Multilingual Updates Newsletter

California Department of Education (CDE)
Multilingual Support Division (MSD)

August 2025

This newsletter is disseminated **quarterly** to keep county offices of education and school districts informed of new resources and guidance for supporting English learners (EL) students and multilingual learners.

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English Learner Civil and Educational Rights

The U.S. Department of Education recently issued a rescission on the 2015 *Dear Colleague Letter* (DCL) that provided guidance on the civil and educational rights of EL students. While the DCL has been rescinded by the current federal administration, **the underlying federal laws and regulations it summarized remain fully in effect**. These include, but are not limited to: Title VI of the Civil Rights Act of 1964 (prohibiting discrimination based on race, color, or national origin), the Equal Educational Opportunities Act of 1974 (requiring schools to take appropriate action to overcome language barriers), and Title III of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (requiring states and LEAs to ensure ELs attain English proficiency and meet the same academic standards as all students).

To be clear, the rescission of the DCL does not change any law. Local educational agencies (LEAs) are therefore **still obligated to provide the full range of legally required programs, services, and supports to EL students**. This includes

implementing effective English language development programs, providing access to grade-level content, ensuring meaningful communication with parents in languages they understand, and monitoring and evaluating the success of programs to ensure students are acquiring English and achieving academically.

The removal of the guidance letter does not lessen the legal responsibilities of LEAs. Compliance with these federal mandates remains essential to ensuring that EL students have equitable access to education and are prepared for college, career, and civic life. LEAs should continue to follow best practices, remain vigilant in meeting legal obligations, and document their efforts to provide high-quality programs and services for English learners. As always, LEAs should consult their legal counsel with questions about the specific implications of federal actions.

CDE Information and Resources in Supporting EL Students

- 2022 CDE Letter Regarding Comprehensive English Language Development
- 2025 CDE Immigrant's Rights to Access Public Education Letter
- CDE CA Education for a Global Economy Initiative web page
- CDE English Language Development Standards web page

EL Roadmap

The California EL Roadmap Policy was unanimously adopted by the State Board of Education in July of 2017 as the foundation for California's work with EL students. The EL Roadmap Policy includes four principles:

- Principle One: Assets-Oriented and Needs Responsive Schools
- Principle Two: Intellectual Quality of Instruction and Meaningful Access
- Principle Three: System Conditions that Support Effectiveness
- Principle Four: Alignment and Articulation Within and Across Systems

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!



EL Roadmap Community of Practice

The CDE's MSD, in partnership with WestEd and powered by Sobrato Philanthropies, is excited to announce the California English Learner Roadmap (EL Roadmap) Community of Practice (COP), Destination 1: Advancing the Observation Protocol for Teachers of English Learners (OPTEL).

This multi-year initiative serves as a critical next step in realizing the vision of the EL Roadmap, with its mission and vision grounded in drawing on the knowledge and expertise of California's educators to build collective efficacy for improving outcomes for English Learner (EL) students. The COP aims to ensure high-quality instruction and assessment practices that create opportunities for all EL students across the state and is aligned with the EL Roadmap's commitment to equity, meaningful access, high-quality instruction, and the development of multilingual and multicultural competencies.

The work will be accomplished by focusing on using the Observation Protocol for Teachers of English Learners (OPTEL) as an entry point for professional learning. The COP will involve six two-hour virtual sessions from October 2025 through May 2026, incorporating whole-group sharing of best practices, role-alike professional learning, and team-based action planning. Participants will build capacity for OPTEL implementation for formative assessment within the context of high-quality, integrated and designated ELD Standards-aligned instruction, and will develop systems conditions to sustain OPTEL implementation across their sites, ultimately serving as catalysts for local educational agency-wide implementation.

Participants will be recognized as "**Roadmap Innovator**s" by the CDE. Site-based teams of 3 to 6 members are encouraged to apply. Teams should include representatives from three levels: a Site Administrator, an Instructional Leader/Coach/Support Provider, and a Classroom Educator (general and special education). No prior experience with the OPTEL tool is required, as teams at all levels of understanding and readiness are welcome. To apply, one application per team should be submitted. The application is estimated to take 20 to 30 minutes to complete.

All are encouraged to share this information with any sites in their local context who would be good candidates for the COP. For any questions, please contact OPTEL@cde.ca.gov.

