# Language Education Network

**September 27, 2024**
**12:30 – 3:00 p.m.**

*Facilitators:* Carlos Pagán and Melissa Garcia

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 English Learners and [Multilingual Students] for college and career.*

Santa Barbara
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Susan C. Salcido, Superintendent

# September 27, 2024
## 12:30 – 3:00 p.m.
## *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.***

| | |
|---|---|
| ***WELCOME!***<br>**¡BIENVENIDOS!** | • Meeting Agenda<br>• Presentation Slides<br>**Facilitators:**<br>Carlos Pagán: cpagan@sbceo.org<br>Melissa Garcia: mgarcia@sbceo.org |

| SECTION | TOPIC | LINKS & RESOURCES |
|---|---|---|
| 1<br>(12:30 – 1:00) | 12:30 -12:45 Lunch and Networking<br>12:45 -1:00 Introductions and Grounding<br><br>**2024-2025 Meeting Dates:**<br>September 27, 2024<br>January 31, 2025<br>March 21, 2025<br>May 9, 2025 | • SBCEO Professional Learning Opportunities Webpage<br>• Language Education Network (LEN) Webpage |
| 2<br>(1:00- 1:30) | **Long-term English Learners (LTELs)**<br>• Definitions – Dataquest & CA Dashboard<br>• County LTEL Data<br>• LTEL ELPAC Performance Results<br>• Activity: LEA LTEL Data | • CDE Dataquest<br>• CDE Dashboard |
| 3<br>(1:30-2:00) | ***English Language Development Guidelines* (2013). Saunders, Goldenberg and Marcellete**<br>• Global Policy Guidelines<br>• Organizational Guidelines<br>• Curricular Focus<br>• Instructional Guidelines | Article: *English Language Development Guidelines* |
| **10-Minute Break 2:00-2:10** | | |
| 4<br>(2:10 – 2:30) | **ELPAC Updates –** Melissa Garcia | CAASPP & ELPAC Website |
| 5<br>(2:30-2:45) | **Transitional Kindergarten Updates**<br>• Assessment<br>• CALPADS<br>• Accountability<br>• Early Education<br>• Multilingual Support Division | |
| 6<br>(2:45 – 3:00) | **Announcements & Closure**<br>• Educator Workforce Investment Grant (EWIG)<br>• Bilingual Teacher Professional Development Program Grant (BTPDP)<br>• Bilingual Authorization Program (BAP)<br>• Observational Protocol for Teachers of English Learners (OPTEL) Tool & Modules<br>• Battle of the Books<br>• Upcoming Professional Learning Opportunities | • EPICC Professional Opportunities Statewide HUB<br>• Bilingual Authorization Program<br>• OPTEL Tool<br>• OPTEL Modules<br><br>**Professional Development at SBCEO & Virtual:**<br>• Dr. Jiménez Jiménez<br>• World Languages CoP<br>• Summative ELPAC<br>• BTPDP Professional Development (Virtual) |

# Long-term English Learners (LTELs)

# True or False?




1. There are 2.1 million English Learners in California (demographic data).

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## True or False?

2. There are 17,000 English Learners in Santa Barbara County (demographic data).

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# EC Section 313.1 defines an LTEL as an EL to which *all* of the following apply

- (A) Is enrolled in any of grades 6 to 12, inclusive.
- (B) Has been enrolled in schools in the United States for **six years or more.**
- (C) Has **remained at the same English language proficiency level** for two or more consecutive prior years, or has regressed to a lower English language proficiency level, as determined by the English language development test
- (D) For a pupil in any of grades 6 to 9, inclusive, has scored far below basic or below basic on the prior year's English language arts standards-based achievement test

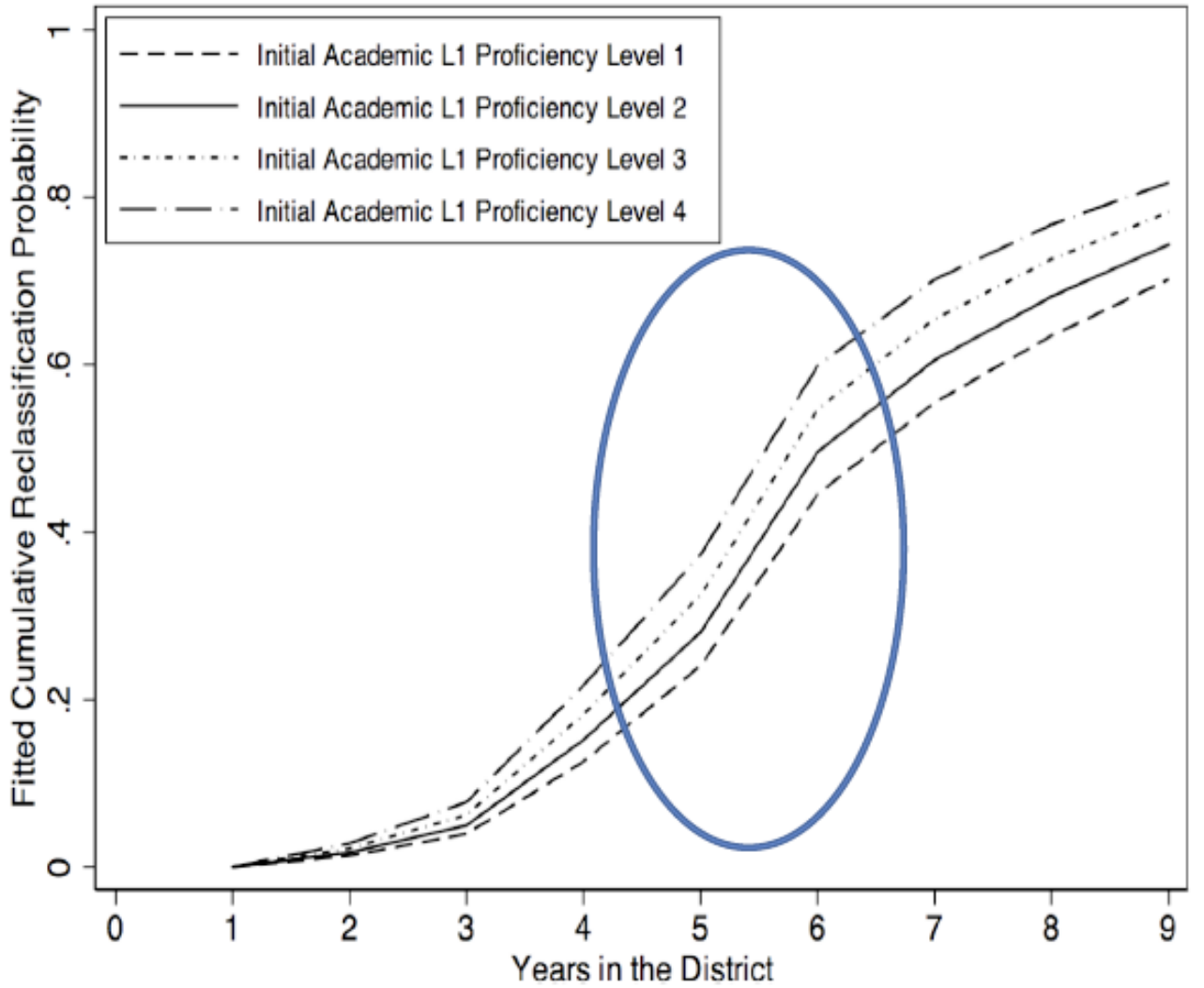
# LTELs Definition for the Dashboard



"A pupil who has not attained English language proficiency within 7 years of initial classification as an English learner"

# How long does it take? How long is too long?

Five to seven years normatively to reach English proficiency and be reclassified






## True or False?

3. Over 350,000 students in California are Long-term English Learners (demographic data).

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## True or False?

4. Over 5,000 students in Santa Barbara County are Long-term English Learners (demographic data).

# LONG-TERM ENGLISH LEARNERS
# COUNTY DATA
# 2023-2024

| COUNTY | PERCENT LTELS | NUMBER LTELS |
|---|---|---|
| PLACER | 6.3 | 769 |
| SANTA BARBARA | 7.1 | 2,323 |
| MARIN | 7.9 | 699 |
| LOS ANGELES | 8.3 | 39,744 |
| SAN FRANCISCO | 8.3 | 2,056 |

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# How are Long-term English Learners performing on the Summative ELPAC (outcome data) ?

