February 2025

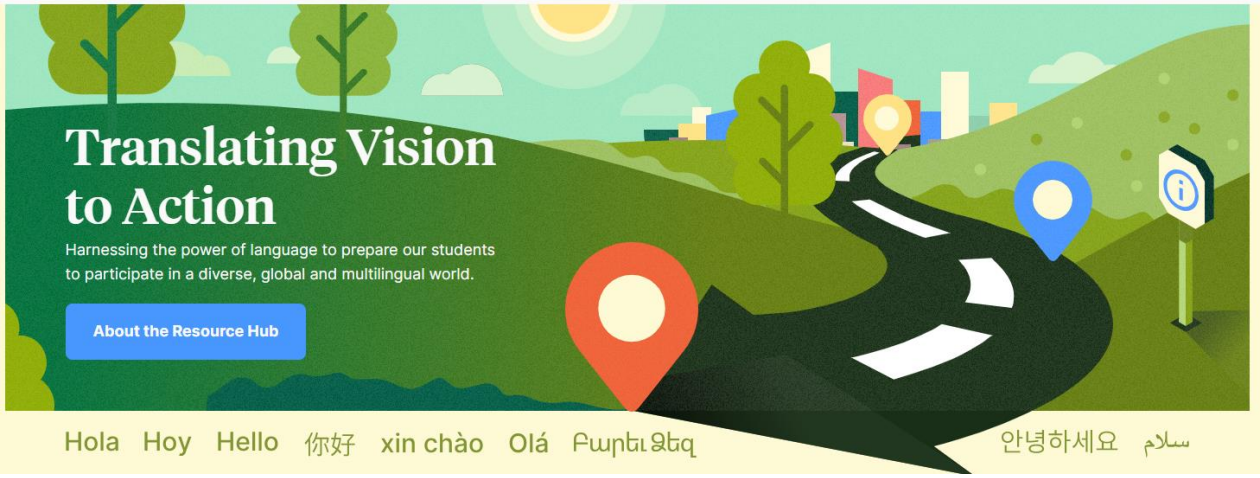
Multilingual Support Division Newsletter

MULTILINGUAL
SUPPORT DIVISION

Language Policy and Leadership Office (LPLO)

English Learner (EL) Roadmap Resource Hub!

Visit the **EL Roadmap Resource Hub** for a multitude of resources to strengthen and deepen EL Roadmap Policy implementation. The hub includes videos, presentations, current research studies, professional learning, and much more. This website provides resources for administrators at all levels, educators, policymakers, and families. Visit today!



Immigrant Student and Family Resources

The CDE Newcomer Student web page provides information and resources to support local educational agencies serving newcomer students and their families.

The Newcomer Toolkit published by the United States (U.S.) Department of Education (ED) includes five chapters addressing the following topics related to newcomer students: demographics; safe, inclusive, and thriving school environment; social, emotional, and mental health needs; high-quality instruction; and establishing partnership with families.

Welcoming, Registering, and Supporting Newcomer Students: A Toolkit for Educators of Immigrant and Refugee Students in Secondary Schools
This toolkit was developed by the U.S. ED, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northwest. The toolkit provides information on research-based practices, policies, and procedures on welcoming, registering, and supporting newcomer students and their families. The toolkit also includes information on building educators' capacity to support newcomer students.

Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues
This guidance helps California's public K-12 schools and other local educational agencies (LEAs) develop policies to protect the rights of undocumented students and families. It provides recommendations for handling personal information from students and their families.

The Unaccompanied Minors Frequently Asked Questions (FAQs) web page provides information and responses to FAQs regarding unaccompanied minors.

The Assembly Bill (AB) 2121 FAQs web page provides responses to FAQs regarding AB 2121, which amended California *Education Code* (*EC*) sections 51225.1 and 51225.2 with respect to migratory children and newcomer pupil and their eligibility for graduation credit exemptions and a fifth year of high school.

