Language Education Network

May 9, 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.*

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May 9, 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

TIME: 12:30 -3:00 pm
LOCATION: Buellton Marriott **(Figueroa A)**

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** **Article:** *"Why Texas is ahead of California on bilingual education" | EdSource*	Handout Electronic Copy
3 (1:15 – 2:00)	**BCN Updates** • CDE Newsletter • CDE Contract Information • Observation Protocol for Teachers of English Learners (OPTEL) • Long-term English Learner Toolkit (NEW)	Newsletter Contact Information OPTEL Electronic Copy
10-Minute Break 2:00-2:10		
4 (2:10-2:45)	• Summative ELPAC Professional Learning Opportunity (Melissa) • Reading Difficulties Risk Screener (Melissa)	
5 (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):** Bilingual Authorization Program (BAP)	DLI Institute Flyer • EPICC Professional Opportunities Statewide HUB • Bilingual Authorization Program

Warm-up Activity





EdSource

BILINGUAL EDUCATION

Why Texas is ahead of California on bilingual education



Wendell Norris Marquez teaches pre-AP Spanish to seventh graders at Lively Middle School in Austin, Texas.

Credit: Zaidee Stavely/EdSource



ZAIDEE STAVELY

PUBLISHED APRIL 24, 2025

BCN UPDATES



OPTEL

Observation Protocol for Teachers of English Learners

Register for the OPTEL Canvas Resources

Link and QR Code:

https://bit.ly/3UlkiWW



In general, "What are some barriers to teaching and learning in the classroom for EL Students?" (1)

- The majority of responses referenced teacher pedagogical skill, knowledge, expertise, etc.



In general, "What are some barriers to teaching and learning in the classroom for EL Students?" (2)

- **Teachers don't…**
  - "know students' levels, or even who are their ELs"
  - "have opportunity to deeply understand ELD standards"
  - "have the focus on ELs"
  - "have strategies and how those strategies tie into content areas - how to differentiate instruction"
  - [understand] EL proficiency levels [and how to] differentiate between them"

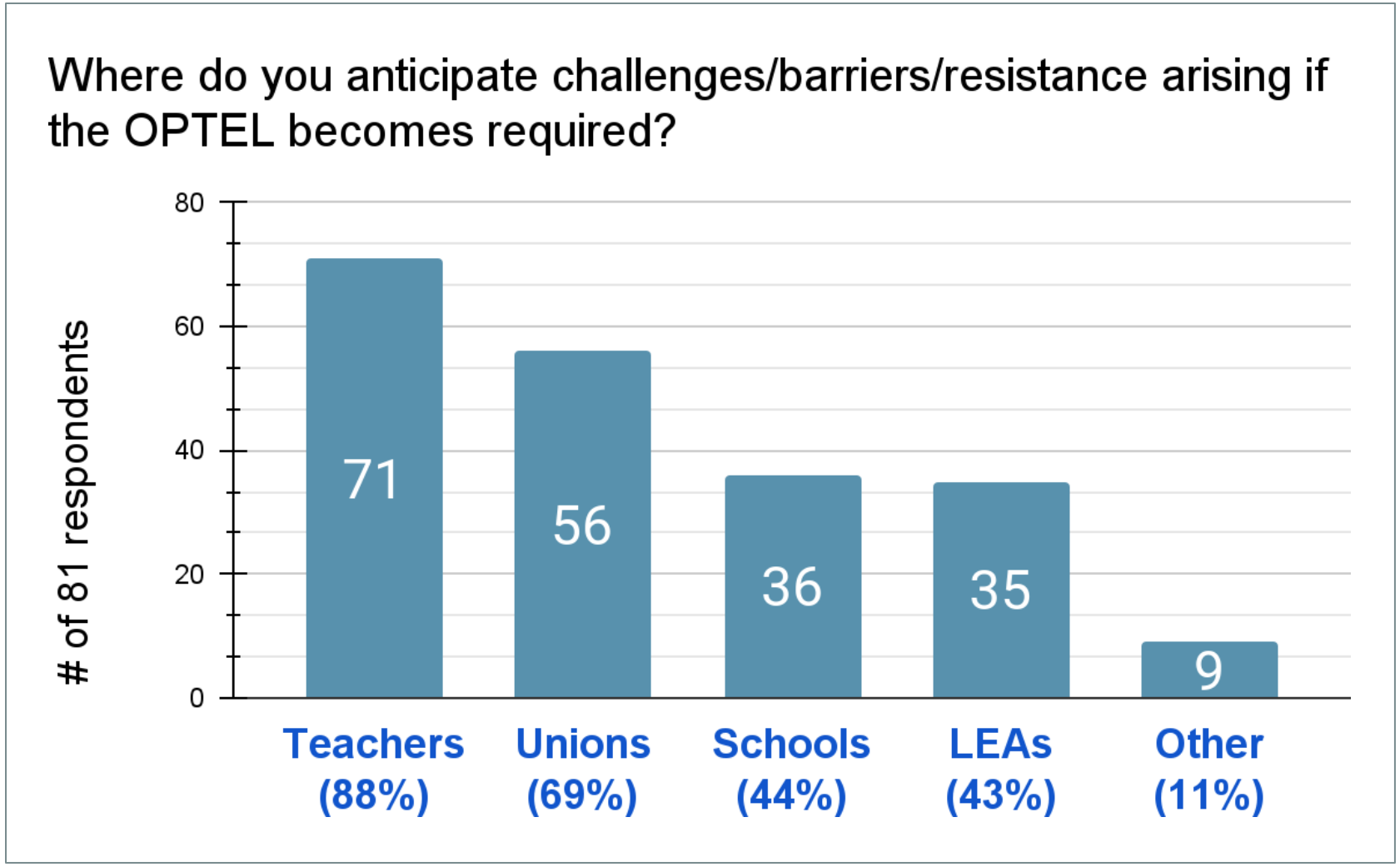
In general, "What are some barriers to teaching and learning in the classroom for EL Students?" (3)

