Language Education Network

March 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

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

March 21, 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.***

¡BIENVENIDOS!	
2024-2025 Meeting Dates: • ~~September 27, 2024~~ • ~~January 31, 2025~~ • March 21, 2025 • May 9, 2025	**Facilitators:** **Carlos Pagán:** cpagan@sbceo.org **Melissa Garcia:** mgarcia@sbceo.org • Presentation Slides **2025-2026 Meeting Dates:** • September 26, 2025 • December 5, 2025 • March 20, 206 • May 8, 2026

SECTION	TOPIC	LINKS & RESOURCES
1 (12:30 – 1:00)	Lunch & Networking	• SBCEO Professional Learning Opportunities Webpage • Language Education Network (LEN) Webpage
2 (1:00- 1:15)	**Warm-up Activity:** AB 1360 (Arambula): English Learners- Reclassification- English Language Proficiency Assessment	AB1360
3 (1:15 – 2:15)	**BCN Updates** • CDE Newsletter • CDE Contract Information	• Newsletter • Contact Information
	• Learning Policy Institute Presentation – *California's English Learners: Where We are and Where We need to Go* • Screening for Risk of Reading Difficulties • Legislative Update	• LPI Report: *"California's English Learners and Their Long-Term Learning Outcomes"*
10-Minute Break 2:15-2:25		
4 (2:25-2:45)	**ELPAC Updates –** Melissa Garcia	CAASPP & ELPAC Website
5	**Review of D-ELD Instruction and Available Resources**	SBCEO Resources Order Booklet
6 (2:45 – 3:00)	**Announcements & Closure** ***First Annual Dual Language Institute*** **When: June 16 and 17, 2025** **Time: 8:30 am- 3:00 pm** **Where: Ventura COE (6/16) & SBCEO (6/17)** • Educator Workforce Investment Grant (EWIG) • Bilingual Teacher Professional Development Program Grant (BTPDP) • Battle of the Books • Upcoming Professional Learning Opportunities	DLI Institute Flyer • EPiCC Professional Opportunities Statewide HUB • Bilingual Authorization Program

Warm-up Activity





ASSEMBLY BILL(AB) 1360 (ARAMBULA): *English Learners- Reclassification- English Language Proficiency Assessment*

g) Commencing July 1, 2026, the procedures developed by the department pursuant to paragraph (1) of subdivision (f) shall authorize an English learner to be reclassified if the English learner achieves an English Learner Progress Indicator score of 3H or above on the English Language Proficiency Assessments for California, and the English learner also satisfies the other multiple measures criteria developed by the department for purposes of paragraphs (2) to (4), inclusive, of subdivision (f).

What are the pros and cons in lowering the required ELP score from a 4 to a 3H to be eligible for reclassification?

BCN UPDATES

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

MULTILINGUAL SUPPORT CONTACT INFORMATION

California Department of Education
Multilingual Support Division
1430 N Street, Suite 2204
Sacramento, CA 95814

Multilingual Support Division (MSD)

Director: Alesha Moreno-Ramirez
Associate Governmental Program Analyst: Natalie Boyer
Phone: 916-319-0937 **Email:** nboyer@cde.ca.gov

Topic	Contact	EMAIL	PHONE
• English Learner (EL) Roadmap Policy Implementation • State Seal of Biliteracy (SSB) • Biliteracy Pathway Recognitions • Multilingual Updates Newsletter • Long-Term English Learner Community of Practice	Gina Garcia-Smith	ggarciasmith@cde.ca.gov SEAL@cde.ca.gov	916-319-0265

Migrant Education Office (MEO)

Administrator: Juli Auld
Associate Governmental Program Analyst: Cris Martinez
Phone: 916-319-0851

TOPIC	CONTACT	EMAIL	PHONE
• Fiscal Reporting and Training • MEPex Expenditure Report System • Smartphone Application • Budget Analysis	Alejandro Leguizamo	aleguizamo@cde.ca.gov	916-319-0333
• Identification and Recruitment (I&R) • Reinterview Process • Quality Control Plan • I&R Advisory Committee • Professional Learning Network	Jamie Contreras	jcontrer@cde.ca.gov	916-319-0391
• MEO Director Meetings • California Mini-Corps Statewide Tutoring Program • Speech and Debate Statewide Tournament	Teresa Palomino	tpalomino@cde.ca.gov	916-319-0678

TOPIC	CONTACT	EMAIL	PHONE
• Family Biliteracy Program • California Preschool Instructional Network Lead • Binational Teachers Program	Lizette Rocha	lrocha@cde.ca.gov	916-323-2241
• Data Collection and Reporting • California Migrant Student Information Network • Consolidated State Performance Report • National Migrant Student Information Exchange	Loan Tran	ltran@cde.ca.gov	916-319-0230
• Parent Engagement • Parent State Conference • State Parent Advisory Council • Interpreters/Translators	Monica Nepomuceno	mnepomuceno@cde.ca.gov	916-319-0394
• State Service Delivery Plan • Every Student Succeeds Act (ESSA) State Plan • Comprehensive Needs Assessment • Policy Analysis	Melissa Mallory	mmallory@cde.ca.gov	916-319-0730
• eMEP Online Application and Budget Revision System • Request for Applications	Emily Smith	emsmith@cde.ca.gov	916-319-0227

Language Policy and Leadership Office

Administrator: Geqigula (GQ) Dlamini
Office Technician: Megan Gish
Main Office Phone: 916-319-0845

TOPIC	CONTACT	EMAIL	PHONE
• Early Learning, Dual Language Learner (DLL)/EL, P–3 Liaison • DLL/EL Students with Disabilities • Legislative Analysis	Ashley Metcalfe	ametcalfe@cde.ca.gov	916-323-5410

California's English Learners: Where We Are and Where We Need to Go

Efrain Mercado, Director of California Policy and Senior Policy Advisor, Learning Policy Institute (LPI)
Dion Burns, Senior Policy Associate, LPI
Heather Price, Research Manager, LPI
Jonathan Kaplan, Senior Policy Advisor and Researcher, LPI

Principle Four

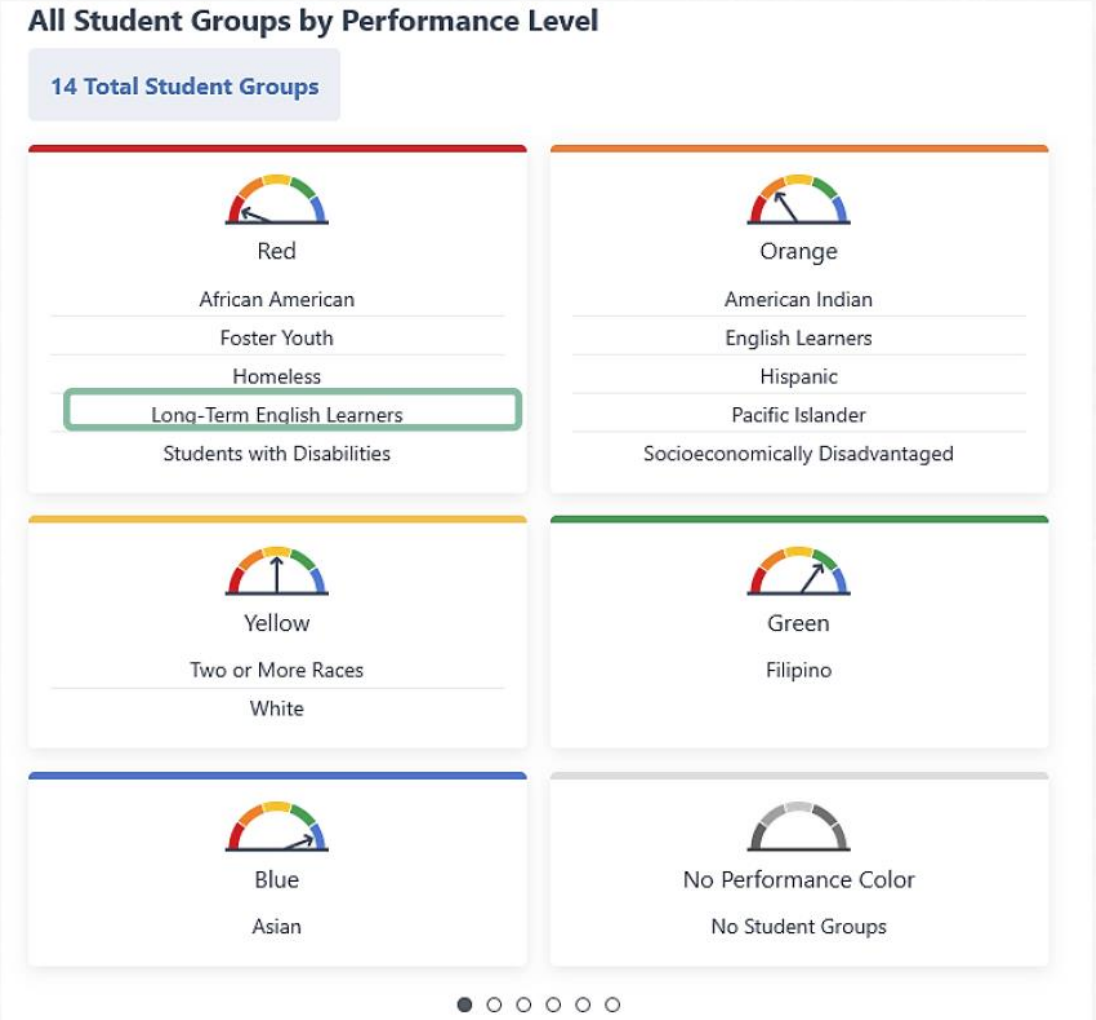


Study #2: Long-term English learners

Long-term English Learners: Two Definitions

- **Long-term English learners (Ed. Code):**
  - Classified as an English learner
  - Enrolled for 6 or more years
  - English proficiency not increased for two or more years