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# 2023-2024 ELPAC DATA

- 46% of LTELs are at ELPAC Levels I and II
- 37% are at Level III
- 17% are at level IV

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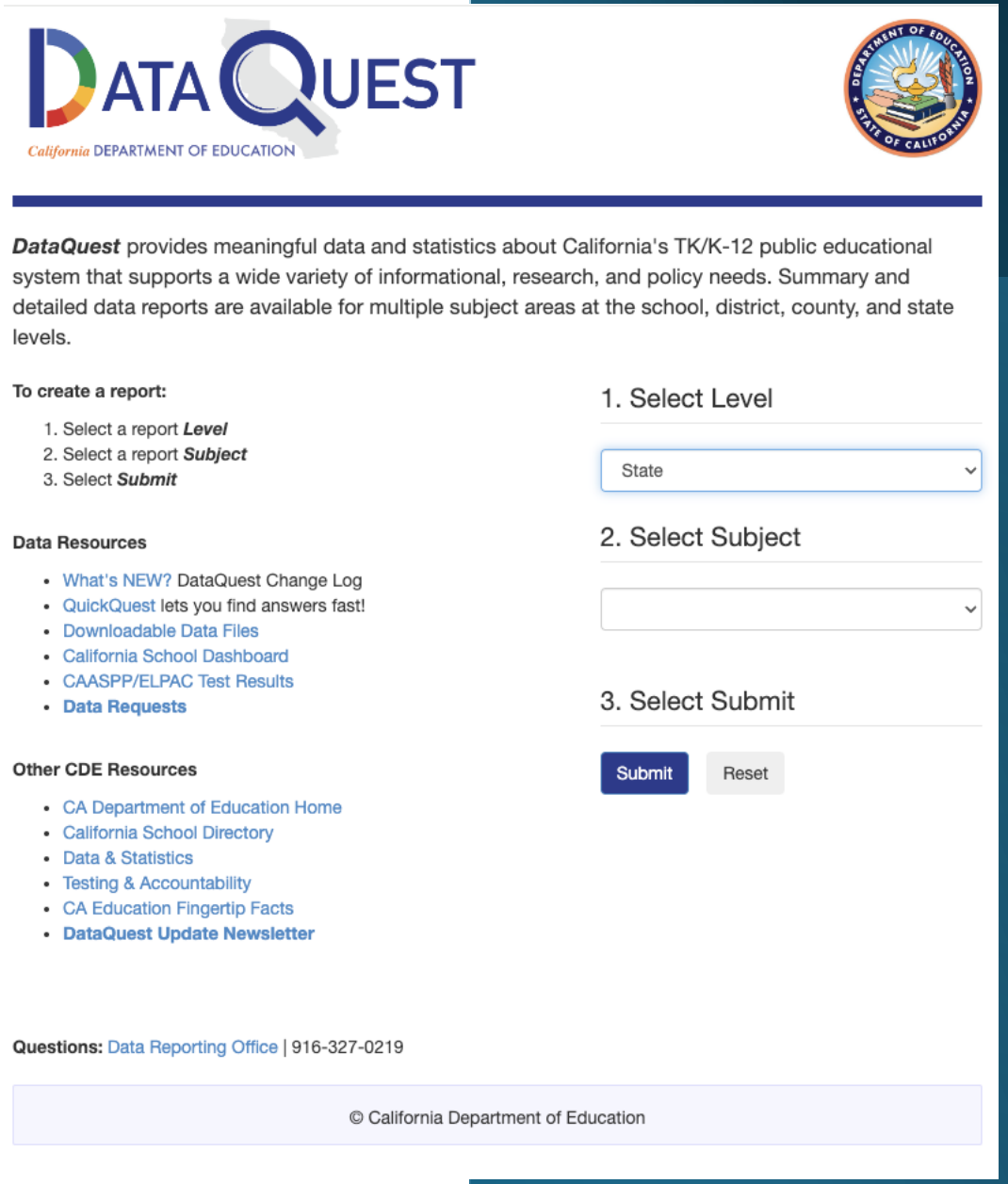
# SANTA BARBARA COUNTY

## Long-Term English Learners (LTELs)

## *Spring 2024* ELPAC Results

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| PERFORMANCE LEVEL | LISTENING | SPEAKING | READING | WRITING |
|---|---|---|---|---|
| Well Developed (3) | 21.49 | 33.71 | 6.20 | 11.34 |
| Somewhat/ Moderately (2) | 55.13 | 39.55 | 48.85 | 59.35 |
| Beginning to Develop (1) | 23.38 | 26.74 | 44.95 | 29.31 |




# What is your LEA's LTEL percentage/number?

ACTIVITY

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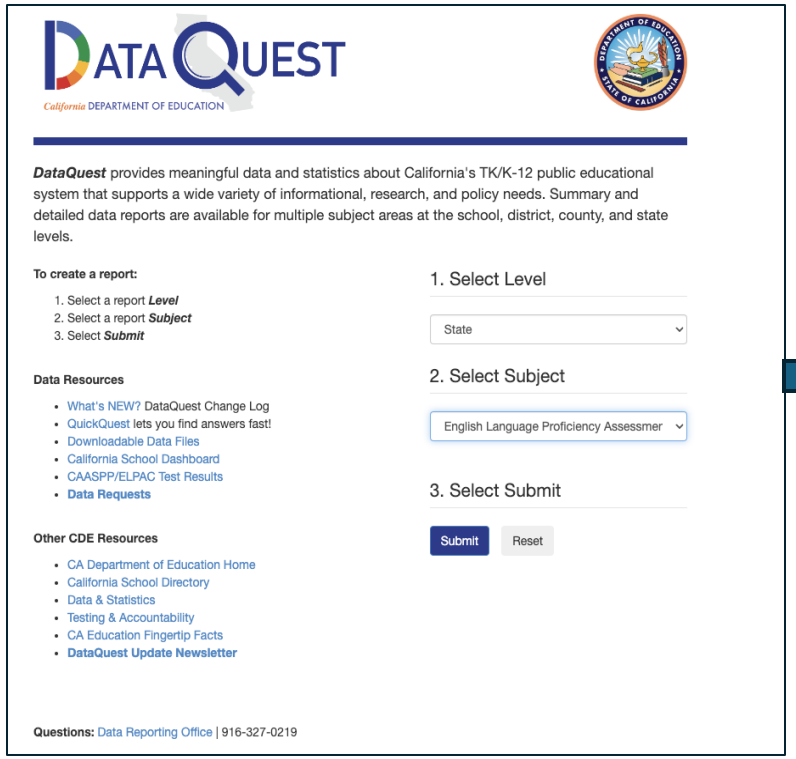