Assembly Bill 2074: EL Roadmap Statewide Implementation Advisory Committee Convening Soon

Governor Gavin Newsom signed Assembly Bill 2074 on September 29, 2024, this bill requires the CDE to develop a statewide implementation plan. To develop this plan, the CDE is required to convene an advisory committee with representation from LEAs, teachers in preschool through grade 12, parents of EL students, and nonprofit organizations with experience implementing the EL Roadmap Policy. The MSD received a grant from Sobrato Philanthropies to convene this workgroup and is teaming up with

the Glen Price Group (GPG) to convene the advisory committee. GPG is currently working with the MSD to establish a process to identify participants and will be releasing a call for applicants soon.

For questions about this topic, please contact Gina Garcia-Smith, Education Programs Consultant, MSD, CDE, by email at ggarciasmith@cde.ca.gov.

2026 English Language Arts/English Language Development (ELA/ELD) Follow-up Adoption of Instructional Materials

The CDE and State Board of Education (SBE) are **seeking reviewers** to participate in the 2026 ELA/ELD Instructional Materials Follow-up Adoption.

Selected reviewers will evaluate the publisher and content developers submitted instructional materials programs for alignment to the California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects and the California English Language Development Standards. Reviewers will be trained to utilize the Guidance to support the adoption and implementation of ELA/ELD instructional materials, approved by the SBE in November 2025, as well as grade-level standards maps and evaluation criteria map that were approved by the SBE in 2015.

Important Meeting Dates

- **April 28–May 1, 2026** (Reviewers must attend all four days): Reviewer training held at the DoubleTree by Hilton Hotel in Sacramento
- **May–July 2026:** Independent review of submitted instructional material programs
- Applicants should plan to be available the weeks of **July 20–24 or July 27–31, 2026**, for Deliberations (Reviewers must attend all four days of their assigned week): Reconvene in panels for deliberations and the preparation of a Report of Findings

The CDE will reimburse travel costs for all reviewers for the meeting days. Reviewers will receive a $100 stipend per day for full participation in the four days of reviewer training in April–May 2026 and the four days of deliberations in July 2026.

Information about this follow-up adoption and relevant reviewer information is available on the ELA/ELD Instructional Materials web page. **The deadline for submission of applications is October 30, 2025**. Please forward this information to all qualified candidates who might be interested. Any questions related to this review should be directed to Kyle Petty, Lead Consultant, Curriculum Frameworks and Instructional Resources Division, CDE, at kpetty@cde.ca.gov

English Language Development

ELD Standards Available for Purchase

The printed version of the *California ELD Standards* is in stock and available for purchase. Place an order for the printed version of the *California ELD Standards* from the CDE Press Educational Resources Online Ordering website.

Please contact CDE Press at sales@cde.ca.gov or 1-800-995-4099 with any questions you may have.

Newcomer and Immigrant Updates

Immigrant Student and Family Resources

MSD is committed to supporting LEAs as they continue to implement asset-based, needs-responsive programs for EL students, immigrant, and migratory students, in alignment with **Principle One** of the **EL Roadmap**. Please share the following resources with staff, community members, and families who may benefit from this information:

From the CDE:

- Resources to Support in the Case of Immigration Enforcement on School Campuses Letter: This letter from CDE Chief Deputy Superintendent David Schapira includes a template for an immigration enforcement guidance notecard for school personnel.

- Reminder of Obligation to Protect Immigrant Families' Rights to Access Public Education Letter: This letter from CDE Chief Deputy Superintendent David Schapira includes links to relevant policies and a list of statewide resources.

- CDE Safe Havens web page: This resource provides key pieces of information regarding immigrant families and their right to access education.

Model Policies and Guidance from the California Attorney General's Office:

- Pursuant to Assembly Bill (AB) 699 (2017), the California Attorney General's Office issued Promoting a Safe and Secure Learning Environment for All (PDF) guidance document to help schools foster a safe learning environment for all students and assist school officials and families in responding to potential immigration enforcement. The guidance was most recently updated in December 2024. LEAs are required to adopt policies that limit assistance with immigration enforcement on public school campuses.

    - Guidance for Students and Families: The complete guide is available in English and Spanish on the California Department of Justice's Office of the Attorney General Immigration Resources web page.

From the Governor's Office:

- To further support immigrant families, the Governor's Office has launched a new web resource, Immigration and California Families.

