

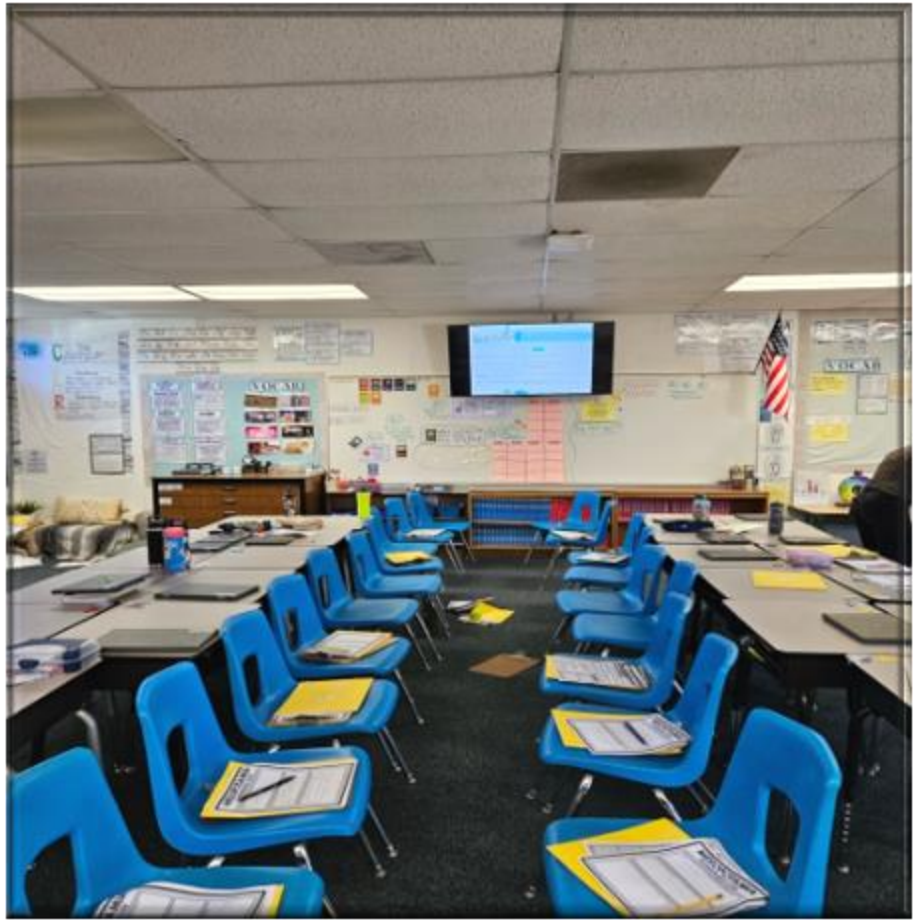
December 5, 2025
12:30 – 3:00 p.m.

Santa Barbara
County Education Office
Susan C. Salcido, Superintendent

Facilitators: Carlos Pagán, Director, Literacy and Language Support
Melissa Garcia, Coordinator, Language Education Services

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

AGENDA

Santa Barbara County Education Office
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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!	PRESENTATION SLIDES
2025-2026 Meeting Dates ~~September 26, 2025~~ March 20, 2026 December 5, 2025 May 8, 2026	***Facilitators:*** **Carlos Pagán:** cpagan@sbceo.org **Melissa Garcia**: mgarcia@sbceo.org

SECTION	TOPIC	LINKS & RESOURCES
1: (12:30 – 12:45)	☐ **LUNCH** (12:15-12:45) ☐ **Introductions & Activity**	Language Education Network (LEN) Webpage
2: (12:45 – 1:45)	☐ **BCN Updates** • State Seal of Biliteracy • English Learner Compendium • Fresno Unified DLI Programs • **ELs on the 2025 CA Dashboard** • CDE English Language Development	CDE State Seal of Biliteracy EL Compendium 2025 FUSD Spanish Curriculum 2025 FUSD Biliteracy Pathways (poster)
3: (1:45-2:00)	☐ **Professional Learning Opportunities** SAVE THE DATE ○ **DLI Institute (June 15-16, 2026)** ○ **Guided Language Acquisition Design (GLAD) in Spanish** Dates: **April 6th, 8-10th, 13th, 2026** Locations: El Camino Elementary (SB); Ventura (TBD)	• Bilingual Authorization Program (BAP) Information Sessions • Dual Language Program Implementation Network (DualPIN) **Student Events in Spanish** Batalla de los libros
BREAK 2:00-2:10		
4: (2:10– 2:30)	☐ **ELPAC Updates – Melissa** CAASPP & ELPAC Website	• ELPAC 101 • AI & Language Development
5: (2:30-3:00)	☐ **Home Language Survey**	CDE Home Language Survey Website

GROUNDING ACTIVITY

Designated
English Language Development (D-ELD)



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County Education Office
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VIDEOS: ENGLISH LANGUAGE DEVELOPMENT



WHAT DOES IT LOOK LIKE?





WHAT DOES IT SOUND LIKE?

Santa Barbara
County Education Office
Susan C. Salcido, Superintendent

Part I: Interacting in *Meaningful* Ways

QUESTIONS/PROMPTS:

Collaborative (dialogue with others)

- *Are students provided the opportunity to engage in extended dialogue?*

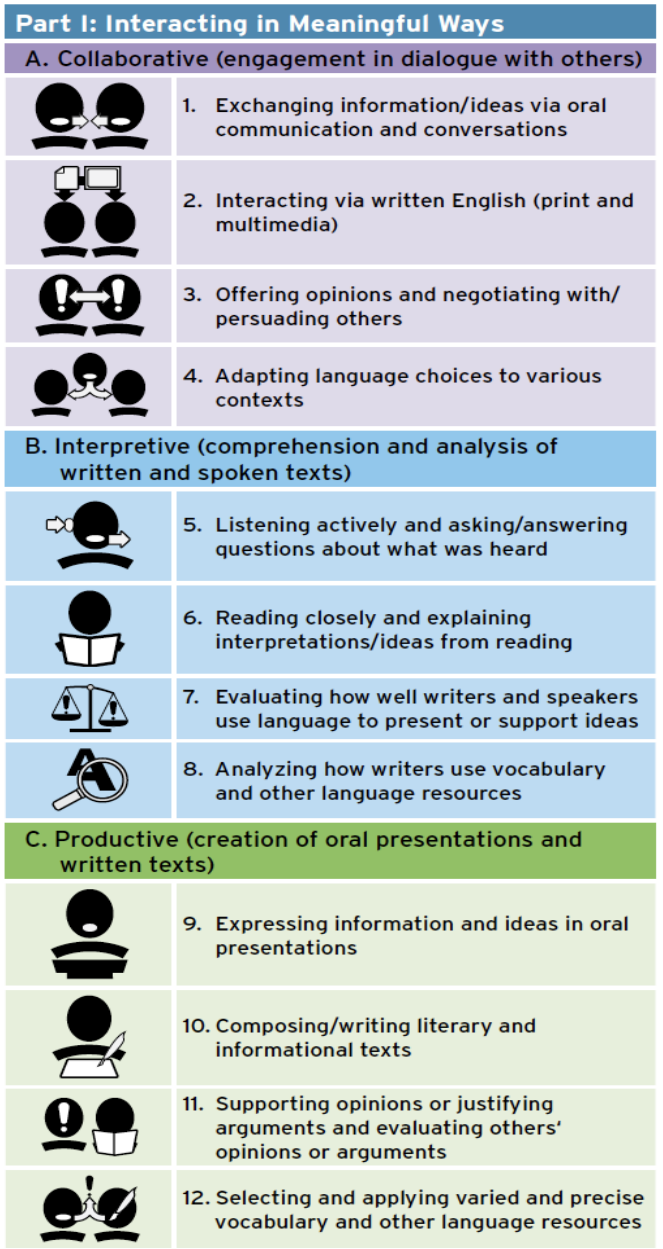
Interpretive (written and spoken)

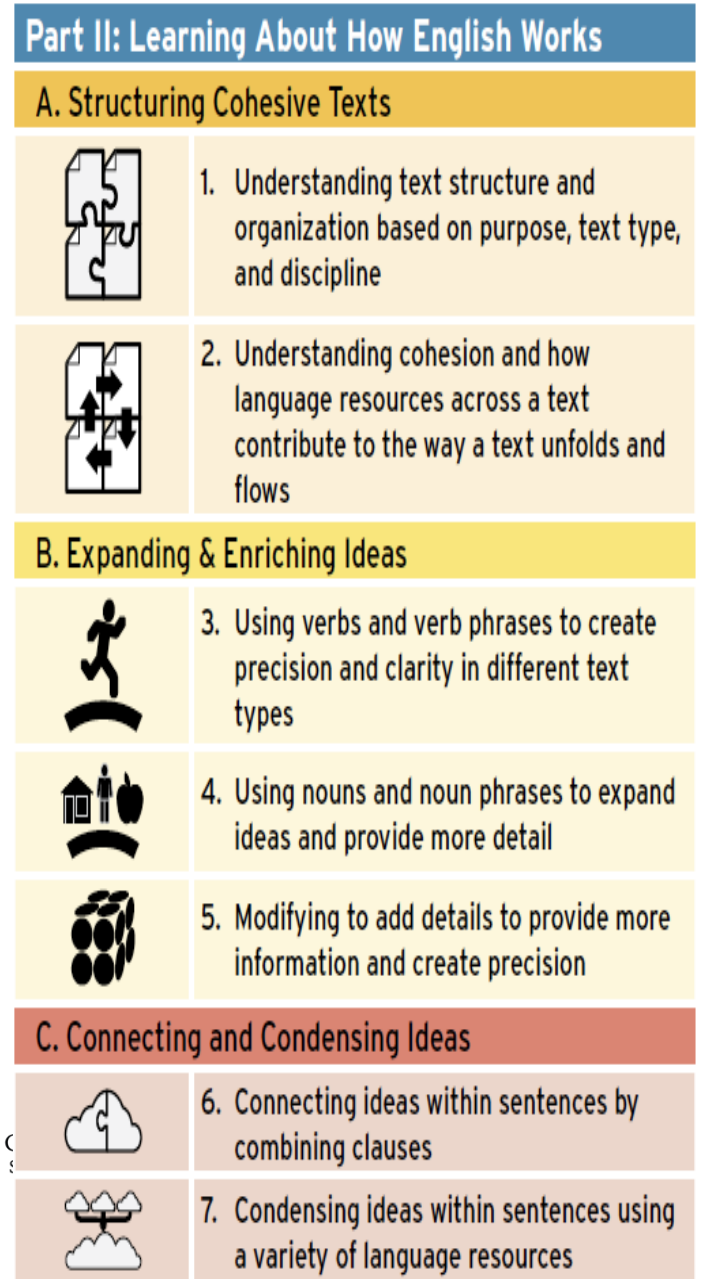
- *Are students given written and oral material to interpret?*

Productive (presentations and written text)

- *Are students given the opportunity to present and to produce written text?*

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Susan C. Salcido, Superintendent





Part II: Learning About How English Works

QUESTIONS/PROMPTS:

Cohesive Text

- *Are students given the opportunity to analyze text?*

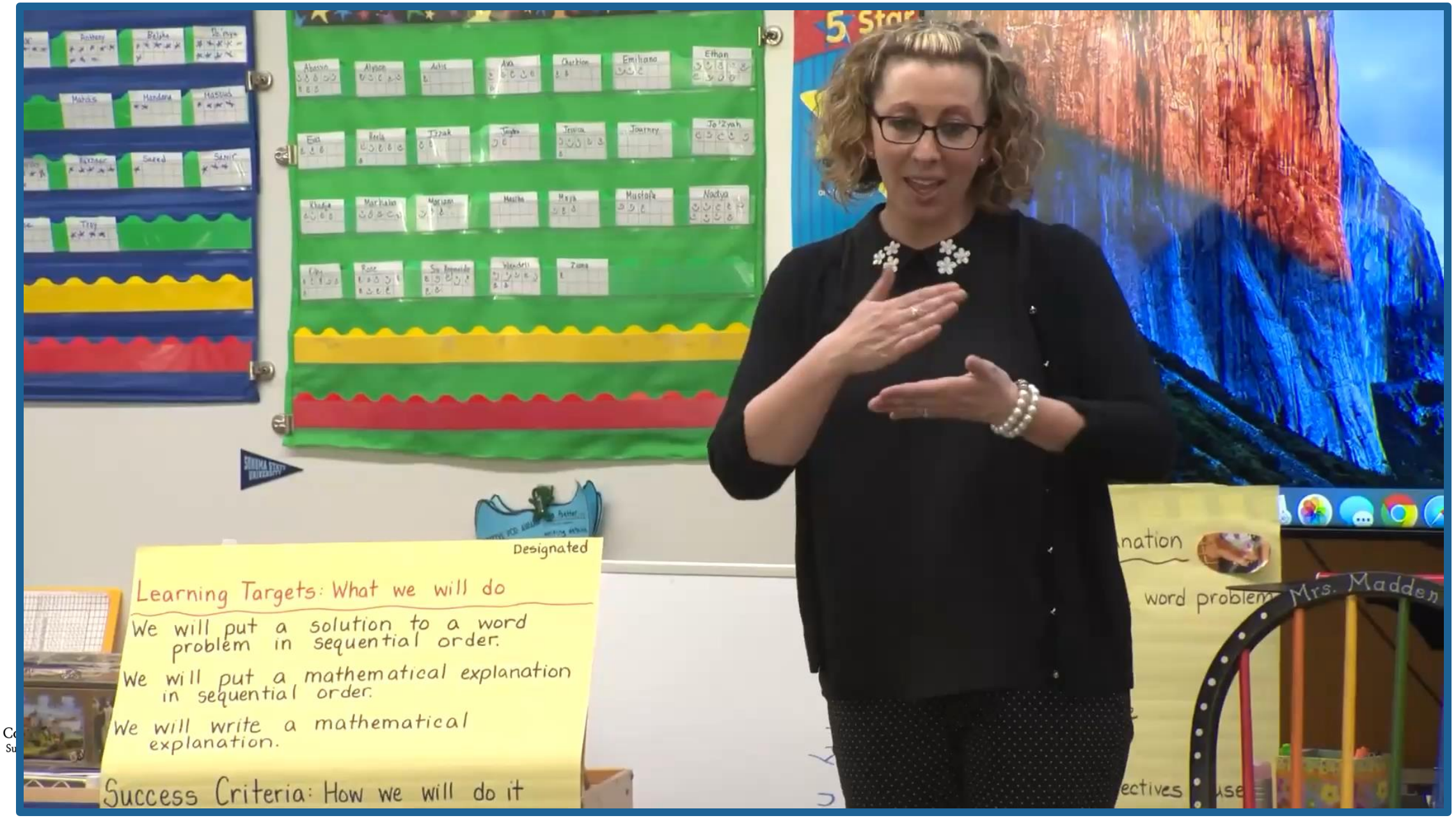
Expanding and Enriching Ideas

- *Do students engage in activities to add details and more information?*

Connecting and Condensing Ideas

- *Do students practice connecting and condensing ideas?*

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Designated
Learning Targets: What we will do
We will put a solution to a word problem in sequential order.
We will put a mathematical explanation in sequential order.
We will write a mathematical explanation.
Success Criteria: How we will do it
word problem
Mrs. Madden


Mercedy
CHARGERS

GUSD ELD EXPECTATIONS

GUSD ML Expectations (2024-2027)

GUSD Expectations for Multilingual Learners (MLs) (2024-2027)

The Classroom Teacher will:

- ❑ Teach Designated ELD 30 min day, 5 days/week
- ❑ Use a combination of Wonders designated ELD materials, SBCEO resources and ELPAC test prep materials
- ❑ Teach ELD standards or ELPAC test prep
- ❑ Monitor all MLs' (Multilingual Learners) progress (PLT, disaggregate data, review ELPAC, SBAC, DIBELS, STAR data)
- ❑ Understand and advocate for reclassification criteria and process
- ❑ Communicate ML information to parents during the parent-teacher conferences
- ❑ Avoid teaching essential standards to non-MLs during Des. ELD
- ❑ Provide access to differentiation to all MLs
- ❑ Keep student rosters up-to-date

Designated ELD will include:

- ❑ Wonders ELA/ELD Curriculum (K-1 My Language Book, 2-6 ELD Companion Worktext), SBCEO and test prep materials
- ❑ Structured Language Practices (SLPs) with meaningful interaction
- ❑ Unit Plans from GUSD website
- ❑ Essential ELD Standards
- ❑ Language Objectives
- ❑ ELPAC practice with task types

All Multilingual Learners will receive:

- ❑ Daily Designated ELD to develop students' English proficiency 30 min/ 5 days a week
- ❑ Integrated ELD throughout the day
- ❑ Access to rigorous instruction with high expectations
- ❑ Ongoing monitoring as ML & RFEP
- ❑ Exposure to ELPAC task types prior to test

Principals will:

- ❑ Provide and monitor grade level PLT time for ML progress monitoring
- ❑ Ensure MLs receive daily Designated ELD outside of essential standards instruction and Integrated ELD throughout the day
- ❑ Support differentiation efforts and provide lesson feedback
- ❑ Help disaggregate data and review subgroups using tools like Schoolzilla and Ellevation
- ❑ Monitor reclassification and ensure ML rosters are current