**DISTRICT (LEA)_____**

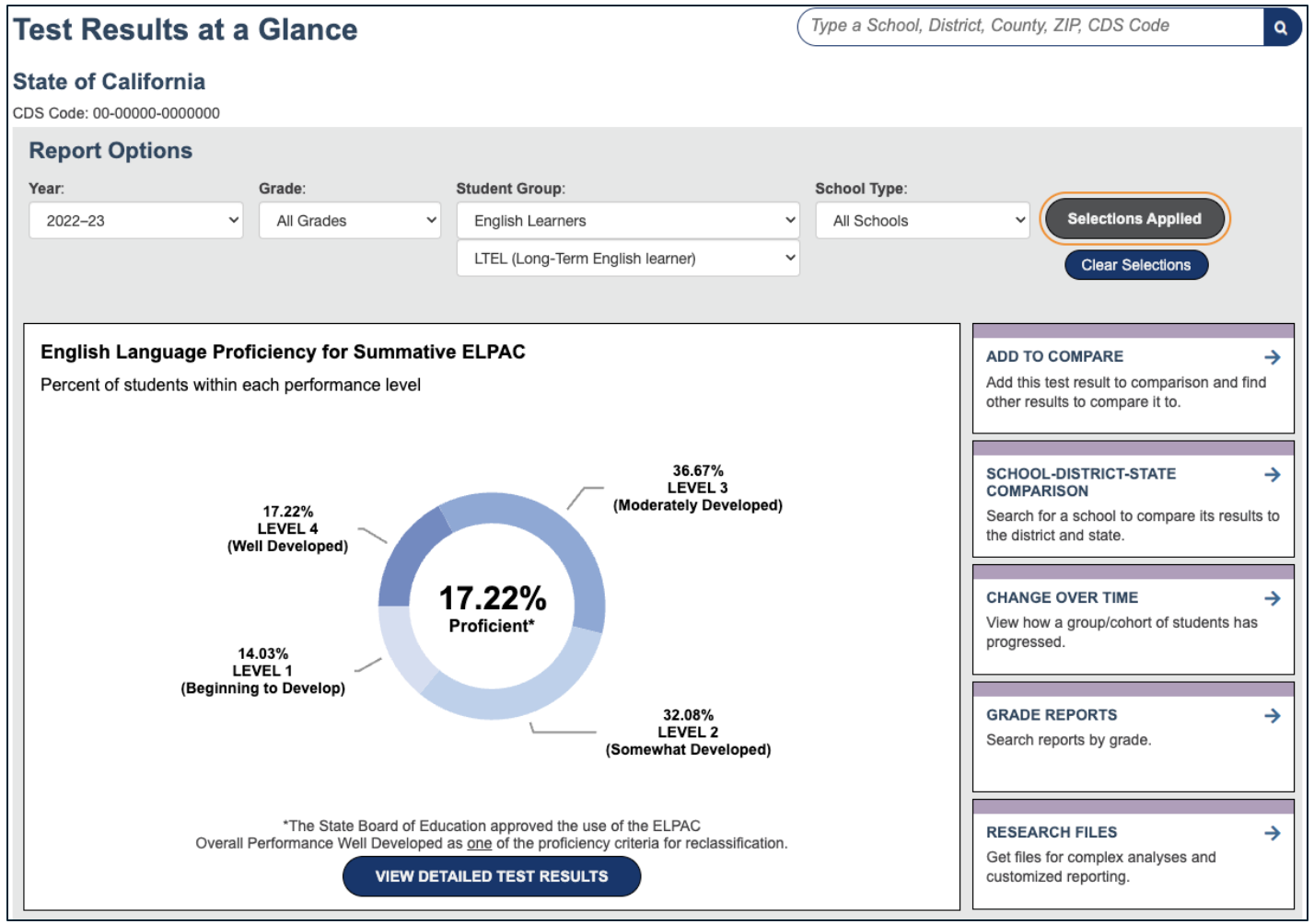
**Long-Term English Learners (LTELs)**

**Spring 2023 ELPAC Results**

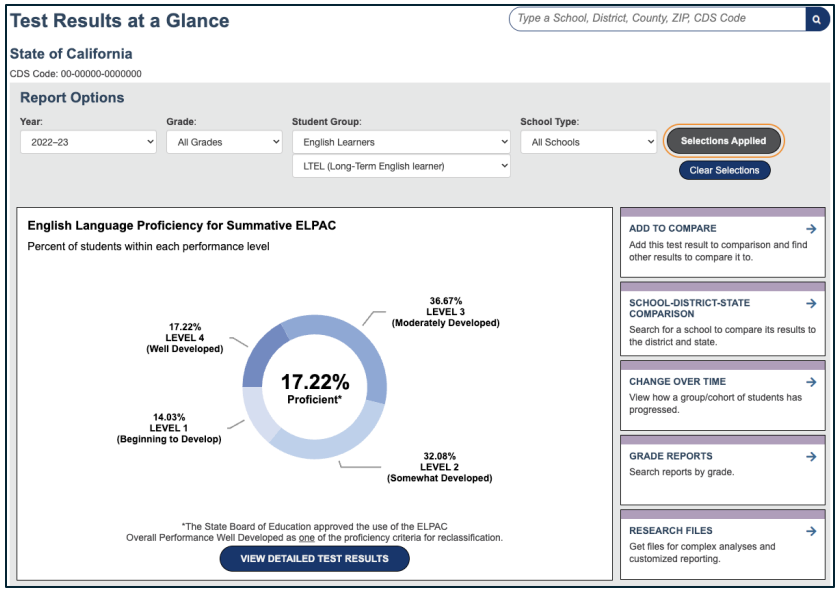
| PERFORMANCE LEVEL | LISTENING | SPEAKING | READING | WRITING |
|---|---|---|---|---|
| Well Developed (3) | | | | |
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| Beginning to Develop (1) | | | | |



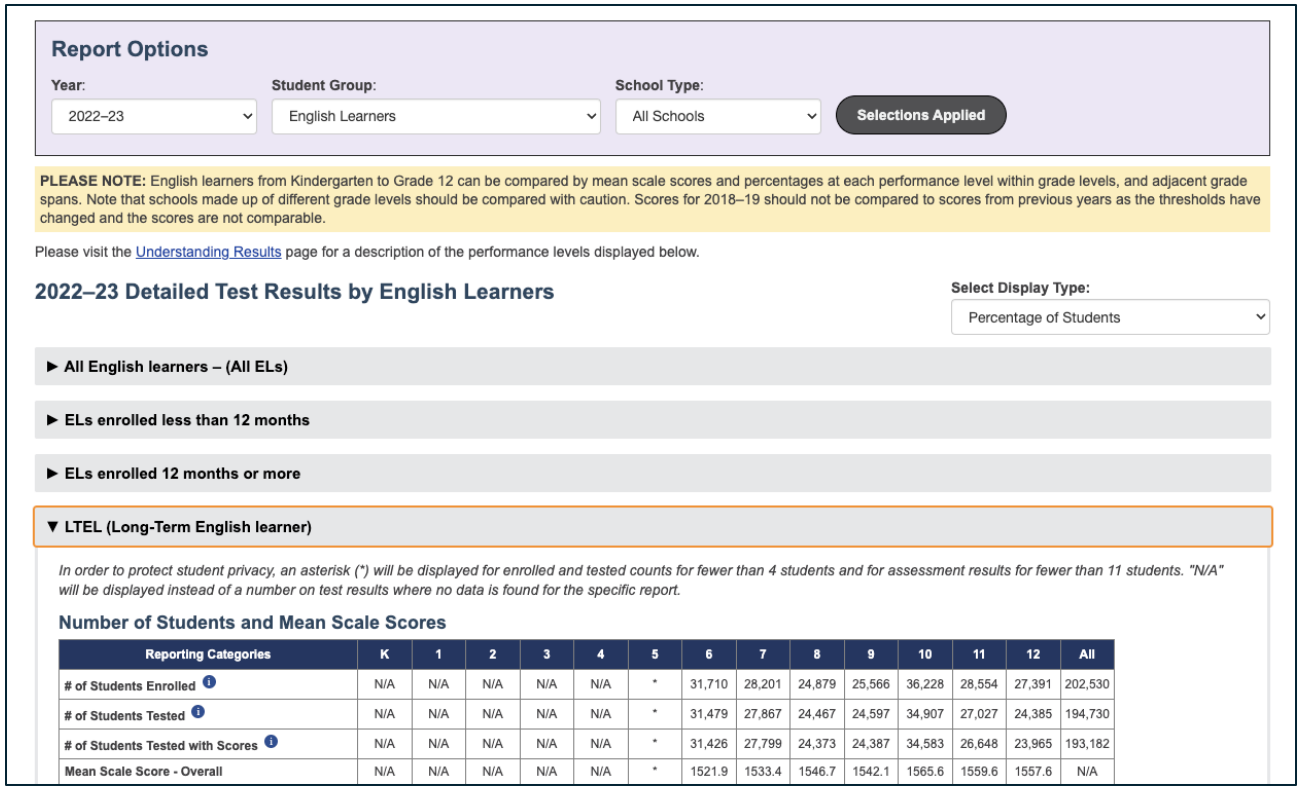



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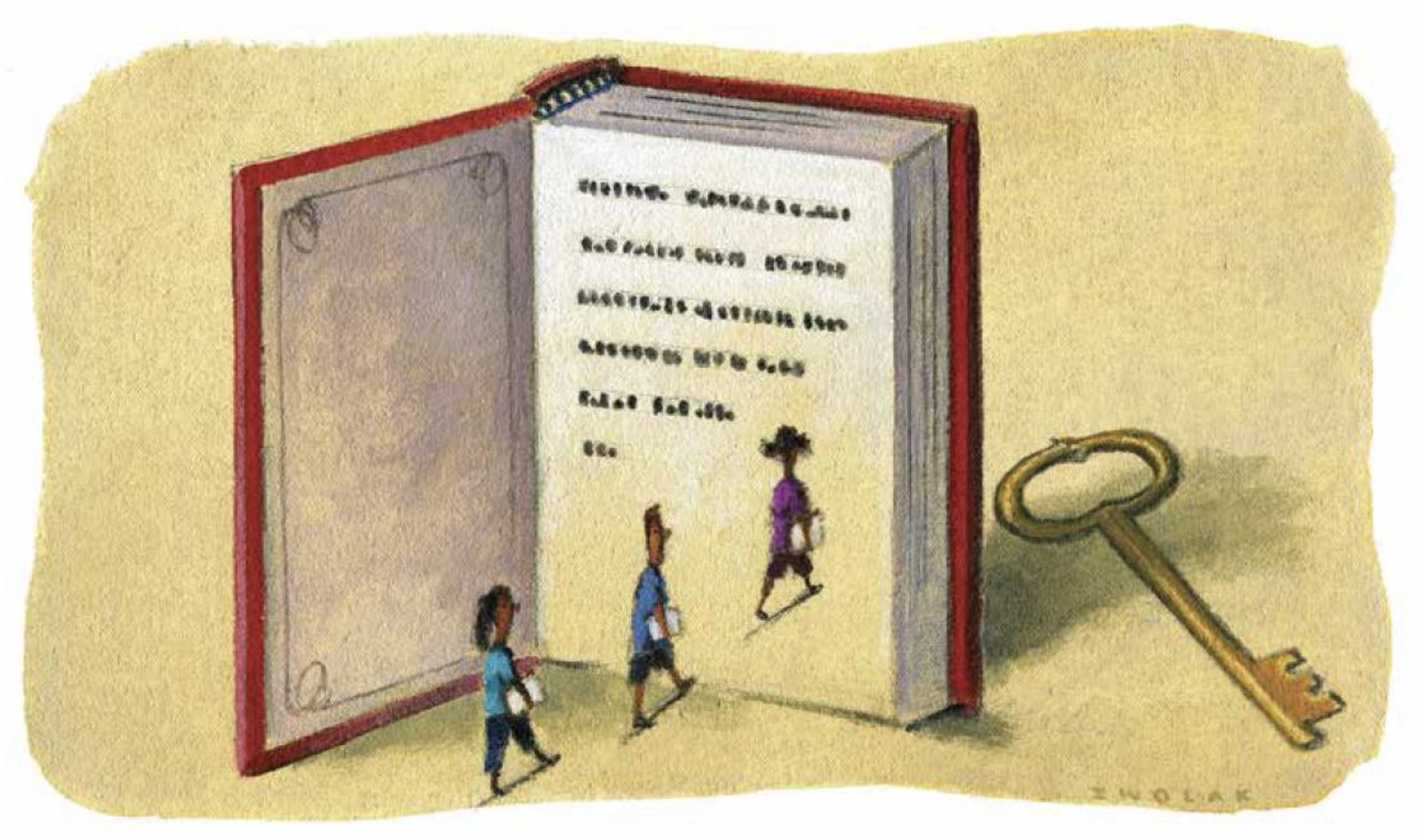




