

# Bilingual Coordinators Network

February 2021



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Director, English Learner & Dual Language Programs  
Ventura County Office of Education  
Curriculum & Instruction

# Federal Stimulus Legislation



## Coronavirus Aid, Relief, and Economic Security (CARES) Act

- Extends the deadline for spending the Coronavirus Relief Fund from December 2020 until **December 31, 2021**

# Allowable Activities Expansion

## Expanded allowable activities in the CARES Act include:

- Providing classroom instruction or online learning during the summer months
- Addressing learning loss among students
  - Assessment
  - Implementing evidence-based activities
  - Providing information and assistance to parents and families
  - Improving student engagement

# Safe Schools for All Plan

- **Funding:** Proposed \$2 billion for the safe reopening of schools beginning in February 2021
- **Safety and Mitigation Measures for Classrooms:** Testing, personal protective equipment, contact tracing, vaccinations
- **Oversight and Assistance for Schools:** Hands-on support to help schools develop and implement COVID-19 Safety Plans
- **Transparency and Accountability for Families and Staff:** State dashboard and hotline

**California Department of Public Health:**

<https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/Safe-Schools-for-All-Plan-Summary.aspx>

## K-12 EDUCATION

California provides academic instruction and support services to nearly six million students in grades kindergarten through twelve in more than 10,000 schools throughout the state. A system of 58 county offices of education, approximately 1,000 local school districts, and more than 1,200 charter schools provides instruction in English, mathematics, history, science, and other core competencies to provide students with the skills they will need upon graduation to either enter the workforce or pursue higher education.

The upward revision of General Fund revenues has resulted in significant increases in the Proposition 98 Guarantee. Proposition 98 funding for K-12 schools and community colleges for 2021-22 is \$85.8 billion. This represents an increased investment of \$14.9 billion in schools and community colleges above the level funded in the 2020 Budget Act, and the highest level of funding for K-14 schools ever. When combined with a one-time supplemental allocation of \$2.3 billion and the benefit of CalSTRS and CalPERS rates (\$1.1 billion), the state funding available to schools increases to \$89.2 billion.

**ADDRESSING IMMEDIATE NEEDS TO REOPEN SCHOOLS SAFELY**

Since March 2020, as a result of the COVID-19 Pandemic, a majority of the state's school-age children have not had access to in-person instruction. These conditions are affecting children's learning, health, and social-emotional well-being. Additionally, a November 2020 report from the federal Centers for Disease Control and Prevention

# Governor's Proposed Budget

## Proposed 2021–22 budget released January 8, 2021

## Education Funding Sources Include

- Federal COVID-19 Relief Funds
- Proposition 98
- Local Control Funding Formula
- Public School System Stabilization Account
- Average Daily Attendance (ADA)

# Budget Priority Areas

- Immediate needs to reopen schools safely
- Equity
- Student health and well-being
- Early learning
- Cradle-to-career data system
- School facilities



For further details visit the California Budget 2021–22 website at <http://www.ebudget.ca.gov/>.

# Early Childhood Development Act of 2020

Programs that will be transferred to the California Department of Social Services (CDSS) include:

- Migrant alternative payment programs (CMAP)
- Migrant Child Care and Development Programs (CMIG)
- Effective July 1, 2021

**CDSS website:**

<https://cdss.ca.gov/inforesources/cdss-programs/calworks-child-care/child-care-transition>





# Providing Services to English Learners During COVID-19: Fact Sheet

Addendum to the fact sheet issued by U.S. Department of Education in May 2020



UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

## Fact Sheet: Providing Services to English Learners During the COVID-19 Outbreak

### ADDENDUM

January 18, 2021

This addendum to the U.S. Department of Education (Department) *Fact Sheet Providing Services to English Learners During the COVID-19 Outbreak* (EL Fact Sheet) (available at <https://www2.ed.gov/documents/coronavirus/covid-19-el-factsheet.pdf>) outlines State educational agencies' (SEAs') responsibilities regarding select topics related to English learners (ELs) during the national emergency caused by the novel Coronavirus disease 2019 (COVID-19) in the 2020-2021 school year. An SEA and its local educational agencies (LEAs) should collaborate with public health officials, as appropriate, in implementing the information provided below. Other than statutory and regulatory requirements included in the document, the contents of this guidance do not have the force and effect of law and are not meant to bind the public. This document is intended only to provide clarity to the public regarding existing requirements under the law or agency policies. Specifically, it is intended to provide additional information about requirements in the Elementary and Secondary Education Act of 1965 (ESEA) and other Federal laws related to ELs in light of COVID-19.

### Questions

1. For the 2020-2021 school year, are SEAs required to comply with the Title I requirement to administer an annual English language proficiency (ELP) assessment?

Yes, the Department expects each SEA to administer its ELP assessment to all ELs for the 2020-2021 school year, though as noted in this document, an SEA has discretion in terms of how and when it conducts its statewide assessments.

In a letter to chief State school officers on September 3, 2020, the Department noted the importance of collecting data from statewide assessments, which includes the ELP assessments, noting that SEAs should not anticipate the Department waiving the assessment requirements for the 2020-2021 school year. As we noted in that letter,

"[S]tatewide assessments are at the very core of the bipartisan agreement that forged ESSA. They are among the most reliable tools available to help us understand how children are performing in school. The data from assessments can help inform personalized support to children based on their individual needs and provide transparency about their progress."