LEAs, please note: To promote a safe learning environment for all students and outline how the LEA will respond to potential immigration enforcement actions, LEAs are encouraged to post policies in areas that are easily accessible to parents and families.

Reclassification

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 who are identified as EL students and are also students with disabilities under the Individuals with Disabilities Education Act 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 LPLO 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.

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 California *Education Code* (*EC*) Section 313.3 regarding reclassification **Criterion 2 (teacher evaluation)** and **Criterion 3 (parent consultation)** for students who take the Summative ELPAC. In November 2023, the State Board of Education unanimously approved the OPTEL and set a **recommended threshold of proficiency level 3 or above** to qualify for reclassification.

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

Literacy and Biliteracy

Professional Learning Pack: California's Literacy Roadmap's Content Blocks and P–3 Learning Progressions in Language and Literacy Development

The CDE has released the **Professional Learning Pack**, which includes two crucial literacy guidance documents:

California Literacy Roadmap's Literacy Content Blocks for English-Medium Classrooms for Transitional Kindergarten Through Grade Five (TK–5)

The Literacy Content Blocks guides literacy instruction based on local context and students' identified assets and assessed needs in the areas of language, foundational literacy skills, integrated reading and writing, and comprehensive ELD. The blocks reflect an intentional approach to literacy that promotes carefully sequenced initial instruction, appropriate practice and reinforcement, intervention as necessary, and meaningful application in English language arts (ELA) and other content areas.

Preschool Through Third Grade (P–3) Learning Progressions for Language and Literacy Development (PDF)

The Learning Progressions present the knowledge, and skills children develop over the P–3 continuum, with in-practice examples that illustrate how educators can use playful, inquiry-based teaching practices to engage children in developmentally appropriate, culturally sustaining language and literacy development experiences in English and their home languages. The themes of the (ELA/ELD Framework organize the document, which is intended to be used by educators to support all students regardless of where they are in the continuum of language and literacy development.

Together with pre-existing guidance, these new resources help strengthen and make visible the coherence and comprehensiveness of California's approach to literacy and biliteracy. The CDE is currently developing **guidance for literacy instruction in multilingual programs**, designed to support multilingual instructional settings.

Regional County Office of Education English Learner Specialists (RELS)

The RELS provide technical assistance to LEAs within each of the 11 California County Superintendent regions, with guidance and support to LEAs in the implementation and improvement of multilingual and Title III programs.

RELS also meet monthly virtually with the CDE to receive updates to disseminate within their regions and quarterly in-person to receive professional learning and work on their Regional Continuous Improvement Plans (CIPs) to support improved outcomes for EL students. RELS support the county offices of education (COE) and LEAs in their respective regions.

To connect with a RELS to receive technical assistance, learn more about the universal and targeted services they provide to their LEAs, learn more about their regional CIP goals for EL students and how to be a part of that work, and/or to receive support for the OPTEL, EL students including newcomer students, long-term English learners, and/or dually identified students, visit the CDE Regional COE English Learner Specialists web page.

Title III Funding and Reporting

Title III Funding

2023–24 Funding
The 2023–24 Title III funding subgrant period ends on September 30, 2025. LEAs are expected to expend and/or obligate the funds by September 30, 2025.

Please note that obligated funds must be liquidated by December 30, 2025.

2024–25 Funding
The 2024–25 Title III applications are complete, and allocations have been adjusted to include only LEAs that applied for the funding. Final per-pupil rates are as follows:

- EL Program: $133.50
- Immigrant Program: $125.90

Allocations are released per apportionment schedules.

2025−26 Funding
2025-26 title program funds had previously been impounded by the current federal administration. Grant award notifications have since been released to states. **The 2025−26 Title III funding is now available** for those LEAs that applied via the Consolidated Application and Reporting System (CARS) and Consortium Online Application (COA), where applicable. CARS was open from May 1, 2025, through June 30, 2025, and the COA was open through July 31, 2025. The CDE will continue accepting late applications through March 31, 2026. **Allocations are released per the apportionment schedules.** Notification of the release of these funds was issued by State Superintendent of Public Instruction Tony Thurmond on July 31, 2025, and details can be found at https://www.cde.ca.gov/nr/ne/yr25/yr25rel37.asp.

Eligibility criteria for Title III, EL and Immigrant Student Programs participation remain the same as 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 2025−26 subgrant year, the CDE will use the 2024−25 CALPADS data collected on the first Wednesday (Census Day) of October 2024.

