Language Education Network

January 31, 2025
12:30 – 3:00 p.m.

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

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
County Education Office
Susan C. Salcido, Superintendent

January 31, 2025
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 and multilingual students for college and career.*

WELCOME! **¡BIENVENIDOS!**	• Meeting Agenda • Slides **Facilitators:** **Carlos Pagán:** cpagan@sbceo.org **Melissa Garcia:** mgarcia@sbceo.org

SECTION	TOPIC	LINKS & RESOURCES
1 (12:30 – 1:00)	12:30 -12:45 Lunch and Networking 12:45 -1:00 Grounding **2024-2025 Meeting Dates:** ~~**September 27, 2024**~~ January 31, 2025 March 21, 2025 May 9, 2025	• SBCEO Professional Learning Opportunities Webpage • Language Education Network (LEN) Webpage
2 (1:00- 2:00)	**Title III Updates** Tara Clarke, Coordinator III English Language Development Curriculum and Instruction Kern County Superintendent of Schools • General Title III Announcements and Updates • Reclassification of Dually Identified Students	• Slide Deck • Initial and Summative ELPAC Domain Exemption Decision-Making Tool • Reclassification Considerations for Dually Identified Students • Domain Exemption Considerations
	• Long-Term English Learners (LTELs) on the CA School Dashboard	• 2024-2025 ELPAC Information Guide • The Role of Comprehensive, Multidisciplinary IEP Teams in Supporting Dually Identified Students
10-Minute Break 2:00-2:15		
3 (2:15 – 2:30)	**ELPAC Announcements** – Melissa Garcia	CAASPP & ELPAC Website
4 (2:30-2:45)	**BCN Updates** • **State Seal of Biliteracy (SSB)** (2023-2024 Data) • **Observational Protocol for Teachers of English Learners (OPTEL)** Tool & Modules • **ELPAC Announcements & Questions**	SSB (2023-2024 Data) • OPTEL Tool • OPTEL Modules
5 (2:45 – 3:00)	**Announcements & Closure** • *DLI Institute – June 16-17, 2025 Topics: Spanish Writing Process (DLI); Designated and Integrated ELD in DLI Programs* • Educator Workforce Investment Grant (EWIG) • Bilingual Teacher Professional Development Program Grant (BTPDP) • Battle of the Books • Upcoming Professional Learning Opportunities	• EPICC Professional Opportunities Statewide HUB • Bilingual Authorization Program

BCN UPDATES

California Department of EDUCATION

STATE SEAL OF BILITERACY REQUIREMENTS

The California State Seal of Biliteracy is marked by a gold seal affixed to the diploma or transcript and recognizes high school graduates who have achieved a high level of proficiency in one or more language(s) in addition to English.



To earn the California State Seal of Biliteracy the student must:

DEMONSTRATE **ENGLISH PROFICIENCY** THROUGH *ONE* OF THE FOLLOWING METHODS:

COURSEWORK:

☐ Complete all **English language arts requirements for graduation with an overall grade point average (GPA) of 3.0** in those classes. English language arts courses completed at a college or university while in high school may be used to satisfy one or more of these course requirements.

OR

ASSESSMENT (CHOOSE ONE):

☐ **Option 1: State Assessment:** Pass the California Assessment of Student Performance and Progress (CAASPP) for English language arts administered in grade 11, at or above the "standard met" achievement level.

☐ **Option 2: Advanced Placement (AP) Assessment:** Pass an English AP examination with a score of 3 or higher (AP English Language and Composition, AP English Literature or Composition, or AP Seminar).

☐ **Option 3: International Baccalaureate (IB) Assessment:** Pass an English IB examination with a score of 4 or higher.

☐ **Option 4: SAT:** Achieve a score of 480 or above on the Evidence-Based Reading and Writing section of the SAT.