- **Students designated as LTEL7 (Dashboard definition and this report):**
  - Classified as an English learner for 7 or more school years



In 2022–23:

~40%

Of California students spoke a language other than English at ho

2.1m students

Have been classified as EL at some point in their CA education

330,000 students

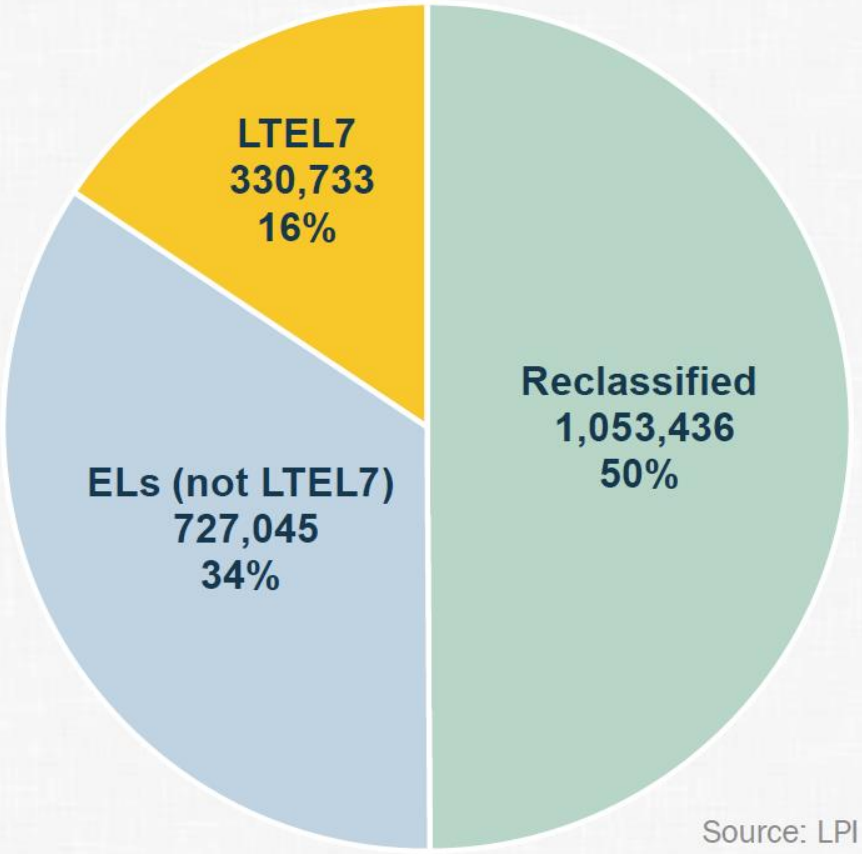
Were classified as EL for 7 or more years.

LEARNING POLICY INSTITUTE

Sources: California Department of Education (2024). *Facts about English learners in California;* LPI analysis of 2022–23 CALPADS data provided by the California Department of Education.

Students Designated as LTEL7 Among "Ever EL" Students in California

Students who have ever been classified as English learners, 2022–23



LEARNING POLICY INSTITUTE

Source: LPI analysis of 2022–23 CALPADS data.

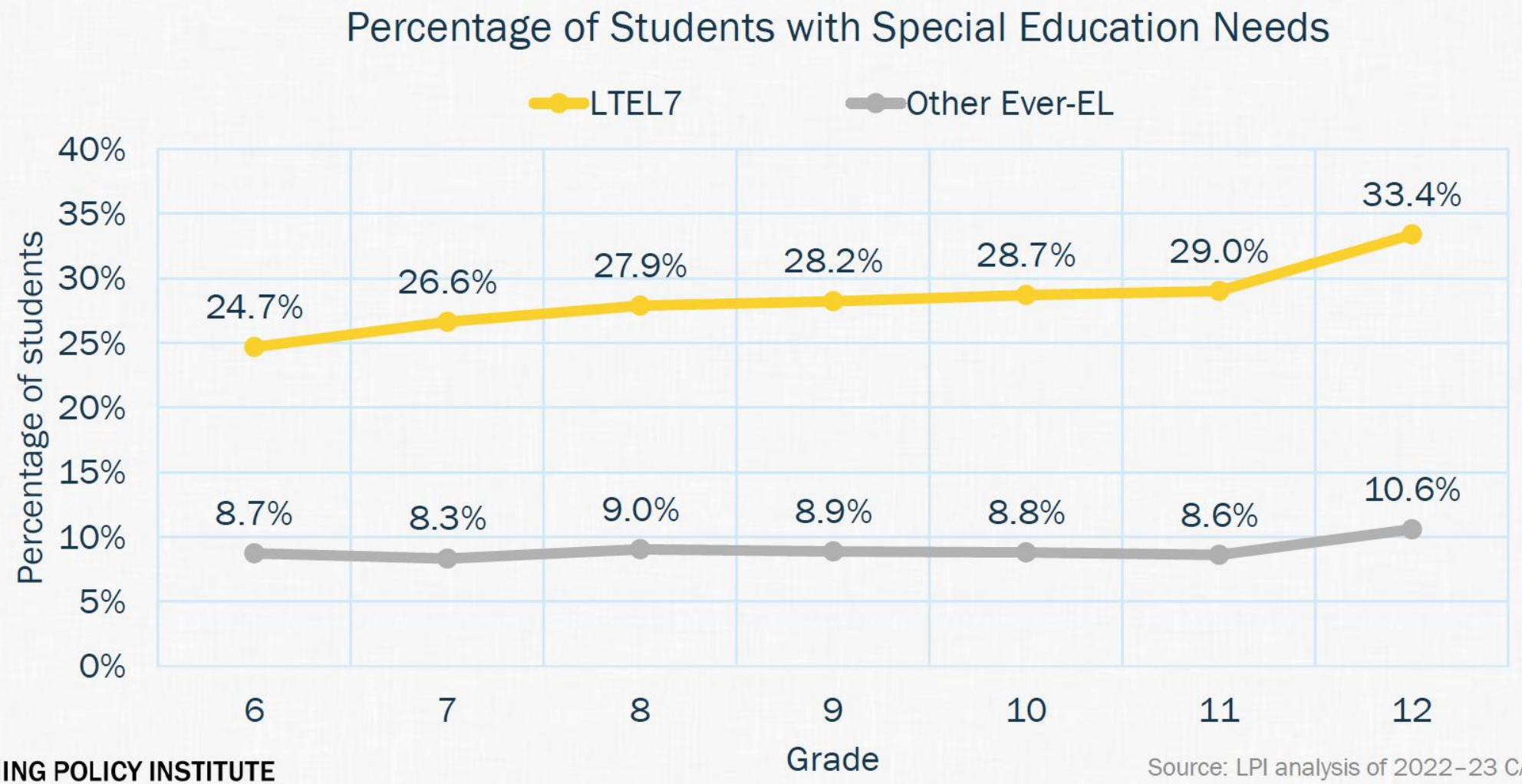
Individual Characteristics of LTEL7

	LTEL7	Other Ever-EL	Never-EL
population 2022-23	330,733	1,780,481	3,885,982
Girls	44%	49%	49%
Boys	56%	51%	50%
Nonbinary	0.03%	0.03%	0.14%
Socioeconomically disadvantaged	89%	80%	49%
Not socioeconomically disadvantaged	11%	20%	51%
Asian	5%	14%	8%
Black or African American	0.4%	0.5%	8%
Filipino	0.7%	1.4%	3%
Hispanic	90%	77%	40%
American Indian or Alaskan Native	0.1%	0.1%	0.7%
Pacific Islander	0.3%	0.3%	0.5%
Two or more races	0.2%	0.6%	7%
White, not Hispanic	33%	6%	31%
With disabilities	28%	11%	13%
No disabilities	72%	89%	87%

LEARNING POLICY INSTITUTE

Source: LPI analysis of 2022–23 CALPADS data.