Models:

- ❑ School Wide Designated ELD/Targeted Language Time and Integrated ELD
- ❑ Dual Language Immersion (DLI) Program at El Camino School

Monitoring ML Achievement:

- ❑ Initial & Summative ELPAC
- ❑ SBAC
- ❑ STAR 360, DIBELS
- ❑ CFAs and Unit Assessments

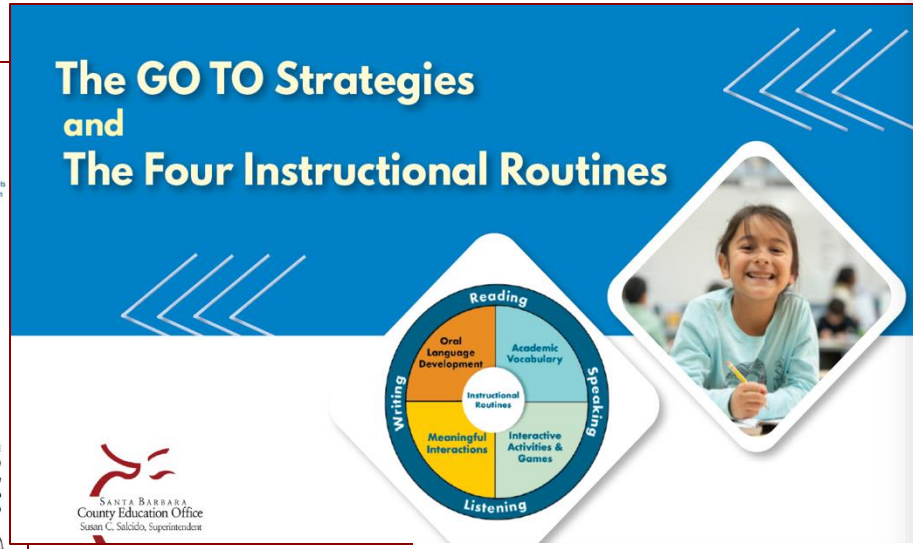
Corresponding LCAP Goals: #1 (Literacy), #2 (Math), #4 (School Climate)

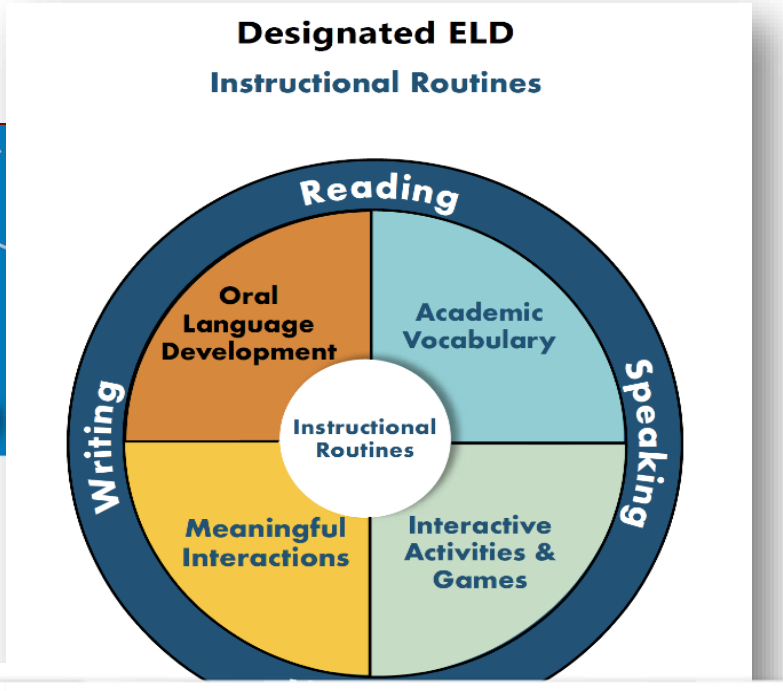
What about your School's Plan for Student Achievement (SPSA)?

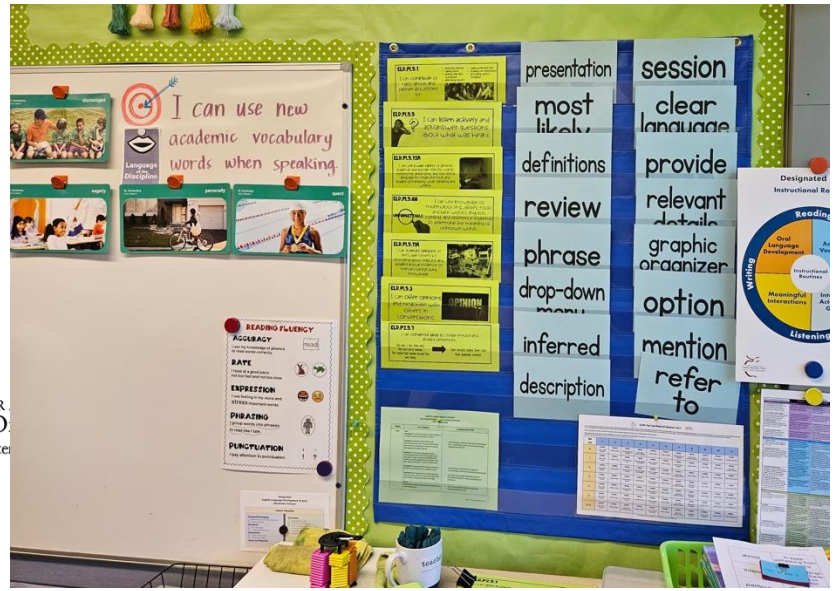
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MATERIALS FOR D-ELD









Santa Barbara County Education Office
Susan C. Salcido, Superintendent

DESIGNATED ENGLISH LANGUAGE DEVELOPMENT
Unit Planning Template
Adapted from Santa Barbara County of Education Office

Week:	Team:
ELPAC Task Type:	School:

Essential Standards:
-

Academic Vocabulary:
-

Oral Language Development:
-

Meaningful Interactions:
-

Interactive Games and Activities:
-









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Bilingual Authorization Program

2026-2027

Bilingual Authorization Program

VIRTUAL Information Sessions

Are you interested in completing the Bilingual Authorization (Spanish/English) requirements?

Attend one mandatory, virtual information session.

Register for any one of the following dates:



December 11, 2025 January 22, 2026

February 26, 2026 April 2, 2026

TOPICS TO BE COVERED

- Program Overview
- Admission Requirements
- Application Procedures
- Start and End Dates
- Course Schedule
- Program Costs



VIRTUAL SESSIONS FROM 4:00-5:00 P.M.

Registration is required

Our next cohort will begin in the summer of 2026

(Space is limited)

FINANCIAL ASSISTANCE AVAILABLE

(ON A FIRST COME ,FIRST SERVED BASIS)

For more information, contact: Dr. Carlos Pagán, Director, Literacy and Language Support

cpagan@sbceo.org • (805) 964-4711 Ext. 5436

BILINGUAL COORDINATORS NETWORK

UPDATES

Santa Barbara County Education Office
Susan C. Salcido, Superintendent

California State Seal of Biliteracy



Fresno Unified School District
ENGLISH LEARNER SERVICES
MULTILINGUAL & MULTICULTURAL EDUCATION

California School DASHBOARD

ELPAC
English Language Proficiency Assessments for California

What is the State Seal of Biliteracy (SSB)?

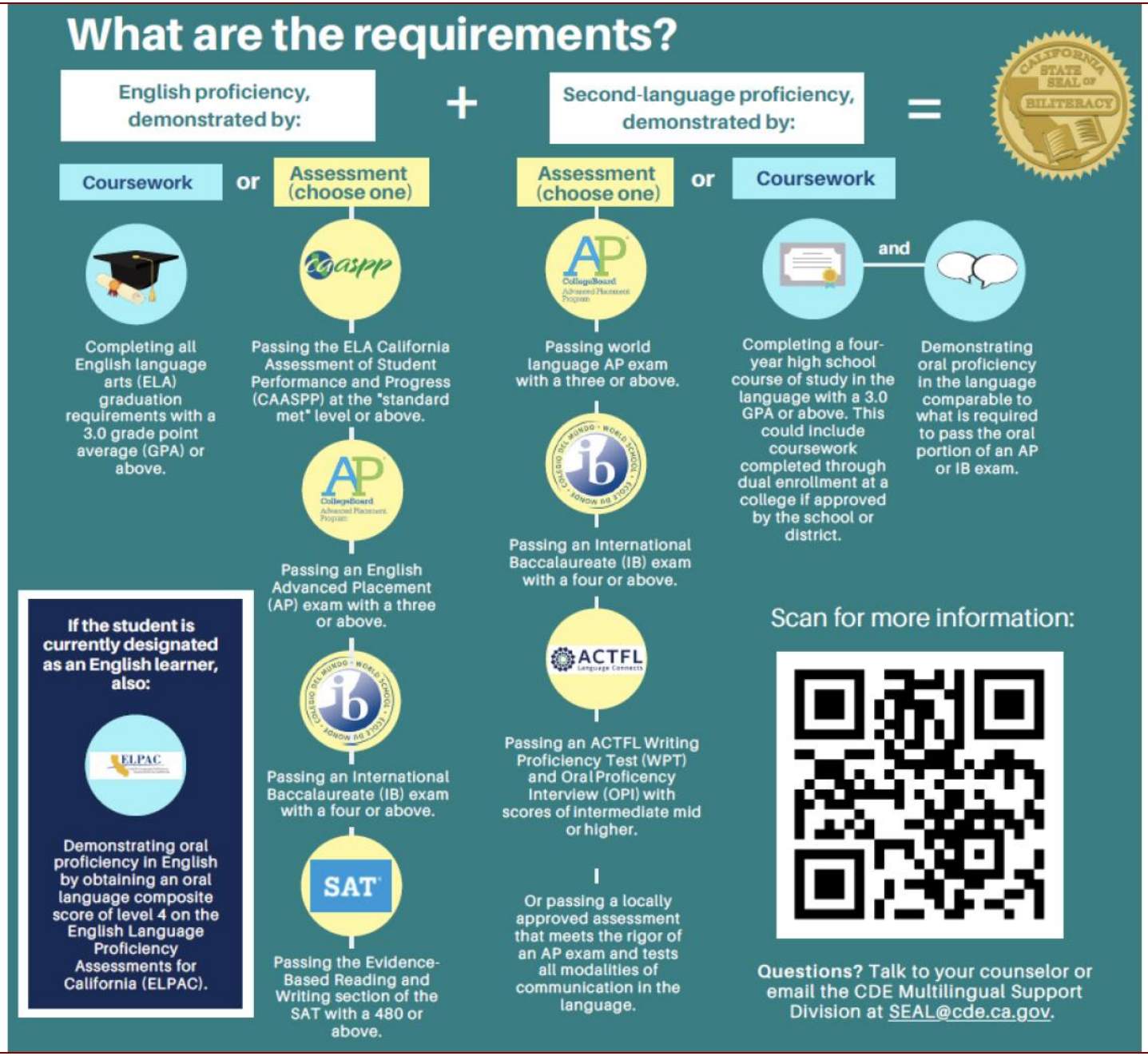
- Recognition by the State Superintendent of Public Instruction for graduating high school students who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English.

- A free program for students, schools, and districts available to public schools, direct-funded charter schools, and county offices of education.



Visit the CDE SSB web page for more information.

Scan QR code for SSB poster in English and Spanish



California Spanish Assessment (CSA) for the SSB

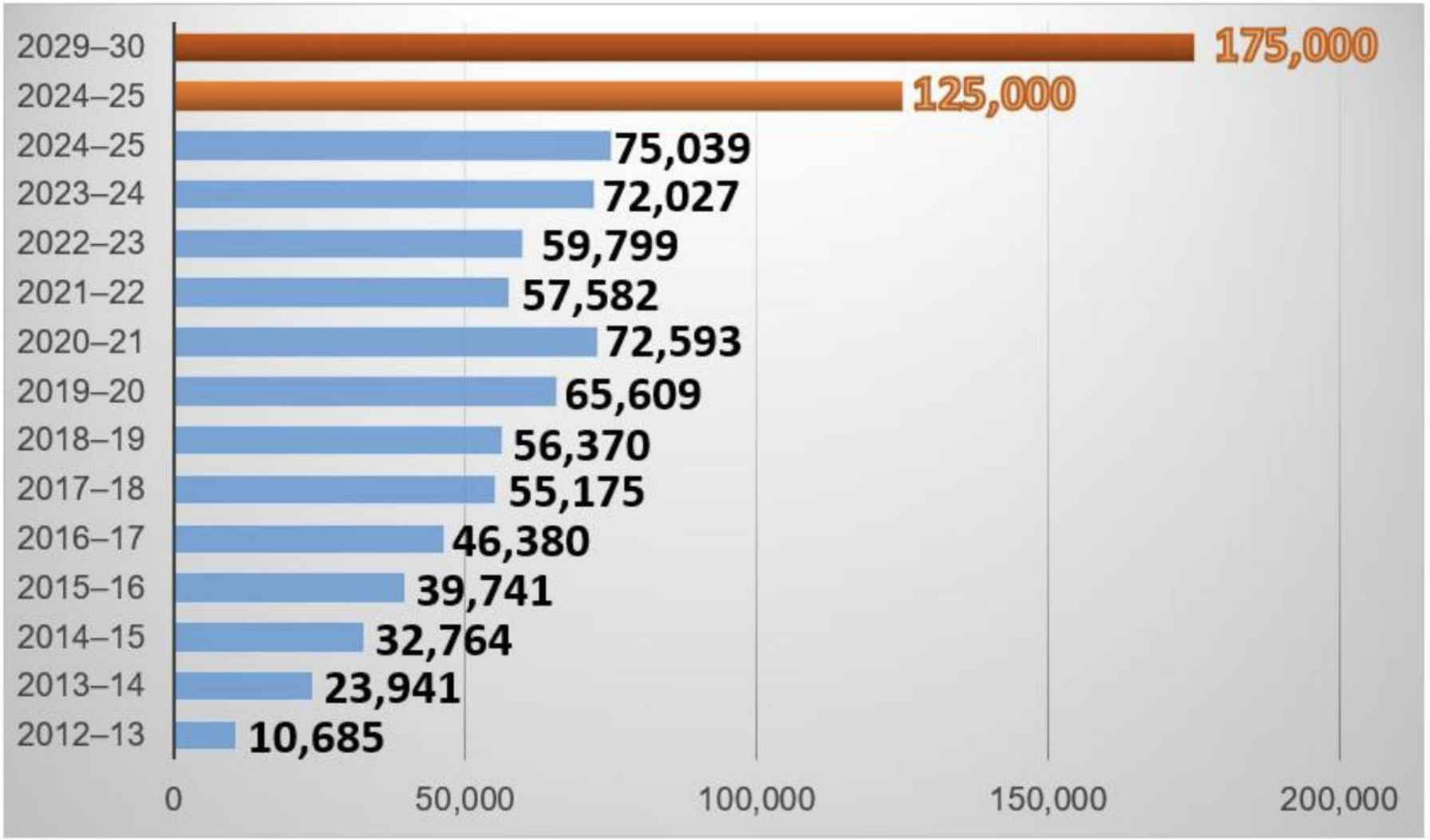
- The **California State Board of Education approved Level 3** as the recommended **threshold score for the CSA** to be used to demonstrate Spanish proficiency for the SSB.

- The CSA is one of a menu of options for demonstrating proficiency in Spanish for the SSB.

Next Step:

- The CDE will submit updated language to include the CSA as an option to meet the SSB per California *Education Code* Section 51461(a)(2)(A).

