BELL

Bilingual/English Learner Leadership Network

San Joaquin County Office of Education

Language & Literacy

March 14, 2018

SAN JOAQUIN COUNTY OFFICE OF EDUCATION
James A. Mousalimas, County Superintendent of Schools

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Agenda

Welcome & Introductions

Updates

❖ *EL Roadmap + CA EdGE + T 3 + LCAP Addendum + OSAT + AMARD*

Conferences/Workshops/Resources + Networking

Professional Learning Opportunities with Language & Literacy

Updates continued…

❖ *ELPAC + Miscellaneous + TAMO + Migrant + SEAL*

❖ **UPCOMING BELL DATE: May 9**

Retrieve our BELL ppt at:

http://sjcoe.org/LanguageAndLiteracy/BilingualLearnerNetwork.aspx#.WcBFvsiGNPY

The California English Learner Roadmap:

Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners

https://www.youtube.com/watch?v=VtqJCB6ssGk&feature=youtu.be.

Includes:

- State Board of Education (SBE) Policy
- Policy and Research in Historical Context
- The Principles and Elements
- Illustrative Case Examples
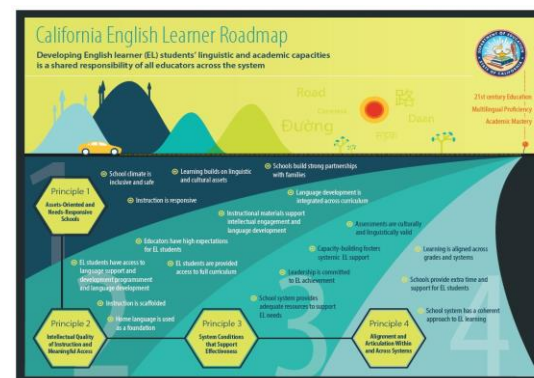
EL Roadmap

Principle #1: Assets-oriented and needs-responsive schools

Principle #2: Intellectual quality of instruction and meaningful access

Principle #3: System conditions that support effectiveness

Principle #4: Alignment and articulation within and across systems

EL Roadmap

- Discuss with your principle and the SHIFT that it represents from current policy.

- What is new and different about this policy from the previous?

- Construct a T Graph depicting the shift:

   OLD   New Roadmap Policy

EL Roadmap

- **English Learner Roadmap**

- http://www.cde.ca.gov/sp/el/rm/

- **EL Roadmap at a Glance: Information Sheet**

- https://www.cde.ca.gov/sp/el/rm/roadmapinfosheet.asp

- **FAQ's**

- https://www.cde.ca.gov/sp/el/rm/roadmapfaq.asp#accordionfaq

- **ELR Illustrative Case Examples** *(LOOKING FOR MORE EXAMPLES!)*

- https://www.cde.ca.gov/sp/el/rm/caseexamples.asp

- **ELR Resources**

- https://www.cde.ca.gov/sp/el/rm/resources.asp
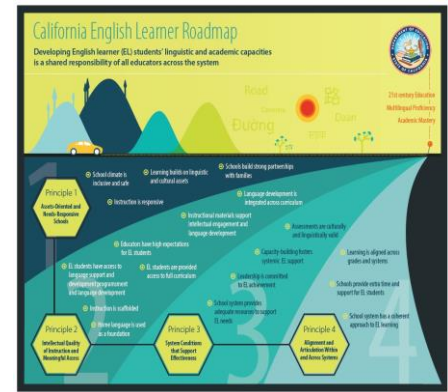
CA Ed.G.E. (CA Education for a Global Economy-Prop 58)

Parent Communication and Involvement:

- **Solicit parent input** regarding language acquisition programs through the local control and accountability plan (LCAP) parent and community engagement process.

- **Inform parents of available language programs through the annual parent handbook** (*EC* Section 48980) or upon enrollment, including a description of each program.

Program Choice and Requests:

- **Parents may choose a language acquisition program** [*EC* Section 310(a)] COEs and districts respond to parent requests to establish a new program and offer the requested program, to the extent possible, when:

  - 20 parents in a grade level at a school make a request.

  - 30 parents at a school make a request.

CA Ed.G.E. (CA Education for a Global Economy-Prop 58)

Language Acquisition Programs:

Educational Programs are informed by research (evidence-based), and are designed to:

- Ensures English learners acquire English as rapidly and as effectively as possible.

- Provides instruction on the state-adopted content standards, including the English language development (ELD) standards.

- Is informed by research and leads to grade level proficiency and academic achievement in both English and another language (where applicable).