Dual Identification: Special Education Status



LEARNING POLICY INSTITUTE

Source: LPI analysis of 2022–23 CALPADS data.

Academic Outcomes

2022-23

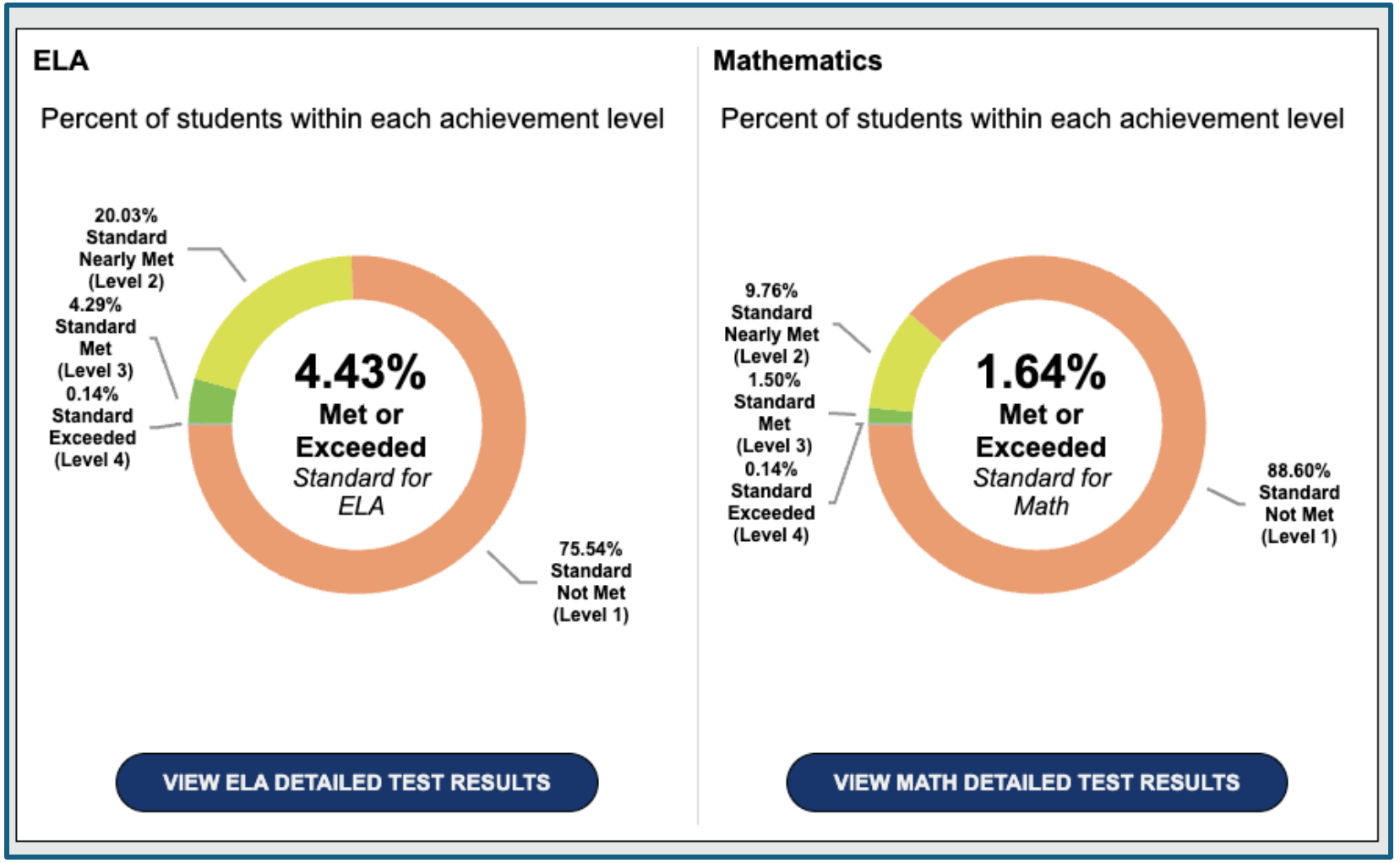
Academic Performance Gaps

- English Language Proficiency gains:
  - 1/3 scored at the same level
  - Greater progress in gains for students in years 7–9 classified as EL
- Performance Gaps on Standardized Tests:
  - Students designated as LTEL7 show lower scores on the CAASPP in both English Language Arts (ELA) and math in grades 6–8 and grade 11.
- Graduation Gaps:
  - High school diploma

Graduating Class of 2023

	LTEL7	Other Ever-EL	Never-EL
HS diploma	69%	86%	85%
Dropout	8%	4%	3%
Unknown	21%	9%	10%
Total Population	36,099	171,998	291,019

Santa Barbara County
Long-term English Learners
2024-2025



Screening for Risk of Reading Difficulties



Assessing Multilingual Learners

Assessing Multilingual Learners (1)

- Determine if students "speak sufficient English to be screened with an English-language instrument." *EC* Sec. 53008 (h)
  - Consult information provided with the approved screening instrument for guidance on making this determination.
  - Review the posted Information Overview for each instrument.
- Students "who do not speak sufficient English" must be screened in their primary language (if an approved instrument is available). *EC* Sec. 53008 (h)

Assessing Multilingual Learners (2)

- If no approved instrument is available in the student's primary language, the LEA must develop & implement a process for evaluating risk. Analyze the student's developmental history, educational history, & literacy progress. Take into account the student's home background & evolving English language abilities, including speaking, listening, reading, & writing, consistent with *CA Dyslexia Guidelines.* *EC* Sec. 53008 (h)
- Components of screening instruments that do not require English language proficiency may be used in this evaluation. *EC* Sec. 53008 (h)

Process for Evaluating Risk When No Screening Instrument Is Available in Student's Language (1)

Areas to Analyze	What?	From whom or where?	Form of information?	Who & how to collect?
Developmental History				
Educational History				
Literacy Progress				
Home Background				
Evolving English Language Abilities (S,L,R,&W; CA Dyslexia Guidelines, Ch. 4)				

Unacceptable Uses of Screening Results (1)

- Screenings shall not be "considered an evaluation or diagnostic tool to establish eligibility for special education … services … or … a plan pursuant to Section 504." *EC* Sec. 53008 (g) (2)
- However, screenings "shall not be used to delay the child find process" … [&] "may be used … to recommend that a student receive further assessment & evaluation to establish eligibility…" *EC* Sec. 53008 (g) (2)

Unacceptable Uses of Screening Results (2)

- Screening results "shall not to be used for any high-stakes purpose, including but not limited to
  - Teacher evaluation
  - Accountability
  - Grade promotion or retention
  - Identification for gifted or talented education
  - Reclassification of English learners
  - Identification as an individual with exceptional needs."

EC Sec. 53008 (m)

Screening for Risk of Reading Difficulties Webinar Series 2025

- January 21, 2025 – Overview of Screening Requirements
- February 12, 2025 – Role of Screening in a Multi-Tiered System of Support
- March 4, 2025 – Screening Multilingual Students
  - Register at tinyurl.com/42mmety8
- March 25, 2025 – Addressing Reading Difficulties
  - Register at tinyurl.com/27xj38f8

Legislative Update

Jessica Marquez
Legislative Representative, Government Affairs
California Department of Education

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

Assembly Bill 49 (Muratsuchi) School sites and day care centers: entry requirements: immigration

Key provisions:

- Protects immigrant children
- Strict access requirements for Immigration and Customs Enforcement (ICE) officers

AB 421 (Solache) Immigration enforcement: prohibitions on access, sharing information, and law enforcement collaboration.

Key provisions:

- Restricts law enforcement collaboration
- Protects sensitive information of students and families
- Immediate implementation

AB 865 (González) Dual language immersion programs: instructional materials: grants.

Key provisions:

- Establishes Dual Language Immersion Education Instructional Materials Grant Program
- Allocates $5 million from the General Fund
- Supports Instructional Materials

SB 48 (Gonzalez) Immigration enforcement: schoolsites: prohibitions on access, sharing information, and law enforcement collaboration.

Key provisions:

- Restricts immigration enforcement near schools
- Protects student and family personal data
- Immediate implementation if passed and signed into law by Governor
- SSPI Tony Thurmond sponsored bill

SB 98 (Pérez) Elementary, secondary, and postsecondary education: immigration enforcement: notification.