- **Teachers aren't…**
  - "providing differentiated support for the different levels especially if teachers do not level within their grade"
  - "ensuring that students have speaking opportunities - structured interactions"
  - "understanding or correctly identifying the supports/modifications students need based on their needs"
  - "understanding the language lens when lesson designing"

In general, "What are some barriers to teaching and learning in the classroom for EL Students?" (4)

- **Teachers…**
  - "sometimes believe that EL's cannot perform so they reduce rigor."
  - "[are] lacking awareness of language prof levels and language needs."
  - "still struggle with strategies to use with content especially in integrated ELD."

Anticipated Barriers if the OPTEL is Required



Overarching Theme: Value of the OPTEL Tool

- "It provides a **clear picture of the student. Including what the student already knows and what the student needs to know."**
- "I believe this tool is something that could h**elp teachers** be more reflective about the **specific areas in which the students need support** and that this reflec tion could **support the teacher in developing more effective and targeted instructional moves."**
- "It is a tool **ready to be implemented and teachers are looking for something."**
- "[Valuable for] using it as an informative tool that can **guide instruction, learn about the student, etc."**

Where the Tone Shifts: Making the OPTEL A Requirement

- “The **only way that schools will prioritize the OPTEL is if this becomes a requirement.”**
- "Need to **get it in [California *Education Code (EC)*]** otherwise districts do not want to use it."
- "Our table is wondering when a decision will be made about **changing *EC* (or not) to make it mandatory.** It seems like we’ve been talking about it for months now, with no finite resolution as to what the next steps will be."
- “As a **new mandate comes**, new systems need to be developed at the local level and that will bring **questions** about training, funding, and teacher accountability.”
- "**Unless it is required** many schools/districts **[won't] dedicate resources to it** because they can only deal with what they are required to do.”

"What training is needed to support teachers in the implementation of the OPTEL?"

- **Responses surfaced a need for training around formative assessment:**
  - "What to do with the rating and **how to tie it back to instruction**
  - **“English language development (ELD) Standards"**
  - "**Observations in the classroom,** what are teachers looking at in students"
  - "How to **use the OPTEL as progress monitoring**"
  - "Training for ALL teachers on how to **use and monitor progress**

Lessons Learned So Far (1)

- The "T" in "OPTEL" is teacher. The tool requires ongoing formative data, so outside observers cannot accurately rate.
- You can't rate expressive and receptive skills demonstrating expressive and receptive skills in th
- ... and students can't demonstrate them if there is to do so.
- This work requires a PLC/collaborative learning approach, surfaces PL needs, and a need for systems work



Lessons Learned So Far (2)

- OPTEL creates entry points for improving instruction, but through **centering the student–** not through teacher "evaluation."
- Frequency requires taking a long-term approach
- Open with walkthroughs to capture baseline data
- The OPTEL not being required right now is actually a blessing in disguise. It’s a gift of time because we have A LOT of work to do!