SSB Growth by Year



Total seals awarded since the program was established: **667,705**

Participating Counties

Counties with one or more local education agency (LEA) offering the SSB:

- 54 out of 58 counties
- All counties but Alpine, Mariposa, Modoc, and Trinity



Counties awarded the highest number of SSBs

- Los Angeles (19,958)
- Orange (8,718)
- San Diego (5,324)
- Riverside (4,692)
- San Bernardino (4,587)
- Santa Clara (4,576)

Current and Former English Learners Awarded

In 2024–25, **45 percent of seals were awarded to current/former English learner (EL) students**

Up from 40 percent in 2023–24



45 out of every 100 SSBs were awarded to current or former EL students

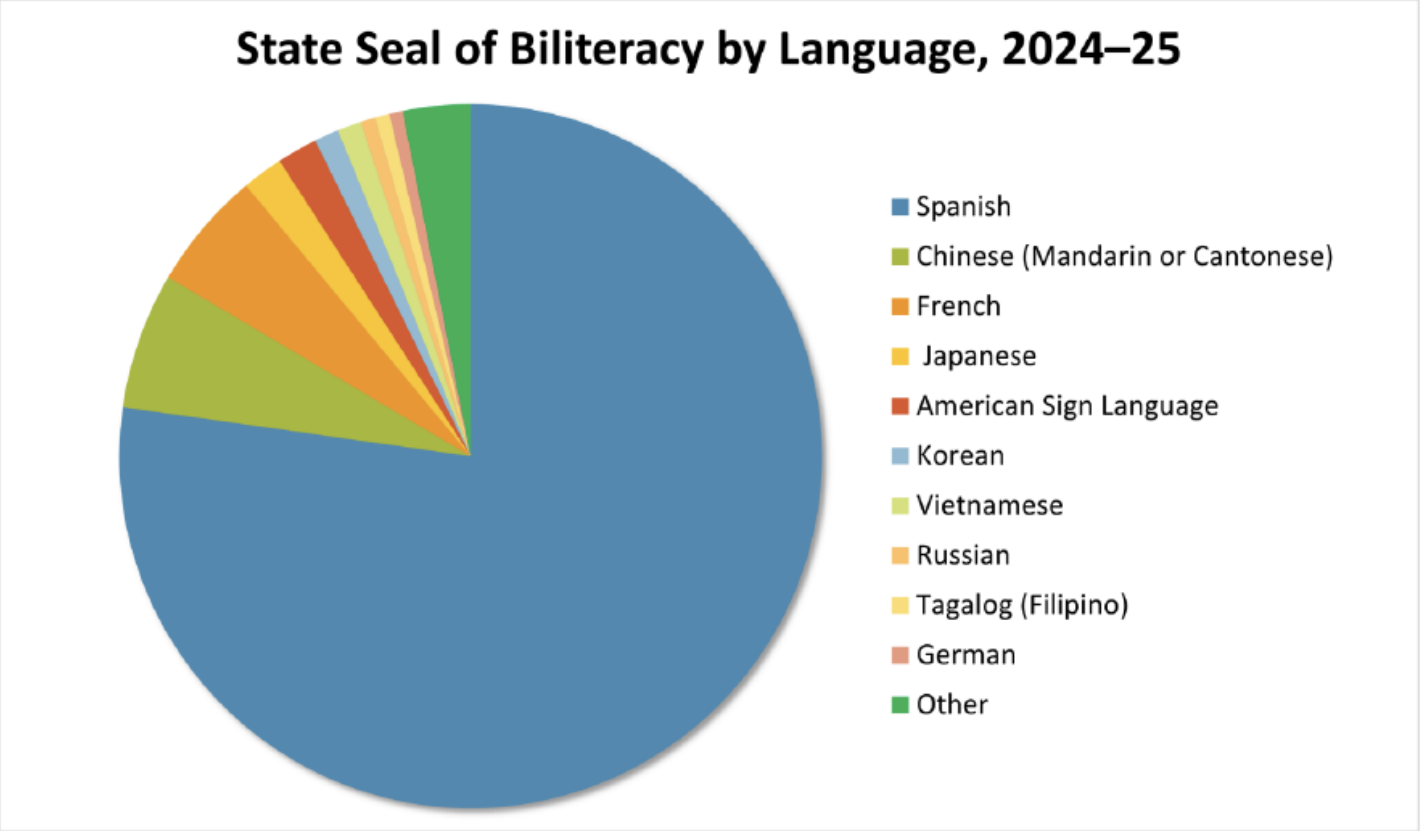
Current and Former EL Students Awarded by County

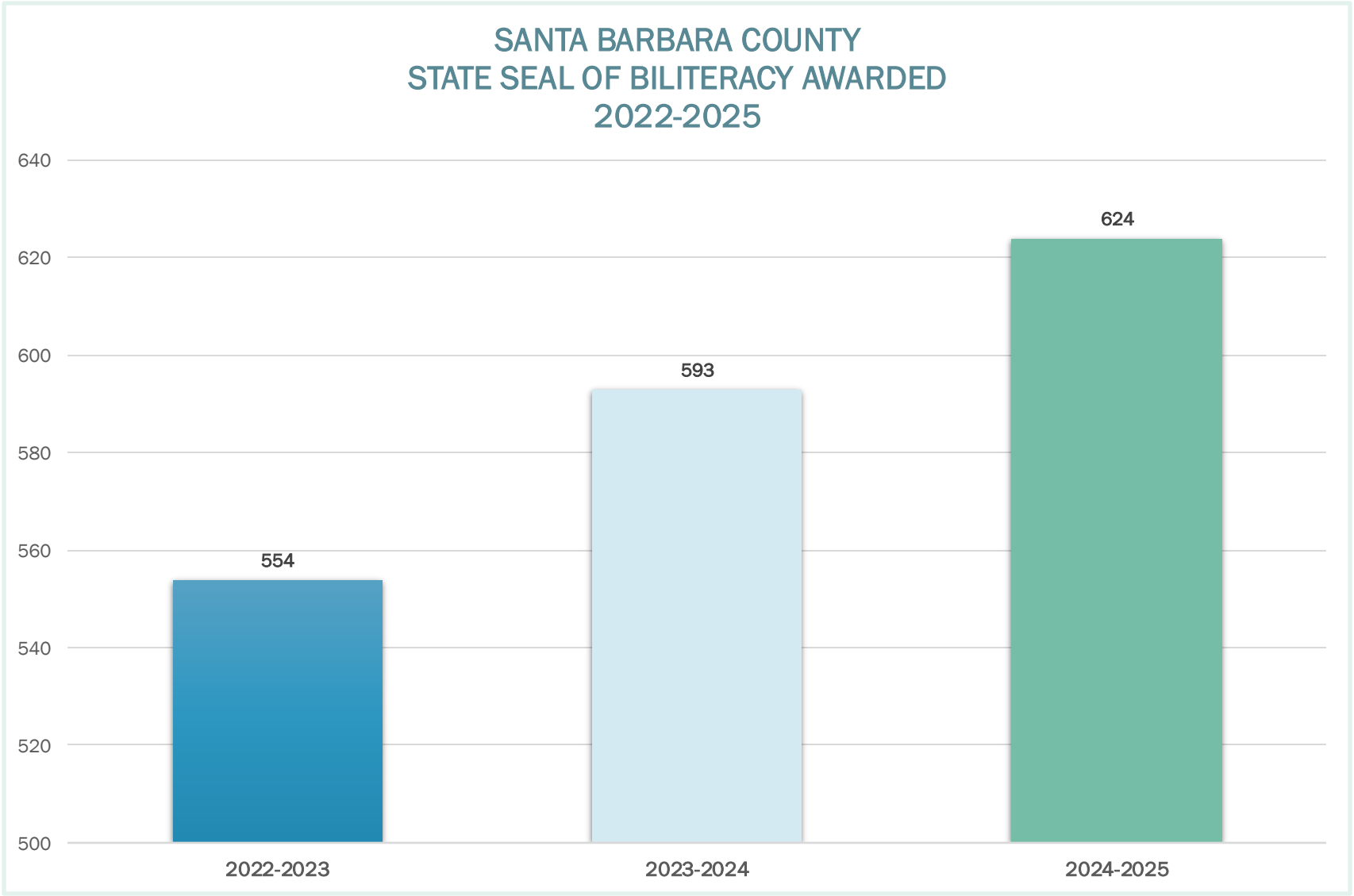
Counties with highest percentage of SSBs awarded to current or former EL students:

- **Tehama** (100 percent)
- **Glenn** (95 percent)
- **Del Norte** (88 percent)
- **Lake** (85 percent)
- **Yuba** (82 percent)
- **Madera** (80 percent)
- **Stanislaus** (78 percent)
- **Imperial** (78 percent)
- **Merced** (77 percent)
- **Tulare** (73 percent)

Languages in Which SSB Was Awarded

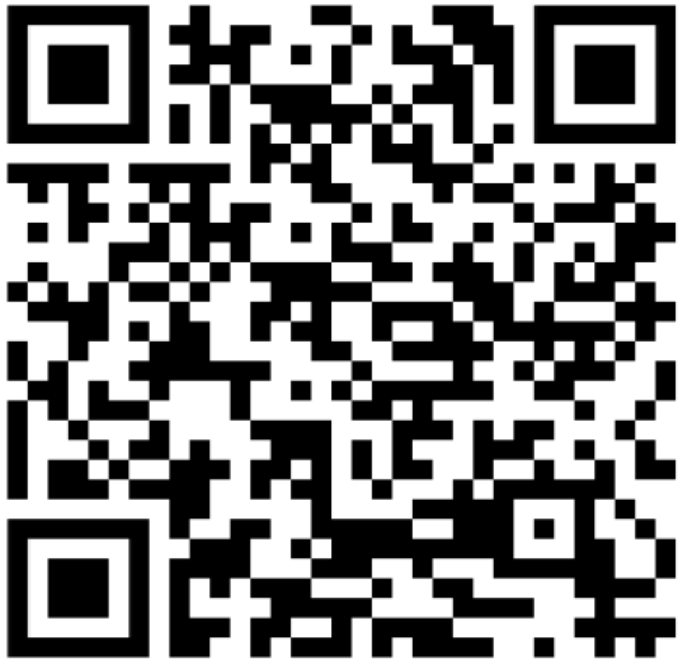
- The SSB was awarded **in 87 languages** in 2024–25
- Up from 74 in 2023–24
- A full list of languages is posted on the CDE SSB web page under the “data” tab.





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Local Participation Data



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

Excel spreadsheet:

- **First tab:** statewide data by county
- **Subsequent tabs:** each county's data (organized by LEA)

Gina Garcia-Smith

Education Programs Consultant

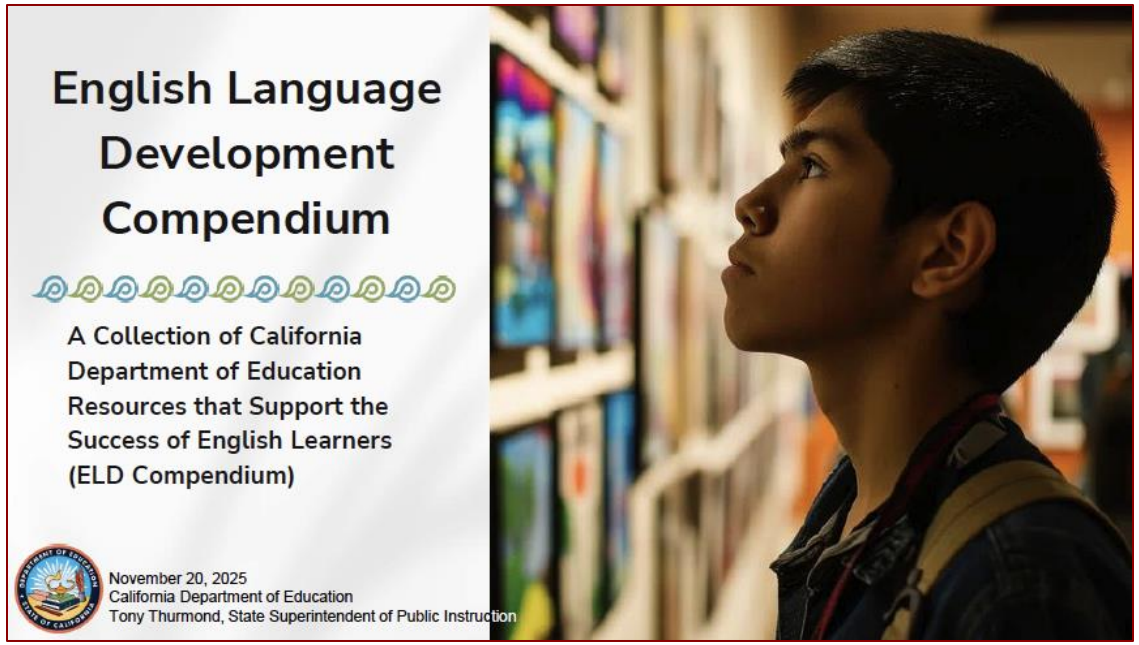
MSD, CDE

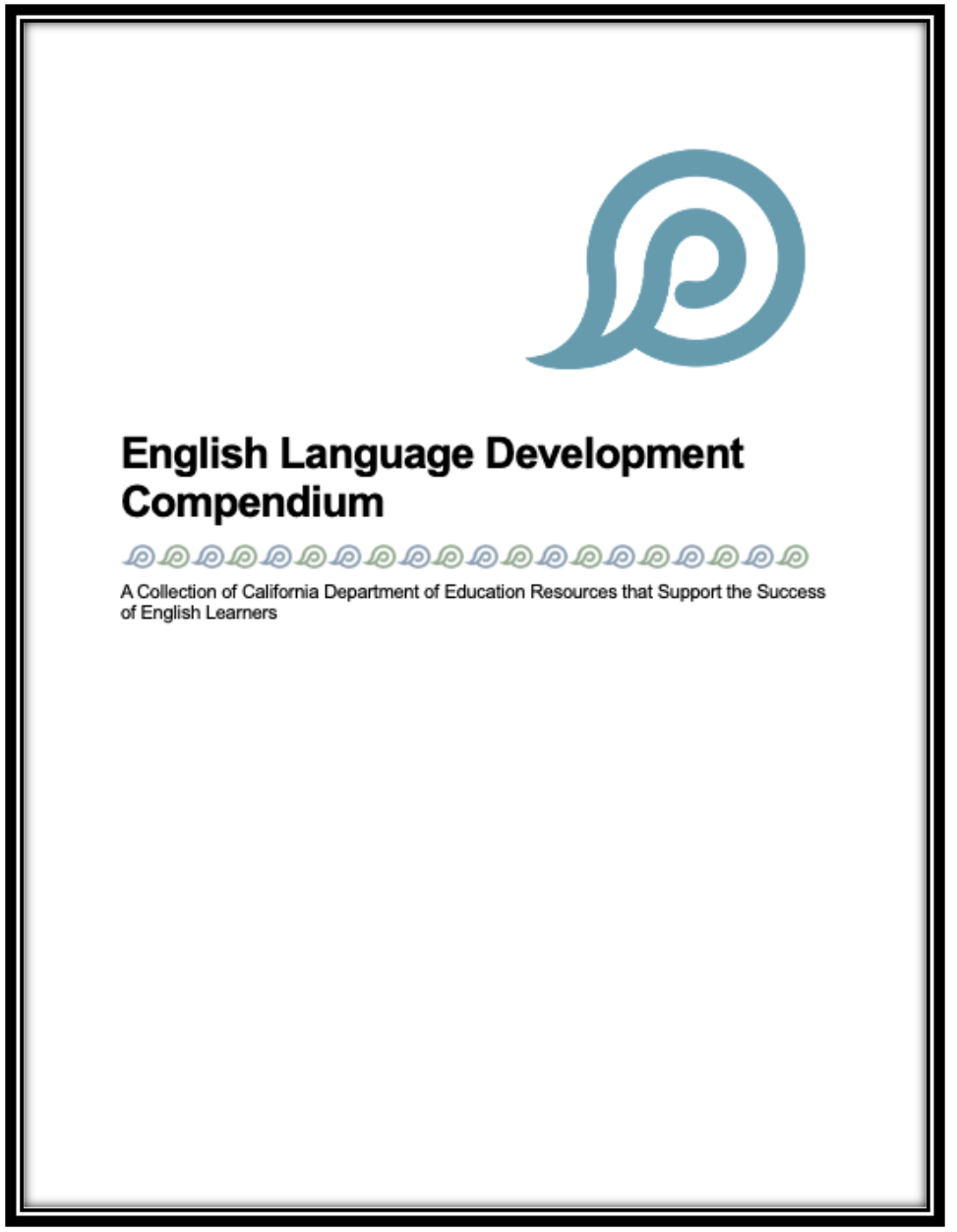
SEAL@cde.ca.gov

916-319-0265 (direct line)

916-319-0938 (MSD main line)

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ELD

Compendium

Content



Outcomes **Guidance** **Support**

ELD Compendium Content [2]

OUTCOMES

- English Language Development Standards
- California Content Standards
- Initiatives
- Legislation
- Regulations

ELD Compendium Content [3]

GUIDANCE

- Curriculum Frameworks
- Instructional Strategies for English Learners
- English Learners: Areas of Focus

ELD Compendium Content [4]

SUPPORT – CDE

- Multilingual Support Division
- Professional Learning Support Division
- Curriculum Frameworks and Instructional Resources Division
- Special Education Division
- Student Achievement and Support Division

Fresno Unified School District

ENGLISH LEARNER SERVICES

MULTILINGUAL & MULTICULTURAL EDUCATION



FRESNO UNIFIED DUAL LANGUAGE IMMERSION

BILINGUAL COORDINATORS NETWORK MEETING

NOVEMBER 20, 2025

ACHIEVING OUR *GREATEST* POTENTIAL

11/17/2025

Fresno Unified School District

Fresno Unified School District
ENGLISH LEARNER SERVICES
MULTILINGUAL & MULTICULTURAL EDUCATION



69,997
PS-12th grade
STUDENTS

5,142
PS-12th grade
DLI STUDENTS

11,394
ENGLISH LEARNERS

253
DLI TEACHERS

110 SCHOOLS

24 DLI SCHOOLS

11/17/2025

Fresno Unified DLI Schools

Fresno Unified School District
ENGLISH LEARNER SERVICES
MULTILINGUAL & MULTICULTURAL EDUCATION