Key provisions

- Immediate notification of ICE activity to students and families
- Applies to college campuses

TK Multilingual learner (ML/EL) Trailer Bill Proposal

- Adds uncodified section
- Appropriates $10M to CDE to make transitional kindergarten multilingual screening tool

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

Hyperlinked Notes:
https://tinyurl.com/88snufz7

ELPAC Updates



English Language Proficiency Assessments for California (ELPAC) and California Assessment of Student Performance and Progress (CAASPP) Updates

California Department of Education
Assessment Development and Administration Division

Bilingual Coordinators Network

February 2025

EL Roadmap Policy Principles

Principle One: Assets-Oriented and Needs-Responsive Schools

- **D.** Schools value and build strong family and school partnerships.

Principle Three: System Conditions That Support Effectiveness:

- **C.** A system of culturally and linguistically valid and reliable assessment.

Agenda

- Assessments reminders
- Accessibility resources
- Reclassification information
- Update on the Reporting Achievement Level Descriptors and Labels



Assessment Reminders



Testing Windows Available



- Initial ELPAC and Initial Alternate ELPAC—**July 3, 2024, through June 30, 2025**
- Summative ELPAC and Summative Alternate ELPAC—**February 3, through May 31, 2025**
- CSA—**March 4, through June 30**
- CAASPP—**January 14, through June 30**

Tentative Release of Results

Results will be tentatively available for:

- Summative ELPAC—**Mid May 2025**
- Summative Alternate ELPAC—**Mid May 2025**
- CAASPP—**Late May 2025**
- California Alternate Assessments—**Early September 2025**
- CSA—**December 2025**

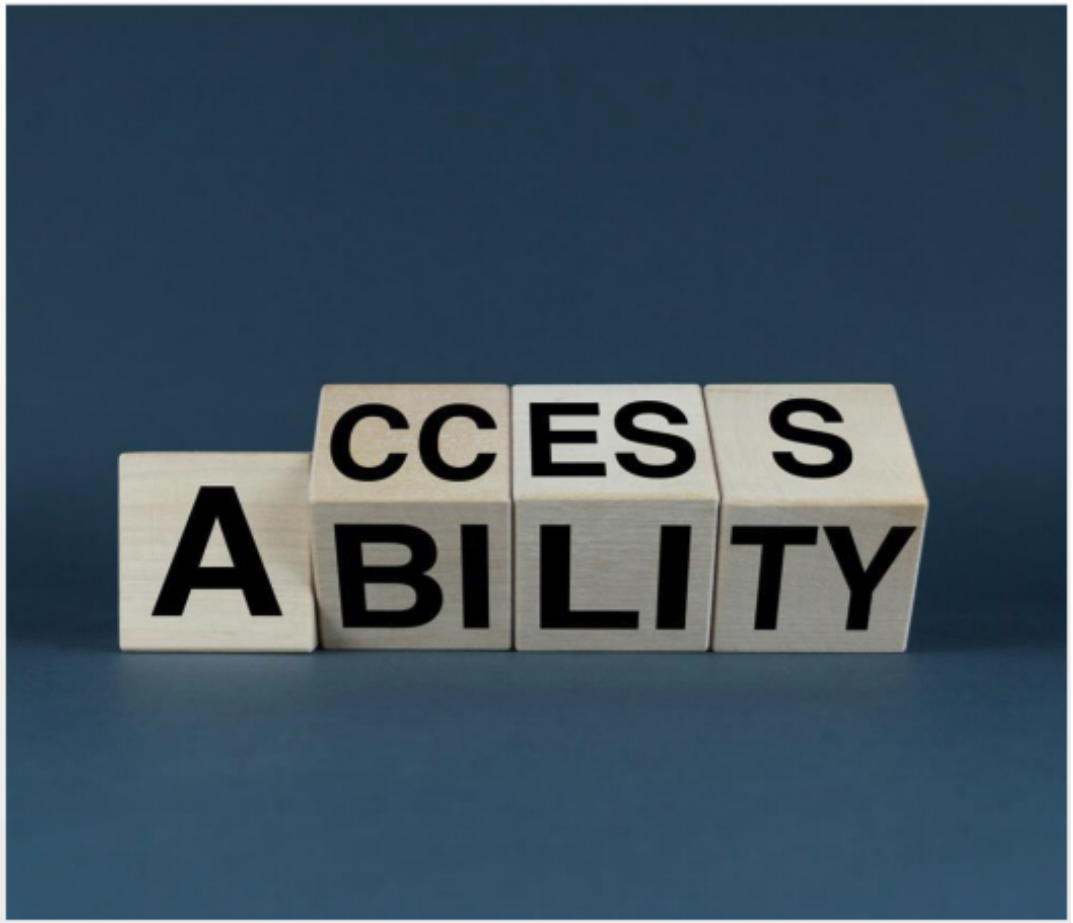


Accessibility Resource Reminders



California Accessibility Resources Matrix

- The California Assessment Accessibility Resources Matrix for the CAASPP and ELPAC contain:
  - Universal tools
  - Designated supports
  - Accommodations
  - Unlisted Resources



Unlisted Resources

- Active IEP or Section 504 Plan
- Resource is not listed in the Matrix
- Must be approved by the CDE

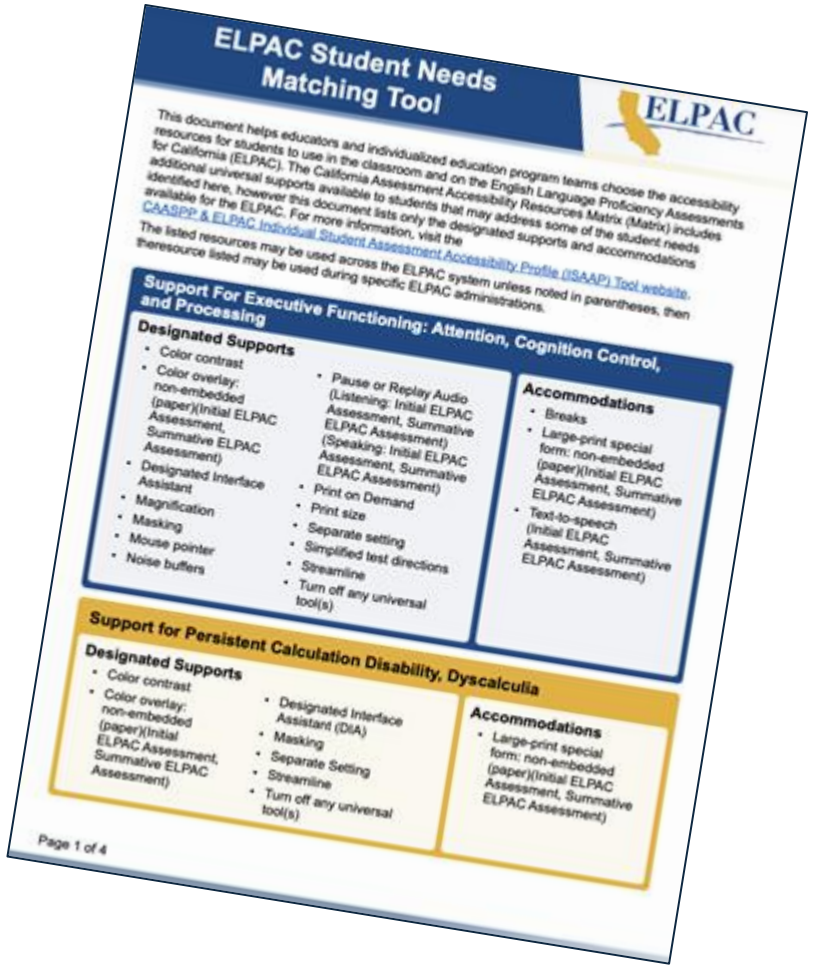


New Student Needs Matching Tools



These tools help educators identify any of the available designated supports and accommodations to address students' needs!

ELPAC Student Needs Matching Tool



ELPAC Student Needs Matching Tool

ELPAC

This document helps educators and individualized education program teams choose the accessibility resources for students to use in the classroom and on the English Language Proficiency Assessments for California (ELPAC). The California Assessment Accessibility Resources Matrix (Matrix) includes additional universal supports available to students that may address some of the student needs identified here, however this document lists only the designated supports and accommodations available for the ELPAC. For more information, visit the CAASPP & ELPAC Individual Student Assessment Accessibility Profile (ISAAP) Tool website.

The listed resources may be used across the ELPAC system unless noted in parentheses, then theresource listed may be used during specific ELPAC administrations.