- Language acquisition programs include, but are not limited to, Dual-Language Immersion, Transitional Bilingual, Developmental Bilingual, and Structured English Immersion (SEI). **At a minimum, LEAs must offer a program of SEI for English learners.**

Guidance on the CA Ed.G.E. can be found at http://www.cde.ca.gov/sp/el/er/caedge.asp. For questions, please contact Lorrie Kelling, at 916-319-0386 or lkelling@cde.ca.gov.

Multilingual Program Data
California Basic Educational Data System (CBEDS)

Data Collection

- Begins in the 2018–19 school year

- Report multilingual programs offered, by school site

Results

Directory of schools offering multilingual programs in as many as 68 languages

Program Reporting

- Dual-Language Immersion

- Developmental Bilingual

- Transitional Bilingual

- One-Way Immersion

- Heritage Language/Indigenous Language

- Foreign Language Elementary Experience or Study (FLEX/FLES)

- Native Speakers Courses

- Advanced Placement Courses

Title III Funding Application 2018-19

- 2018–19 eligibility lists and preliminary amounts available late April or early May 2018

- 2018–19 Title III funding application **open May 15, 2018 through June 30, 2018**

- Open for all LEAs to apply via:

    - Consolidated Application and Reporting System (CARS)

    - Consortium Online Application (COA)

- All LEAs (including consortium-eligible LEAs) are required to indicate "Yes" or "No" for EL and/or Immigrant funding on CARS

- Title I Initial and Annual parent letters—creating mechanism in order to download data to pop into chart

Title III Funding

Title III program allocations were revised November 27, 2017.

- **Revised Preliminary Per Pupil Rates:**
  - English Learner: $98.05
  - Immigrant: $88.40

Cash Management Data Collection (CMDC) System

- **April 10–30, 2018:** Next reporting period

- LEAs must report cash balances during each reporting period or they will not be eligible for the next apportionment

Program and Fiscal Questions: Geoffrey Ndirangu, Education Programs Consultant
Phone: 916-323-5831   E-mail: gndirang@cde.ca.gov

Cash Management and Allocations Questions: Leslie Sharp, Education Fiscal Services
Consultant Phone: 916-323-4977   E-mail: FederalCashManagement@cde.ca.gov

LCAP Addendum Template

- The CDE will seek approval of the LCAP Federal Addendum Template and provide information regarding the process to review and approve the LCAP Federal Addendum at the State Board of Education Meeting on March 14, 2018.

OSAT (One System Action Team)

- The One System Action Team (OSAT) created an interactive wheel that will give the field better access to CDE resources and supports for particular Local Control Funding Formula (LCFF) priorities. Please access the LCFF/Whole Child Resource Map Web page at http://cde.ca.gov/eo/in/lcff1sys-resources.asp and try it for yourself!

- For questions regarding the Title III LCAP Addendum or OSAT, contact Sandra Covarrubias, Education Programs Consultant, LPLO, by phone at 916-319-0267 or by e-mail at scovarrubias@cde.ca.gov.

2017 Dashboard

- First time LTELS were incorporated

- Annual testers in 15-16 and 16-17 if had 30 or more test takers

- Approved inclusion of SEAL in CCR—Fall 2018

ELPI

- Will **not** be with the rest of the Indicators in December

- Need established cut scores in ELPAC first

- Spring 2019

- Unanimous agreement to incorporate RFEPS and LTELS

Upcoming Conferences/Workshops

H/SS Publisher's Fair   **TODAY!**   Stan COE

H/SS Toolkit https://www.dropbox.com/sh/bm5x6m8fsqqfelt/AABjN2Upfu8onlU8BW-NdVe-a?dl=0

CABE 2018   March 28-April 1   Sacramento

    1:00 Wed   Karin & Adrienne - *Demonstration ELD Summer School*

    3:15 Thurs   Kathe – *Strategies to Develop Language and Literacy in Small Group*