Preliminary eligibility lists (also referred to as preliminary allocations) and the schedule of the 2025−26 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, 2026, based on updated information from the U.S. Department of Education, the CALPADS, the CARS, the 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.

Title III Data Reporting:

The CDE will use the EL and Immigrant Student Count data, which was reported on October 2, 2024 (Census Day) in the CALPADS, for the 2025–26 funding year.

2025–26 CARS Spring Release
The 2025–26 CARS Spring Release was open May 1, 2025, through June 30, 2025, for LEAs to apply for 2025–26 funding. LEAs are required to report expenditures every six months while CARS is open. The next data reporting period will be the 2025–26 CARS Winter Release, which will open from December 1, 2025, through February 15, 2026.

Cash Management Data Collection (CMDC)
LEAs awarded a subgrant under the 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, demonstrating that they have utilized 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 on how the CDE utilizes CMDC data to calculate thresholds and issue apportionments, visit the CDE Federal Cash Management webpage. 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 Every Student Succeeds Act (ESSA).

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 Section 3121 and 3122). To comply with the reporting requirement, the CDE collects the data via the Title III EL Program Annual Online Report and the Title III Immigrant Student Program Annual Online Report. LEAs will complete one or both online reports, depending on the funds they received for 2024–25.

Title III EL Program Annual Online Report
This report will collect data on the implementation of language instruction educational programs and activities related to the teaching and learning of EL students in the LEA during the 2024–25 school year.

Title III Immigrant Student Program Annual Online Report
This report will collect data on the participation of immigrant students in Title III-funded programs and activities in the LEA during the 2024–25 school year.

The Title III EL and Immigrant Program Annual Online Report submission period will tentatively begin on **August 27, 2025.**

Instructions and login information for the above-mentioned online reports will be disseminated to the 2024–25 Title III subgrantees prior to the submission period start date. The online reporting system used to complete Title III reports will be available to LEAs during the specified submission periods to be announced. The collected data will be compiled by the CDE for submission to the U.S. Department of Education as required.

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.

Professional Learning and Networking

English Learner Roadmap Power in Collaboration Across California (EPiCC)

EPiCC is pleased to offer statewide **free professional learning opportunities** to teachers, paraprofessionals, school leaders, and counselors to implement effective language acquisition programs for EL students. Professional learning topics generally focus on:

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

For more information, visit the EPiCC website.

Dual Language Program Implementation Network (DuaLPIN)

The Multilingual Education and Global Achievement Department (MEGA) at the San Diego COE, along with the CDE MSD, invites dual language administrators and leaders to join the 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 leaders as we establish a statewide network designed to address the evolving needs of the field. These meetings will provide a platform for leaders to exchange insights, discuss challenges, learn from one another, and contribute to the development of state-level guidance on dual language immersion programs.

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

When: 10–11:30 a.m. (virtual meetings)

- Sep. 25, 2025
- Nov. 13, 2025
- Apr. 23, 2026
- May 28, 2026

For more information and to register, visit the DuaLPIN website or view the registration flyer.

Unlocking Impact—Using the Professional Literacy Learning Pack to Strengthen Instructional Practice

- **Date:** Wednesday, September 3, 2025
- **Time:** 3:00–4:30 PM
- **Registration:** https://us02web.zoom.us/webinar/register/WN_HI4XU3PgS_qh0zX4yCBy8w

This session will unpack the components of the Professional Learning Pack, including the **California Literacy Roadmap** and the **P–3 Learning Progressions in Language and Literacy Development**. Participants will:

- Explore the structure, purpose, and content of these resources
- Learn how they support evidence-based, standards-aligned, and equity-centered literacy instruction from early learning through K–12
- Hear from district leaders who are already using the tools to foster instructional coherence and joyful, developmentally appropriate learning experiences for all students

Whether you're a **classroom teacher, instructional coach, administrator, or support provider**, this webinar offers valuable insight into how these tools can guide your planning, instruction, and professional learning.

To receive information and updates regarding California Literacy, please subscribe to the California Literacy mailing list by sending a blank message to join-cde-literacy@mlist.cde.ca.gov.

Technical Assistance and Monitoring

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 typically begin in September of each year and conclude the following June.

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 development 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.

For additional information regarding notifications and training, please contact the Federal Program Monitoring Office at FPMoffice@cde.ca.gov.