Support For Executive Functioning: Attention, Cognition Control, and Processing

Designated Supports

- Color contrast
- Color overlay: non-embedded (paper)(Initial ELPAC Assessment, Summative ELPAC Assessment)
- Designated Interface Assistant
- Magnification
- Masking
- Mouse pointer
- Noise buffers
- Pause or Replay Audio (Listening: Initial ELPAC Assessment, Summative ELPAC Assessment) (Speaking: Initial ELPAC Assessment, Summative ELPAC Assessment)
- Print on Demand
- Print size
- Separate setting
- Simplified test directions
- Streamline
- Turn off any universal tool(s)

Accommodations

- Breaks
- Large-print special form: non-embedded (paper)(Initial ELPAC Assessment, Summative ELPAC Assessment)
- Text-to-speech (Initial ELPAC Assessment, Summative ELPAC Assessment)

Support for Persistent Calculation Disability, Dyscalculia

Designated Supports

- Color contrast
- Color overlay: non-embedded (paper)(Initial ELPAC Assessment, Summative ELPAC Assessment)
- Designated Interface Assistant (DIA)
- Masking
- Separate Setting
- Streamline
- Turn off any universal tool(s)

Accommodations

- Large-print special form: non-embedded (paper)(Initial ELPAC Assessment, Summative ELPAC Assessment)

Page 1 of 4

How would you introduce the new Student Needs Matching Tool to your staff?



Domain Exemptions Are Granted in Rare Cases if…

The student's disability precludes them from accessing a domain considering all available accommodations and supports!



Disabilities that Preclude Participation

Domain	Domain Exemption Scenarios
Listening	The student is profoundly deaf, does not understand American Sign Language, and is still unable to read closed-captioning at this time in their education.
Speaking	The student has an articulation disorder or physical malformation that renders their speech impossible to understand, even for a test examiner who is familiar with the student's preferred mode of communication.
Reading	The student is blind and has no knowledge of braille.
Writing	The student has a cognitive, physical, or intellectual disability that prevents expression of ideas in writing entirely, in English or any other language, even with available accessibility resources such as adaptive technology or scribe.

Reclassification Reminders



Reclassification Criteria

1. Assessment of English language proficiency
2. Teacher evaluation
3. Parent consultation
4. Basic skills relative to English proficient students



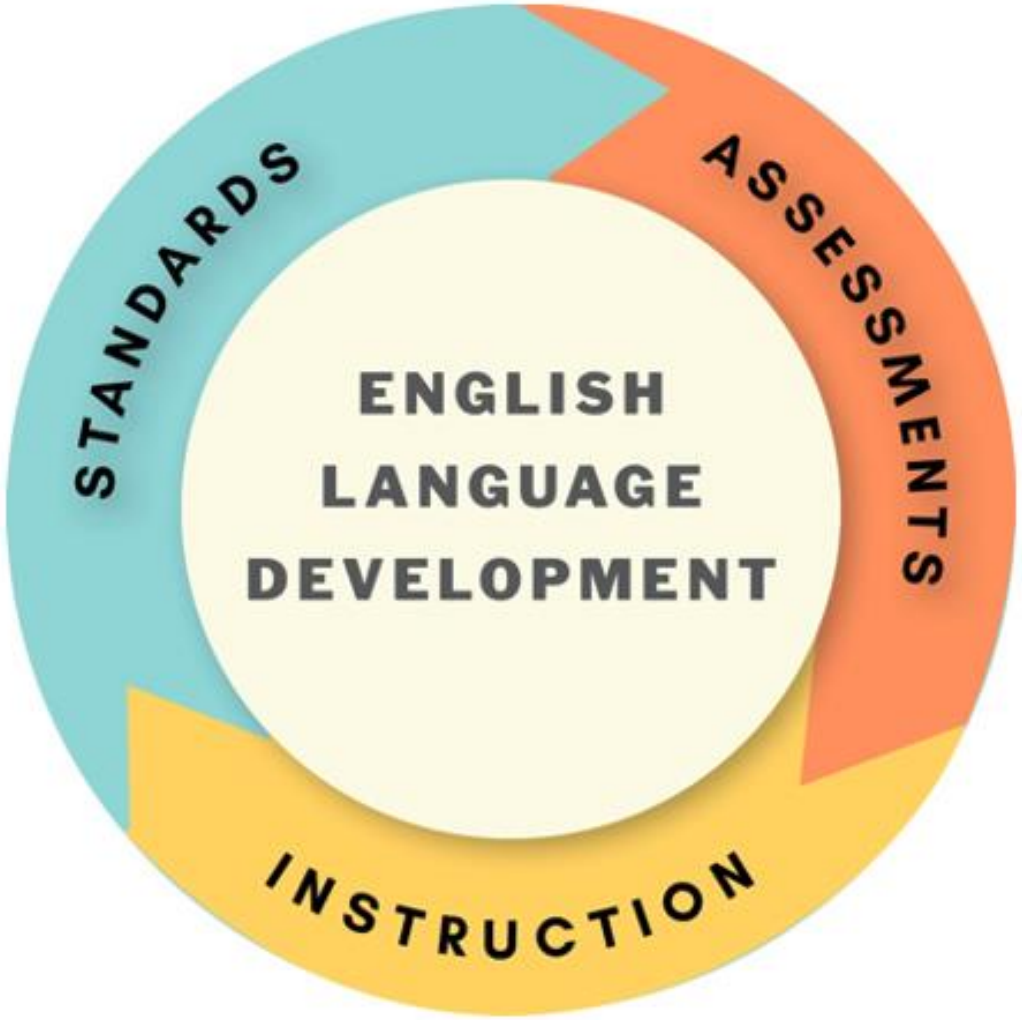
Using 2023–24 ELPAC Results for Reclassification

- LEAs may reclassify eligible students, using the 2023–24 results, between early May 2024 and May 15, 2025.
  - Students who are reclassified during the 2024–25 window, but who have already began testing, must have STAIRS cases submitted for each completed domain.

Opportunities to Get Involved!

- Summative ELPAC Data Review Meeting—**May 2025**
- Alternate ELPAC Data Review Meeting (Kindergarten through Grade 2)—**June 2025**
- Combined Alternate Assessments Data Review Meeting (Grades 3 through 12)—**June 2025**
- CSA Standard Setting Workshop—**Late July 2025**





Designated English Language Development (D-ELD) Instruction

Designated ELD

Instructional Routines



Santa Barbara County Education Office
Susan C. Salcido, Superintendent

The GO TO Strategies and The Four Instructional Routines





Santa Barbara
County Education Office
Susan C. Salcido, Superintendent



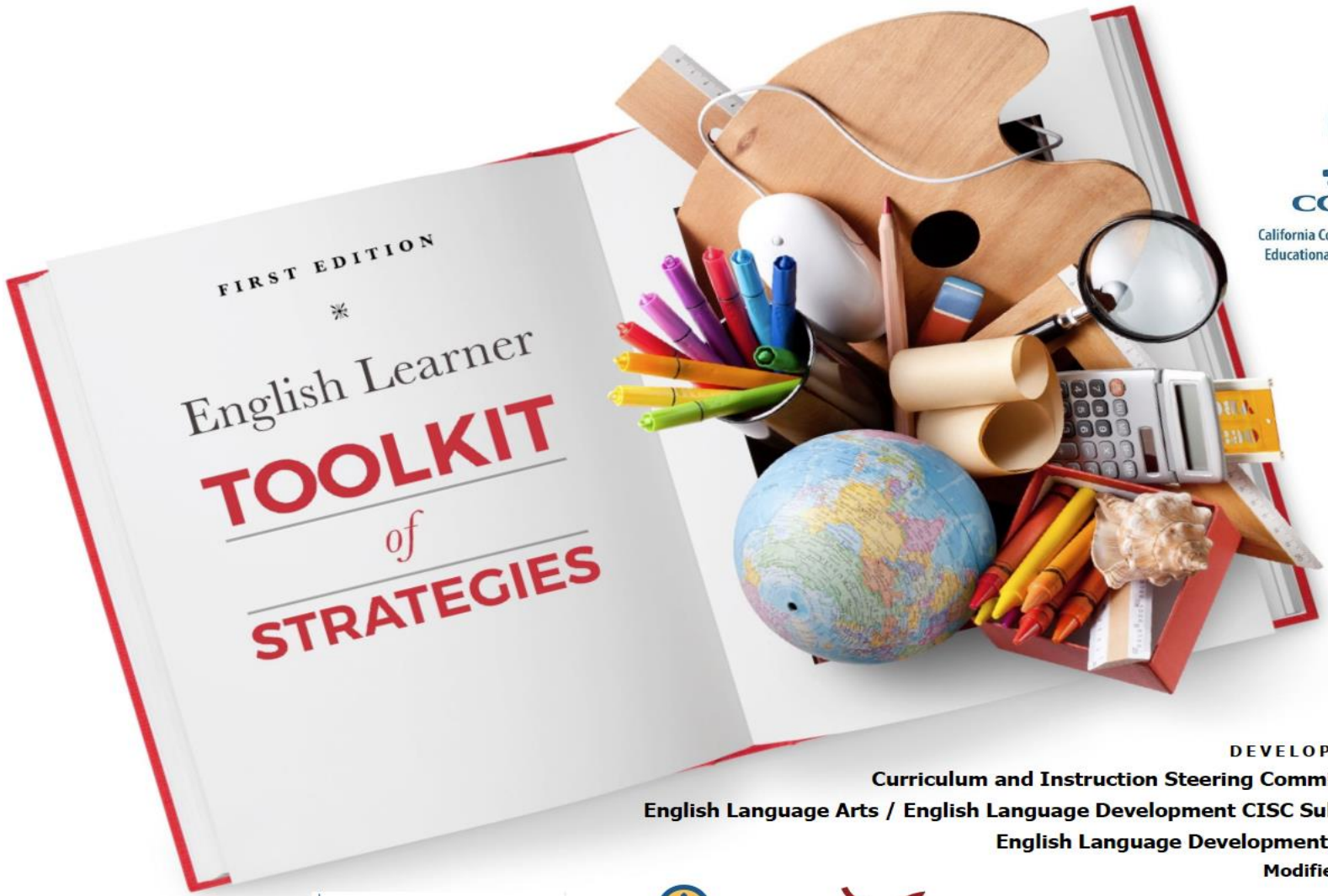
INSTRUCTIONAL ROUTINES
DESIGNATED ENGLISH LANGUAGE DEVELOPMENT (D-ELD)