<https://www2.ed.gov/policy/elsec/guid/secletter/200903.html>

ELP assessments are used by LEAs to inform instruction and placement of ELs, in addition to decisions on exiting students from EL status. Furthermore, the letter states,



# Language Policy and Leadership Office (LPLLO)



# Reclassification Guidance



**CALIFORNIA DEPARTMENT  
OF EDUCATION**

1430 N STREET, SACRAMENTO, CA 95814-5901 • 916-319-0800 • WWW.CDE.CA.GOV

**TONY THURMOND**  
STATE SUPERINTENDENT OF  
PUBLIC INSTRUCTION

July 1, 2020

Dear County and District Superintendents and Charter School Administrators:

**COVID-19 Reclassification Guidance for 2019–2020 and Fall Administration**

In January and September 2019, the California Department of Education (CDE) provided guidance regarding changes to the Summative English Language Proficiency Assessments for California (ELPAC) threshold scores and the policy decision to standardize the ELPAC criterion to inform English learner (EL) student reclassification decisions. This letter is to provide reclassification guidance, given the suspension of the California assessment programs due to the school closures resulting from the 2019 novel coronavirus (COVID-19) pandemic, and notify you of future adjustments to the Summative ELPAC testing schedule.

**Existing Reclassification Criteria**

The reclassification criteria set forth in California *Education Code* Section 313 and Title 5 *California Code of Regulations* Section 11303 remain unchanged. Local educational agencies (LEAs) should continue using the following four criteria to establish reclassification policies and procedures:

1. Assessment of English language proficiency (ELP), using an objective assessment instrument, including, but not limited to, the state test of ELPAC;
2. Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery;
3. Parent opinion and consultation; and
4. Comparison of student performance in basic skills against an empirically established range of performance in basic skills of English proficient students of the same age.

ELPAC Overall Performance Level (PL) 4 has been established as the statewide standardized ELP criterion (1), and LEAs shall use Overall PL 4 to determine whether a student has met that criterion. All other reclassification criteria (2–4) remain locally determined.

1, 2020  
e 2

**VID-19 Reclassification Guidance**

Due to the school closures aforementioned and resulting circumstances caused by COVID-19, the 2019–2020 Summative ELPAC was suspended for accountability purposes. The CDE is providing the following reclassification guidance for criteria 1 and

- **Criterion 1:** For those students who completed testing in 2019–2020, LEAs will use the results from the 2019–2020 Summative ELPAC to determine reclassification eligibility. For those students who did not complete testing in the spring of 2019–2020, an optional fall Summative ELPAC window will be open and available between August 20–October 30, 2020. During this window, LEAs can administer the optional fall Summative ELPAC and use the results to meet criterion 1 eligibility for reclassification. The optional fall Summative ELPAC is highly recommended for all English learner students who have already met all other criteria in 2019–2020 except for criterion 1, particularly in grades four to eleven.
- **Criterion 4:** For all grade levels, LEAs can use most recent local assessments or the Smarter Balanced Summative English language arts assessments.

For information regarding the details of the optional fall 2020 administration of the Summative ELPAC for reclassification purposes will be provided at a later date through LEA ELPAC coordinators.

For more reclassification information, please visit the CDE Reclassification web page at <https://www.cde.ca.gov/sp/el/rd/>. For questions related to EL assessment, please contact the English Language Proficiency and Spanish Assessments Office by email at [ELAC@cde.ca.gov](mailto:ELAC@cde.ca.gov).

Sincerely,

Anthony Neville-Morgan, Deputy Superintendent  
Opportunities for All Branch

M:sc

Regional Assessment Network  
Title III Directors  
Title III Regional County Office of Education English Learner Specialists  
Bilingual Coordinators Network  
LEA ELPAC Coordinators