    1:30 Fri   Karin & SUSD – *HS ELD Unit of Study on Genocide*

H/SS Framework Rollout   April 16   SJCOE

    https://www.cde.ca.gov/ci/hs/cf/hssrolloutevents2017.asp

BELL Field Trip   Museum of TOLERANCE

    April 23-24

    amachado@stocktonusd.net

Tracy's ELD Steering Committee

Carol Anderson-Woo

Oakdale's Vertical Planning

Armida Colon

Newcomer Resource

BELIEF modules

Latinos in Action

May 9th meeting

Reclassification

WWYDD

Immigrant Toolkit Workshops

Californian's Together

Professional Learning Opportunities

ELPAC Initial Assessment Workshop

May 10, 2018

ELPAC Initial Assessment Workshop

May 24, 2018

Spanish Institute (H.I.L.T) *2 units available*

June 18, 19, 20, 21, 22, 2018

CA ELD Standards Institute (Integrated & Designated ELD) *1 unit available*

June 13,14,15 Yolo COE

June 19, 20, 21 SJCOE

ELPAC Initial Assessment Workshop

August 23, 2018

http://www.sjcoe.org/calendar.aspx?t=1&d=27&c=0&f=&u= **or 468-4865**

Initial Assessment (IA) Key Information

- The window for the operational Initial ELPAC will start July 1, 2018; **no more CELDT.**

- Trainings for the Initial ELPAC will begin in spring 2018. Every local educational agency (LEA) **must** participate in the training.

- Make-up trainings: August 1–2, 2018 in Sacramento; August 6–7, 2018 in Montebello; August 9–10, 2018 in Tulare (only for **new LEA ELPAC Coordinators**).

- By April 1 of each year, an LEA ELPAC Coordinator must be designated for **both** the Initial and Summative ELPAC.

- The proposed Initial ELPAC blueprints **merged grades 9–12** and will go to the State Board of Education for approval in March 2018.

- LEAs will **locally score** the Initial ELPAC for the official score using the Local Scoring Tool (LST).

- LEAs **must** upload their Student English Language Acquisition (SELA) record **at the same time** as their **enrollment record** to data enter the raw scores into the LST to produce results.

- Each year, a rotating 25% of LEAs will be **required** to send their scored tests to the contractor for statistical item analyses and to identify LEAs needing assistance with scoring or using the LST.

- **LEAs must now notify parents prior to administering the Initial ELPAC.**

Correction of Classification Errors

Per the California *Code of Regulations* 11518.20:

- A correction process may be requested by a parent/guardian or a certificated employee of the LEA after the administration of the Initial ELPAC, but before the Summative ELPAC.

- The LEA must collect and review evidence about the student's English language proficiency.

- Based on this review, the LEA determines whether the pupil's classification, initial fluent English proficient or English learner should remain unchanged, or be changed in California Longitudinal Pupil Achievement Data System.

- The LEA notifies the parent/guardian of the results.

Three scenarios:

1. If a student is classified as English only, but the LEA has an indication that the pupil's primary or native language is not English and the student is unable to perform ordinary classroom work in English

2. If an LEA administers an Initial or Summative ELPAC to a student who is not eligible for the assessment

3. After the administration of the Initial ELPAC to a student, but before the student takes the Summative ELPAC

Student Score Reports Timeline

Summative ELPAC Student Score Reports (SSRs):

- If test materials received by contractor in March 2018, SSRs will be returned in 10–12 weeks later due to a quality control process

- "Understanding Your Student Score Report" handouts will be available by May 2018

- Summative ELPAC SSR video will be posted by mid-July, 2018

Initial ELPAC SSRs:

- Generated at the local level

- "Understanding Your Student Score Report" handouts will be available by July 2018

- Initial ELPAC SSR video will be posted by end of July, 2018

Unlisted Resources Request

- Mark the accommodations bubble on the Answer Book for unlisted resources that are approved by the CDE.

- Pausing is not the same as a break.

- If pausing the audio, that domain must be administered one-on-one and not in a group.

- For unlisted resources that are denied, yet used by the student, the Alternate Assessment bubble must be marked on the Answer Book.

Request process:

- The LEA ELPAC Coordinator must submit a request in writing to ELPAC@cde.ca.gov.

- The request will be reviewed.

- Approval will be e-mailed to the requesting LEA.

- To date, all requests for pausing have been approved by the CDE.