Santa Barbara County Education Office
Susan C. Salcido, Superintendent

Oral Languge Development	Academic Vocabulary	Meaningful Interactions	Interactive Games and Activities
Oral Language Development refers to the process by which individuals, especially young children, learn to understand and produce spoken language. It encompasses a range of skills involved in both receptive language (listening and understanding) and expressive language (speaking and conveying ideas).	Academic Vocabulary refers to the words and phrases that are commonly used in formal educational settings, particularly in academic discussions, reading, and writing. These words are crucial for understanding and producing content across various academic subjects, such as mathematics, science, history, and literature.	Meaningful Interactions refer to exchanges that are rich in context, purpose, and personal relevance, which facilitate language learning. The interactions are crucial in language development, as they provide learners with comprehensible input, opportunities for output, and immediate feedback.	Interactive Games and Activities refer to tasks, exercises, or games that involve active engagement and participation by learners, often in a social or communicative context. These activities are designed to enhance the process of acquiring a new language by promoting meaningful interaction, communication, and collaboration among learners. They can be digital or physical and often encourage the use of the target language in practical, real-life scenarios.

Instructional Strategies

Oral Languge Development	Academic Vocabulary	Meaningful Interactions	Interactive Games and Activities
10 to 2 Pg. 1	Closed Sort Tasks Pg. 10	4 to 1 Pg. 16	I Have... Who Has...? Pg. 21
Choral Reading Pg. 2	Cloze Passages Pg. 11	10 to 2 Pg. 1	Information Gap Activities/ Barrier Games Pg. 22
Give One - Get One Pg. 3	Collaborative Dialogues Pg. 12	Four Corners Pg. 17	Inside - Outside Circle Pg. 23
Key Sentence Frames Pg. 4	Concept/Idea Maps Pg. 13	Gallery Walk/ Brainstorm Carousel Pg. 18	Mix and Match Pg. 14
Patterned Oral Language Pg. 5	Mix and Match Pg. 14	Open Sort Tasks Pg. 19	Numbered Heads Together Pg. 24
Readers's Theater Pg. 6	Model Academic Language Pg. 15	Reciprocal Teaching Pg. 20	Three Truths and a Lie/ Whale of a Tale Pg. 25
Round the Clock Learning Partners Pg. 7	Shared Reading Pg. 8	Round the Clock Learning Partners Pg. 7	
Shared Reading Pg. 8			
Teacher Read Aloud Pg. 9			



CCSESA
California County Superintendents Educational Services Association

DEVELOPED BY THE

Curriculum and Instruction Steering Committee (CISC)

English Language Arts / English Language Development CISC Subcommittee

English Language Development Workgroup

Modified 3-10-2020

CISC
Curriculum and Instruction Steering Committee

KCSOS
Kern County Superintendent of Schools

Santa Barbara County Education Office
Susan C. Salcido, Superintendent

Tulare County Office of Education
Tim A. Hire, County Superintendent of Schools

Office of Education Ventura County

Santa Barbara County Education Office
Susan C. Salcido, Superintendent

Santa Barbara County Education Office

ENGLISH LEARNERS & MULTI-LINGUAL PROGRAMS

Materials Order Form 2024-2025



State Seal of Biliteracy Implementation Guide

Grade Level:	Quantity:	Unit Price:	Total:
6 - 12	_____	Black & White $1.00	$_____



The CA State Seal of Biliteracy Information Poster

Grade Level:	Quantity:	Unit Price:	Total:
6 - 12	_____	Full Color .60¢	$_____



The CA State Seal of Biliteracy Bookmark

Grade Level:	Quantity:	Unit Price:	Total:
6 - 12	_____	Full Color .25¢	$_____

Prices good through June 30, 2025

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

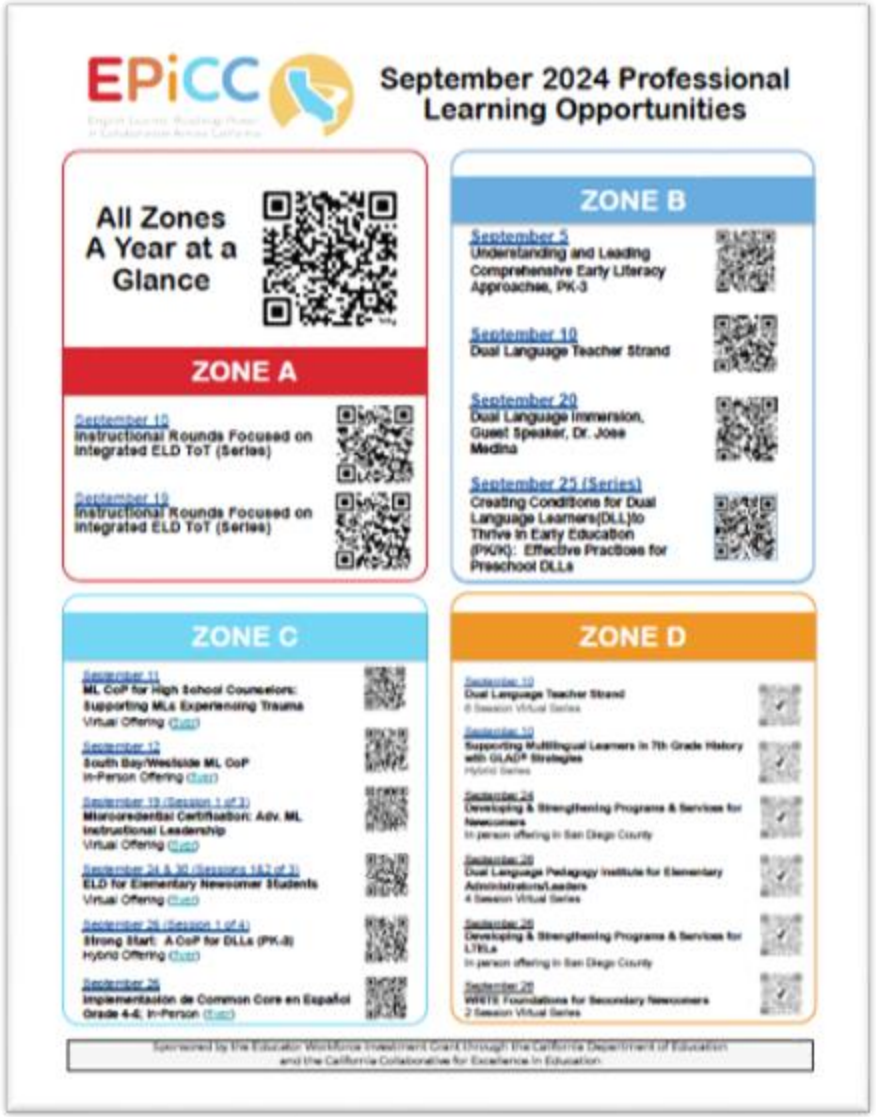
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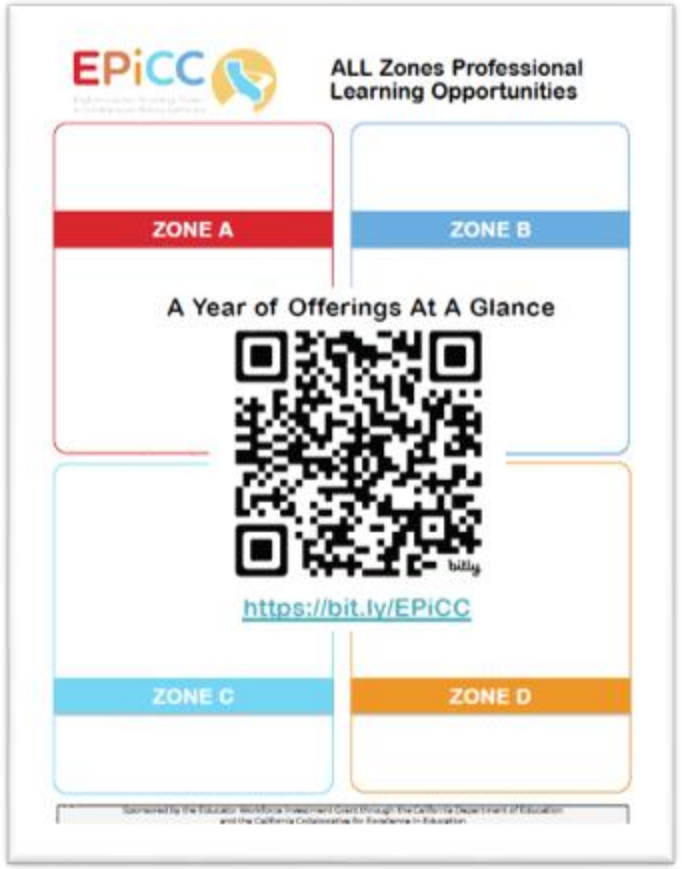
2024-25 A Year At-A-Glance Catalog