The AB 2735 FAQs web page provides responses to FAQs regarding AB 2735, thus adding *EC* Section 60811.8, which prohibits denial, to English learners, of equal participation in the standard instructional program of schools.

The Californians Together Support for Immigrant and Refugee Students web page includes a guide for California educators and schools, classroom lesson modules for different grade spans, and more.

Reclassification of Dually Identified Students

The CDE is pleased to share Guidance on Reclassification for Dually Identified Students. This letter provides guidance on the reclassification process for those dually identified students who are identified as English learner (EL) students and are also students with

disabilities under the Individuals with Disabilities Education Act (IDEA) as defined in U.S. Code Title 20 Section 1401(3)(A). This guidance will assist with the consistent application of federal and state guidelines.

Questions related to the reclassification of dually identified students can be directed to the following contacts:

- For questions regarding programs and services for EL students, please contact the Language Policy and Leadership Office at LPLO@cde.ca.gov.
- For questions regarding the English Language Proficiency Assessments for California (ELPAC) assessment, the informational guide, or assessment materials, please contact the English Language Proficiency and Spanish Assessments Office at ELPAC@cde.ca.gov.
- For questions regarding special education and dually identified students, please contact Focused Monitoring and Technical Assistance Unit V at SpecialEducationLeads@cde.ca.gov.

Transitional Kindergarten (TK) FAQ Web Page: Assembly Bill 2268

The CDE, with input from the Regional English Learner Specialists (RELS) and the members of the Bilingual Coordinators Network, created a CDE TK Multilingual Students FAQs web page that is intended to assist local educational agencies (LEAs) in implementing changes to California *Education Code (EC)* sections 60810 and 313 as a result of Assembly Bill 2268, which exempts TK students from the English Language Proficiency Assessments for California (ELPAC) effective in the 2024–25 school year.

The FAQs include information regarding Home Language Survey, English Language Acquisition Status, assessment, funding, accountability, language services, and compliance and monitoring.

For questions regarding multilingual learners in TK, please contact Ashley Metcalfe at ametcalfe@cde.ca.gov.

Biliteracy Pathway Recognitions 2023–24 Data Update

Following the December 2024 Bilingual Coordinators Network meeting when the Multilingual Support Division (MSD) shared the 2023–24 Biliteracy Pathway Recognition data, the MSD received several additional submissions from LEAs who had not submitted forms but had awarded recognitions to students. This resulted in a significant change in California's 2023–24 data. Updated data now shows that **California more than doubled the number of Biliteracy Pathway Recognitions awarded in the 2022–23 school year!** During the 2023–24 school year, **65,720 Biliteracy Pathway Recognitions** were awarded to California preschool through grade eight students who are making progress toward proficiency in two or more languages.

Please remember that all participating LEAs must submit the online participation form annually to be included in the participation data that is published. The participation form is available on the California Department of Education (CDE) Biliteracy Pathway Recognition web page.

All California schools serving students in preschool through grade eight are encouraged to participate in this optional program and may choose to offer one or more of the recognitions, regardless of whether they offer a multilingual program. Recognizing students with the Biliteracy Pathway Recognitions not only fosters pride in linguistic diversity but also encourages students to continue to pursue the study of languages and earn the State Seal of Biliteracy (SSB) in high school.

The three Biliteracy Pathway Recognitions available are:

Biliteracy Program Participation Recognition
The Biliteracy Program Participation Recognition is available to students enrolled in programs leading to biliteracy in preschool, kindergarten, elementary, and middle school. As a participation recognition, this award is provided to all students enrolled in the program and is not based on the student's proficiency. This recognition is an entry on the path to biliteracy or multiliteracy.

Home Language Development Recognition
The Home Language Development Recognition is available to emergent bilingual students with a home language other than English in preschool, kindergarten, elementary, and middle school. This recognition is provided to students who demonstrate that they are continuing to develop their home language by engaging in age-appropriate activities in the home language. This recognition is an entry on the path to biliteracy or multiliteracy.