Additional English Proficiency Requirement for English Learners Only:

☐ In addition to the requirements mentioned above, students who are classified as English learners must attain an **oral language composite score of level 4 on the English Language Proficiency Assessments for California (ELPAC).**

August 2024

AND

DEMONSTRATE **PROFICIENCY IN ONE OR MORE LANGUAGES, OTHER THAN ENGLISH**, THROUGH *ONE* OF THE FOLLOWING METHODS:

COURSEWORK:

☐ Successfully complete a **four-year course of study in a world language at the high school or higher level, attaining an overall GPA of 3.0 or higher** in that course of study, and demonstrate oral proficiency in the language comparable to that required to pass an AP or IB examination. World language courses completed at a college or university while in high school may be used to satisfy one or more of these course requirements.

OR

ASSESSMENT (CHOOSE ONE):

☐ **Option 1: AP:** Pass a world language AP examination with a score of 3 or higher,

☐ **Option 2: IB:** Pass an IB examination with a score of 4 or higher,

☐ **Option 3: ACTFL:** Pass an ACTFL Writing Proficiency Test (WPT) and Oral Proficiency Interview (OPI) with scores of intermediate mid or higher, or

☐ **Option 4: District-Approved Assessment:**
Pass a school district language examination that, at a minimum, assesses speaking, reading, and writing in a language other than English at the proficient level or higher.

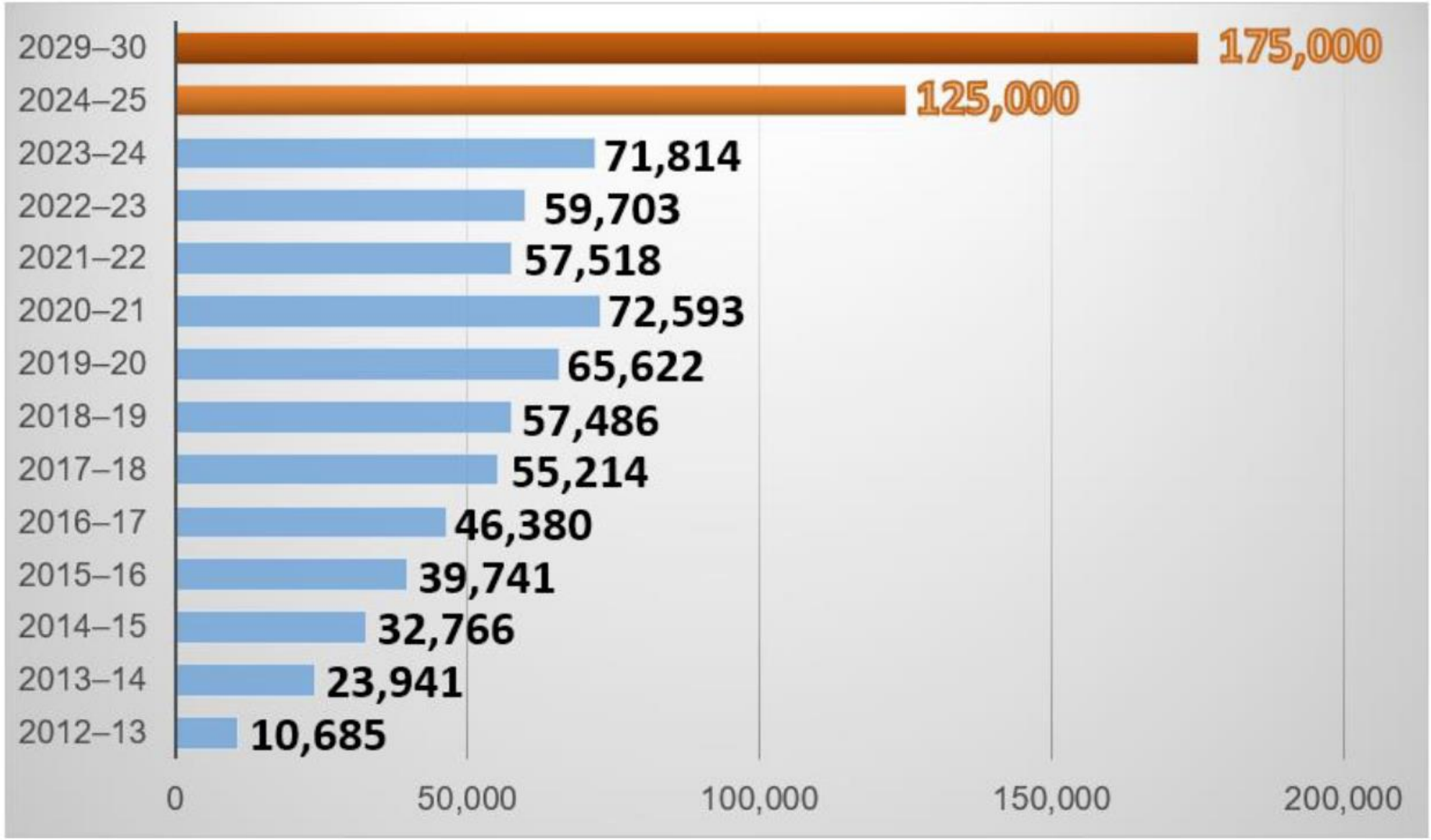
From California *Education Code* Section 51461.