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



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English Learner Roadmap Power in Collaboration Across California

Bilingual Teacher Professional Development Program (BTPDP)/ ***Bilingual Authorization Program***

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.)

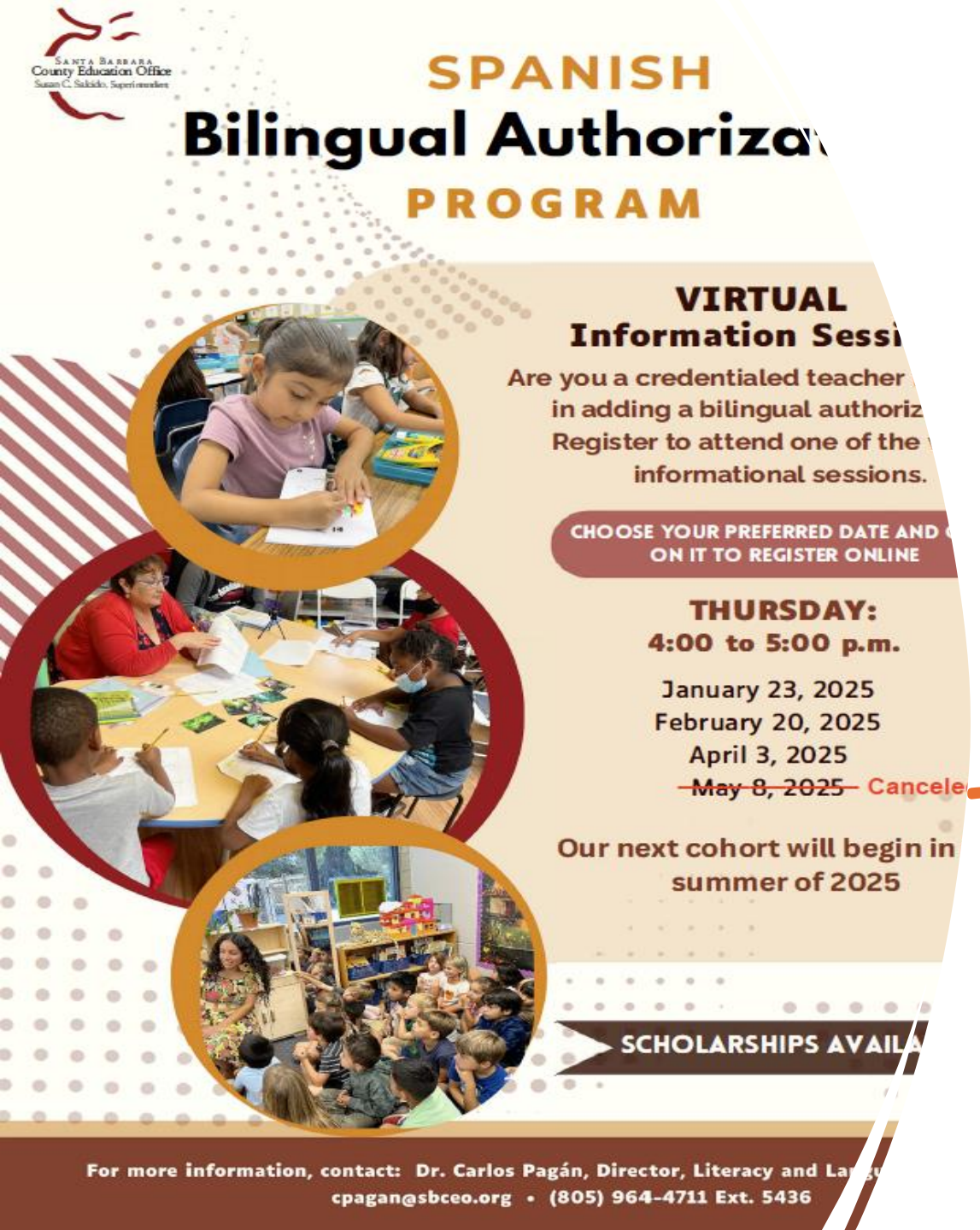
Bilingual Authorization Program (BAP)

+ 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



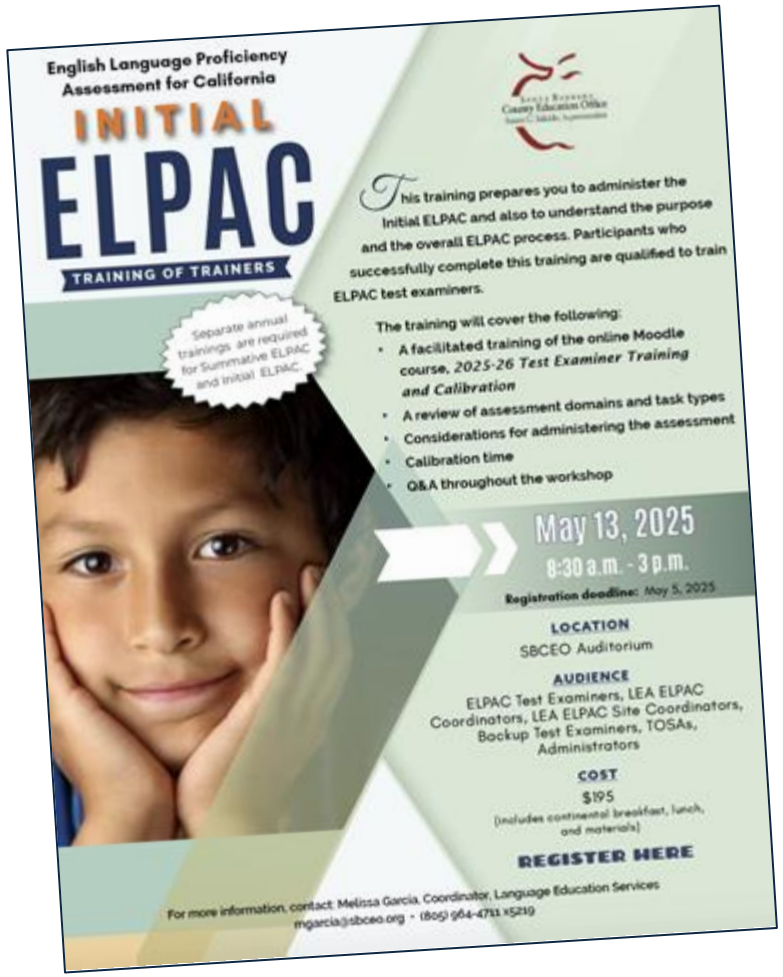
Final Opportunity to Participate in a 2025 BAP Information Session

APRIL 3, 2025

Professional Learning Opportunities, Resources & Events

Santa Barbara
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Initial ELPAC STOT Flyer