<https://www.cde.ca.gov/sp/el/rd/reclassguide19.asp>

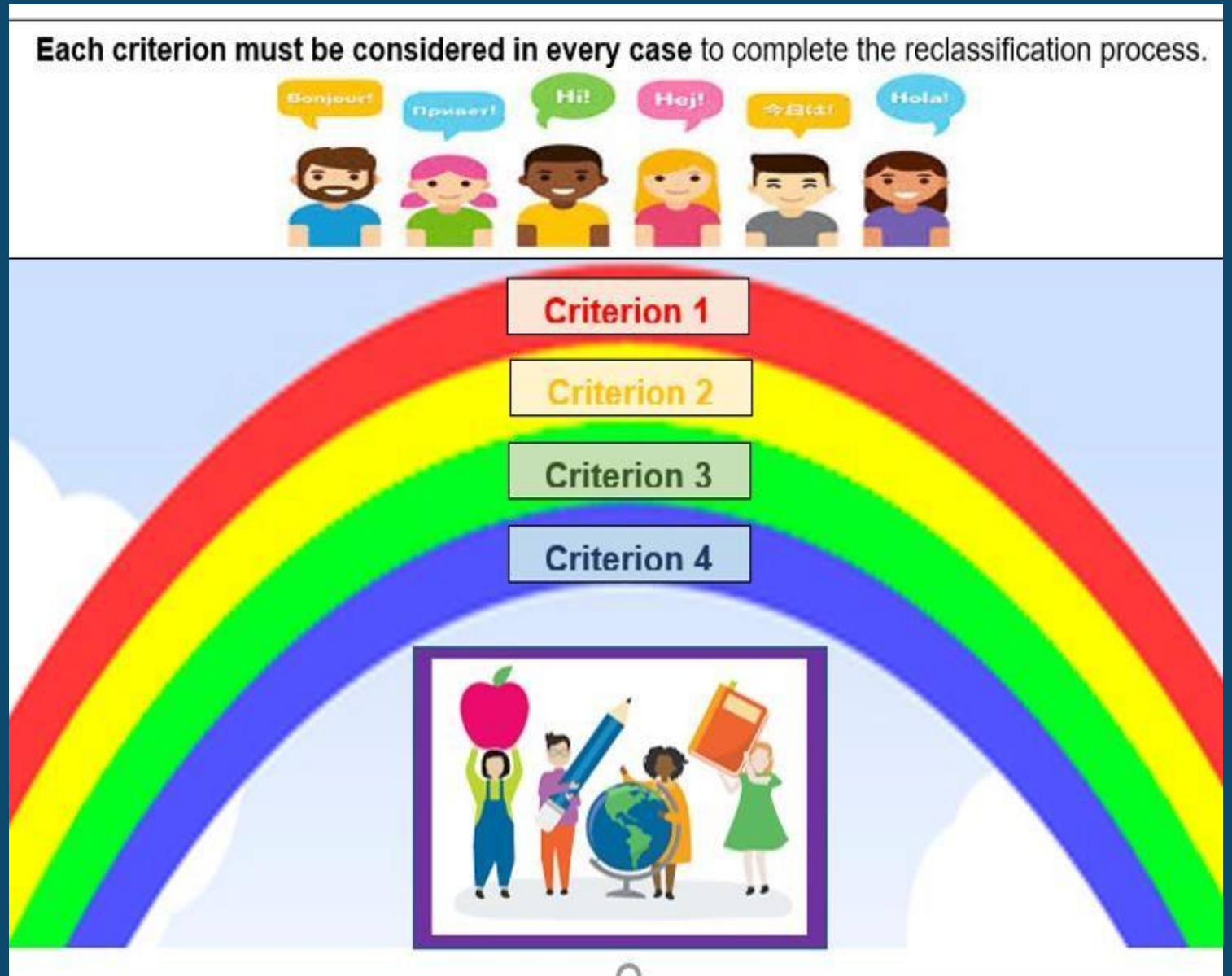
# Reclassification Criteria

The reclassification criteria in California *Education Code (EC)* Section 313 remain unchanged and are available on the CDE Reclassification web page at <https://www.cde.ca.gov/sp/el/rd/>

- Criterion 1: Assessment of English Language Proficiency
- Criterion 2: Teacher Evaluation
- Criterion 3: Parent Consultation
- Criterion 4: Basic Skills Relative to English Proficient Students

# Reclassification Rainbow

Each criterion must  
be considered in  
every eligible case



# Sample Reclassification Process

- I. Review student performance on the English Language Proficiency Assessments for California, the state **Assessment of English language proficiency (ELP) (Criterion 1)**
- II. Review student data received through **Teacher Evaluation (Criterion 2)** and **Comparison of Performance in Basic Skills (Criterion 4)**
- III. Connect with English learner (EL) students' families to share student performance, seek input for student goals, and address parental concerns via **Parent Consultation (Criterion 3)**



# Criterion 1: Assessment of English Language Proficiency

As the ELPAC is the state test for ELP:

- Local educational agencies (LEAs) shall use ELPAC Overall Performance Level (PL) 4 as the statewide standardized ELP criterion. All students with an ELPAC Overall PL 4 are eligible to be considered for reclassification in conjunction with other locally determined reclassification criteria.
- Some dually-identified English learners may need specific considerations regarding this criterion once all necessary and specific supports have been exhausted as decided by the Individualized Educational Program (IEP) team.



## Criterion 4: Basic Skills Relative to English Proficient Students

Comparison of EL performance in basic skills to an empirically established range of performance in basic skills of English proficient pupils of the same age

- Demonstrates whether the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English [Required per *EC* Section 313(f)(4)]
- The LEA establishes the empirical range of performance in basic skills when setting the criteria for reclassification and considers the overall achievement goals set for all students

CDE Reclassification web page at <https://www.cde.ca.gov/sp/el/rd/>

# Laws and Regulations for Criterion 4

- *EC* Section 313(f)(4) calls for a comparison of EL performance in basic skills to an empirically established range of performance in basic skills of English proficient students of the same age
- *California Code of Regulations (5 CCR)* sections 11303 (Reclassification) and 11308 [c][6] (Advisory Committee)—specify that any local reclassification criteria must be reviewed by a school district committee on programs and services for English learner students, such as the District English Learner Advisory Committee.

# Empirical Evidence for Criterion 4

LEAs unable to use current instruments must provide empirical evidence to support student range of performance and approval from the school district committee on English learner programs.

- **Performance in basic skills:** The score and/or PL resulting from a recent administration of an objective assessment of basic skills in English (e.g., Smarter Balanced assessments, district benchmarks).
- **Range of performance in basic skills:** A range of scores on the assessment of basic skills in English that corresponds to a performance level or a range within a performance level.
- **Students of the same age:** English-proficient students who are enrolled in the same grade as the student who is being considered for reclassification.