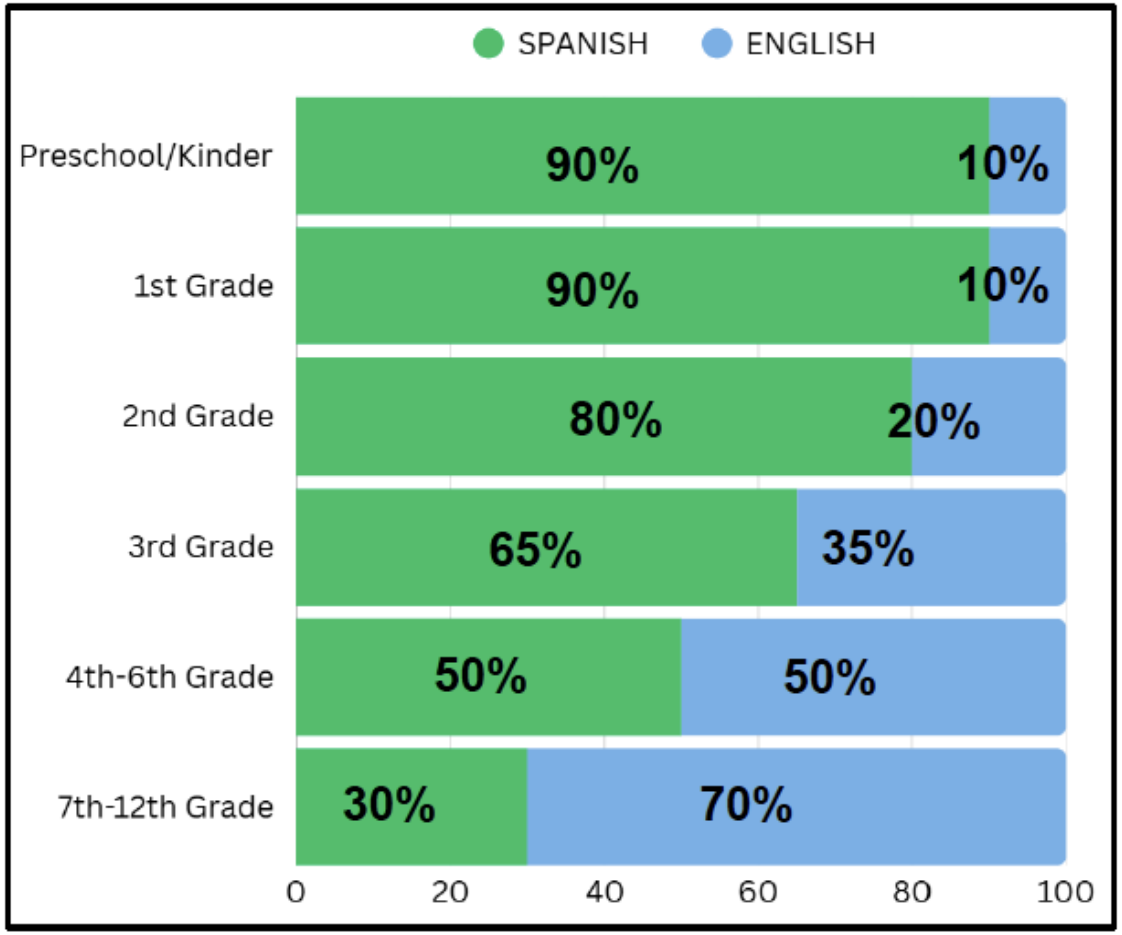
Spanish DLI

Hmong DLI

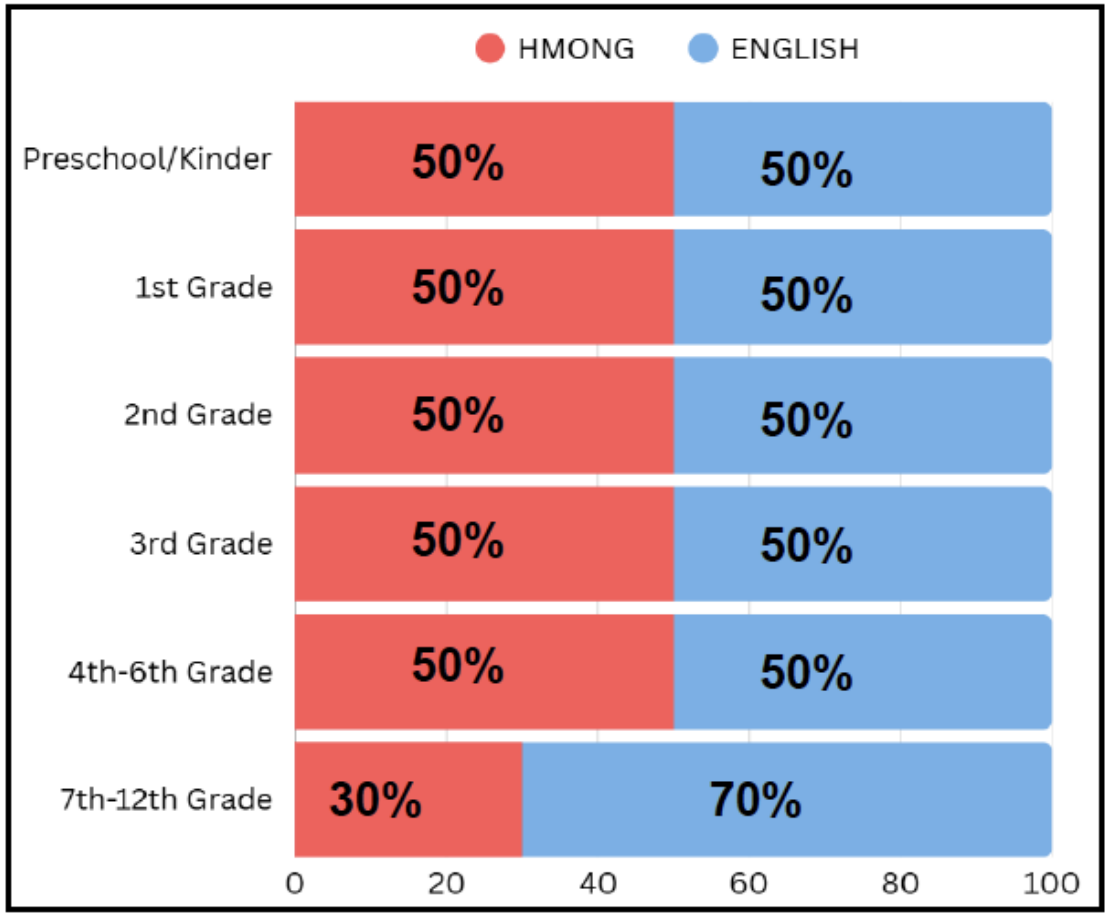
ELEMENTARY	MIDDLE	HIGH SCHOOL	ELEMENTARY	MIDDLE	HIGH
Birney Burroughs Calwa Centennial Ewing Herrera Hidalgo Jackson Lane Leavenworth Roeding Rowell Sunset Wawona Winchell	Fort Miller Tehipite Tioga Terronez Sequoia Wawona Yosemite	Bullard (26-27) McLane	Balderas Vang Pao	Sequoia	Roosevelt (26-27)

Fresno Unified School District
DLI Program Models

Fresno Unified School District
ENGLISH LEARNER SERVICES
MULTILINGUAL & MULTICULTURAL EDUCATION



SPANISH DLI TWO WAY
90:10 MODEL



HMONG DLI ONE WAY
50:50 MODEL

11/17/2025

DLI Program SBAC Scores

Fresno Unified School District
ENGLISH LEARNER SERVICES
MULTILINGUAL & MULTICULTURAL EDUCATION

ELA/Math

Spanish & Hmong DLI

Grade	2025 SBAC ELA Performance Levels					
	Not Met	Nearly Met	Met	Exceeded	2025 Total Met/Exceeded	Difference-Total Met/Exceeded
All DLI Students	35.0%	23.4%	22.0%	19.6%	41.6%	(+4.6)
District	40.0%	23.0%	23.3%	13.7%	37.0%	

Grade	2025 SBAC Math Performance Levels					
	Not Met	Nearly Met	Met	Exceeded	2025 Total Met/Exceeded	Difference-Total Met/Exceeded
All DLI Students	34.3%	27.9%	20.1%	17.8%	37.8%	(+10.8)
District	48.2%	24.8%	15.6%	11.4%	27.0%	

High Quality Professional Development

Fresno Unified School District
ENGLISH LEARNER SERVICES
MULTILINGUAL & MULTICULTURAL EDUCATION

DLI Educational Partners:

- **Teachers** (5 Times/Year)
- **Principals** (3 Times/Year)
- **Vice Principals** (3 Times/Year)
- **Academic Coaches/TSAs** (3 Times/Year)
- **Paraprofessionals** (3 Times/Year)

DLI PL Structures:

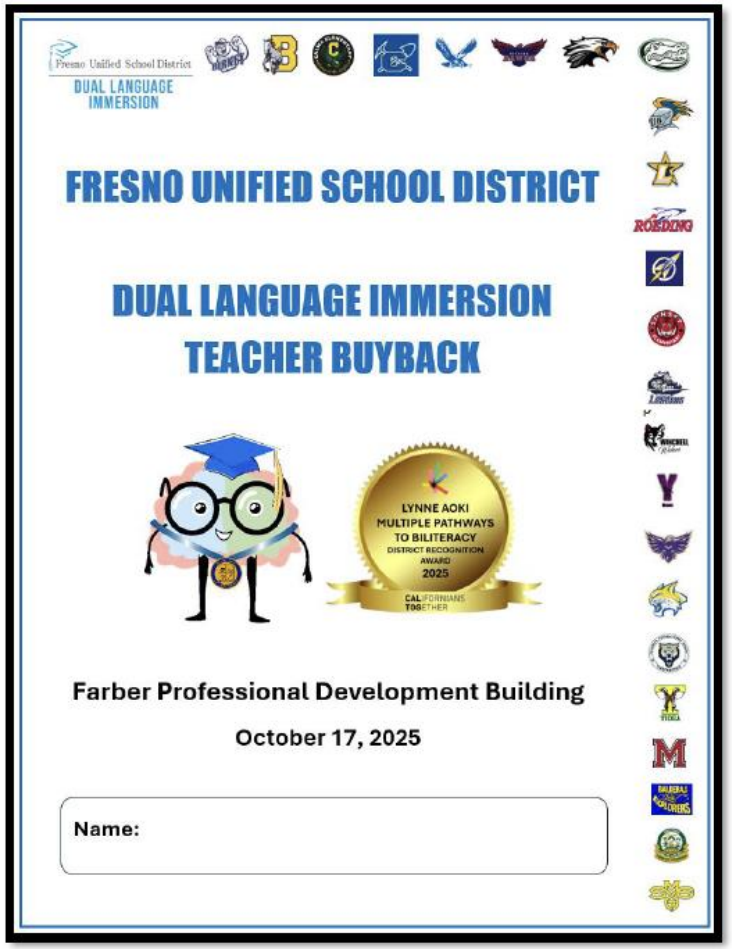
- District-wide Monthly DLI Teacher PLCs
- DLI Academy for New DLI Teachers
- DLI Teacher Buyback
- DLI Principal/VP/GLA Literacy Walks

DLI Professional Learning Topics:

- English Language Development (Designated ELD)
- Spanish Language Development Standards
- World Language Standards
- Mathematical Language Routines
- Language Development Strategies (e.g., morphology, syntax, semantics, etc.)
- Spanish/Hmong Reading Foundational Skills
- Progress Monitoring – English Learners
- Data Review/Analysis – English Learners
- Guiding Principles for Dual Language Education
- Cross-Linguistic Transfer

DLI Teacher Buyback

Fresno Unified School District
ENGLISH LEARNER SERVICES
MULTILINGUAL & MULTICULTURAL EDUCATION



- Mini-Conference
- General Session
- Breakout Sessions
- PL in Target Language
- PLC Planning Time

Fresno Unified School District
ACHIEVING OUR GREATEST POTENTIAL

DLI Teacher Buyback

Fresno Unified School District
ENGLISH LEARNER SERVICES
MULTILINGUAL & MULTICULTURAL EDUCATION







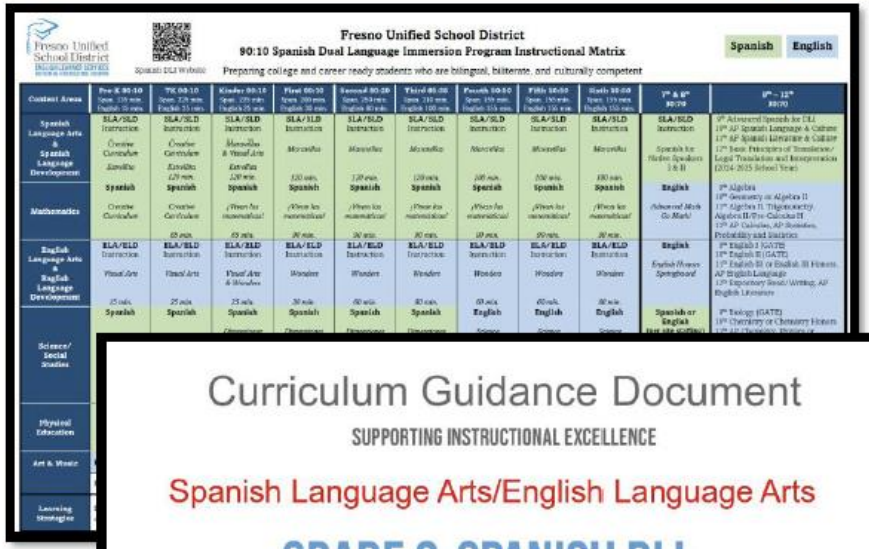


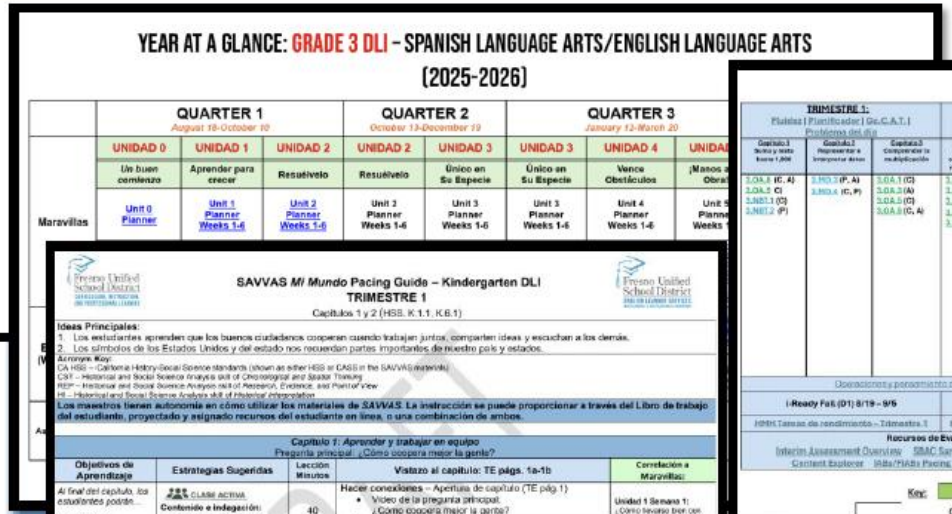


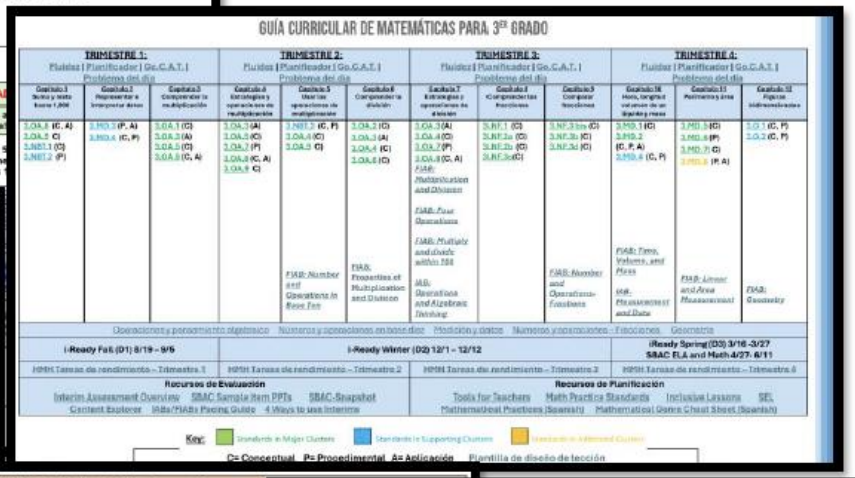


High Quality Instructional Materials – Spanish DLI

Fresno Unified School District
ENGLISH LEARNER SERVICES
MULTILINGUAL & MULTICULTURAL EDUCATION


Fresno Unified School District
90:10 Spanish Dual Language Immersion Program Instructional Matrix
Spanish English
Preparing college and career ready students who are bilingual, biliterate, and culturally competent

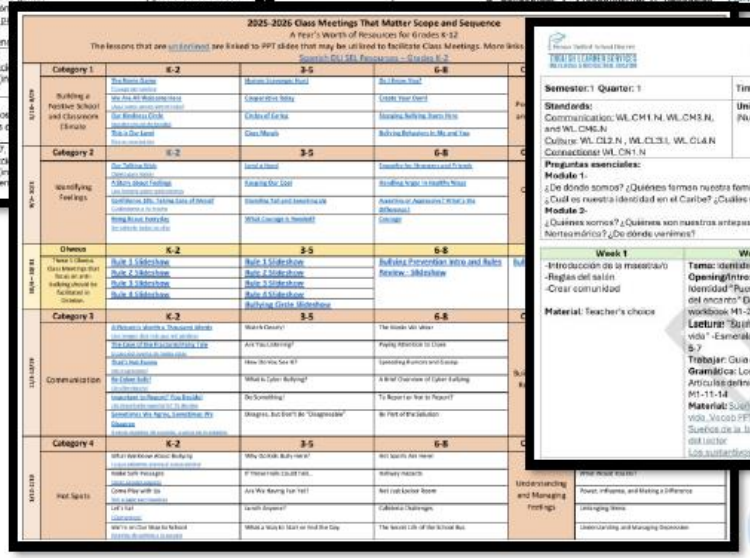

YEAR AT A GLANCE: GRADE 3 DLI – SPANISH LANGUAGE ARTS/ENGLISH LANGUAGE ARTS
(2025-2026)