May 13th,2025

8:30-3:00PM

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

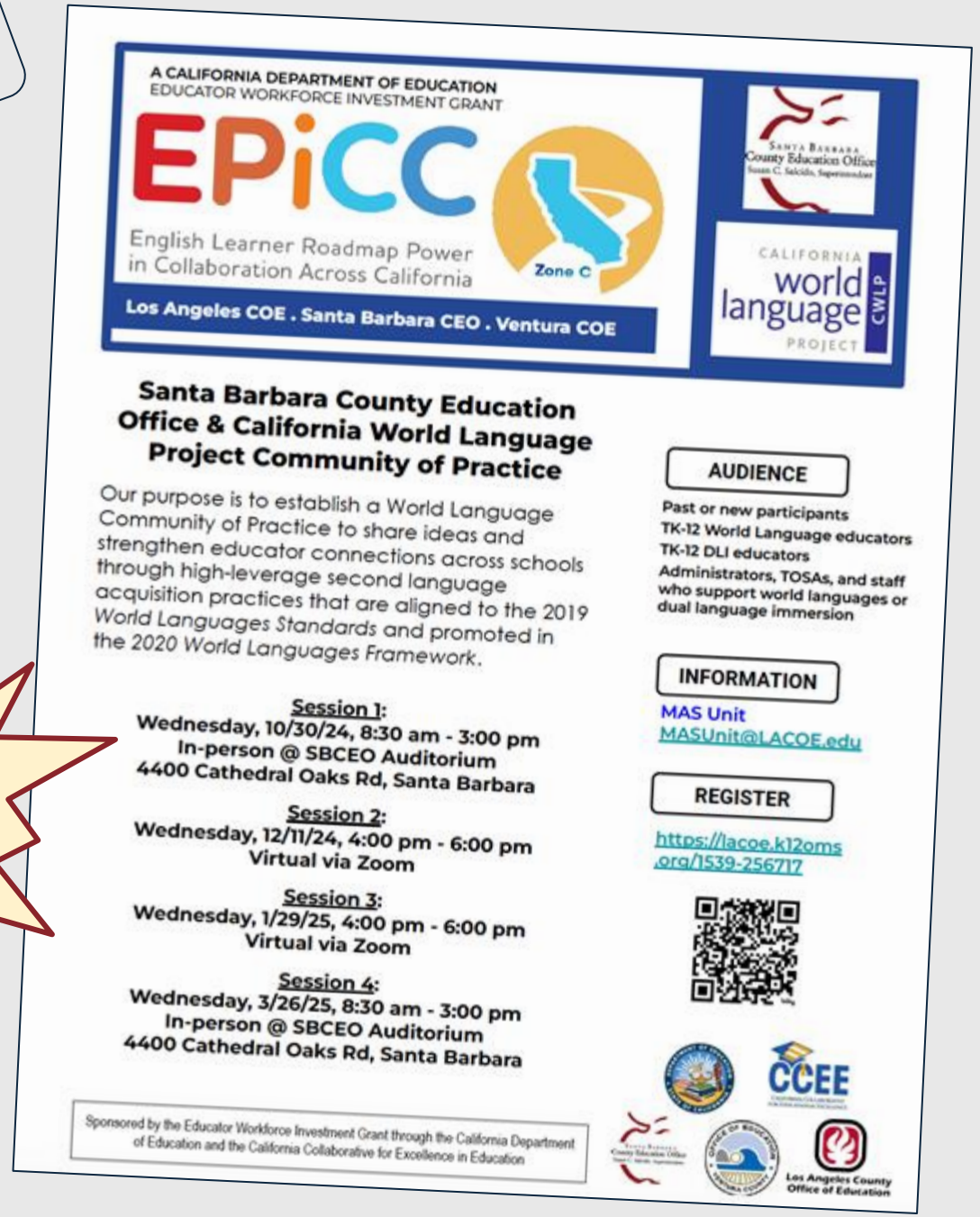
2024-2025 SBCEO & CWLP World Languages Community of Practice

FREE

Last Session

March 26(in-person)

CARLOS PAGÁN & MELISSA GARCIA

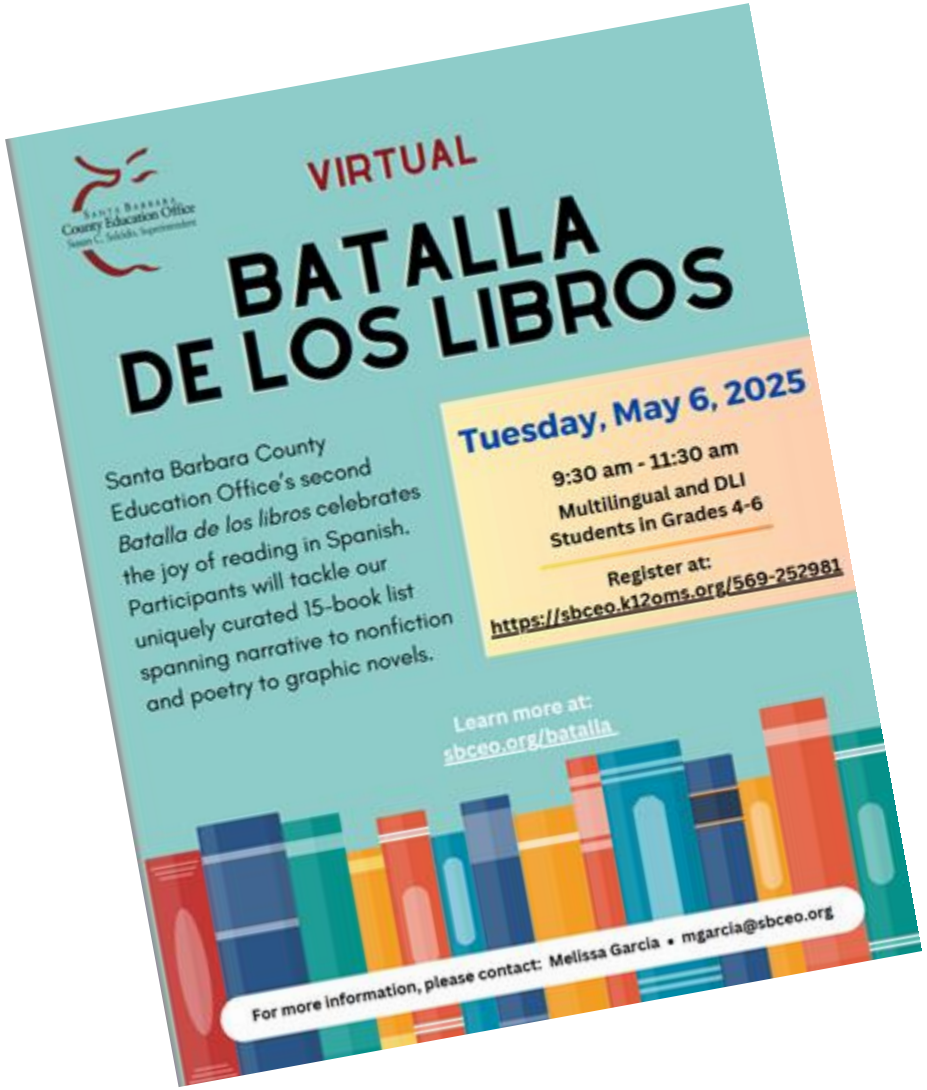


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CALIFORNIA world language PROJECT CWLP

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Batalla de los Libros Flyer



May 6th, 2025

9:30-11:30

OMS Registration Now Open

Santa Barbara County Education Office
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ELPAC 101 for Teachers

Interest?

The virtual ELPAC training for teachers will consist of four sessions designed to enhance understanding of the English Language Proficiency Assessments for California (ELPAC). Each session will focus on different aspects of the ELPAC process to equip educators with the necessary skills to support English learner (EL) students effectively by ensuring a thorough understanding of the ELPAC and its implications for student success.

****Session 1:** *Introduction and Overview of ELPAC*

****Session 2:** *Task Types: Listening and Reading*

****Session 3:** *Task Types: Speaking and Writing*

****Session 4:** *Accessibility Resources and Testing Environment*

Save the Dates

- October 9, 2025
- December 11th,2025
- January 15th,2026
- February 5th,2026

Virtual

- 3:30-5:00pm

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







Melissa Garcia

Santa Barbara County Education Office
Susan C. Salcido, Superintendent



First Annual DLI Institute

June 16, 2025 – *Spanish Writing Process*
Ventura County Office Education

June 17, 2025 – *D-ELD in Dual Language Programs*
Santa Barbara County Education Office



FINAL 2024-25 MEETING

May 9, 2025
12:30-3:00 PM

Buellton Marriott

¡GRACIAS!