Overall: Respondents Felt…

- The OPTEL is valuable as a tool.
- There is a need for teachers to develop pedagogical expertise for teaching EL students
- There are important potentially negative implications and a hesitation to implement until/unless the OPTEL is required

What If… We Reframe and Refocus?



- The OPTEL is valuable as a tool
- There is a need for teachers to develop pedagogical expertise for teaching EL students

- ~~There are important potentially negative implications and a hesitation to implement until/unless the OPTEL is required~~

Long-term English Learners

Reports Used	LTEL Definition
DataQuest, California Assessment of Student Performance and Progress (CAASPP), and English Language Proficiency Assessment for California (ELPAC)	An English learner in grades 6-12 who has attended United States schools for six or more years, has remained at the same level of English proficiency for two or more years as determined by the English Language Proficiency Assessment for California (ELPAC) or has regressed to a lower level of English language proficiency, and for students in grades 6-9 inclusive, scores below basic or far below basic on the English language arts standards-based achievement test. *Per Education Code 313.1.*
Dashboard	An English learner who has not attained English language proficiency within seven years of initial classification. *Per Education Code 52052.*



CALIFORNIA

LTEL TOOLKIT

STRATEGIES FOR LONG-TERM ENGLISH LEARNER SUCCESS

WHAT is the LTEL Toolkit?

- A comprehensive, digital resource hub on California Educators Together that includes:
  - **Professional Learning Resources:** Training modules, videos, and guides.
  - **Instructional Strategies:** Research-based practices for designated and integrated ELD.
  - **Data Tools:** Templates and guides for analyzing and using LTEL data effectively.
  - **Counseling Supports:** Guidance for academic advising, including graduation and college readiness.
  - **Sample Plans:** Resources for embedding LTEL needs into LCAP goals and actions.
  - **Family Engagement:** Materials to strengthen home-school connections.
- Supporting LTELs through this toolkit helps LEAs meet both accountability measures and the needs of this critical population.



CALIFORNIA EDUCATORS TOGETHER

WHO is the Toolkit For?

Primary Audience:

- K-12 educators, administrators, and support staff serving LTELs.
- Counselors and academic advisors focusing on secondary LTELs.

Additional Stakeholders:

- District leaders developing Local Control and Accountability Plans (LCAPs).
- Educator preparation programs and professional learning providers.
- Families and community partners seeking to support LTELs collaboratively.



CALIFORNIA EDUCATORS TOGETHER

TABLE Talk

Review the LTEL Toolkit:

- https://bit.ly/LTELToolkit
- Note-Taker
- How can you use the toolkit?
- How can we advertise it?
  - Based on different audiences
  - Actively using
- What resources can you contribute?
- Bright spots that we can highlight?



Welcome to the LTEL Toolkit
Empowering Educators to Support Long-Term English Learners

The Long-Term English Learner (LTEL) Toolkit is designed to provide educators, administrators, and support staff with research-based strategies, tools, and resources to accelerate academic achievement and language development for LTELs. Grounded in the California English Learner Roadmap, this toolkit offers practical guidance to ensure LTELs have meaningful access to rigorous instruction and the full curriculum.