For more information on the State Seal of Biliteracy, visit the **California Department of Education (CDE) State Seal of Biliteracy web page** at https://www.cde.ca.gov/sp/ml/sealofbiliteracy.asp or scan the QR code.

Questions about the State Seal of Biliteracy can be directed to the California Department of Education Multilingual Support Division by phone at 916-319-0845 or by email at SEAL@cde.ca.gov.

August 2024

SSB Growth by Year



Santa Barbara
County Education Office
Susan C. Salcido, Superintendent

Total seals awarded since the program was established: **593,463**

Local Participation Data

Data **posted annually** in the fall on the CDE SSB web page under the "Data" tab.

Excel spreadsheet:

First tab: statewide data by county

Subsequent tabs: each county's data (organized by LEA)

Santa Barbara								
Participating Districts	Participating Schools	French Total	Japanese Total	Portuguese Total	Spanish Total	Vietnamese Total	Other Total	Total Seals per LEA
California Connections Academy Central Coast	California Connections Academy Central Coast	0	0	0	1	0	0	1
Carpinteria Unified	Carpinteria Senior High	0	0	0	24	0	0	24
Lompoc Unified	Cabrillo High; Lompoc High	1	1	0	13	0	0	15
Orcutt Union Elementary	Orcutt Academy Charter	0	0	0	9	0	0	9
Santa Barbara Unified	Alta Vista Alternative High; Dos Pueblos Senior High; La Cuesta Continuation High; San Marcos Senior High; Santa Barbara Senior High	0	0	4	230	0	1	235
Santa Maria Joint Union High	Delta High; Ernest Righetti High; Pioneer Valley High; Santa Maria High	18	0	0	250	1	6	275
Santa Ynez Valley Union High	Santa Ynez Valley Union High	0	0	0	34	0	0	34
Total: 7	15	19	1	4	561	1	7	593

Biliteracy Pathway Recognitions



The three Biliteracy Pathway Recognitions available are:

1. The **Biliteracy Program Participation Recognition**;
2. The **Home Language Development Recognition**; and
3. The **Biliteracy Attainment Recognition**.

Total of 23,242 recognitions awarded in the 2023–24 school year.

Visit the CDE Biliteracy Pathway Recognition web page for more information.

Observation Protocol for Teachers of English Learners (OPTEL)

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Susan C. Salcido, Superintendent

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

Updates on the OPTEL Professional Learning Modules

OPTEL Canvas Course:
https://bit.ly/3UIkiWW

OPTEL
Observation Protocol for Teachers of English Learners

OPTEL Canvas Course



Link to OPTEL Canvas Course:

https://bit.ly/3UlkiWW

Updates on Modules

- Modules 1 through 4 are posted on OPTEL Canvas
- **All modules are being reviewed by a multidisciplinary team including:**
  - Annie Duong, Regional English Learner Specialist
  - Emily Ingram, CDE MSD
  - Heather Skibbins, SEAL
  - Jessica Crothers-Rahoitis, Imperial County Special Education Local Plan Area (SELPA)
  - Joanna Meadavin, SEAL
  - Katherine Strach, Menlo Park City School District
  - Soomin Chao, Los Angeles County Office of Education
  - Vanessa Lopez, IC SELPA