# Reclassification Contact

**Sandra Covarrubias**

Education Programs Consultant

Multilingual Support Division, CDE

[scovarrubias@cde.ca.gov](mailto:scovarrubias@cde.ca.gov)

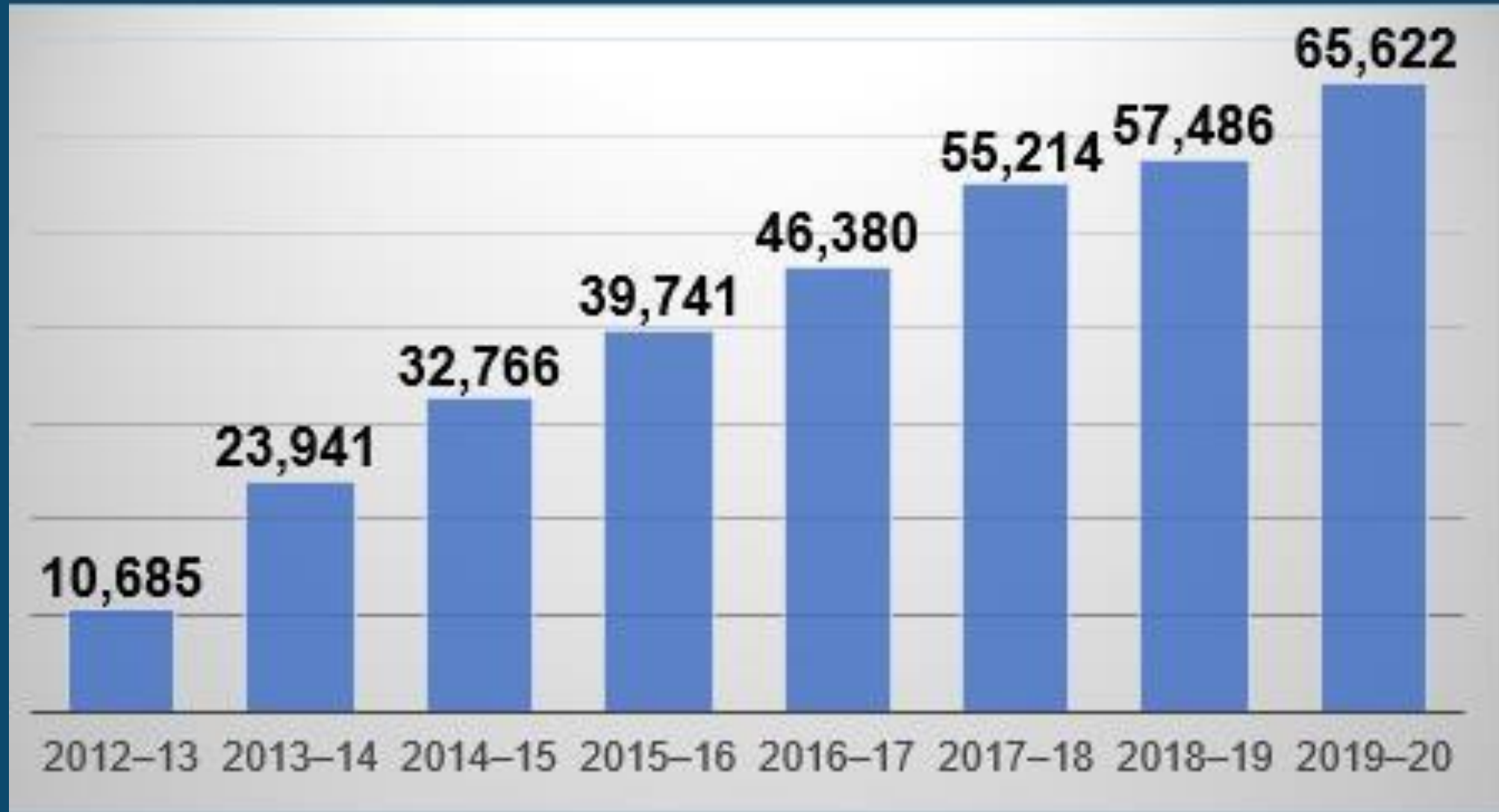
# The California State Seal of Biliteracy (SSB)



SSBs awarded in 2019–20: **65,622**

Total SSBs awarded: **331,835**

# SSB Growth by Year



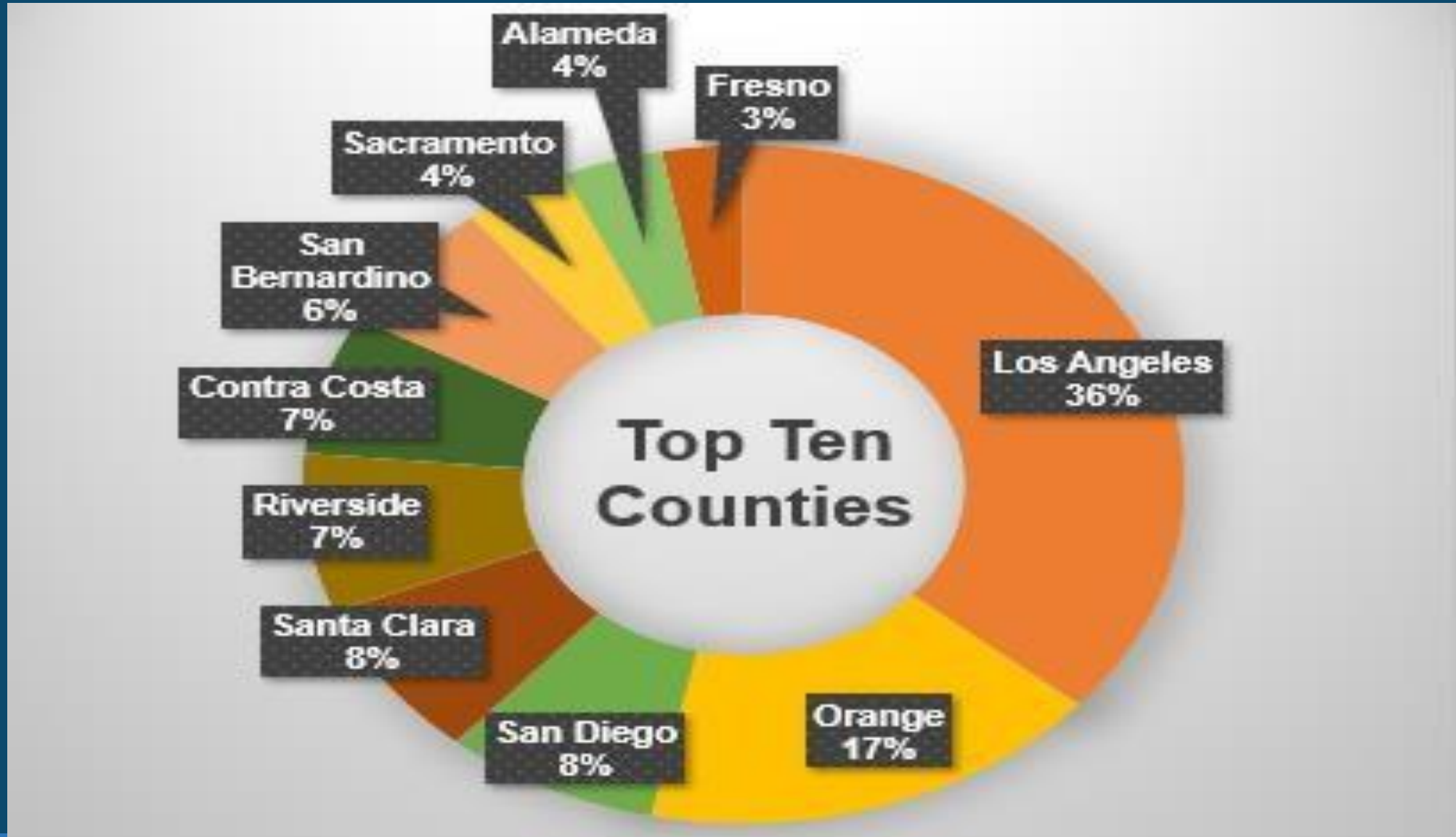
Total seals awarded since the program was established: **331,835**