Biliteracy Attainment Recognition
The Biliteracy Attainment Recognition is available to students at the end of elementary school (the grade level depends on the program model, usually either grade five or six), and the end of middle school (the grade level depends on the program model, usually grade eight). This recognition is based on proficiency and is awarded to students who meet specific proficiency criteria in English and one or more languages in addition to English. This recognition is aligned with the SSB requirements and is an indication that if a student continues on this path in high school, they will be prepared to meet the requirements to earn the SSB.

For more information about the Biliteracy Pathway Recognitions, including resources to establish and promote the program, visit the CDE Biliteracy Pathway Recognition web page.

For additional resources, including in other languages, please join the California Educators Together SSB Group, which includes Biliteracy Pathway Recognition

information and resources. If you do not yet have a free California Educators Together account, you will be prompted to create one.

If you have questions about the Biliteracy Pathway Recognitions, please contact Gina Garcia-Smith, Education Programs Consultant (EPC), MSD, by phone at 916-319-0265 or by email at SEAL@cde.ca.gov.

Observation Protocol for Teachers of English Learners (OPTEL)

The OPTEL, an observation protocol designed to support educators in monitoring and evaluating the academic language use of EL students, is intended to fulfill the requirement of *EC* Section 313.3 regarding reclassification **Criterion 2 (teacher evaluation)** and **Criterion 3 (parent consultation)** for students who take the Summative English Language Proficiency Assessments for California (ELPAC.) In November 2023, the State Board of Education unanimously approved the OPTEL and set a **recommended threshold of proficiency level (PL) 3** or above to qualify for reclassification.

Please note that reclassification **Criterion 1**, assessment of English language proficiency, is standardized as a **PL 4 for the Summative ELPAC**.

OPTEL Professional Learning Modules

The MSD, in partnership with the San Joaquin County Office of Education (COE), Los Angeles COE, Imperial County Special Education Local Plan Area, the Sobrato Early Academic Language Model, Menlo Park City School District, and the Regional English Learner Specialists (RELS), are continuing the development of a robust suite of professional learning resources to support the field in implementing the OPTEL. Implementing the OPTEL presents LEAs and educators with opportunities for professional growth in formative assessment and English language development (ELD) standards-aligned instruction, and it centers parents' voices as integral in decisions about their children's education. Modules 1 through 4 are posted to date, with more modules under development.

OPTEL User Guide

A 28-page OPTEL User Guide is available on the CDE OPTEL web page. The OPTEL User Guide is intended to support LEAs in implementing the OPTEL in their local contexts and contains guidance and recommendations for best practices in using the OPTEL.

The CDE strongly recommends LEAs transition to the OPTEL for local reclassification processes, as California strengthens the standardization of reclassification criteria as required by Section 3111 (b)(2)(A) of the Every Student Succeeds Act (ESSA). **As a reminder, LEAs may use Title III EL Student Program funds for supplemental services that**:

- Increase the English language proficiency of English learners by providing effective language acquisition programs;
- Provide effective professional development; and
- Provide activities and strategies that enhance educational programs for English learners, which include parent, family, and community engagement. (20 United States Code Section 6825[c])

For additional implementation resources and information about the OPTEL, visit the CDE OPTEL web page or email the LPLO at lplo@cde.ca.gov.

Screening for Risk of Reading Difficulties

Screening for Risk of Reading Difficulties allows for early identification and intervention of reading difficulties, including dyslexia, for students in kindergarten to grade two. Education Code Section 53008 requires all California local educational agencies (LEAs) to adopt a screening instrument by June 30, 2025, and implement screening beginning no later than the 2025–2026 school year. The LEAs select their screening instrument from the list approved by the Reading Difficulties Risk Screener Selection Panel (RDRSSP) appointed by the State Board of Education.

For more information, please attend the following webinars:

Screening Multilingual Learners: Register
Date: Tuesday, March 4, 2025, from 3 to 4:30 p.m.

Addressing Reading Difficulties: **Register**
Date: Tuesday, March 25, 2025, from 3 to 4:30 p.m.