- **Goal:** Infuse OPTEL Professional Learning Modules with content to support observations of English learner (EL) students with exceptional needs (dually identified students) and EL students enrolled in dual language immersion programs

Search Search System Links System Status OK Help

caaspp | ELPAC

Assessments Resources Training and Communication About Get Involved

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

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

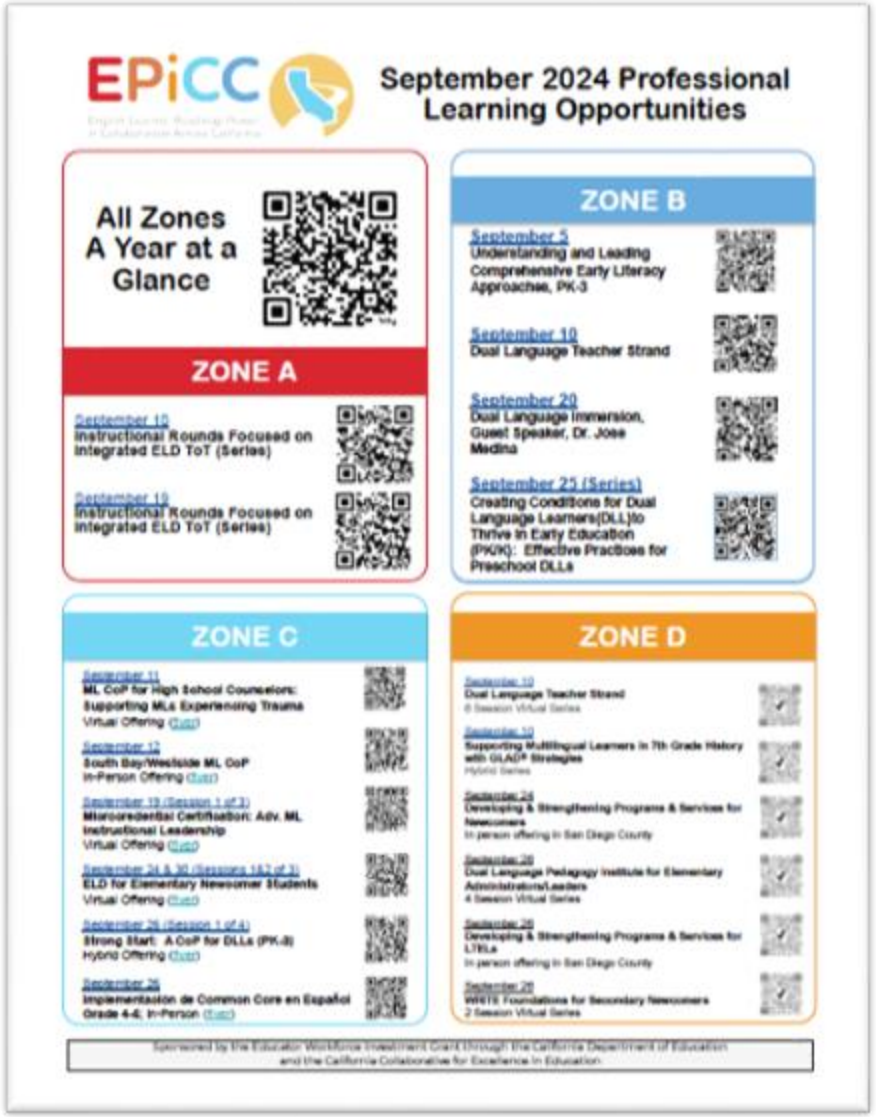
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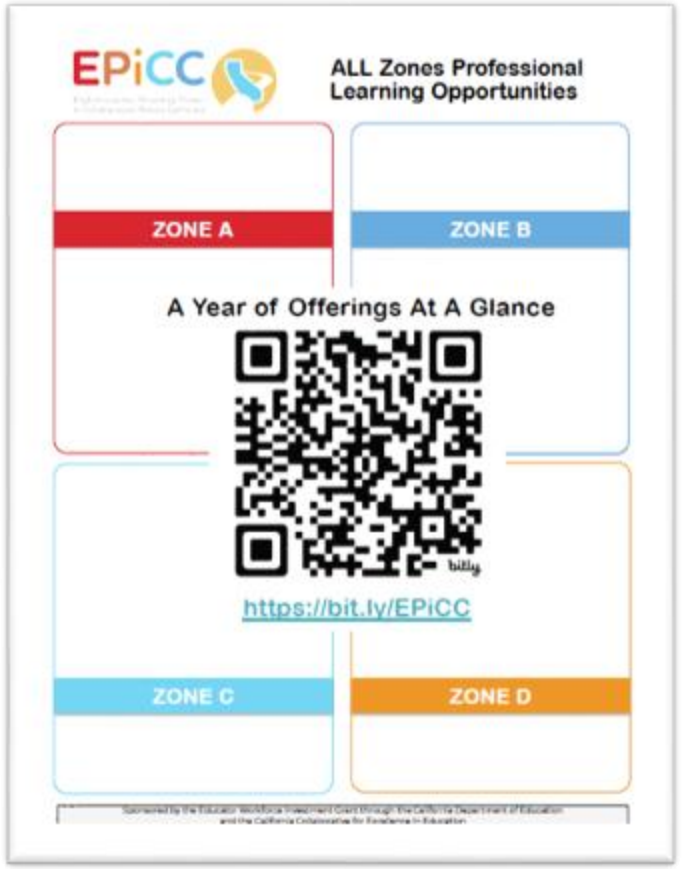
2024-25 A Year At-A-Glance Catalog