| Reporting Categories | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | All |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| # of Students Enrolled | N/A | N/A | N/A | N/A | N/A | * | 31,710 | 28,201 | 24,879 | 25,566 | 36,228 | 28,554 | 27,391 | 202,530 |
| # of Students Tested | N/A | N/A | N/A | N/A | N/A | * | 31,479 | 27,867 | 24,467 | 24,597 | 34,907 | 27,027 | 24,385 | 194,730 |
| # of Students Tested with Scores | N/A | N/A | N/A | N/A | N/A | * | 31,426 | 27,799 | 24,373 | 24,387 | 34,583 | 26,648 | 23,965 | 193,182 |
| Mean Scale Score - Overall | N/A | N/A | N/A | N/A | N/A | * | 1521.9 | 1533.4 | 1546.7 | 1542.1 | 1565.6 | 1559.6 | 1557.6 | N/A |

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# English Language Development

## Guidelines for Instruction



# English Language Development GUIDELINES

**Group 1:**
**Global Policy Guidelines**

**Group 2:**
**Organizational Guidelines**

**Group 3:**
**Curricular Focus**

**Group 4:**
**Instructional Guidelines**

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## Group 1: Global Policy Guidelines

What should state, district, and school policy commit to for ELD instruction?



Explicit goals for English learner outcomes



Integrated and Designated ELD



Ongoing professional development



Monitoring implementation of programs and services

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## Group 2: Organizational Guidelines

How should ELD instruction be organized in school?



30 minutes of daily designated ELD (one period at secondary level)



Integrated ELD in all content areas throughout the day



Heterogenous (I-ELD) and homogenous (D-ELD) groupings

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## Group 3: Curricular Focus

What should be taught during ELD instruction?

- ELD Standards
- ELPAC – task types, vocabulary, rubrics, interim assessments
- Adopted curriculum (Wonders, Benchmark)
- Content e.g., math, science, social sciences, art

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## Group 4: Instructional Guidelines

How should ELD be taught?



English instruction maximize



Primary language strategically



Routines: oral language development, academic vocabulary, meaningful interactions, interactive activities and games



High-leverage instructional strategies e.g., EL Toolkit, GO TO



Dedicated classroom area

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# Four Instructional Routines to Accelerate Language Acquisition



# BCN UPDATES

# ELPAC

## CAASPP & ELPAC

### A California Assessment System

Your source for testing coordinators and educators to access testing systems, training materials, and resources




- TOMS—Test Operations Management System
- Administer a Test Session
- CERS—California Educator Reporting System
- Interim Assessments
- Tools for Teachers
- Practice and Training Tests

Hyperlinked Notes:
**https://tinyurl.com/482ct23p**

# ELPAC Updates



# Updated 2024–25 ELPAC Information Guide



- Transitioning to HTML
- Updated guidance with additional legal citations
- Simplified Reclassification section
- Reorganized for consistency
- Appendix reorganized

# Time for a Demonstration of the ELPAC Information Guide!



# Website Redesign

- CAASPP and ELPAC websites combined into one
- Focus on the User Experience
- Better Organization of Resources

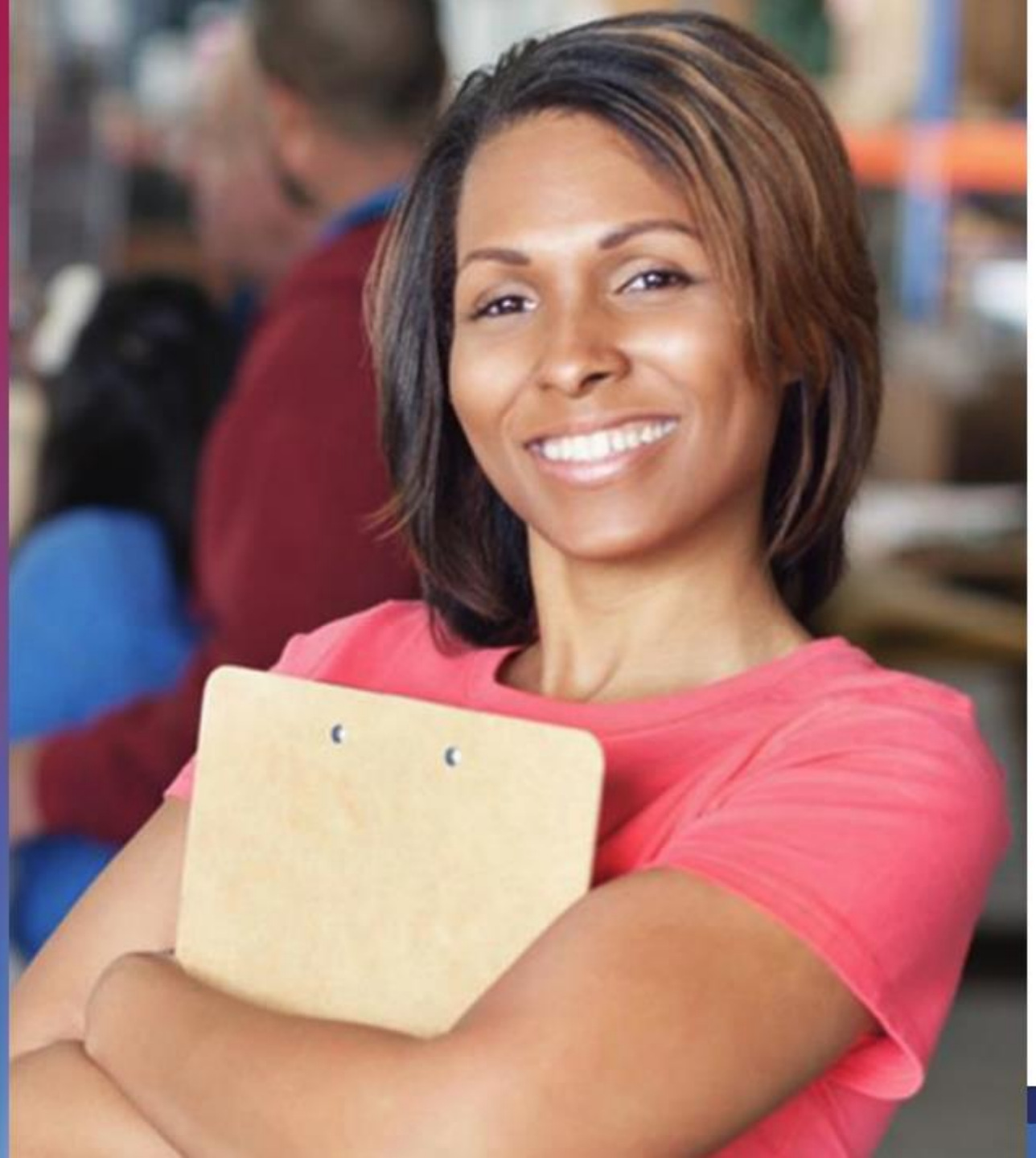





# New 2024–25 Online Test Administration Manuals

Combined ELPAC Online Test Administration Manuals (OTAMs)

- Layout simplified
- How to Start an ELPAC Test Session removed
  - New standalone resource



# Initial ELPAC and Initial Alternate ELPAC Complete Certification Courses

- All local educational agencies (LEAs) must complete the Initial ELPAC Certification Course
- LEA certification deadline: August 2, 2024
- Reminder will be provided on August 2nd
- Any noncertified LEAs will be subject to a Tier 2 audit.

# 2024–25 Release of the ELPAC Interim Assessments

- The first set was released on August 6, 2024.
- The second set will be released on September 17, 2024.
- ELPAC Interim Assessments are available for each domain at each grade or grade span.
- New and updated resources



# New Understanding Student Score Report Videos

- Released in **Spring 2024**
  - Summative ELPAC SSR
  - Summative Alternate ELPAC SSR
    - Available in English and Spanish
- Use for Parent or Guardian Communications



# New Professional Learning Resources

- Located on the Tools for Teachers website
- Developed by California educators with expertise in English language development
- Support the Speaking and Writing task types
- Implemented by a training facilitator
- Expected release in Fall 2024



# ELPAC At-a-Glance Resource

- Provides a side-by-side comparison of the ELPAC:
  - Training Tests
  - Practice Tests
  - Interim Assessments





# 2024 California Assessment Conference

October 15-17, 2024, Riverside, California

# Transitional Kindergarten Updates

CDE Analysis, Measurement & Accountability Reporting (AMARD), Assessment Development & Administration (ADAD), Early Education (EED), Educational Data Management (EDMD), and Multilingual Support Divisions (MSD)

Bilingual Coordinators Network

August 2024



# Assembly Bill 2268 Signed Into Law (2)

LEAs should continue to conduct the Home Language Survey, or HLS, for TK students to determine their primary language.