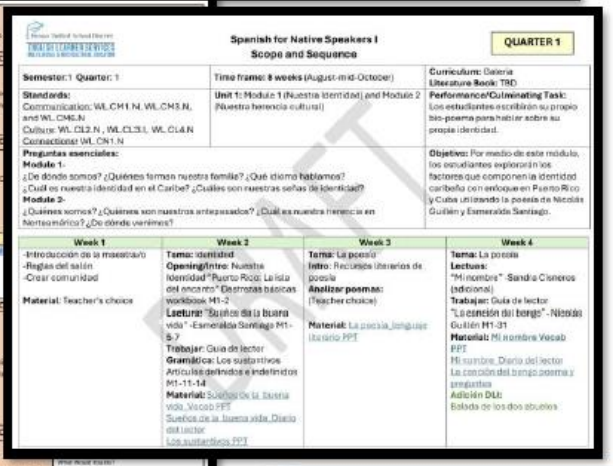

GUÍA CURRICULAR DE MATEMÁTICAS PARA 3ER GRADO

SAVVAS Mi Mundo Pacing Guide – Kindergarten DLI
TRIMESTRE 1
Capítulos 1 y 2 (HSS: K.1.1, K.6.1)


Curriculum Guidance Document
SUPPORTING INSTRUCTIONAL EXCELLENCE
Spanish Language Arts/English Language Arts
GRADE 3-SPANISH DLI


Construyendo un clima positivo en el salón de clases
Categoría 1: Reunión #1 – El juego del nombre
Grados K-2


2025-2026 Class Meetings That Matter Scope and Sequence

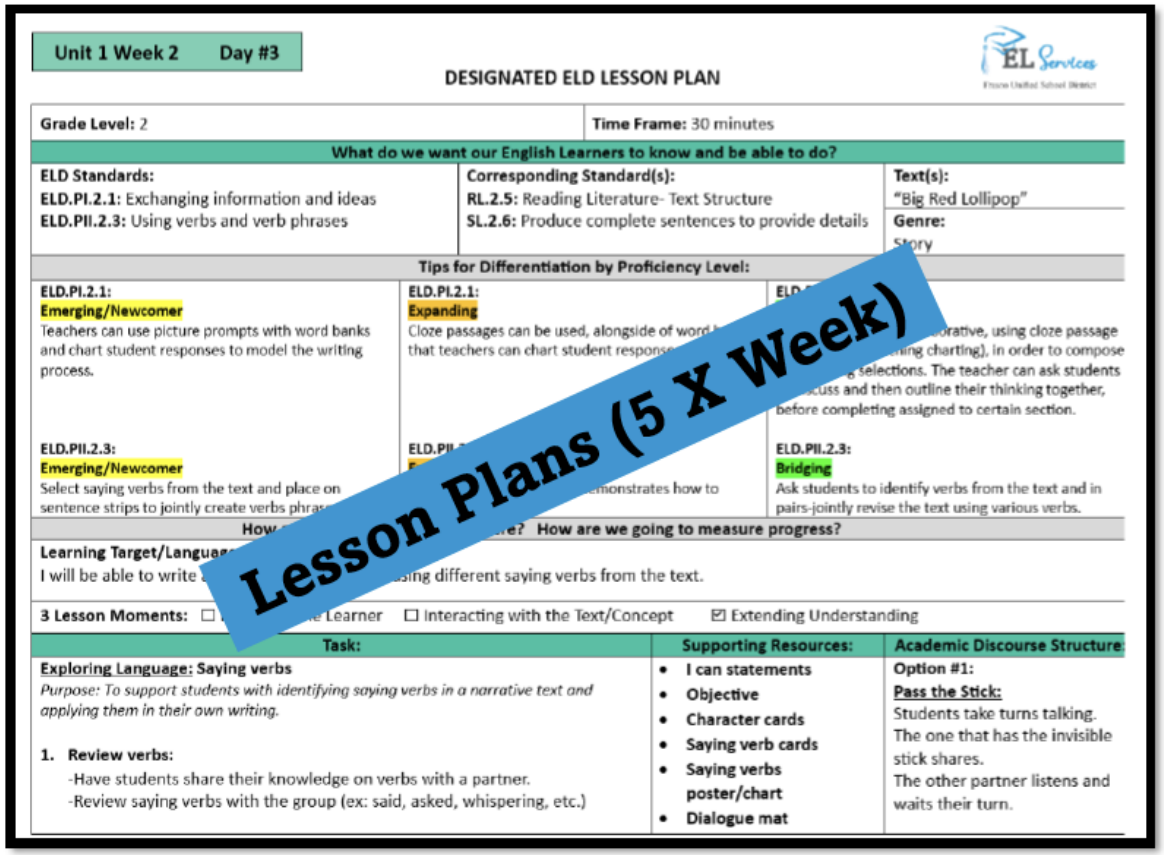

Spanish for Native Speakers I
Scope and Sequence
QUARTER 1

Fresno Unified School District
ACHIEVING OUR GREATEST POTENTIAL

11/17/2025

Designated ELD Lessons (K-6)

Fresno Unified School District
ENGLISH LEARNER SERVICES
MULTILINGUAL & MULTICULTURAL EDUCATION



Unit 1 Week 2 Day #3

DESIGNATED ELD LESSON PLAN

EL Services

Grade Level: 2 | **Time Frame:** 30 minutes

What do we want our English Learners to know and be able to do?

ELD Standards:
ELD.PI.2.1: Exchanging information and ideas
ELD.PII.2.3: Using verbs and verb phrases

Corresponding Standard(s):
RL.2.5: Reading Literature- Text Structure
SL.2.6: Produce complete sentences to provide details

Text(s): "Big Red Lollipop"
Genre: Story

Tips for Differentiation by Proficiency Level:

ELD.PI.2.1: Emerging/Newcomer
Teachers can use picture prompts with word banks and chart student responses to model the writing process.

ELD.PI.2.1: Expanding
Cloze passages can be used, alongside of word ... that teachers can chart student respons...

ELD.PII.2.3: Emerging/Newcomer
Select saying verbs from the text and place on sentence strips to jointly create verbs phras...

ELD.PII.2.3: Bridging
Ask students to identify verbs from the text and in pairs-jointly revise the text using various verbs.

How ... How are we going to measure progress?

Learning Target/Langua...
I will be able to write ... using different saying verbs from the text.

3 Lesson Moments: ☐ ... Learner ☐ Interacting with the Text/Concept ☑ Extending Understanding

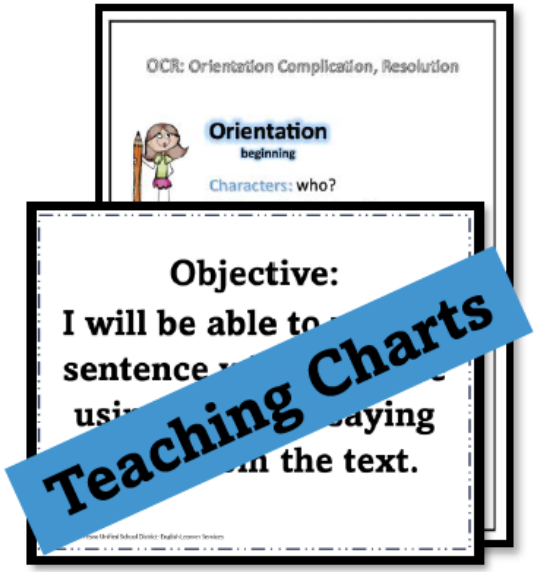
Task:	Supporting Resources:	Academic Discourse Structure:
Exploring Language: Saying verbs *Purpose: To support students with identifying saying verbs in a narrative text and applying them in their own writing.* **1. Review verbs:** -Have students share their knowledge on verbs with a partner. -Review saying verbs with the group (ex: said, asked, whispering, etc.)	• I can statements • Objective • Character cards • Saying verb cards • Saying verbs poster/chart • Dialogue mat	**Option #1:** **Pass the Stick:** Students take turns talking. The one that has the invisible stick shares. The other partner listens and waits their turn.

Lesson Plans (5 X Week)

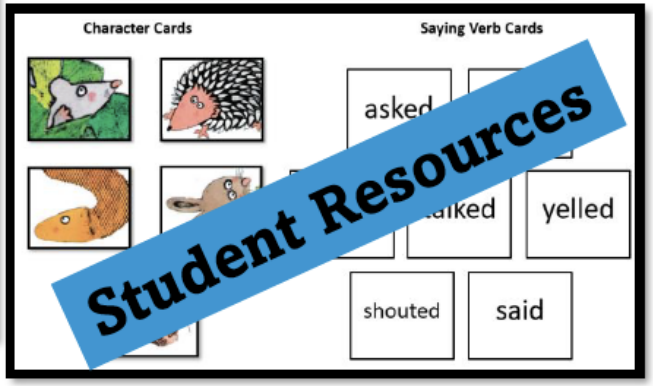




ELD Standards



Teaching Charts



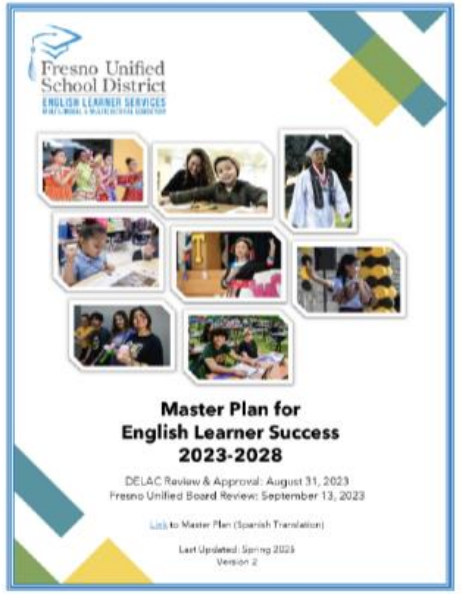
Student Resources

Fresno Unified School District
ACHIEVING OUR GREATEST POTENTIAL

Master Plan for English Learner Success

Fresno Unified School District
ENGLISH LEARNER SERVICES
MULTILINGUAL & MULTICULTURAL EDUCATION

Explore additional information and resources



Master Plan for English Learner Success 2023-2028



Plan Maestro para el Éxito de los Estudiantes Aprendices de Inglés 2023-2028



Npaj Niam Tswv Yim rau Menyuam Xyaum Kawm Lus Askiv Tau Zoo 2023-2028

Fresno Unified School District
ACHIEVING OUR GREATEST POTENTIAL



2025 Dashboard Statewide Summary



2025 Dashboard State Summary

Chronic Absenteeism



Yellow

Suspension Rate



Green

English Learner Progress



Yellow

Graduation Rate



Green

College/Career



Green

English Language Arts



Yellow

Mathematics



Yellow

Science

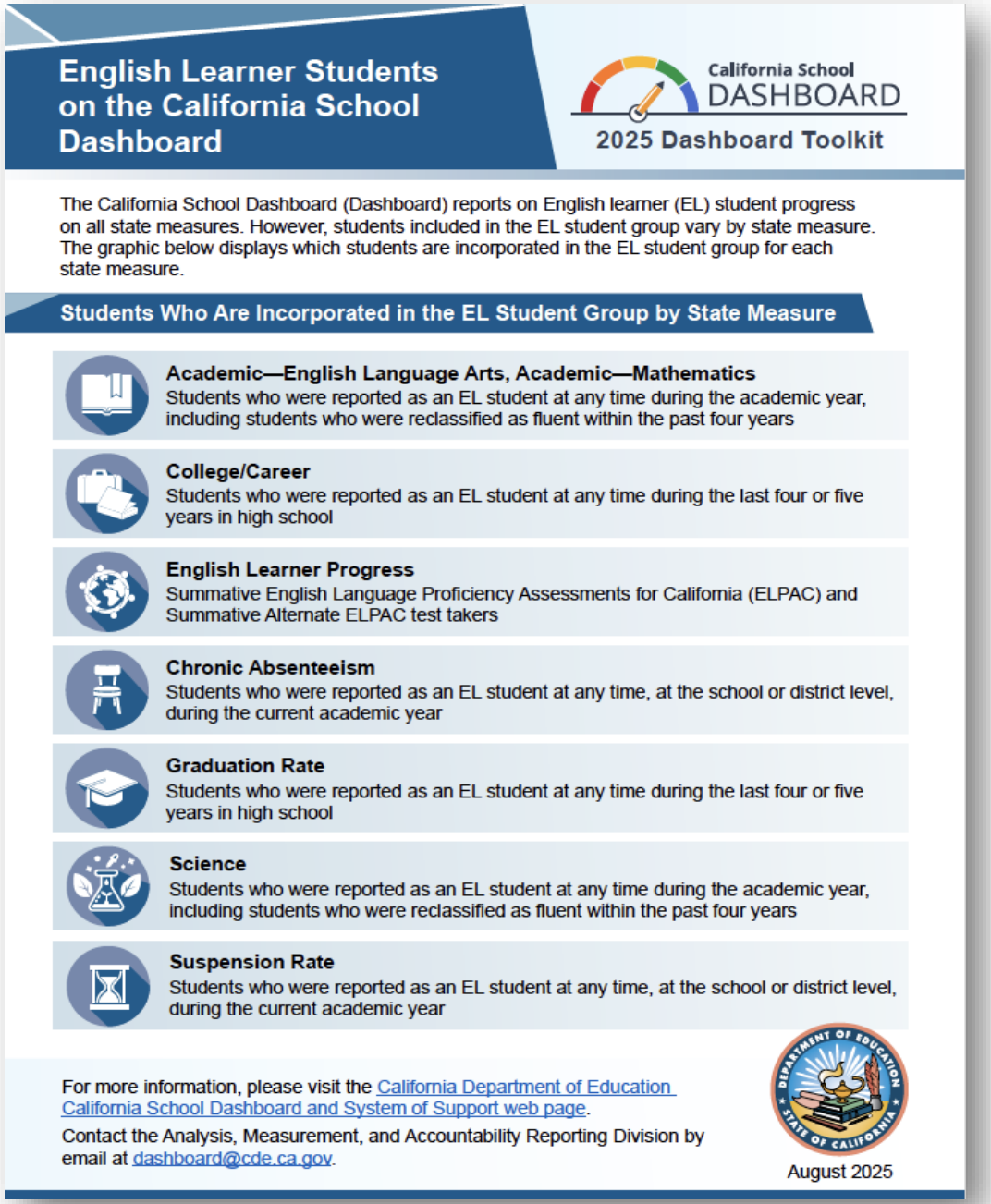


Yellow

English Learners and the 2025 Dashboard

English Learner Students on the CA School Dashboard

Santa Barbara County Education Office
Susan C. Salcido, Superintendent



English Learner Students on the California School Dashboard

California School DASHBOARD

2025 Dashboard Toolkit

The California School Dashboard (Dashboard) reports on English learner (EL) student progress on all state measures. However, students included in the EL student group vary by state measure. The graphic below displays which students are incorporated in the EL student group for each state measure.