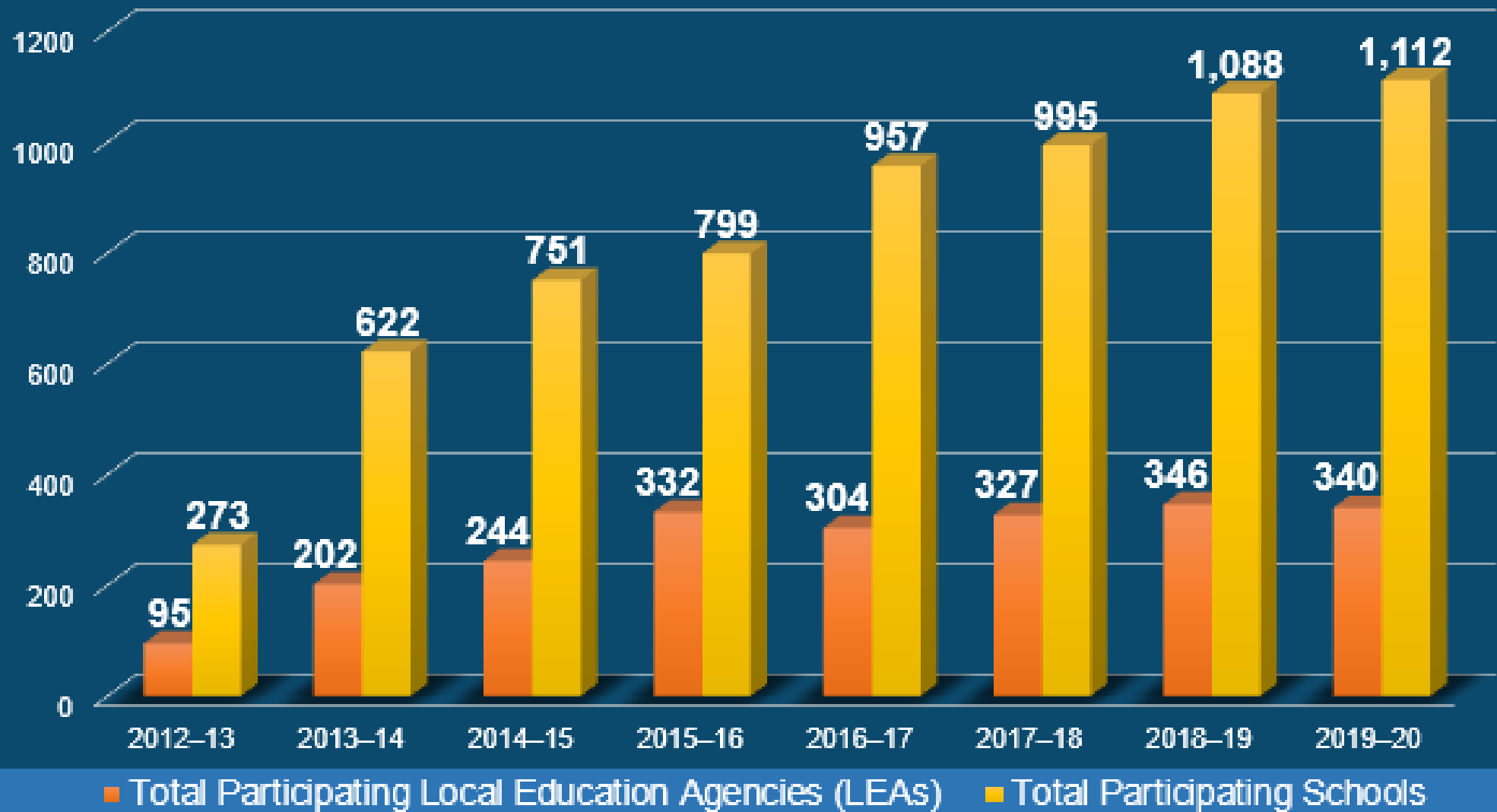
# SSB 2019–20 Top Languages



# Top Ten Counties with LEAs Requesting SSBs



# SSB Total Participating Districts and Schools



[illegible]

# SSB Contact

**Gina Garcia-Smith**

Education Programs Consultant

Multilingual Support Division

[ggsmith@cde.ca.gov](mailto:ggsmith@cde.ca.gov)

For more information on The State Seal of Biliteracy, visit:  
<https://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp>

# 2020–21 Student National Origin Report (SNOR)

The nonprofit private school SNOR submission period is from **January 15 to February 28, 2021**.