# Assessment (1)

| Question | Answer |
| --- | --- |
| Is there a required English language proficiency (ELP) assessment for TK students whose primary language has been identified as a language other than English? | No, there is not. There is no requirement for students in TK to take an ELP assessment. |

# Assessment (2)

| Question | Answer |
| --- | --- |
| Is the English Language Acquisition Status, or ELAS, "To be Determined or TBD" date used to calculate the 30-calendar day deadline for the Initial and Initial Alternate ELPAC in the Test Operations Management System (TOMS)? | No. The date used to calculate the 30-calendar day deadline begins with a kindergarten (K) through grade twelve student's enrollment date (first day of school). |

# Assessment (3)

| Question | Answer |
| --- | --- |
| If a kindergarten student is administered the Initial ELPAC, and then the parents/guardians/LEAs move the student back to TK, what should an LEA do with the results? | The LEA should enter a Security and Test Administration Incident Reporting System or STAIRS case for each domain that was completed. The student would retest when they officially enroll in kindergarten again. |

# CALPADS and Assessment (1)

| Question | Answer |
| --- | --- |
| Are TK enrollments being sent to the TOMS? | No, as of July 1, 2024, CALPADS is no longer sending TK enrollments to TOMS. |

# CALPADS and Assessment (2)

| Question | Answer |
| --- | --- |
| What happens when a TK student is enrolled in kindergarten instead of TK and the enrollment goes to TOMS? | Kindergarten students will show up in TOMS as needing to be tested.<br>There are different resolutions depending on the scenario. The CALPADS Office will be sending a FLASH that provides resolution steps for various scenarios. |

# CALPADS (1)

| Question | Answer |
| --- | --- |
| What date should be used for a TK student's, ELAS of "TBD"? | Use the Enrollment Start Date for the students' ELAS of TBD.<br>Students in grade TK with an ELAS of TBD in CALPADS will not trigger a CALPADS error if the student is not tested in 30 days. |

# CALPADS (3)

| Question | Answer |
| --- | --- |
| What date should be used for a TK student's, "Initial US School Enrollment Date"? | LEAs should use the Enrollment Start Date for when the student enrolled in grade TK. |

# Accountability (2)

| Question | Answer |
| --- | --- |
| With the new 7-year LTEL definition for accountability, as I calculate who our current LTELs are, do I start counting years when they were in K or TK due to the new TK ELPAC change? | Beginning with the 2024–25 school year, the counting of the number of LTEL years would start in kindergarten. |

# Accountability (3)

| Question | Answer |
| --- | --- |
| How does this new law impact TK students in the English Learner Progress Indicator (ELPI)? | The ELPI measures students progressing toward English language proficiency beginning in grade one. |

# Early Education (3)

| Question | Answer |
| --- | --- |
| How can LEAs monitor students' language and literacy development progress? | The CDE recommends using a developmentally appropriate assessment that has been calibrated with preschool-aged students (e.g., 3 to 5 year olds).<br><br>Some examples include the Desired Results Developmental Profile (DRDP) and the preLAS. |

# Multilingual Support Division (4)

| Question | Answer |
| --- | --- |
| Are TK students with a home language other than English on the HLS called "TBD"? | No. “TBD” is not a student label. “TBD” is solely applied as an indicator of ELAS in CALPADS, and students should not be called "TBD students.“ It is appropriate to refer to these young learners as **multilingual TK students**. |

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

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# Zone COE Alliance

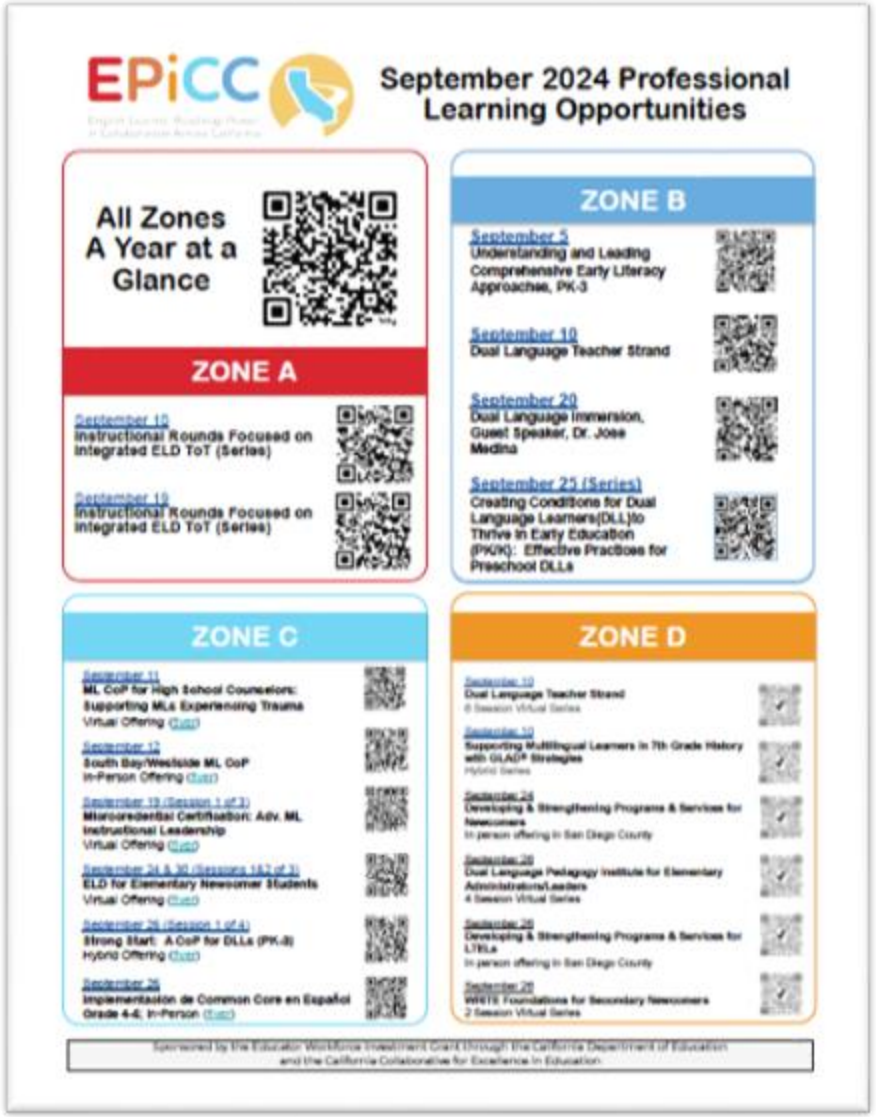
| Zone A | Zone B | Zone C | Zone D |
|---|---|---|---|
| Lead: Graciela García-Torres gtorres@scoe.net | Lead: Glendy Elias glendy.elias@sbcss.net | Lead: Soomin Chao soomin_chao@lacoe.edu | Lead: Nicole Chávez nchavez@ocde.us |
| County Offices of Education<br>● Alameda<br>● Amador<br>● Butte<br>● Contra Costa<br>● Glenn<br>● Placer<br>● Santa Clara<br>● Shasta<br>● Sonoma<br>● Tehama<br>● Yolo | County Offices of Education<br>● Fresno<br>● Kern<br>● San Joaquin<br>● Tulare | County Offices of Education<br>● Santa Barbara<br>● Ventura | County Offices of Education<br>● Imperial<br>● Riverside<br>● San Diego |

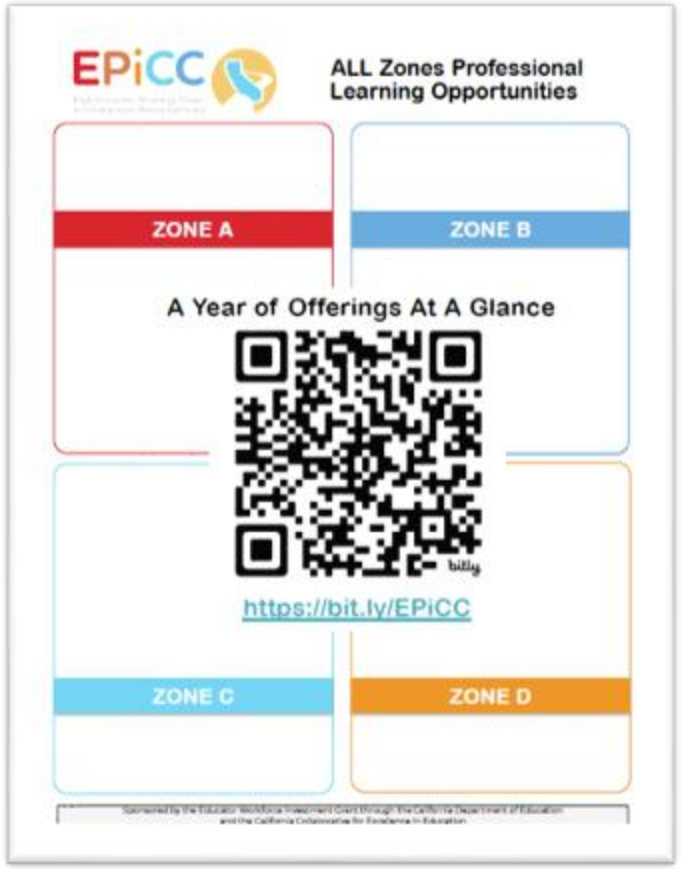
# 2024-25 A Year At-A-Glance Catalog

https://bit.ly/EPiCC

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EPiCC
English Learner Roadmap Power
in Collaboration Across California