Professional Learning

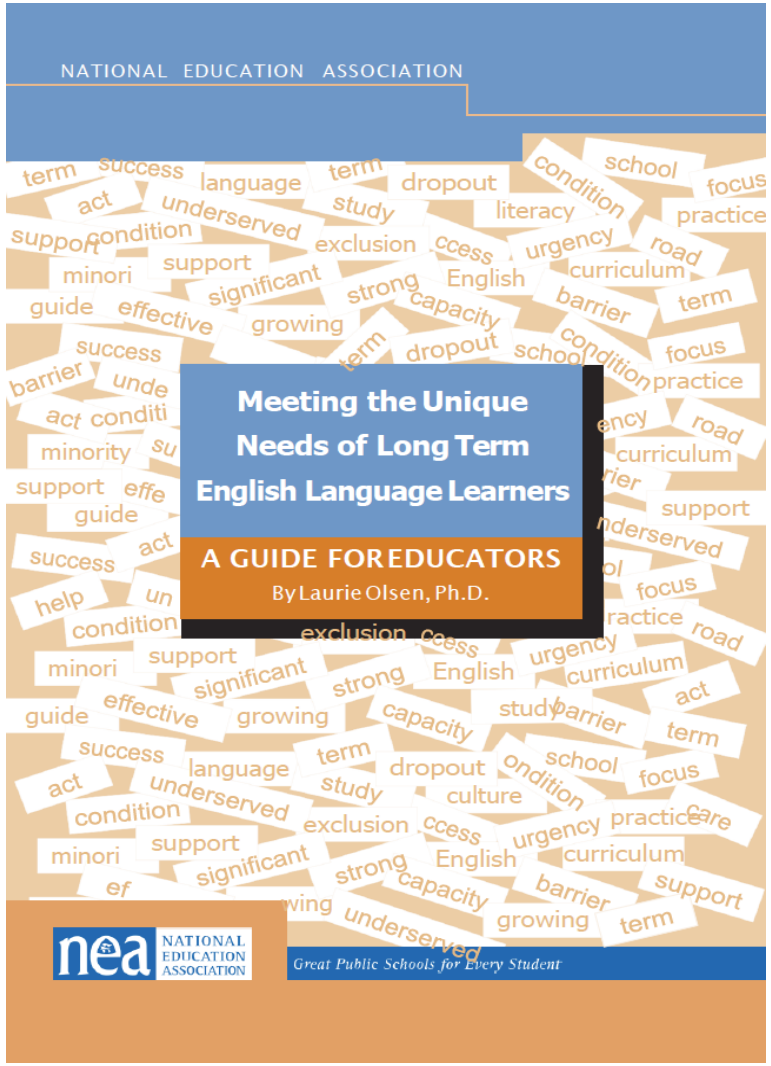
Instructional Strategies

Assessment Tools and Resources

Guidance and Counselor Resources

Policy and Advocacy

LTEL Research (2014)



Eight Components of Successful School Programs

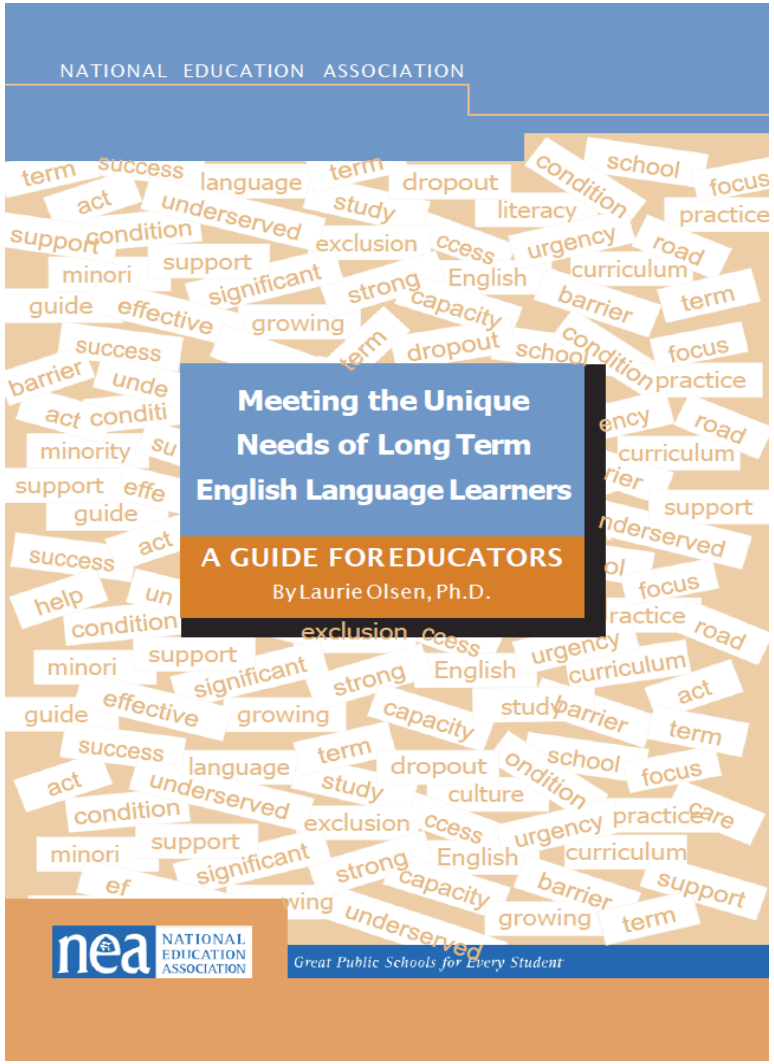
1. Specialized English Language Development course designed for LTELs (separate from other English Language Learners), emphasizing writing, academic vocabulary, active engagement, and oral language

2. Clustered placement in heterogeneous and rigorous grade-level content classes (including honors and college-track), mixed with English proficient students and taught with differentiated instructional strategies

3. Explicit academic language and literacy development across the curriculum

4. Primary language literacy development through native speakers classes (in an articulated sequence through Advanced Placement levels)

LTEL Research (cont.)