For questions, visit the CDE Sreening for Risk of Reading Difficulties FAQs web page.

Educator Workforce Investment Grant: Effective Language Acquisition Programs

The Education Omnibus Budget Trailer Bill of 2022, Section 54, provides $20 million through the 2025–26 fiscal year to support one or more competitive grants for professional learning opportunities for teachers and paraprofessionals, including **$10 million** to develop and deliver **free professional learning opportunities which support the implementation of effective language acquisition programs for EL students**, which may include:

- Integrated language development within and across content areas,
- Bilingual and biliterate proficiency, and
- Building and strengthening capacity to implement the EL Roadmap Policy.

Professional learning opportunities for teachers, paraprofessionals, school leaders, and counselors will include strategies for high-quality instruction aligned to the Quality Professional Learning Standards.

To find out more about **free professional learning opportunities statewide**, visit the **English Learner Roadmap Power in Collaboration Across California (EPiCC)** website.

English Language Development (ELD): New FAQs

The CDE posted new FAQs regarding ELD requirements and instruction in the **ELD FAQs tab** on the CDE ELD Standards web page.

Dual Language Program Implementation Network (DuaLPIN)

The Multilingual Education and Global Achievement Department (MEGA) at the San Diego County Office of Education, along with the California Department of Education's Multilingual Support Division, would like to invite dual language educators to the Dual Language Program Implementation Network (DuaLPIN) meetings.

The DuaLPIN meetings offer a unique opportunity to connect, collaborate, and share best practices in dual language program implementation. We are excited to partner with you as we establish a statewide network designed to address the evolving needs of the field. These meetings will provide a platform for practitioners to exchange insights, discuss challenges, learn together, and contribute to state-level guidance on DLI programs. Our first meeting was held on February 18, 2025, and we invite you to join us.

Intended audience: Dual language program coaches, school administrators, and district administrators

Register now for the dates below:

- March 18, 2025: 10–11:30 a.m.
- May 13, 2025: 10–11:30 a.m.

All meetings will be held virtually. For questions, contact Alicia Moyer at amoyer@sdcoe.net.

MSD Workshops at the 2025 All Titles Conference

MSD staff will present the following workshops at the **2025 All Titles Conference** in March 2025:

- The OPTEL and Dually Identified Students: Equity in Reclassification for EL Students with Disabilities

- The OPTEL: Professional Learning and Lessons from the Field
- Journey of the Dually Identified Student – From Identification to Reclassification
- Title III Basics - Title III English Learner and Immigrant Student Programs (English Language Acquisition, Language Enhancement, and Academic Achievement Act).

Workshops at the California Association for Bilingual Education (CABE) Conference

The MSD and Assessment Development and Administration Division staff will present the following workshops and institute at the **CABE Conference** at Long Beach, CA, in March 2025:

- Elevating the Vision of Multilingualism (Institute)
- Re-envisioning Reclassification: Diving Deeper into the OPTEL
- State Resources Supporting Multilingual and EL Programs Implementation
- A Parent's Guide to Multilingual Education
- Supporting our Dually Identified Students
- Implementation of the California ELD Standards
- Newest Information on the ELPAC and ELPAC Interim Assessments
- An Overview of Dual Language Learners and English Learner Identification and Supports
- Embracing Afghan Newcomers: A Journey Towards American Integration
- La Identificación de Aprendices de Idioma Dual de Inglés y Apoyos para Doble Identificación
- Maximizing Student Success on California Spanish Assessment Writing Constructed-Response Items
- The Progress of English Learner and Long-Term English Learner students on the California School Dashboard
- Establishing or Strengthening a SSB Program
- ELPAC Aligned Professional Learning Resources in the Tools for Teachers
- The Intersection of Policy, Personalities, Politics, and Research at the California Department of Education and its Powerful Impact on Bilingual Education Over the Past 50 Years
- Accessibility Resources Demonstration for Multilingual, English learner, and Dually Identified Students
- Fostering Multiliteracy Pride through State Recognitions and Parent Engagement
- Utilizing the EL Roadmap for Effective Multilingual Program Design

- Supporting English Learners with the Tools for Teachers Website

Regional County Office of Education English Learner Specialists (RELS)

The RELS provide technical assistance to LEAs within each of the 11 County Superintendent regions, with guidance and support to LEAs in the implementation and improvement of multilingual and Title III programs. They support LEAs by offering specialized professional learning, connecting administrators and coordinators with resources, and assisting LEAs with program design to meet their students' needs.