- Private schools are encouraged to participate regardless of whether they receive Title III products and services.
- The identification of eligible immigrant students through the SNOR may have an effect on the growth and eligibility requirements at the LEA level.
- The immigrant count from private schools (SNOR data) contributes to and is used to calculate the LEA growth requirement needed to meet the immigrant funding eligibility.



# LPLO Webinars (1)

## Publication: *Improving Education for Multilingual and English Learner Students: Research to Practice*

### Upcoming Sessions:

- February 17, 2021: Chapter One



CCNETWORK  
Comprehensive Center Network

REGION 15  
Arizona  
California  
Nevada  
Utah

### Improving Education for Multilingual and English Learner Students: Research to Practice Webinar Series

The California Department of Education (CDE) Multilingual Support Division and the Region 15 Comprehensive Center at WestEd will host a series of webinars on the new CDE publication, *Improving Education for Multilingual and English Learner Students: Research to Practice*. The webinar series is designed to engage the field and support educators in incorporating the publication in professional learning settings. The publication chapter authors will be the featured presenters for each webinar. The webinar series registration is now open.

#### Webinar Series Dates and Registration

**January 13, 2021:** Overview and Chapter 1: The Power and Promise of California's Multilingual Learners, 3:30–5:00 p.m. Pacific Standard Time (PST)

Registration: <https://bit.ly/CDE-EL-01-13-21>

**January 27, 2021:** Chapter 4: Early Learning and Care for Multilingual and Dual Language Learners Ages Zero to Five, 3:30–5:00 p.m. PST

Registration: <https://bit.ly/CDE-EL-01-27-21>

**February 17, 2021:** Chapter 1: The Power and Promise of California's Multilingual Learners—A Deeper Dive for Administrators and Teachers New to the Field, 3:30–5:00 p.m. PST

Registration: <https://bit.ly/CDE-EL-Feb-17-21>

**March 3, 2021:** Chapter 5: Content Instruction with Integrated and Designated English Language Development in the Elementary Grades, 3:30–5:00 p.m. PST

Registration: <https://bit.ly/CDE-EL-03-03-21>

**March 17, 2021:** Chapter 2: Asset-Based Pedagogy: Student, Family, and Community Engagement for the Academic and Social-Emotional Learning of Multilingual Students, 4:00–5:30 p.m. PST

Registration: <https://bit.ly/CDE-EL-03-17-21>

**April 7, 2021:** Chapter 3: Multilingual Programs and Pedagogy: What Teachers and Administrators Need to Know and Do, 3:30–5:00 p.m. PST

Registration: <https://bit.ly/CDE-EL-04-07-21>

**April 21, 2021:** Chapter 7: Creating Schools and Systems That Support Asset-Based, High-Quality Instruction for Multilingual Learners, 3:30–5:00 p.m. PST

Registration: <https://bit.ly/CDE-EL-04-21-21>

**May 12, 2021:** Chapter 6: Content and Language Instruction in Middle and High School: Promoting Educational Equity and Achievement Through Access and Meaningful Engagement, 3:30–5:00 p.m. PST

Registration: <https://bit.ly/CDE-EL-05-12-21>

# LPLO Webinars (2)

## Integrated and Designated English Language Development Video Series Webinars:

- February 2, 2021:  
Grades Nine through Twelve
- February 23, 2021:  
Grade Seven through Eight



California Department of Education

### Integrated and Designated English Language Development Video Series

Webinar Series

The Language Policy and Leadership Office in the Multilingual Support Division will host a series of webinars on the **Integrated and Designated English Language Development (ELD) Video Series**. The webinars are designed to support educators in using the ELD Videos Series in professional learning settings.

#### Integrated and Designated ELD Video Series Webinar Dates and Times

**January 19, 2020:** ELD Video Series Overview, 3:30–4:30 p.m.

**February 2, 2021:** Engaging in Professional Learning Using Grades Nine Through Twelve ELD Videos, 3:30–4:30 p.m.

**February 23, 2021:** Engaging in Professional Learning Using Grades Seven Through Eight ELD Videos, 3:30–4:30 p.m.

**March 9, 2021:** Engaging in Professional Learning Using Grades Four Through Six ELD Videos, 3:30–4:30 p.m.

**March 30, 2021:** Engaging in Professional Learning using Transitional Kindergarten/Kindergarten–Grade Three ELD Videos, 3:30–4:30 p.m.

Information regarding the ELD Video Series and webinars is available on the California Department of Education ELD Standards web page at <https://www.cde.ca.gov/sp/el/er/eldstandards.asp#video>.