Eight Components of Successful School Programs

5. Systems for monitoring progress and triggering support and a master schedule designed for flexibility and movement as students progress

6. School-wide focus on study skills, metacognition, and learning strategies

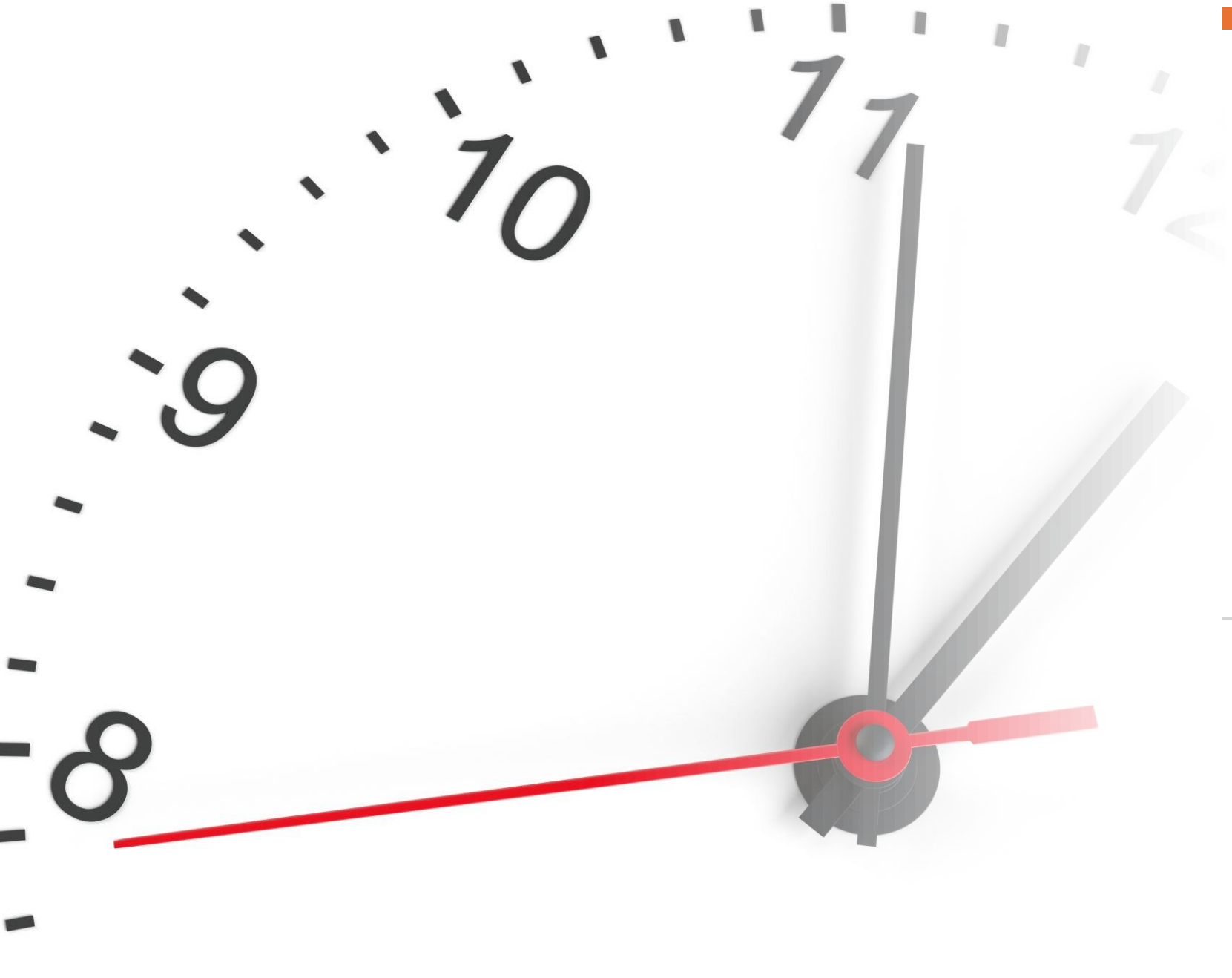
7. Data chats and testing accommodations