The RELS host ongoing regional networking opportunities for local partners to provide updates, collaborate, share challenges, problem-solve, and most importantly, learn from one another. Newer administrators have found these networks especially helpful as they transition to new roles overseeing multilingual programs. LEAs are encouraged to reach out to the RELS in their region to join the regional network.

For contact information, visit the CDE Regional COE English Learner Specialists web page.

Title III Program and Fiscal Updates

2023–24 Funding
The 2023–24 Title III final per pupil rates are as follows:

- EL Program: $130.95
- Immigrant Program: $126.05

Allocations are released per apportionment schedules.

2024–25 Funding
The 2024–25 Title III funding is now available, and LEAs were to apply via the Consolidated Application and Reporting System (CARS) and Consortium Online Application (COA), where applicable. Currently, the CDE is accepting late applications through **March 31, 2025**.

Eligibility criteria for Title III EL and Immigrant Student Programs participation remain the same as in previous years as follows:

- LEAs are eligible to receive EL funding directly if their preliminary entitlement is $10,000 or greater. If the preliminary entitlement is under $10,000, the LEA may still be eligible for funds by applying through the consortium process.

- LEAs eligible to receive an immigrant student subgrant may apply for funding directly. Consortium formation is no longer required.

Title III eligibility determinations are calculated using the most current data collected and certified on the California Longitudinal Pupil Achievement Data System (CALPADS.) For the 2024–25 subgrant year, the CDE used the 2023–24 CALPADS data collected on the first Wednesday (Census Day) of October 2023. Preliminary allocations are established and LEAs are being funded at the following rates:

- EL Program per pupil rate: $130.25
- Immigrant Program per pupil Rate: $125.90

Preliminary eligibility lists (also referred to as preliminary allocations) and the schedule of the 2024–25 preliminary allocations are posted on the CDE Title III EL and Immigrant Programs web page. Preliminary allocations are fluid and may be revised after March 31, 2025, based on updated information from the U.S. Department of Education, CALPADS, CARS, Pupil Estimates for New or Significantly Expanding Charters, late applicants, and available unallocated and carryover amounts.

Eligibility lists, past funding lists, and payment information are available on the CDE Title III EL and Immigrant Programs web page.

Cash Management Data Collection (CMDC)
LEAs awarded a subgrant under Title III program must submit a CMDC report for each quarter showing that they met the established threshold to receive an apportionment. LEAs are also required to submit Title III cash balances through the CMDC. The reporting schedule is on the next page.

Reporting Period	Reporting Start Date	Reporting Deadline
1	July 10	July 31
2	October 10	October 31
3	January 10	January 31
4	April 10	April 30

The CDE will apportion funds to LEAs whose cash balances meet the established threshold, showing they used the previously allocated amounts. The School Fiscal Services Division (SFSD) releases apportionments after the reporting window closes and the data is compiled.

For more information on the CMDC system, including clarification of how the CDE uses CMDC data to calculate thresholds and issue apportionments, visit the CDE Federal Cash Management web page. Warrants are mailed to county treasurers.

Private School Participation: Title III EL and Immigrant Student Program Subgrants
LEAs that receive Title III EL and/or Immigrant Student Program Subgrants are required to serve EL and eligible immigrant students enrolled in nonprofit private schools whenever the administration of a particular private school requests participation in the

program(s). LEAs are required to inform and consult with private schools within their geographic jurisdiction to determine whether the private schools' students and teachers will participate in the federal programs available to them. This includes the Title III EL and Immigrant Student Programs, which are part of the Elementary and Secondary Education Act (ESEA), as reauthorized by the ESSA.