**EXTENDED AN ADDITIONAL YEAR (2025-2026)**

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# Bilingual Teacher Professional Development Program (BTPDP)

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| Name of Recipient | Award Amount |
|---|---|
| Kern County Superintendent of Schools | $3,500,000.00 |
| San Bernardino County Superintendent of Schools | $3,500,000.00 |
| Yolo County Office of Education | $3,000,000.00 |
| Azusa Unified School District | $3,500,000.00 |
| Los Angeles County Office of Education | $3,500,000.00 |
| Sacramento County Office of Education | $3,000,000.00 |

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# *BTPDP*

- Five-year Grant for Professional Development Services
- $3.5 million dollars
- Region 8 (Kern, San Luis Obispo, Santa Barbara, Ventura)
- Increase the number of credentialed teachers completing the bilingual authorization requirements
- Provide on-going professional learning opportunities

# Bilingual Authorization Program (BAP)

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| DISTRICT | NUMBER OF PARTICPANTS |
| --- | --- |
| Carpinteria | 1 |
| Santa Barbara Unified | 4 |
| Santa Maria-Bonita | 3 |
| Solvang | 1 |
| **TOTAL** | 9 |

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**Santa Barbara County Education Office**
**Bilingual Authorization Program**

## COURSE TITLES AND SEQUENCE

| Date | Time | Instructional Model | Course |
|---|---|---|---|
| Summer 2024 (July) | 9:00am – 3:00pm | In person | **100: Foundations of Bilingual and Biliteracy Education** |
| | | | |
| Summer 2024 (July) | 9:00am – 3:00pm | In person | **101: Second Language Acquisition in Bilingual/Dual Language Immersion Settings** |
| | | | |
| Summer 2024 (July) | 9:00am– 3:00pm | In person | **102: Preparation for Fieldwork Experience in a Bilingual/Dual Language Immersion Classroom** |
| | | | |
| Fall 2024 or Spring 2025 | 8:30am – 2:30pm (20 hours minimum) | In person | **103: Fieldwork and Clinical Practice** **Prerequisite:** Courses 100-102 |



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# Bilingual Authorization Program (BAP) Handbook

Programa de autorización bilingüe



2024-2025

# Bilingual Authorization Program (BAP) Course Reader



2024-2025

What is the difference between *subtractive* vs. *additive* bilingualism?

- *"... learning a second language can either lead to bilingualism or monolingualism as the home language erodes. Therefore, subtractive bilingualism refers to the learning of the dominant language, which replaces the home language (Lambert, 1981; Wong Fillmore, 1991)."*

- *"Additive bilingualism, on the other hand, would indicate a process in which the home language is maintained as the dominant language is learned."*

# Multilingual Program Examples

(Not an exclusive list of programs)

## Additive Bilingual Programs

- Dual Language Immersion or Two-Way Bilingual
- Developmental Bilingual
- One-Way Immersion
- Heritage or Indigenous Language (depends on program design)

## Other Programs

- Transitional Bilingual
- Foreign Language Elementary Experience/Foreign Language in Elementary Schools
- Heritage or Indigenous Language (depends on program design)

Program definitions can be found on the CDE Multilingual Education web page.