# LPLO Webinars (3)

## Title III Webinar for New Program Directors:

- February 18, 2021: Federal Basis for Title III Programs



# Multilingual California Project (MCAP)



- **February 17, 2021:**  
Virtual Statewide Regional Summit for Teachers
- **March 2021:**  
Professional Learning Innovations

For further information and schedule, visit the MCAP website at <https://mcap.gocabe.org/>

# English Learner Roadmap Implementation for Systemic Excellence (EL RISE!):

- English Learner Roadmap Aligned Local Control and Accountability Plan Toolkit Workshops
- English Language Development for Elementary Teachers and Administrators Institute
- Leading School Improvement with English Learners at the Heart

For further information and schedule, visit the EL RISE! website at <https://www.californianstogether.org/el-rise/>





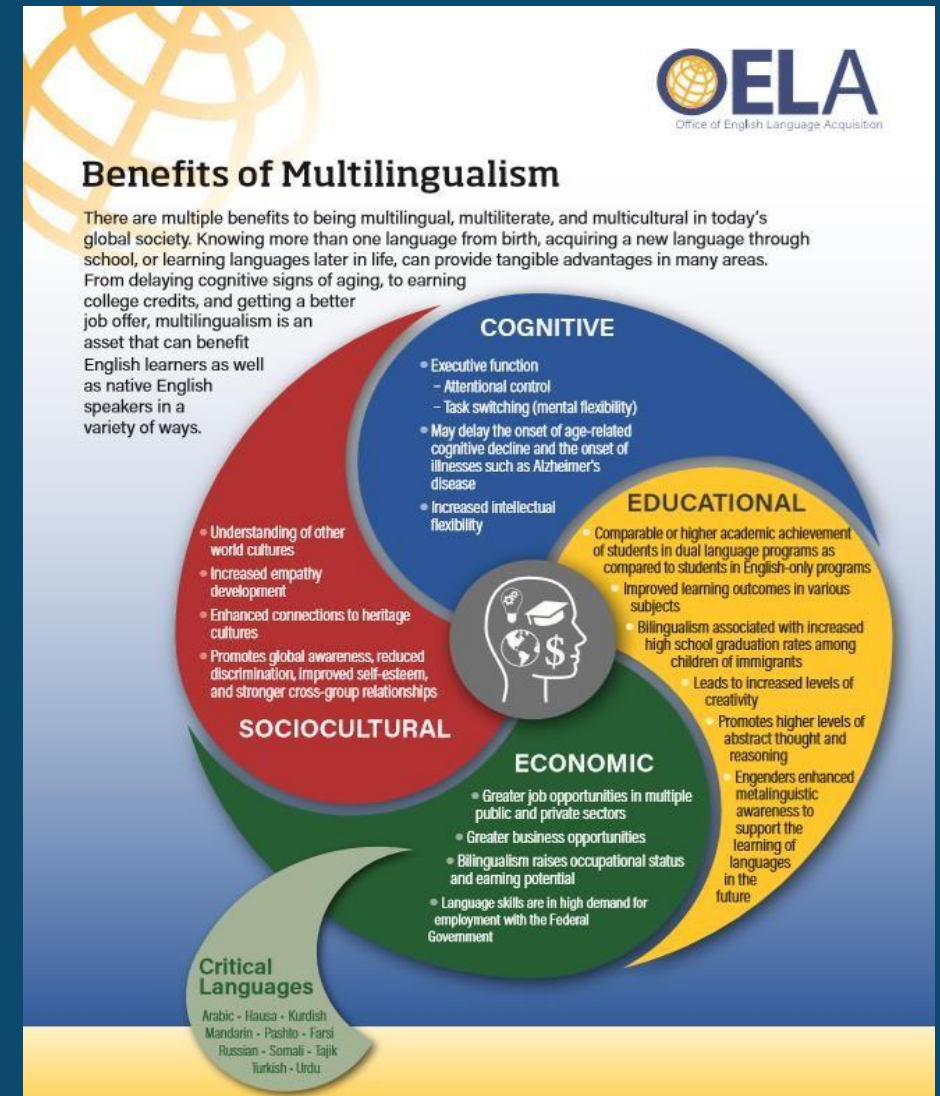
# U.S. Department of Education Resources

## Benefits of Multilingualism Infographic:

<https://www.ncela.ed.gov/files/announcements/20200805-NCELAInfographic-508.pdf>

## English Learner Demographic Fact Sheets (14 new in 2020):

<https://ncela.ed.gov/fact-sheets>



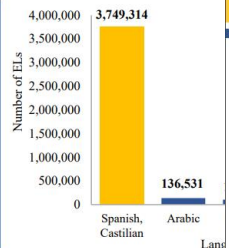




## Office of English Language Acquisition English Learners Who Speak Spanish as a Home Language

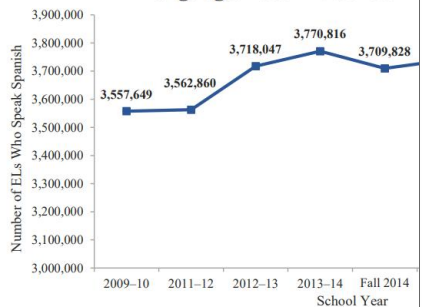
### Most Common Home Languages and Languages Spoken by English Learner Students in Grades K-12

Spanish, Castilian<sup>2</sup> was the most common home language group spoken by English learners (ELs) in the 2017–18 school year (SY). ELs who speak Spanish made up **nearly 75%** of all English learners.



Source: U.S. Department of Education, National Center for Education Statistics (2018). Secondary schools by home language, grade, and selected student characteristics: Selected Center for Education Statistics, *Digest of Education Statistics* (2018 ed.). Retrieved from [https://nces.ed.gov/ipeds/data/digest/d19\\_204\\_27.asp](https://nces.ed.gov/ipeds/data/digest/d19_204_27.asp).