- Approval is for all students on an IEP in the requesting LEA (a request does not need to be submitted on an individual student basis).
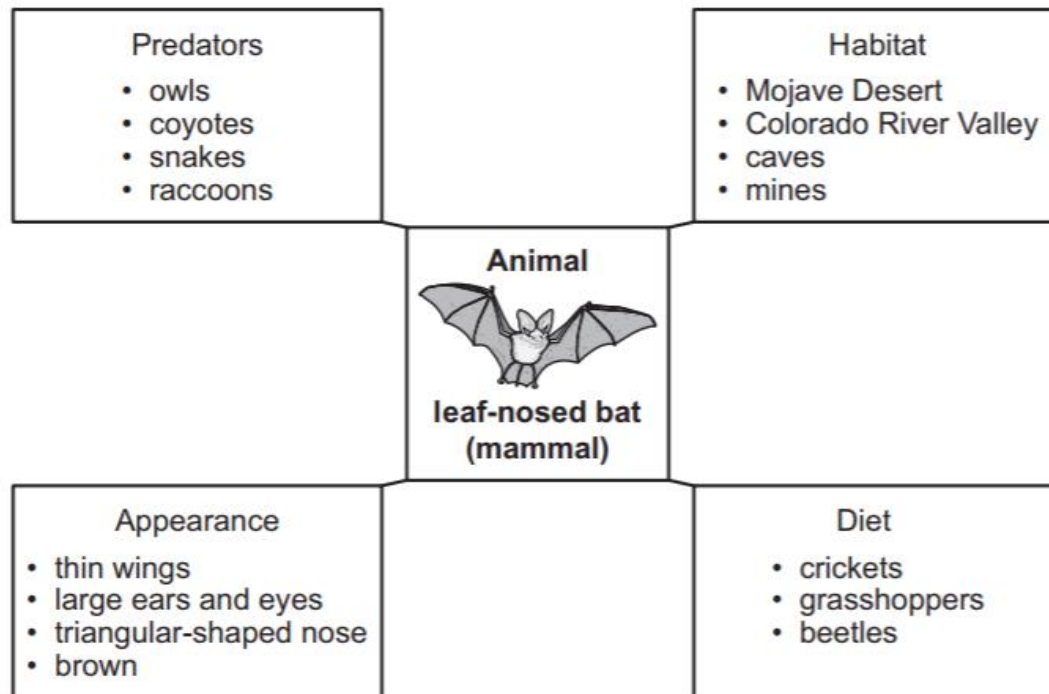
Testing Irregularities

- If an irregularity or security breach occurs at the school, the Test Examiner must report the incident to the LEA ELPAC Coordinator.

- The LEA ELPAC Coordinator must call the ELPAC Customer Support Center at 844-782-2714 within 24 hours of the incident.

- The LEA ELPAC Coordinator must fill out the ELPAC Testing Irregularities and Security Breach Report Form (page 23 of the ELPAC Test Administration Manual located on ELPAC.org).

- Educational Testing Service (ETS) and/or the CDE will contact the LEA ELPAC Coordinator with instructions on how to handle the situation.
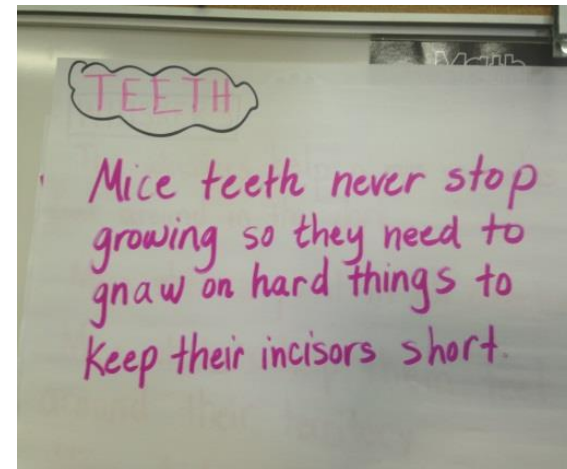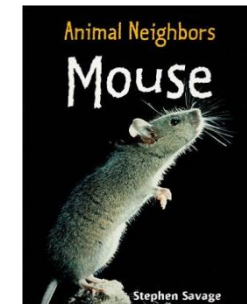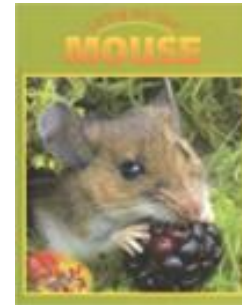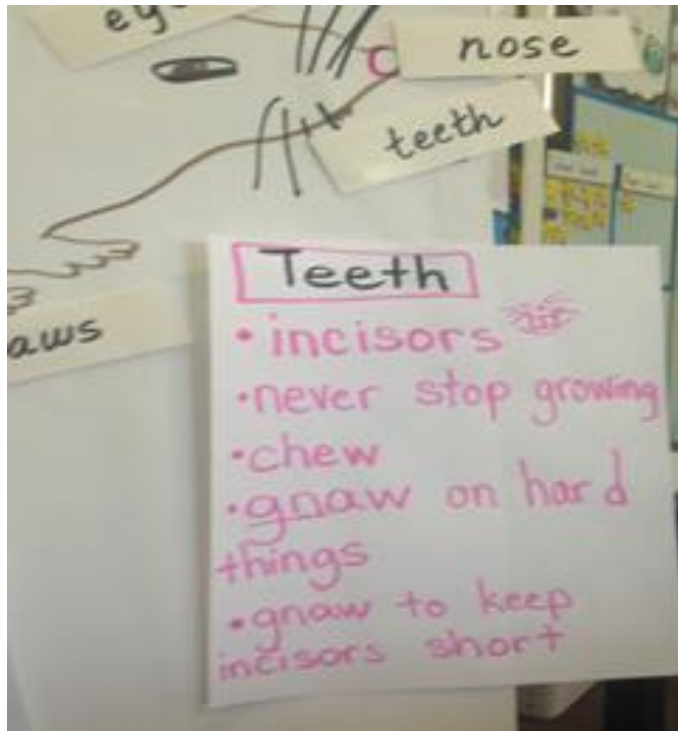
ELPAC Practice Tests