# Types of Multilingual Programs Statewide

Dual Language Immersion (DLI): **966**

Developmental Bilingual: **166**

One-Way Immersion: **115**

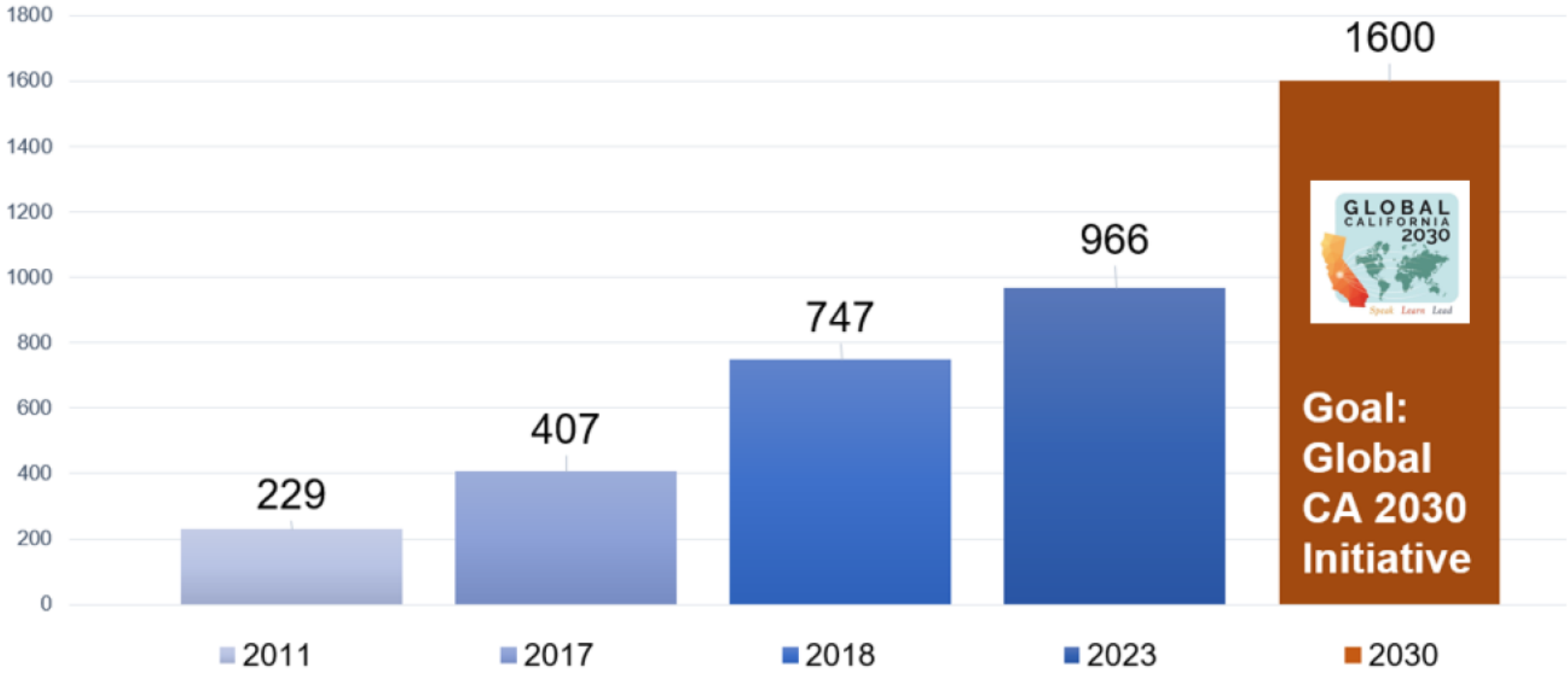
Transitional Bilingual: **65**

Heritage or Indigenous Language: **51**



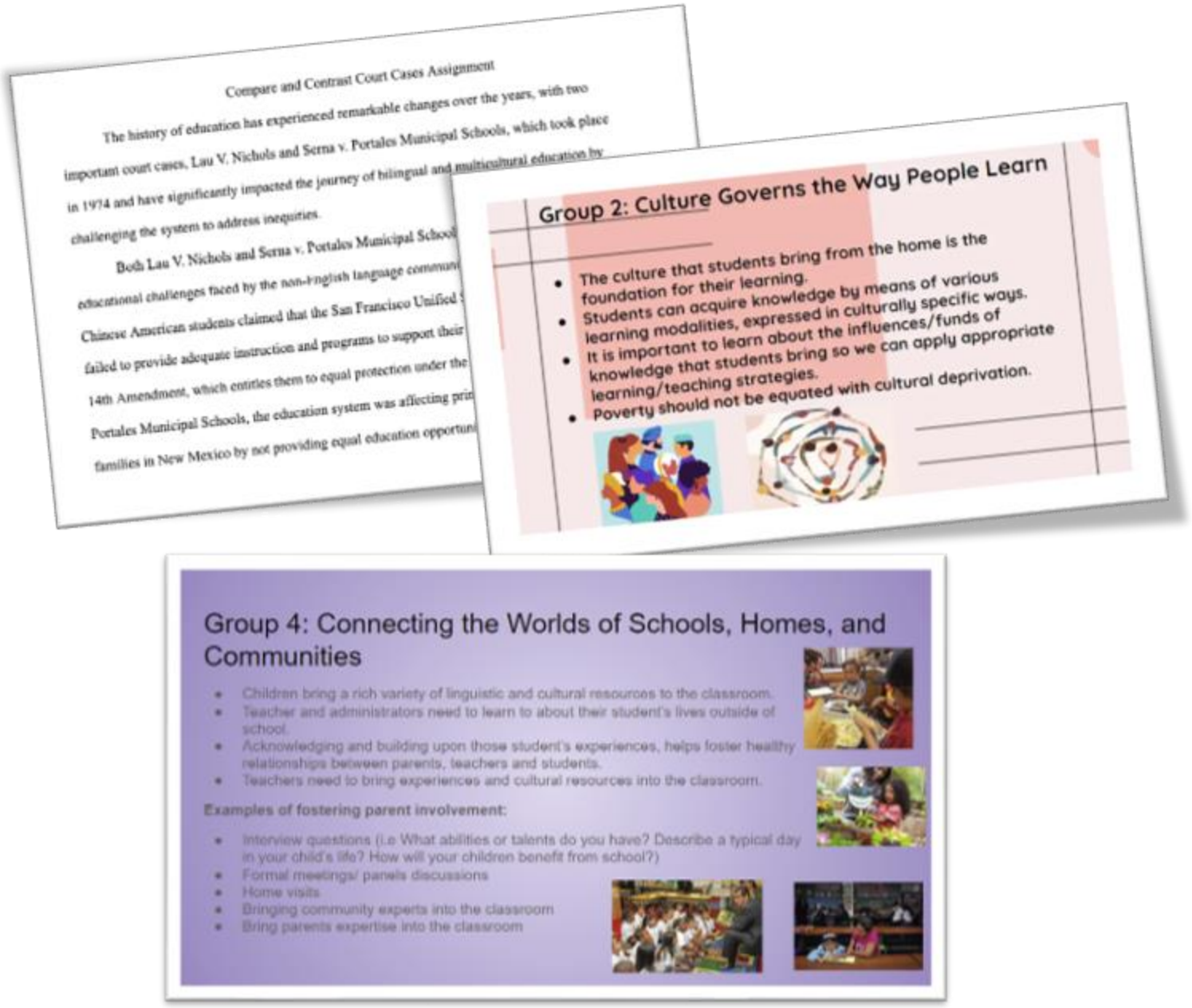
Multilingual program definitions can be found on the CDE Multilingual Education web page.

# DLI Program Growth by Year




CDE Global CA 2030 Initiative

# Sample Assignments




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# BAP Cohort 2

## July 7-25, 2025

9:00 a.m. – 3:00 p.m.



# Bilingual Authorization Program (B.A.P.)

## Bilingual Authorization Program (BAP)

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

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

## Contacts

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

# Observation Protocol for Teachers of English Learners (OPTEL)

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ption of Expressive Skills: Speaking and Writing
*he level from the choices below)*

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

**(Emerging: Substantial linguistic support needed to e in grade-level learning)**

nt ***rarely*** expresses thoughts and ideas in speaking and a level of parity with English proficient grade-level peers gnificant support.

***substantial*** teacher support can the student use grade-level specific and general academic terms during conversations and . The student demonstrates frequent approximations in their tax and vocabulary.

nt ***rarely*** expresses grade-level ideas effectively in written oral presentations or discussions and frequently relies on supports to do so.

**(Early–Mid Expanding: Moderate linguistic support to engage in grade-level learning)**

nt ***sometimes*** expresses thoughts and ideas in speaking and a level of parity with English proficient grade-level peers.

*derate* teacher support, the student ***sometimes*** uses el discipline specific and general academic terms during ions and in writing with syntax and vocabulary usage but not yet at—a level of parity with English proficient grade- s.

nt ***sometimes*** expresses grade-level ideas effectively in xts and oral presentations or discussions and relies on varying supports in order to do so.

**(Late Expanding–Early Bridging: Light linguistic support to engage in grade-level learning)**

nt ***often*** expresses thoughts and ideas in speaking and writing of parity with English proficient grade-level peers.

teacher support, the student ***often*** uses grade-level discipline nd general academic terms during conversations and in writing x and vocabulary usage nearing a level of parity with English grade-level peers.

nt ***often*** expresses grade-level ideas effectively in written texts resentations or discussions and sometimes relies on linguistic o do so.

**(Mid–Late Bridging: Minimal linguistic support needed age in grade-level learning)**

nt ***consistently*** expresses thoughts and ideas in speaking g at a level of parity with English proficient grade-level peers.

nt ***consistently*** uses grade-appropriate discipline specific and academic terms during conversations and in writing with syntax and y at a level of parity with English proficient grade-level peers.

nt ***consistently*** expresses grade-level ideas effectively in xts and oral presentations or discussions and almost never nguistic supports to do so.

SEE PAGE 4 FOR GLOSSARY OF TERMS



**Instructional Se the student was** *(Choose all that a*

- ☐ English Langua
- ☐ English Langua
- ☐ Mathematics
- ☐ Science
- ☐ History/Social

Other:

**Interaction Type** *that apply)*:

- ☐ Whole Group (
- ☐ Small Group (
- ☐ Pairs (one-to-o

Other:

What did you con to mark this level? *supporting docun*

If the student has any accommodat used during the o the extent to whic the student's disa had an impact on

OPTEL

Observation Protocol for Teachers of English Learners

# ervation Protocol for Teachers of English Learne

cument fulfills requirements in *Education Code* 313(f)(2) for the teacher evaluation tatewide reclassification criteria. This form may also be used as a tool for formative going consultation with parents/guardians.

**t Name:** **Grade Level:** **Date(s) Observed**

s ◯ No ◯ **504 Plan:** Yes ◯ No ◯ **ELPAC Level:**

**cription of Receptive Skills: Listening and Reading rehension** *(Select one level from the choices below)*

**LD Standards Addressed: Part I 1–8, Part II 1–7**

**l 1 (Emerging: Substantial linguistic support needed to engage ade-level learning)**

udent ***rarely*** exhibits listening and reading comprehension skills at a f parity with English proficient grade-level peers.

ith ***substantial*** teacher support can the student construct meaning r after listening to or reading grade-level complex texts.

udent ***rarely*** appears to comprehend conversations, discussions, and ex texts unless linguistic supports are provided.

**l 2 (Early–Mid Expanding: Moderate linguistic support needed gage in grade-level learning)**

udent ***sometimes*** exhibits listening and reading comprehension skills el of parity with English proficient grade-level peers.

*oderate* teacher support, the student can construct meaning while r listening to or reading grade-level complex texts, but not yet at a level y with English proficient grade-level peers.

udent ***sometimes*** appears to comprehend conversations, sions, and complex texts and sometimes relies on linguistic supports.

**l 3 (Late Expanding–Early Bridging: Light linguistic support ded to engage in grade-level learning)**

udent ***often*** exhibits listening and reading comprehension skills at a f parity with English proficient grade-level peers.

*ght* teacher support, the student can construct meaning while or stening to or reading grade-level complex texts at a level of parity with h proficient grade-level peers.

udent ***often*** appears to comprehend conversations, discussions, and ex texts and occasionally relies on varying linguistic supports.

**l 4 (Mid–Late Bridging: Minimal linguistic support needed to ge in grade-level learning)**

udent ***consistently*** exhibits listening and reading comprehension t a level of parity with English proficient grade-level peers.

*inimal* teacher support, the student can construct meaning while or stening to or reading grade-level complex texts at a level of parity with h proficient grade-level peers.

udent ***consistently*** comprehends conversations, discussions, and ex texts and almost never relies on linguistic supports.

**Instructiona which the st** *(Choose all th*

- ☐ English La
- ☐ English La
- ☐ Mathemati
- ☐ Science
- ☐ History/So

Other:

**Interaction T** *that apply)*:

- ☐ Whole Gro
- ☐ Small Grou
- ☐ Pairs (one

Other:

What did you to mark this l *supporting do*

If the student any accomm used during t the extent to the student's had an impac

SEE PAGE 4 FOR GLOSSARY OF TERMS

# Context and Framing

- The California Department of Education (CDE) developed the OPTEL per California *Education Code* (*EC*) Section 313.3
- Unanimously approved by the State Board of Education in November 2023.
- California is standardizing reclassification criteria statewide, required by Title III of the Every Student Succeeds Act.
- The CDE ***strongly recommends*** local educational agencies (LEAs) transition to using the OPTEL
- This comprehensive suite of professional learning materials is designed to support LEAs with implementation of the OPTEL in accordance with federal and state requirements.