https://bit.ly/EPiCC

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EPiCC
English Learner Roadmap Power
in Collaboration Across California





EXTENDED AN ADDITIONAL YEAR (2025-2026)

Santa Barbara County Education Office
Susan C. Salcido, Superintendent

PD Highlights for January-February-March-April

Zone A	Zone B	Zone C	Zone D
EPICC Professional Learning Network: Keynote and Breakout Sessions Harnessing the Power of Instructional Rounds: DLI ToT cohort 1 | cohort 2 EPiCC Summer Series • Strategies for Elementary Integrated and Designated ELD • Integrated and Designated ELD for Secondary Teachers • Literacy in Spanish and English: Teaching Reading in Spanish a la Spanish • Foundational Literacy Skills for Multilingual-English Learners TK-3	Dual Language Teacher Academy (Mandarin) (Online) Developing and Strengthening Programs and Services for Newcomers (In-person Rancho Cucamonga, CA) Recommended Secondary School Instruction for LTELs (In-person Visalia, CA)	ELD Professional Development: SECONDARY Newcomer Students (Partners: USC Rossier) (3 day virtual after-school sessions) Teaching Reading and Writing in Spanish: An Authentic Approach (Partners: VIA Consulting) (3 day in-person event at Ventura COE) The Teaching for Biliteracy Series (Partners: Drs. Karen Beeman & Cheryl Urow) (3 day in-person event at Ventura COE)	Elementary ELD In-Person Institute (1 day in SD County) Developing & Strengthening Programs & Services for LTELs (1 day, in-person in Orange County) The Secondary School Counselor's Role for EL Success (2 days, In-Person in SD County)

Join Our Social Media!