Students Who Are Incorporated in the EL Student Group by State Measure

Academic—English Language Arts, Academic—Mathematics
Students who were reported as an EL student at any time during the academic year, including students who were reclassified as fluent within the past four years

College/Career
Students who were reported as an EL student at any time during the last four or five years in high school

English Learner Progress
Summative English Language Proficiency Assessments for California (ELPAC) and Summative Alternate ELPAC test takers

Chronic Absenteeism
Students who were reported as an EL student at any time, at the school or district level, during the current academic year

Graduation Rate
Students who were reported as an EL student at any time during the last four or five years in high school

Science
Students who were reported as an EL student at any time during the academic year, including students who were reclassified as fluent within the past four years

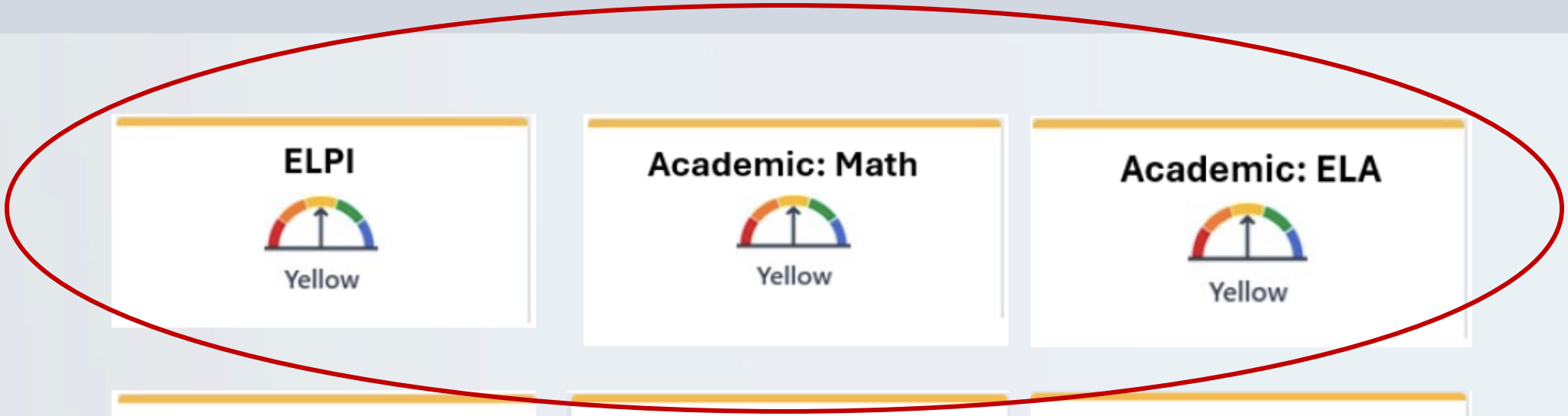
Suspension Rate
Students who were reported as an EL student at any time, at the school or district level, during the current academic year

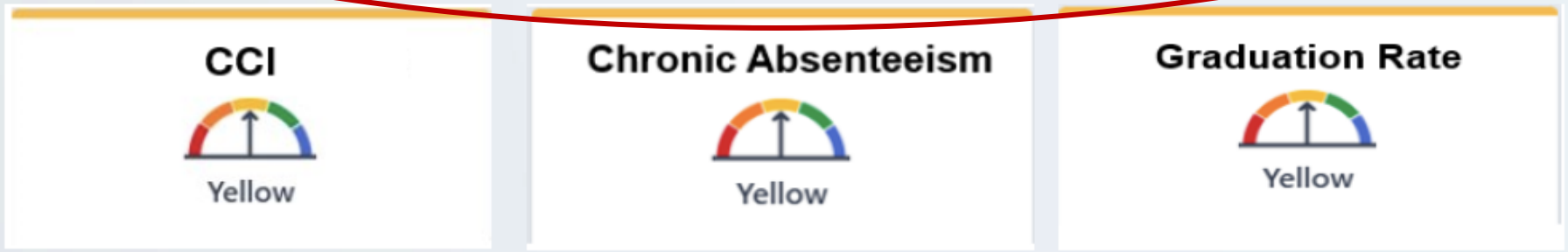
For more information, please visit the California Department of Education California School Dashboard and System of Support web page.

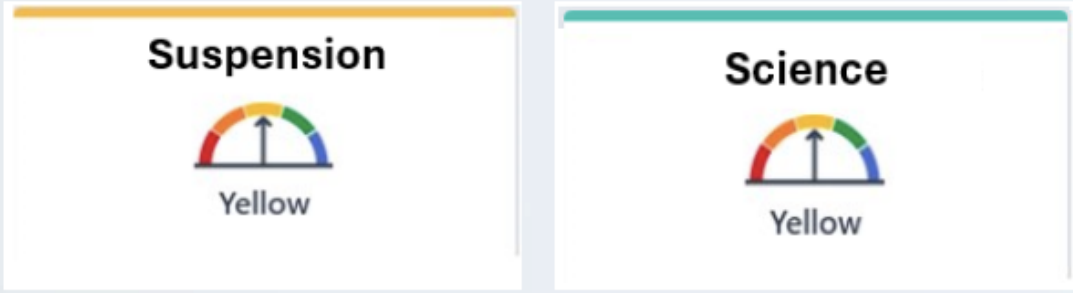
Contact the Analysis, Measurement, and Accountability Reporting Division by email at dashboard@cde.ca.gov.

August 2025

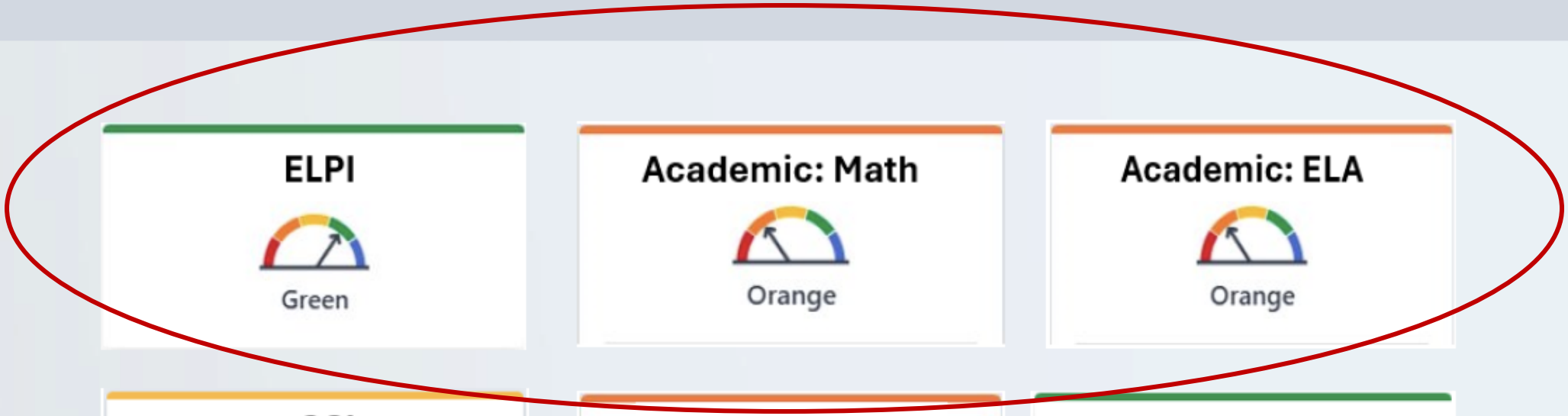
2025 Dashboard State Summary for ELs







2025 Dashboard State Summary for LTELs



LEARN MORE

English Learner Progress



Yellow

46.4% making progress

Maintained 0.7%

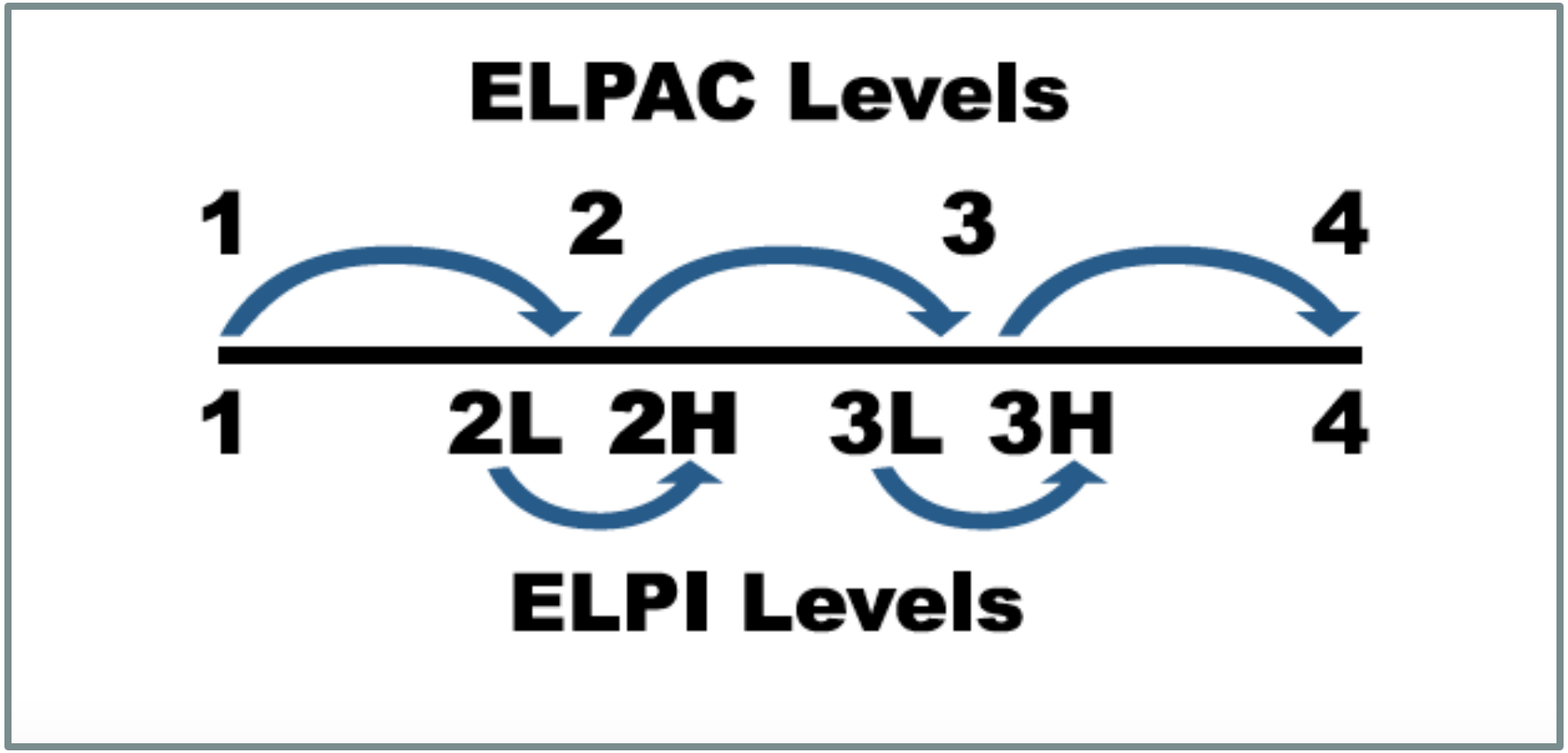
LONG-TERM ENGLISH LEARNER PROGRESS

0	0	0	1	0
Red	Orange	Yellow	Green	Blue

View More Details →

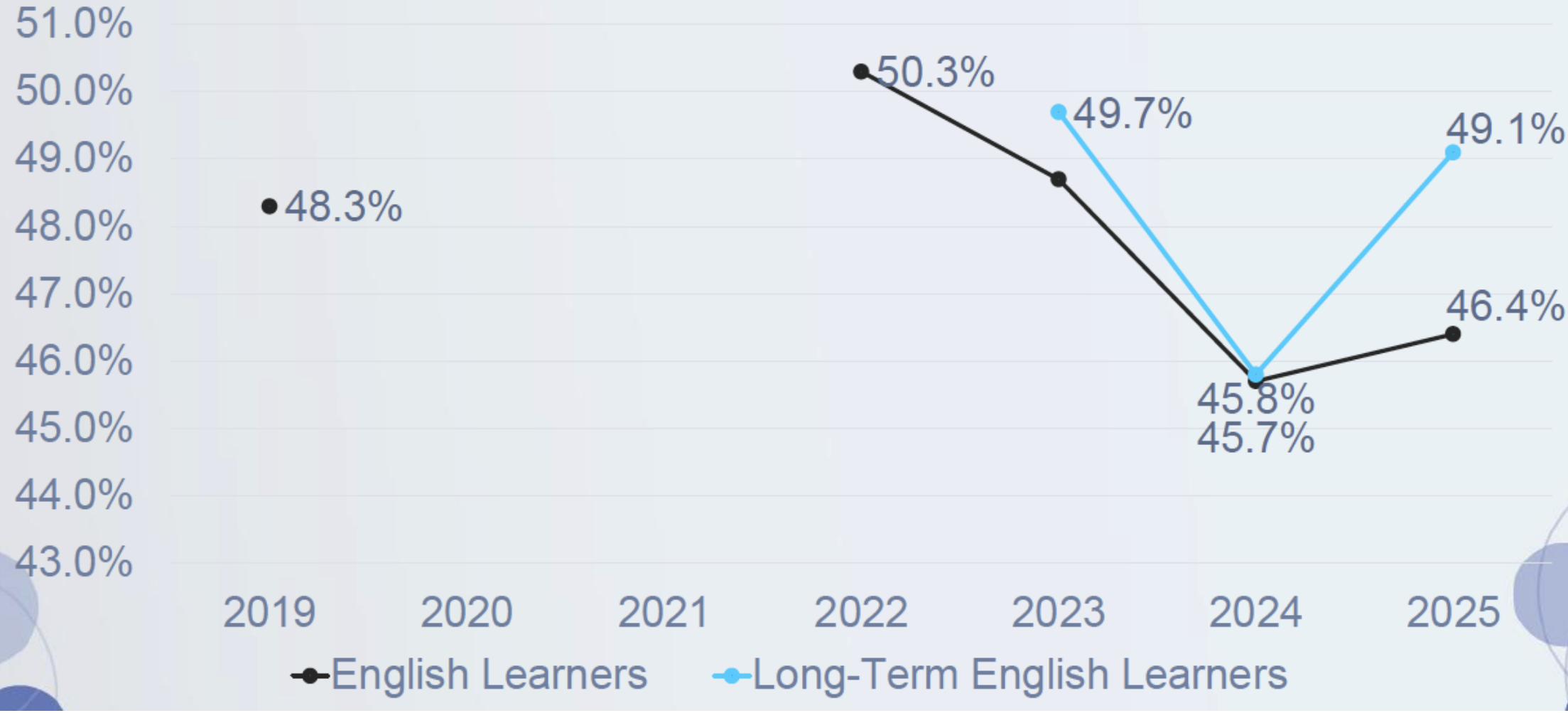
English Learner Progress Indicator (ELPI)

- **Grades 1-12**
- Measures the progress EL students are making towards English language proficiency at their schools and districts



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English Learner Performance on the ELPI



LEARN MORE

English Language Arts



Yellow

8.1 points below standard

Increased 5.1 Points ↑

EQUITY REPORT

Number of Student Groups in Each Color

0	4	6	2	2
Red	Orange	Yellow	Green	Blue

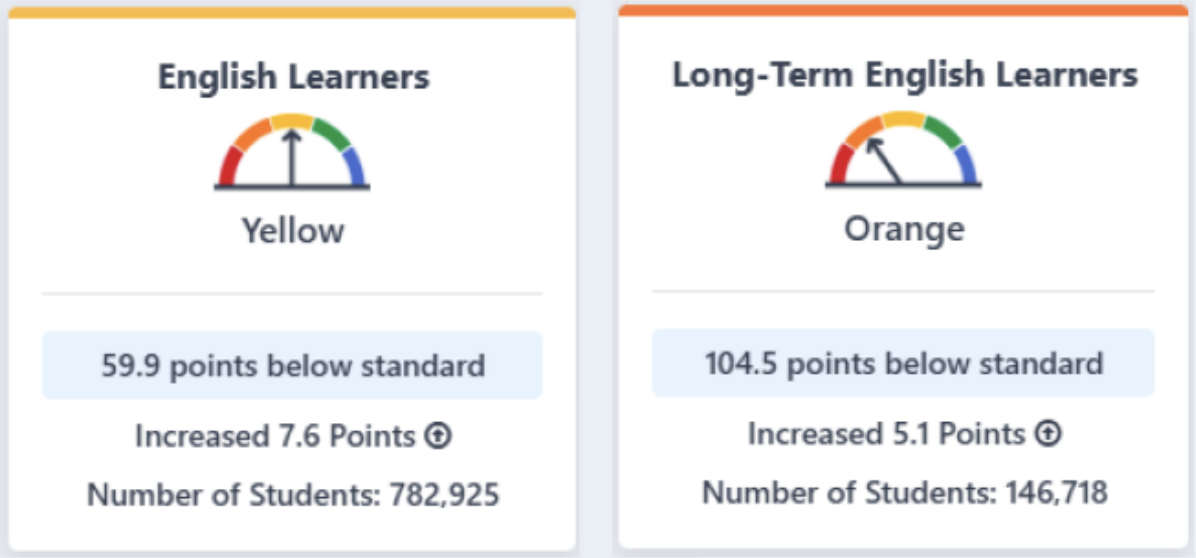
View More Details →

Academic Indicator: English Language Arts (ELA)

- **Grades 3-8 and 11**
- Measures how well students are are performing on assessments in English Language Arts.

English Leaners and the Academic ELA Indicator

- **ELs:** EL student any time during the academic year and students who were reclassified as fluent English proficient (RFEP) within the past four years (i.e., after June 15, 2019)
- **LTELs:** Students who have been an EL for seven years or more during the current academic year.



LEARN MORE

Mathematics



Yellow

42.4 points below standard

Increased 5.2 Points

EQUITY REPORT

Number of Student Groups in Each Color

0	5	5	3	1
Red	Orange	Yellow	Green	Blue

View More Details

Academic Indicator: Mathematics (Math)

- **Grades 3-8 and 11**
- Measures how well students are performing on assessments in Mathematics.

English Learner Performance on the Academic Indicator: Math

- **ELs:** EL student any time during the academic year and students who were reclassified as fluent English proficient (RFEP) within the past four years (i.e., after June 15, 2019)
- **LTELs:** Students who have been an EL for seven years or more during the current academic year.