8. Affirming school climate and relevant texts



STRATEGIES TO PROMOTE LTEL SUCCESS

- *Analyzing state EL proficiency exam data to look for language domains and levels that seem especially challenging for students;*
- *Talking with students to determine where they feel they need support and how to build confidence in their ability to achieve school success;*
- *Engagement in school extracurricular experiences for authentic language use and building identity with schools and peers;*
- *Culturally relevant and inclusive curriculum and practice that is essential to motivating and engaging students; and*
- *Providing project-based learning that engages students in solving a real-world problem or answering a complex question and demonstrating their knowledge by creating a product or presentation.*



BREAK – 10 MINUTES

Santa Barbara County Education Office
Susan C. Salcido, Superintendent

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

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
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cpagan@sbceo.org
(805) 964-4711, ext. 5436

Professional Learning Opportunities, Resources & Events

Santa Barbara
County Education Office
Susan C. Salcido, Superintendent

A CALIFORNIA DEPARTMENT OF EDUCATION
EDUCATOR WORKFORCE INVESTMENT GRANT

EPiCC

English Learner Roadmap Power in Collaboration Across California

Zone C

Los Angeles COE . Santa Barbara CEO . Ventura COE

AUDIENCE

DLI Teachers, Instructional Coaches, TOSAs, MTSS and Reading Specialists

INFORMATION

MAS Unit
MASUnit@LACOE.edu

Dual Language Immersion Institute

DAY 1- The Spanish Writing Process: Brainstorming to Publishing With Silvia Dorta Duque de Reyes & Dra. Gabriela Bell Jiménez



Explore effective strategies for teaching Spanish writing, from idea generation to final publication. Gain practical tools to support students at every stage of the writing process in Spanish. (NO COST TO ATTEND)

Date: June 16, 2025
Location: Ventura County Office of Education
8:30 am - 3:00 pm

REGISTER- Day 1

http://lacoe.k12oms.org/1539-263318

DAY 2- Designated ELD in DLI: Strategies & Structures Presented by SEAL (Sobrato Early Academic Language)





Learn research-based approaches for effective Designated ELD in dual language classrooms. Explore language functions across languages, small group structures, and practical strategies to support your emergent bilingual students. (NO COST TO ATTEND)

Date: June 17, 2025
Location: Santa Barbara County Education Office
8:30 am - 3:00 pm

REGISTER- Day 2

http://lacoe.k12oms.org/1539-264007

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

Los Angeles County Office of Education

CABE Santa Barbara COUNTY

April 28, 2025

Dear Amazing District and Site Leaders,

As a representative of the new Santa Barbara County CABE chapter, I'm excited to invite your Dual Language Immersion educators to the upcoming **DLI Institute on June 16–17,** presented in collaboration with SBCEO and VCOE. Spaces are filling up quickly! You may have seen the flyer shared by Dr. Pagan. Please don't wait on this one.

The **Institute** will take place locally and is **grant-funded**, making registration **completely free of charge**. These presenters, who led standing-room-only sessions at this year's CABE conference, will provide practical, high-impact strategies to strengthen both **Spanish instruction in writing** and **Designated ELD.** These focus areas emerged as top priorities for educators in a recent needs assessment survey conducted by our Santa Barbara County CABE chapter.

At Adelante Charter School, where I currently work, we've seen the impact of this professional learning firsthand. Since implementing SEAL's research-based approaches for designated ELD, we've significantly improved our outcomes for English learners, helping us achieve an **ELPI rate of 74.3%, one of the highest among similar elementary schools in the state.** I am confident that Adelante's commitment to high-quality designated ELD and Spanish instruction aligned to the Common Core en español have also contributed to our recent recognition as a California Distinguished School.

While this institute is voluntary and free to districts, we strongly encourage you to **consider compensating teachers for their time**. Doing so affirms their value, supports their professional growth, and demonstrates your district's investment in high-quality dual language education.

This is a rare and exciting opportunity to bring world-class DLI training to our region! Educators outside of our county are starting to register - you don't want to miss out.

Details and registration links can be found in the attached **flyer**. Educators need to self-register.
Please feel free to contact me with any questions.

With much appreciation,
Holly Gil
President - SB County CABE
(805)680-4595

2025-2026 Meeting Dates

- September 26, 2025
- December 5, 2025
- March 20, 2026
- May 8, 2026

TIME: 12:30-3:00 PM

LOCATION: Buellton Marriott

¡GRACIAS!