EPiCC_EWIG

EPiCC_Project

EPiCC_Project

EPiCC Project



EPiCC

English Learner Roadmap Power in Collaboration Across California

Bilingual Teacher Professional Development Program (BTPDP)

Santa Barbara
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Susan C. Salcido, Superintendent

Bilingual Authorization Program (BAP)

Santa Barbara
County Education Office
Susan C. Salcido, Superintendent

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

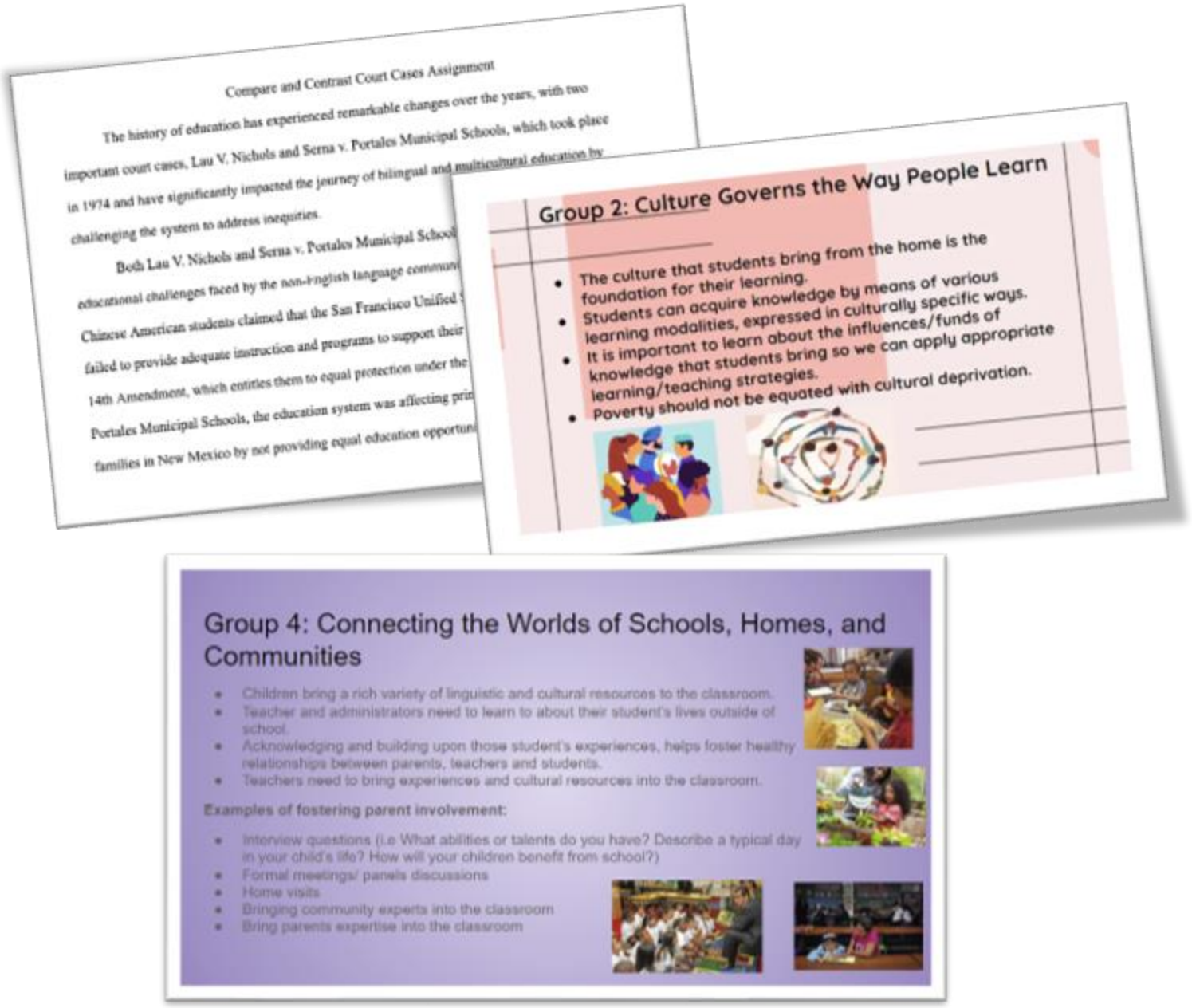
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What is the difference between *subtractive* vs. *additive* bilingualism?