EL Dashboard Resources

- **ELPI**
  - ELPI web page: https://www.cde.ca.gov/ta/ac/cm/dashboardelp.asp
  - Downloadable data files (https://www.cde.ca.gov/ta/ac/cm/elpidatafiles.asp)
- **All Indicators**
  - Dashboard Communications Toolkit: https://www.cde.ca.gov/ta/ac/cm/dashboardtoolkit.asp
  - Dashboard Resources: https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp

Updates for ELPAC



UPDATED: California Assessment Accessibility Resource Graphics



CB



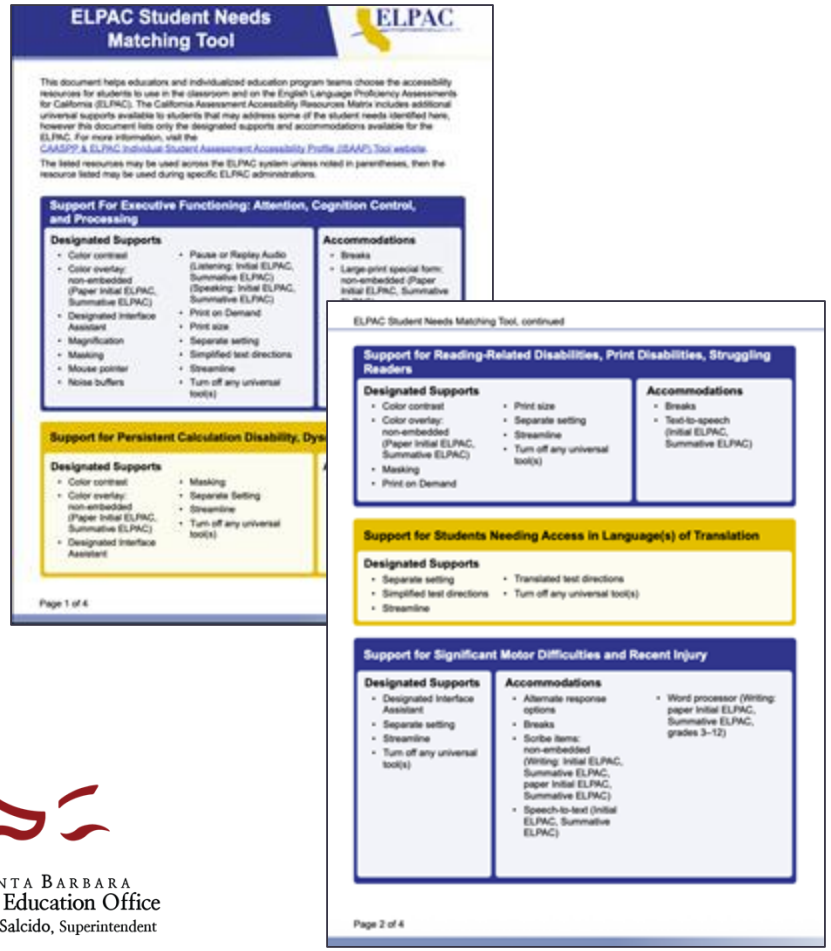
PP

The updated graphics for 2025–26 and are now available on the CAASPP and ELPAC Accessibility Resources web page. These graphics provide a one-page PDF quick reference for the embedded and non-embedded universal tools, designated support, and accommodations allowed in the CAASPP and ELPAC systems. They are available for the following assessments:

- English Language Arts/Literacy
- Mathematics
- Science
- California Spanish Assessment
- ELPAC Computer-based
- ELPAC Paper-Pencil

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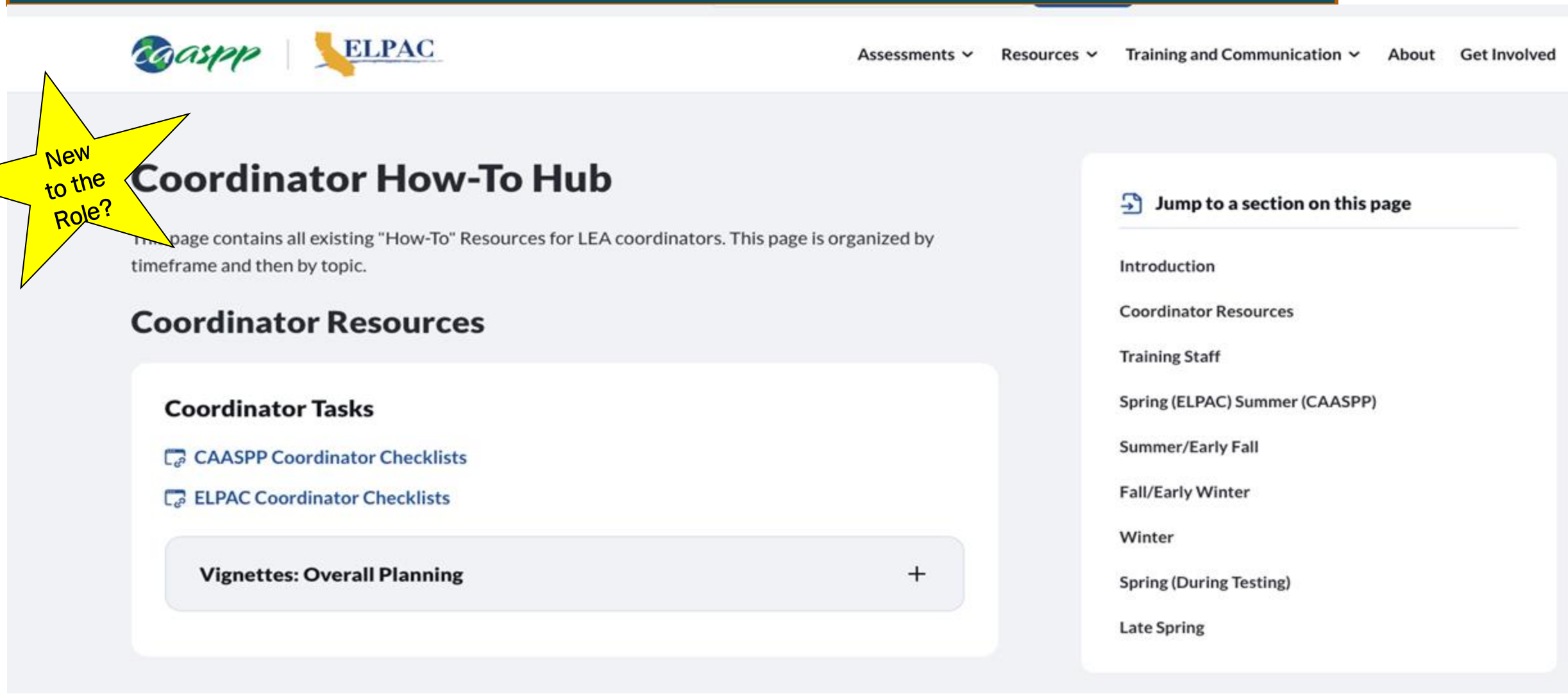
UPDATED: ELPAC Student Needs Matching Tool



- 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 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.

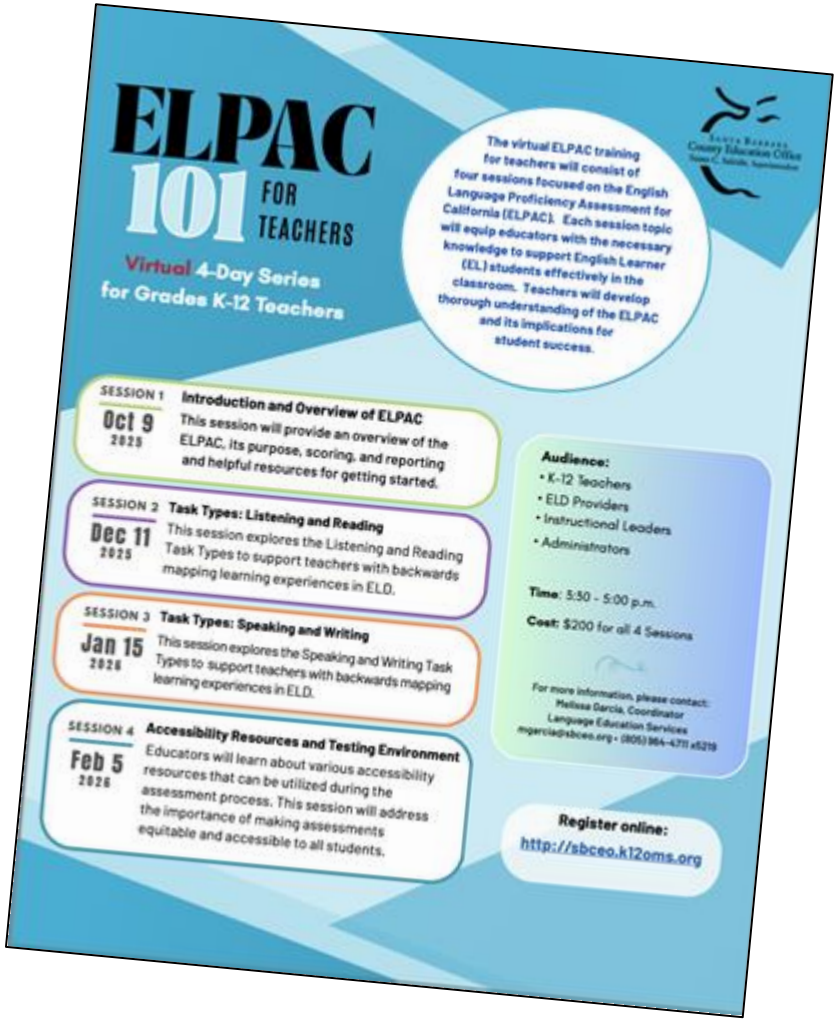
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Coordinator How-To Hub



https://www.caaspp-elpac.org/training-and-communication/training/coordinator-how-to-hub

ELPAC 101 For Teachers



Virtual Learning Series

~~October 9th~~

December 11th

January 15th

February 5th

(3:30pm-5:00pm)

*Registration Open

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AI & Language Development

AI Tools to Supercharge Your Teaching

March 6, 2026

8:30 a.m. – 3:30 p.m.

SBCEO



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CALIFORNIA world language PROJECT CWLP

2025-26 What's New Summary

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2025-26 What's New Summary-

Updates to Moodle

- Icons have a new color scheme
- Structure and function remains the same

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2025-26 What's New Summary-

Moodle Training Decision Tool

- Determine where to go and what to complete in Moodle to complete training in a specific role

- Moodle Training Decision Tool
  - located on the *2025-26 Summative ELPAC Training Resources* landing page

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2025-26 What's New Summary-

New and Updated ELPAC Resources

The Summative ELPAC has refreshed questions and domains across each grade level and grade span.

Updated materials include:

- Directions for Administration (DFAs)
- Preparing for Administration (PFAs)

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2025-26 What's New Summary-

New and Updated ELPAC Resources

DFA Changes to the 2nd grade Reading domain-

- Highlighted: Test examiners are not to read the questions and answers choices to grade 2 students.
- Students read the Reading domain passages and respond to the questions independently.
- Students do not read the text aloud.

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2025-26 What's New Summary-

New and Updated ELPAC Resources

DFA Changes in the Special Directions Section (Writing K-2)-

- The Student Writing Response Sheets are non-secure replications of the pages in the Writing Answer Books.
  - NOT IDENTICAL
- Letters and words are intentionally left off the Student Writing Response Sheets to keep the test materials secure.
- Student Writing Response Sheets are optional

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2025-26 What's New Summary-

New and Updated ELPAC Resources

DFA Changes in the Special Directions Section (Speaking K-12)-

- The Special Directions for Speaking includes an explicit reminder that test examiners will not use the audio recording of the student responses to score.
- Test examiners are scoring in the moment, not after the Speaking test.

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2025-26 What's New Summary-

New and Updated ELPAC Resources

DFA Changes in the Special Directions Section (Listening K-12)-

- For Listening task types with multiple questions based on the same recording, the audio can be played only once
- Students will not be able to replay the audio for each question in the set

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2025-26 What's New Summary-

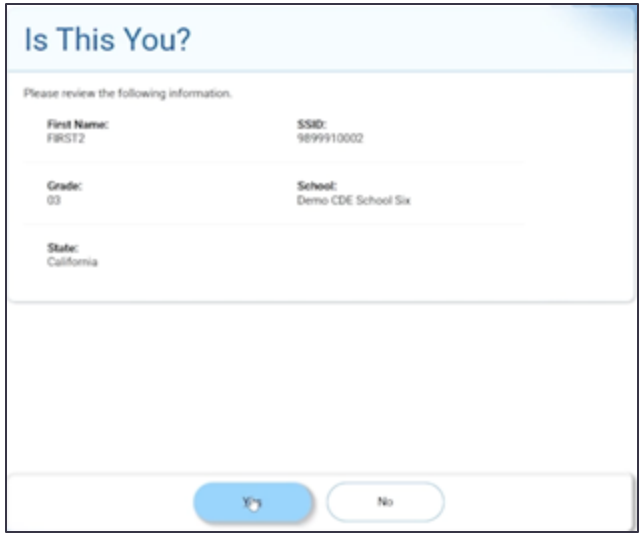
Updates to the Test Delivery System (TDS)

- Biggest change: Student Log-On screen

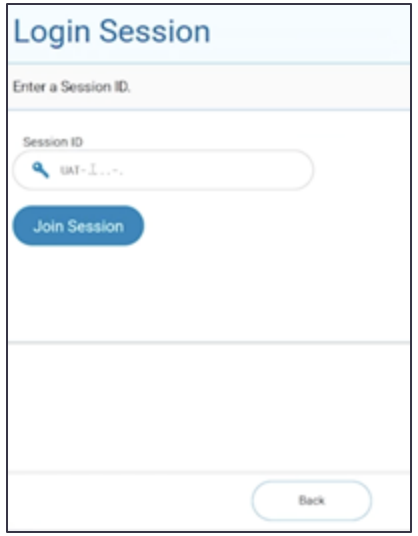
Screen 1



Screen 2



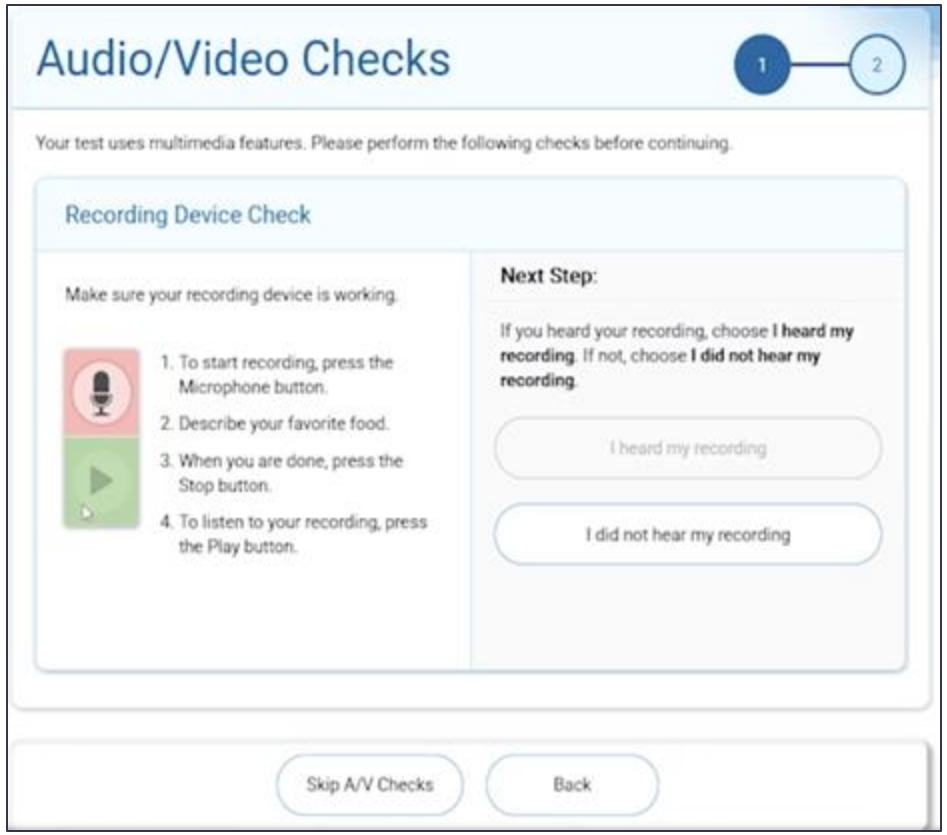
Screen 3



2025-26 What's New Summary-

Updates to the Test Delivery System (TDS)

- Updates to the Check sequence (Text-to-speech, camera for remote testing)
- Including additional checks for additional supports.



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2025-26 What's New Summary-

Embedded field test

2025-26 Summative ELPAC Field Test Forms:

- Six forms this year
- Each field test form will mostly require additional testing time.
- LEA ELPAC coordinators have access to all forms in the Test Operations Management System (TOMS), whether or not their LEA is assigned to them.
- Test examiners will only have access in TOMS to the form assigned to their LEA.