Student National Origin Report (SNOR) (Nonprofit Private Schools Only)

Nonprofit private schools submit their 2024–25 SNOR between January 15, 2025, through **February 28, 2025**. The CDE will add the SNOR data collected to the LEAs' 2025 immigrant student counts when private schools submit a request to participate.

LEAs can use the immigrant counts from private schools (SNOR data) to calculate the LEA growth requirement needed to meet the immigrant funding eligibility regardless of whether the private school is participating in Title III. However, for this to happen the private school must submit SNOR data during submission period.

Title III Annual Online Report Requirement:
The ESEA, as reauthorized by the ESSA, Title III, Part A, **requires subgrantees to report on the local use of funds** (20 United States Code sections 3121 and 3122). To comply with the reporting requirement, the CDE collected the data via the Title III EL Program Annual Online Report and the Title III Immigrant Student Program Annual Online Report.

Title III EL Program Annual Online Report
This report collected data on the implementation of language instruction educational programs and activities related to the teaching and learning of EL students in the LEAs during the **2023–24 school year**. Out of 1,042 LEAs that were funded, 1,031 reported a reporting rate of 99%. 11 LEAs (1%) did not report.

Title III Immigrant Student Program Annual Online Report
This report collected data on the participation of immigrant students in Title III-funded programs and activities in the LEAs during the **2023–24 school year**. All 324 LEAs that were funded reported. That is a 100% reporting rate.

LEAs in both programs (EL & Immigrant) did excellent job in reporting. The collected data is being compiled by the CDE for submission to the U.S. ED as required.

For questions regarding the 2023–24 Title III Annual Online Reports, contact Emma Chamberlin, Staff Services Analyst, MSD, by phone at 916-323-5808 or by email at TitleIIISurvey@cde.ca.gov.

For questions regarding the Title III EL and Immigrant Student Program and Title III programs for private schools, contact Geoffrey Ndirangu, EPC, LPLO, by phone at 916-323-5831 or by email at Gndirang@cde.ca.gov.

For questions regarding CMDC threshold calculation and allocation releases, contact Derrick Andrade, Education Fiscal Services Consultant, SFSD, by phone at 916-327-5922 or by email at Dandrade@cde.ca.gov.

Technical Assistance and Monitoring Office

The work of the Technical Assistance and Monitoring Office (TAMO) staff focuses primarily on conducting Title III and Migrant Education federal program monitoring (FPM) reviews for LEAs. The reviews begin in September of each year and conclude the following June. Some reviews are conducted online, and some are held in person.

Each year, LEAs are selected to be reviewed for program and fiscal compliance. The purpose of this work is **to ensure that EL, immigrant, and migratory students are receiving the programs and services required by law** to support their English language progress and provide them full access to the standard instructional program offered in every public school in the state to all students.

TAMO staff take a **"coaching to compliance"** approach in partnership with every LEA reviewed. When elements of the programs and services are missing or need improvement, staff work with the LEA to better understand requirements and implement improvements. The goal is to support and educate partners, so students have what they need to gain language proficiency and make academic progress. All FPM reviews are based on the FPM Instrument, which details the minimum legal requirements for the LEAs serving EL students. For more information, visit the CDE Compliance Monitoring web page.

Migrant Education Office

Did you know that six in ten of California's migratory students are also classified as English learners? The Migrant Education Program (MEP) is a federal program (Title I, Part C) that provides supplemental education and health services to the children of migratory farmworkers. Most services are delivered through after-school, Saturday, summer programs, and individual student tutoring through the California Mini-Corps Program. While the MEP provides many different types of services, including parental engagement and health support services, its main objective is to provide high-quality programs and services to ensure migratory children can meet the same challenging state academic standards as all children. For more information, visit the CDE Migrant Education web page.