorization

PROGRAM

APPROVED!

ADMISSIONS REQUIREMENTS

Bilingual Authorization Program (B.A.P.)

Bilingual Authorization Program (BAP)

+ About B.A.P.

+ Program Information

− Admissions Requirements

Prerequisite Credential

Candidates must hold or be recommended for a prerequisite credential. The prerequisite credential must include or be eligible for an English Learner authorization.

Acceptable prerequisite credentials include a valid California teaching credential, services credential with the added special class authorization, visiting faculty permit, child development permit (excluding assistant and associate permits), or children's center permit, which credential or permit authorizes the holder to provide instruction to pupils in preschool, kindergarten, any of grades 1 to 12, inclusive, or classes primarily organized for adults, except for the following: emergency credentials or permits, exchange credentials.

Language Proficiency

Additionally, applicants must demonstrate proficiency in Spanish. Language proficiency may be demonstrated with passing scores on the CSET Spanish Subtest III.

Contacts

Dr. Carlos R. Pagán
Director, Literacy and Language Support
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Melissa Garcia
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Lupie Vickery
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COURSES & FIELDWORK EXPERIENCE

Bilingual Authorization Program (B.A.P.)

Bilingual Authorization Program (BAP)

+ About B.A.P.
+ Program Information
+ Admissions Requirements
− Course of Study

Required Courses

Date	Course
Summer 2024 (July)	**100: Foundations of Bilingual and Biliteracy Education**
Summer 2024 (July)	**101: Second Language Acquisition in Bilingual/Dual Language Immersion Settings**
Summer 2024 (July)	**102: Preparation for Fieldwork Experience in a Bilingual/Dual Language Immersion Classroom**
Fall 2024 or Spring 2025	**103: Fieldwork and Clinical Practice Prerequisite: Courses 100-102**

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START DATE:

July 8, 2024
SBCEO



Santa Barbara
County Education Office
Susan C. Salcido, Superintendent



CONGRATULATIONS!!!

- **Patricia Villalobos** – Righetti High School (Santa Maria Joint);
- **Annabel Meza** – Adelante Charter (Santa Barbara USD);
- **Sonia Aguila Gonzalez** – Canalino (Carpinteria USD);
- **Herlinda Caro** – Jiménez (Santa Maria-Bonita);
- **Stephanie Hernandez-Jarvis** – El Camino (Goleta Union)

Santa Barbara County Education Office
Service & Leadership

About SBCEO | Meeting Agendas | Divisions & Departments | **Programs & Services** | Districts & Schools | Careers & Benefits | Supporting students

Multilingual and Multicultural Curriculum Project Grants

The Multilingual and Multicultural Curriculum Project Grant is specifically designed to inspire and support teachers of dual language immersion programs, world languages, ASL, or other subject areas to create, develop, and implement projects, units, or lessons focused on language development and/or sociocultural competence. Applications from teachers of any subject/grade throughout Santa Barbara County will be accepted.



Subject area: PreK-12 Multilingual and Multicultural Focus in Any Content Area.
Resources: Guiding Principles for Dual Language Education; World Languages Content Standards.
Eligibility: Any Santa Barbara County public school teacher or non-management certificated employee in grades PreK-12 in any subject may apply for this grant.
Grant Award: $700 - Grant payment information can be found under the accordion: *SBCEO Teachers Network Tips & FAQs*
Grant Application: Click **HERE** to begin your online application.
Deadline: January 18, 2024


QUESTIONS?


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



ENJOY YOUR SPRING BREAK!