The Practice Tests include example test questions and directions for giving the practice test to students, and can be found at https://www.elpac.org/resources/practicetests/.

Write About Academic Information

Predators	Habitat
• owls • coyotes • snakes • raccoons	• Mojave Desert • Colorado River Valley • caves • mines

Animal

leaf-nosed bat (mammal)

Appearance	Diet
• thin wings • large ears and eyes • triangular-shaped nose • brown	• crickets • grasshoppers • beetles

Instructional Practices Supporting the ELPAC

Miscellaneous and Important

Prop 58
Expanding Dual Programs

Computer Science standards
K-5 -Integrated
Middle school - Continuing Integrated and/or Specialized
High School - 2 Specialized courses

Health Framework
First Draft
Substantial topics

Special Education
ELs with Disabilities Handbook

ELA/ELD
Identifying videos for models of Integrated and Designated ELD

Technical Assistance & Monitoring Office-TAMO

Federal Program Monitoring

- The unit is currently **revising the Migrant Education and EL Federal Program Monitoring (FPM) instruments for the 2018–19 school year**. Revisions to the instruments include the cross-referencing of evidence requests between programs, clarifying the instructions, and verifying that cited statutes are current. COEs, districts, and independent charters listed in the A and D cycle are eligible for review. COEs, districts, and charters selected for review will receive notification from the FPM Office by **March 31, 2018.** Training sessions for the selected COEs and districts are tentatively scheduled for August 1–2, 2018, at the Los Angeles COE, and in the Sacramento area, (location to be determined) August 7–8, 2018.

- Additional information about the FPM process can be found on the CDE Compliance Monitoring Web page at http://www.cde.ca.gov/ta/cr/.

- **Support Services**
    - Technical assistance before and after an FPM review
    - Program instrument training for both EL and Migrant Education programs
    - Guidance for successful implementation of parent advisory committees
    - Sample technical documents
    - Legal resources

Migrant Education Office

The Migrant Education Program (MEP), Title I, Part C, is a federally funded program for children (ages 2–21), of migratory workers who qualify. Children who change schools during the year, often crossing school district and state lines to follow work in agriculture, fishing, dairies, or the logging industry may qualify for the program. **The new definition of "migratory children" does not require the child to move to continue to qualify.** If you believe a child may qualify, please contact your nearest MEP regional director.

Statewide Online Program Application Launch
In February 2018, the CDE launched a statewide online application system with all its participating districts and counties. The MEO will offer three local training sessions on the new system in Los Angeles, Sacramento, and Fresno. For questions regarding the new online system, please contact Chunxia Wang, Education Research and Evaluation Consultant, by phone at 916-319-0410 or by e-mail at cwang@cde.ca.gov.

State Seal of Biliteracy

- Assembly Bill 1142 updating the proficiency assessments to include the **California Assessment of Student Performance and Progress (CAASPP)** and the **English Language Proficiency Assessments for California (ELPAC).** The new requirements also include demonstrating **oral proficiency in the second language** equivalent to that required to pass an Advanced Placement exam.

- **New SSB Request Process:** Beginning with the 2017–18 school year, all districts and schools requesting the SSB will utilize **only** the new online Insignia Request Form. This form is located on the CDE SSB Web page at http://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp.

CA's Accountability & Continuous Improvement System

Central components of California's Accountability and Continuous Improvement System include:

- Local Control Accountability Plan (LCAP)

- California School Dashboard

- California's System of Support

The **characteristics** within the Statewide System of Support **(SOS)** are:

- Reduce redundancy across state and federal programs

- Integrate guidance and resources across state and federal programs

- Support LEAs to meet identified student needs through the LCAP process