# Training Modules on *CANVAS*




Santa Barbara
County Education Office
Susan C. Salcido, Superintendent

# Professional Learning Opportunities, Resources & Events

Santa Barbara
County Education Office
Susan C. Salcido, Superintendent

# Save the Dates for 2025 Battles

- Junior High BOTB: April 9, 2025
- North County Elementary BOTB: April 15, 2025
- South County Elementary BOTB: April 24, 2025
- Batalla Elementary BOTB: May 6, 2025

Melissa Garcia

# The 2024-2025 Battle of the Book Lists are Ready for you!





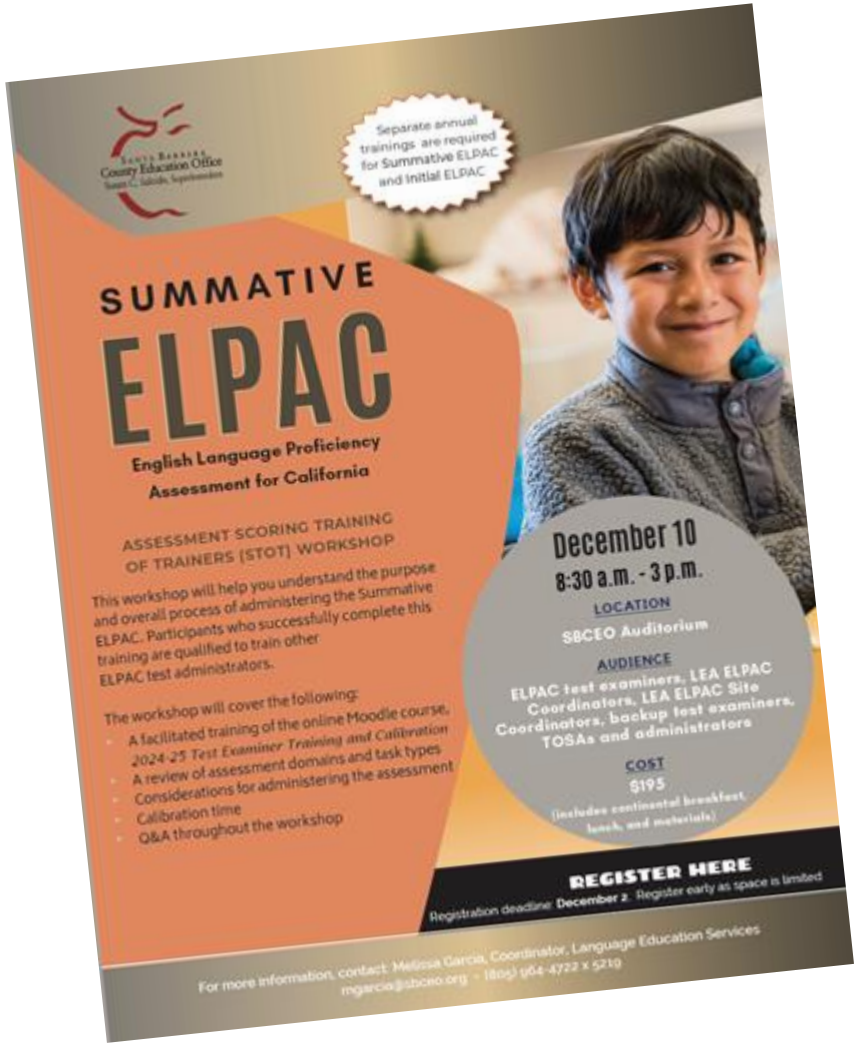





Melissa Garcia

Santa Barbara County Education Office
Susan C. Salcido, Superintendent

# Summative ELPAC STOT Flyer




December 10th,2024

8:30-3:00PM

Summative ELPAC: Assessment Scoring Training of Trainers (STOT) Workshop

# 2024-2025 SBCEO & CWLP World Languages Community of Practice

FREE

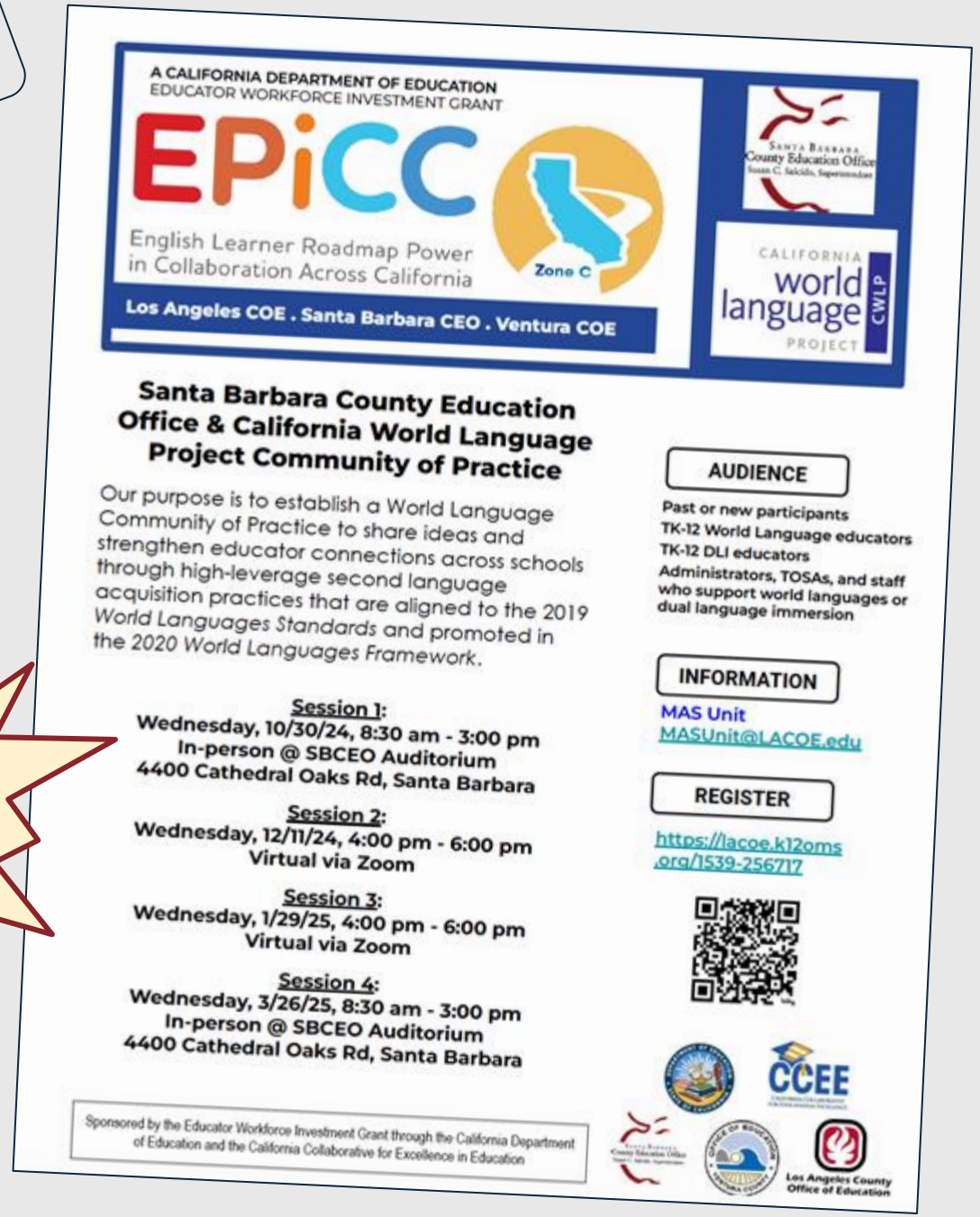
**October 30** (in-person)

**December 11** (virtual)

**January 29**(virtual)

**March 26**(in-person)

CARLOS PAGÁN & MELISSA GARCIA




Santa Barbara County Education Office
Susan C. Salcido, Superintendent

CALIFORNIA world language PROJECT CWLP

EPiCC
English Learner Roadmap Power in Collaboration Across California

# Professional Learning:
## Bilingual Teachers & Paraprofessionals

**Four live virtual modules to support teachers and paraprofessionals participating in the Bilingual Teacher Professional Development Program (BTPDP)**

*Instructional Modules provided by:*

**CABE (California Association for Bilingual Education)**

### Module 1
**Foundations for a Strong, Successful, and Sustainable Dual Language Program**

(**Presented in English**)

**Date: September 19, 2024**

**Register Here**

### Module 4
**Authentic Spanish Reading Instruction**

La Pedagogía Auténtica para la Lectura

(**Presented in Spanish**)

**Date: November 21, 2024**

**Register Here**

### Module 6
**Spanish Grammar Instruction: The "What" and the "How"**

La pedagogía de la enseñanza de la gramática en español: El "que" y "como"

(**Presented in Spanish**)

**Date: January 15, 2025**

**Register Here**

### Module 7
**Cross-Linguistic Transfer in a Dual Language Program**

Las transferencias interlingüísticas en el programa de doble idioma

(**Presented in Spanish**)

**Date: February 19, 2025**

**Register Here**

8:30 a.m. - 2:30 p.m.

BTPDP Funded
No cost to you

ZOOM Link provided at registration

**Dina Esparza-Diaz | KCSOS | diesparzadiaz@kern.org**

KCSOS
Kern County Superintendent of Schools

**Central California Consortium:**
Kern County Superintendent of Schools | Santa Barbara County Education Office | Ventura County Office of Education | San Luis Obispo County Office of Education

EPiCC
English Learner Roadmap Power in Collaboration Across California

## ALL Zones Professional Learning Opportunities

ZONE A

ZONE B

### A Year of Offerings At A Glance

https://bit.ly/EPiCC

ZONE C

ZONE D

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

# NEXT MEETING

**January 31, 2025**
**12:30-3:00 PM**

**Buellton Marriott**

# ¡GRACIAS!