- *"... 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."*

Sample Assignments



Santa Barbara County Education Office
Susan C. Salcido, Superintendent

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

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

2024-2025 SBCEO & CWLP World Languages Community of Practice

FREE

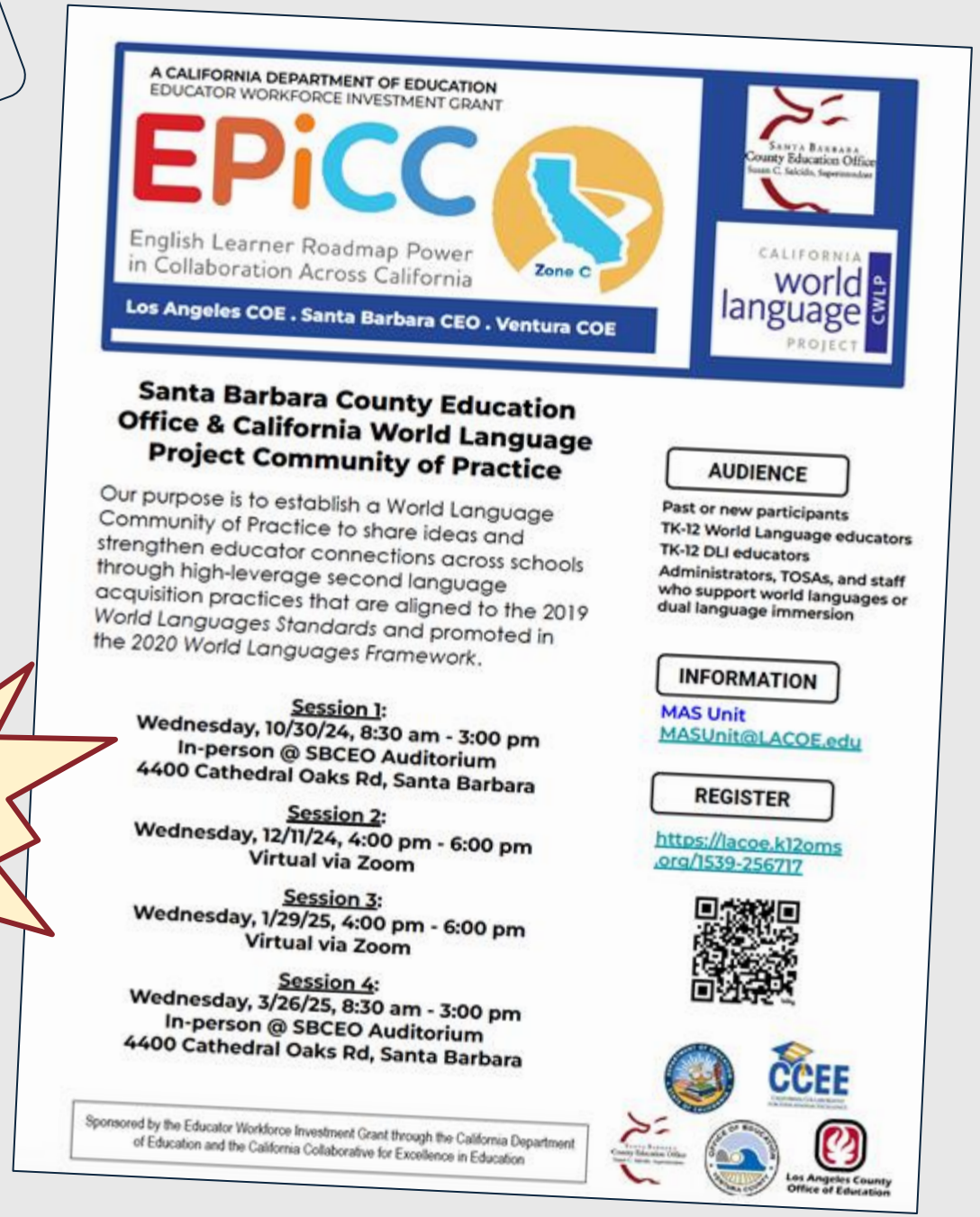
October 30 (in-person)

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

NEXT MEETING

March 21, 2025
12:30-3:00 PM

Buellton Marriott

¡GRACIAS!