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2025-26 What's New Summary-

Embedded field test

2025-26 Summative ELPAC Field Test Forms:

- Form 1– operational
- Form 2-6– have embedded field test questions
- Form 2– Listening Field Test questions
- Form 4 and 5– Reading Field Test questions
- Form 3– Speaking Field Test questions
- Form 6– Writing Field Test questions
- There are no training or calibration quizzes for the Speaking field test questions in Moodle

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*Review test questions and anchor sets for: Retell a Narrative, Present and Discuss, Summarize an Academic Presentation

Summative ELPAC LEA Certification or Verification

Completed by December 8th, 2025:

- One person from each LEA is required to complete one of the two LEA Certification courses in Moodle annually.
- If the annual training certification is not completed by Dec. 8th, 2026, the LEA may be subject to a Tier 2 audit

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2025-26 What's New Summary-

Important Reminders

- *NEW*- Trainer Resources
  - Summative ELPAC Training Suggestions (PDF)
  - Calibration Quizzes Answer Keys-Talk About a Scene– K-12 (PDF)
- New Test Examiners benefit from training alongside experienced test examiners for training and administration.
  - Provide Calibration Checklists
- Remove sticky notes from K-2 writing answer booklets

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2025-26 What's New Summary-

Important Reminders

- For Summarize an Academic Presentation questions, test examiners must provide students in grades three through twelve with scratch paper and pencil.
- This allows students to take notes while listening to the presentation, which they can refer to while presenting their summaries.
- Taking notes is encouraged

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2025-26 What's New Summary-

Important Reminders

- MOUs
  - If an LEA does not have any English learner students or a small number, it can enter into a Memorandum of Understanding (MOU) with a neighboring LEA who has agreed to administer the Summative ELPAC of it may train test examiners at the first LEA.
  - Send an email to elpac@scoe.net to confirm both the MOU and that the neighboring LEA has completed ELPAC training.
  - MOUs do not rollover. A new MOU should be submitted.

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Home Language Survey

Home Language Survey

Surname/Family Name of Student: _____

First Given Name of Student: _____

Second Given Name of Student: _____

Age of Student: _____ Grade Level of Student: _____

Teacher Name: _____

Directions to Parents and Guardians:

The California *Education Code* contains legal requirements which direct schools to assess the English language proficiency of students. The process begins with determining the language(s) spoken in the home of each student. The responses to the home language survey will assist in determining if a student's proficiency in English should be tested. This information is essential in order for the school to provide adequate instructional programs and services.

As parents or guardians, your cooperation is requested in complying with these requirements. Please respond to each of the four questions listed below as accurately as possible. For each question, write the name(s) of the language(s) that apply in the space provided. Please do not leave any question unanswered. If an error is made completing this home language survey, you may request correction before your student's English proficiency is assessed.

1. Which language did your child learn when they first began to talk? _____
2. Which language does your child most frequently speak at home? _____
3. Which language do you (the parents and guardians most frequently use when speaking with your child? _____
4. Which language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults) _____

Please sign and date this form in the spaces provided below, then return this form to your child's teacher. Thank you for your cooperation.

Signature of Parent or Guardian _____

Date _____

California Department of Education Form HLS, Revised July 2020



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HLS in Two Contexts, for Two Purposes

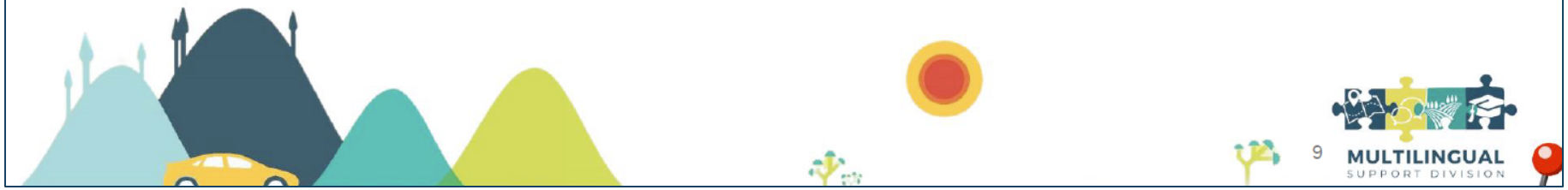
In Transitional Kindergarten (TK)	In K–12
As part of understanding children's multilingual experiences	As part of the process to identify EL students

In either case, the HLS is administered only once, upon enrollment.
An HLS completed in TK will follow the pupil into their kindergarten year.



Initial Identification of EL Students in K–12

- Title 5 *California Code of Regulations* (5 *CCR*) Section 11518.5
- LEA conducts a survey to identify a student's primary language
- A student whose HLS indicates a language other than English is eligible for the Initial English Language Proficiency Assessments for California (ELPAC)
- Initial ELPAC results determine if a student is classified as Initial Fluent English Proficient (IFEP) or an EL student
- Initial ELPAC is only administered once



MULTILINGUAL SUPPORT DIVISION

SANTA BARBARA County Education Office
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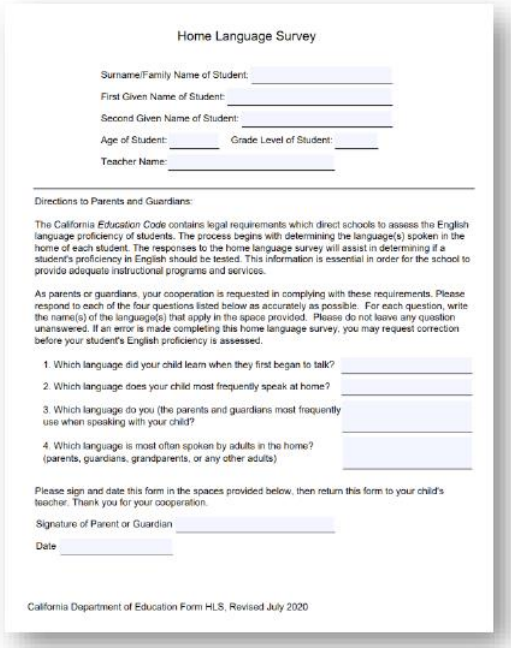
Initial Identification of EL Students in K–12 (continued)

- LEA determines if the student's individualized education program (IEP) identifies an alternate assessment
- In such instances, LEA proceeds with administering the Initial Alternate ELPAC
- LEA must notify parents, in writing, when student will be administered the Initial ELPAC or Initial Alternate ELPAC
- LEAs are legally obligated to provide appropriate EL services for EL students



Sample Home Language Survey

- Student information section
- Directions for completing the HLS
- Explains that responses assist in determining if student should be tested for English language proficiency
- Explains that a parent may request correction of an error to HLS before student is assessed
- Four survey questions
- Space for parent signature and date



Home Language Survey

Surname/Family Name of Student: _____

First Given Name of Student: _____

Second Given Name of Student: _____

Age of Student: _____ Grade Level of Student: _____

Teacher Name: _____

Directions to Parents and Guardians:

The California *Education Code* contains legal requirements which direct schools to assess the English language proficiency of students. The process begins with determining the language(s) spoken in the home of each student. The responses to the home language survey will assist in determining if a student's proficiency in English should be tested. This information is essential in order for the school to provide adequate instructional programs and services.

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1. Which language did your child learn when they first began to talk? _____
2. Which language does your child most frequently speak at home? _____
3. Which language do you (the parents and guardians most frequently use when speaking with your child? _____
4. Which language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults) _____

Please sign and date this form in the spaces provided below, then return this form to your child's teacher. Thank you for your cooperation.

Signature of Parent or Guardian _____

Date _____

California Department of Education Form HLS, Revised July 2020

Four HLS Questions

1. Which language did your child learn when they first began to talk?

2. Which language does your child most frequently speak at home?

3. Which language do you (the parents and guardians most frequently use when speaking with your child?

4. Which language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults)



MULTILINGUAL SUPPORT DIVISION

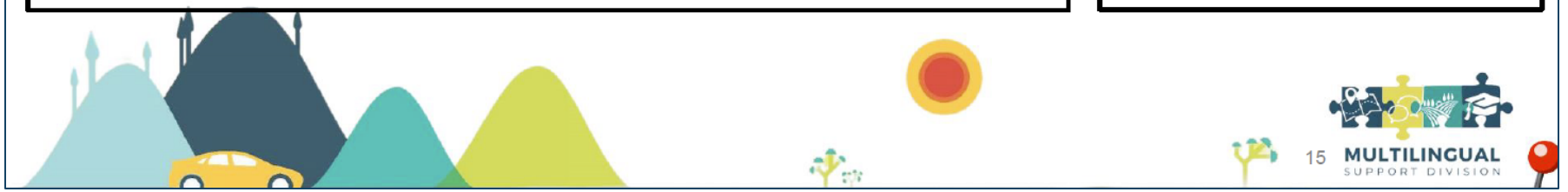
Interpreting Responses to the HLS Questions in K–12

Parent Responses:		Action(s) Taken by LEA:
English on all four questions	→	**Does not** administer the Initial ELPAC
A language other than English on any of the first three questions	→	Administers Initial ELPAC
English on first three questions and a language other than English on the fourth question	→	LEA may administer the Initial ELPAC **at their discretion** upon receipt of additional information



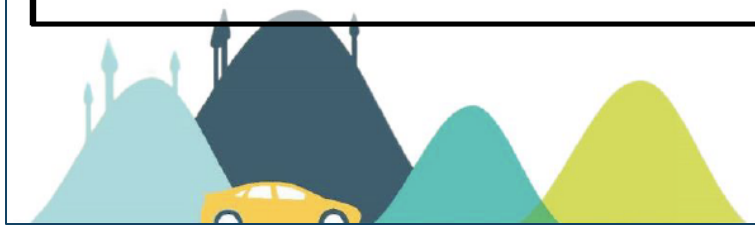
Interpret Parent HLS Responses: Scenario 1

HLS Question	Parent Response
1. Which language did your child learn when they first began to talk?	1. English
2. Which language does your child most frequently speak at home?	2. English
3. Which language do you (parents and guardians) most frequently use when speaking with your child?	3. English
4. Which language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults)	4. English



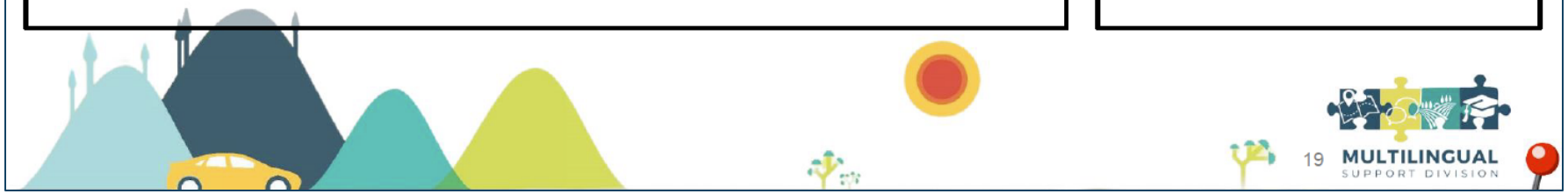
Interpret Parent HLS Responses: Scenario 2

HLS Question	Parent Response
1. Which language did your child learn when they first began to talk?	1. Spanish
2. Which language does your child most frequently speak at home?	2. Spanish
3. Which language do you (parents and guardians) most frequently use when speaking with your child?	3. Spanish
4. Which language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults)	4. Spanish



Interpret Parent HLS Responses: Scenario 3

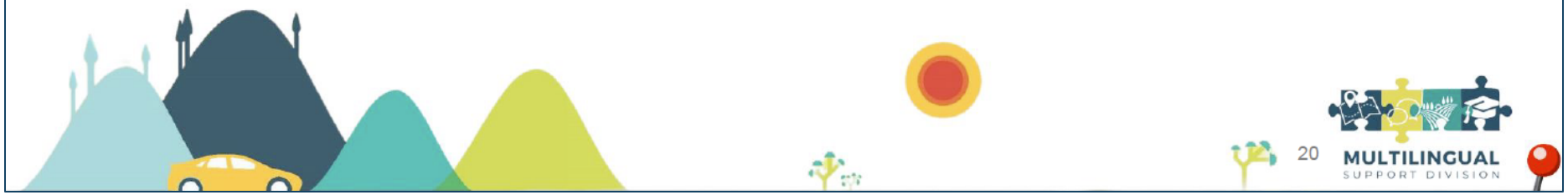
HLS Question	Parent Response
1. Which language did your child learn when they first began to talk?	1. English
2. Which language does your child most frequently speak at home?	2. English
3. Which language do you (parents and guardians) most frequently use when speaking with your child?	3. English
4. Which language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults)	4. Spanish



Scenario 3 Poll: Assess the Student, But Consider Contacting Parents to Get More Information

If the response is English on first three questions and a language other than English on the fourth question, you may administer Initial ELPAC at the discretion upon receipt of more information.

An LEA may assess the student, and most LEAs do assess the student in these instances, but an LEA may consider communicating with the parent or guardian to gather more information about Spanish being spoken most often by adults in the home before making a final decision.



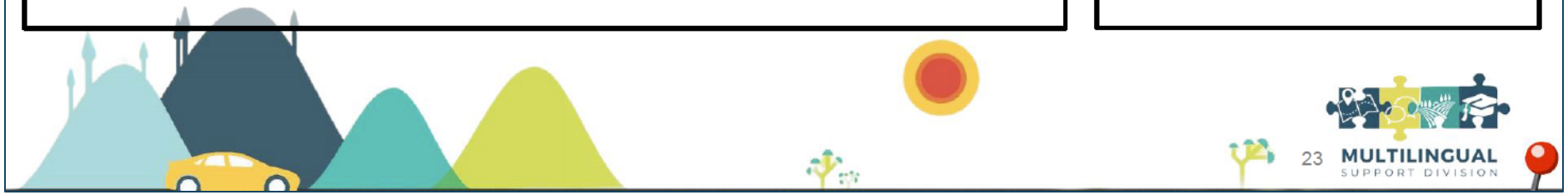
Interpret Parent HLS Responses: Scenario 4

HLS Question	Parent Response
1. Which language did your child learn when they first began to talk?	1. Spanish
2. Which language does your child most frequently speak at home?	2. English/Spanish
3. Which language do you (parents and guardians) most frequently use when speaking with your child?	3. Spanish
4. Which language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults)	4. Spanish



Interpret Parent HLS Responses: Scenario 5

HLS Question	Parent Response
1. Which language did your child learn when they first began to talk?	1. English
2. Which language does your child most frequently speak at home?	2. English
3. Which language do you (parents and guardians) most frequently use when speaking with your child?	3. English/Spanish
4. Which language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults)	4. English/Spanish



Scenario 5 Poll: Assess the Student

If the response is a language other than English on any of the first three questions, then you assess the student for initial English language proficiency.

This may be a circumstance where the LEA may wish to communicate with the parents to clarify that they understood the questions and were clear on their responses to the questions, particularly for determining which language they most frequently use when speaking to their child, with an emphasis on what they believe “most frequently” means to them.



HLS in Transitional Kindergarten

- Assembly Bill 2268 amended California *Education Code* (EC) sections 60810 and 313
- “Initial enrollment” does not include enrollment in a transitional kindergarten (TK) program
- ELPAC requirements do not apply to TK students
- LEAs will continue to conduct the HLS during TK enrollment to identify whether the student has multilingual experiences
- LEAs should populate in CALPADS the English Language Acquisition Status field with “To Be Determined (TBD)” if HLS indicates primary language other than English on any of the first three questions



Multilingual Screener for TK Students

- In 2027–28, LEAs will screen TK pupils whose primary language is not English
- *EC* Section 48004 requires the CDE to select a list of screeners of English language listening and speaking skills of pupils enrolled in TK
- The screeners will assist LEAs in identifying TK students who would benefit from additional support in English



MULTILINGUAL SUPPORT DIVISION

Correcting the HLS

A parent may make a request to change the HLS only prior to the administration of the Initial ELPAC or Initial Alternate ELPAC if they completed the HLS incorrectly



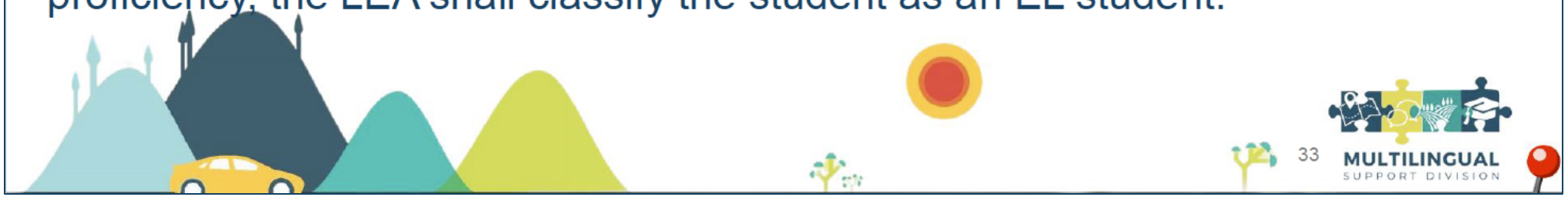
Correction of Classification Errors

- Correction Process A, Correction Process B, and Correction Process C each addresses a particular scenario.
- 5 *CCR* Section 11518.20 describes the evidence that must be collected and provides guidance on the student's ELAS during the correction process.



Correction Process A

- If a student is classified as English only but the LEA has an indication that the student's primary or native language is not English and the student is unable to perform ordinary classroom work in English, the LEA may collect and review evidence to determine whether the student shall be administered the Initial ELPAC or Initial Alternate ELPAC to determine if the student's original ELAS classification is correct.
- At least 10 calendar days prior to the administration of the Initial ELPAC or Initial Alternate ELPAC, the LEA shall notify the student's parent or guardian, in writing, that the student will be assessed.
- If the test is administered and the student does not meet the criterion for proficiency, the LEA shall classify the student as an EL student.



Happy Holidays!

Next Meeting: March 20, 2026