### Number of Reported English Learner Students by Language: 2009–10 School Year



Source: U.S. Department of Education's, National Center for Education Statistics (2018). Secondary schools by home language, grade, and selected student characteristics: Selected Center for Education Statistics (Ed.), *Digest of Education Statistics* (2018 ed.). Retrieved from [https://nces.ed.gov/ipeds/data/digest/d19\\_204\\_27.asp](https://nces.ed.gov/ipeds/data/digest/d19_204_27.asp).

\*National Center for Education Statistics data were reported by school year through 2013; not reported.

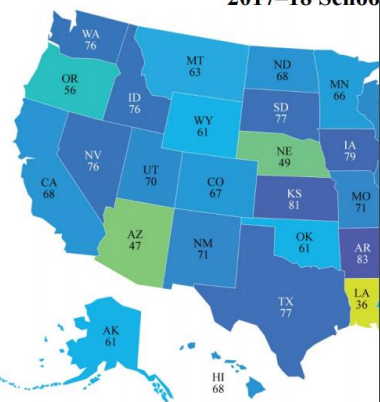
<sup>1</sup> Examples of situations in which English might be reported as an English learner's home language include: adopted from other countries who speak English at home but also have been raised speaking Spanish; or a child born in the United States to parents who speak Spanish at home.

<sup>2</sup> Spanish, Castilian is the term that is used for reporting students who speak Spanish in the United States. Indicator 4: Adjusted Cohort Graduation Rate. Retrieved from [https://nces.ed.gov/ipeds/data/digest/d19\\_204\\_27.asp](https://nces.ed.gov/ipeds/data/digest/d19_204_27.asp).



## Office of English Language Acquisition High School Graduation Rates for English Learners

### State-Level High School Graduation Rate for English Learners, 2017–18 School Year



Across the United States, the high school graduation rates for English learners (ELs) for the 2017–18 school year (SY) ranged from a low of 31% in New York and Virginia and 83% in Arkansas. The median state-level high school graduation rate for ELs was 68%.

### Graduation Rate Percentages for English Learners by State

#### Ten States With Highest Graduation Rates

WEST VIRGINIA	93
ARKANSAS	83
KANSAS	81
SOUTH CAROLINA	80
IOWA	79
TEXAS	77
SOUTH DAKOTA	77
IDAHO	76
MAINE	76
NEVADA	76

\*Note: The Adjusted Cohort Graduation Rate (ACGR) reports state by state calculated rates of graduation for a regular high school diploma divided by the number of students who form the adjusted cohort for the year. The ACGR is calculated by adding students who transfer into the cohort and subtracting students who leave the cohort, who are not in the cohort for the year. ACGRs are more comparable across states than graduation rates. However, there has been some variation in the way that individual states have implemented the ACGR. In addition, graduation requirements for obtaining a regular public high school diploma vary among states include how students are identified for inclusion in certain subgroups, how students are identified for inclusion in certain subgroups, how students are identified for inclusion in certain subgroups, how students are identified for inclusion in certain subgroups. Source for note: U.S. Department of Education, Institute for Education Statistics, National Center for Education Statistics, *Completion Rates in the United States*. Indicator 4: Adjusted Cohort Graduation Rate. Retrieved from [https://nces.ed.gov/ipeds/data/digest/d19\\_204\\_27.asp](https://nces.ed.gov/ipeds/data/digest/d19_204_27.asp).

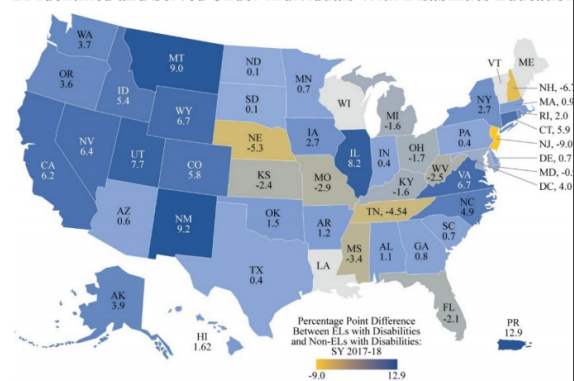


## Office of English Language Acquisition English Learners With Disabilities

Under the Individuals with Disabilities Education Act (IDEA), state educational agencies (SEAs) are responsible for locating, identifying, and evaluating all students, including English learners (ELs), who need special education and related services<sup>2</sup> because of their disability.<sup>3</sup>

During school year (SY) 2017–18, nearly 12.0%<sup>4</sup> of all students ages 6 through 21 enrolled under IDEA Part B. Of those students, 11.2%<sup>5</sup> were ELs. That same year, ELs comprised 20.3%<sup>6</sup> of all students ages 6 through 21.

### Percentage Point Difference Between English Learners and English Learners With Disabilities, 2017–18 School Year



State Name	Calculation: Percentage of ELs With Disabilities, <sup>7</sup> Ages 6 to 21: SY 2017–18	Calculation: Percentage of Non-ELs With Disabilities, <sup>8</sup> Ages 6 to 21: SY 2017–18
Puerto Rico	39.8%	27.0%
New Mexico	22.2%	13.0%
Montana	20.3%	11.3%
Illinois	20.3%	12.0%

Note: Includes data from the 46 states and the District of Columbia. SY 2017–18 data for Maine, Louisiana, Vermont data quality concerns.

Sources: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Education," 1990–91 through 2017–18; and State Public Elementary and Secondary Enrollment Projection Model, 1990–91 through 2017–18. U.S. Department of Education, ED/Facts Data Warehouse (EDW): "IDEA Section 618 Data Products: State Level Data 2017." [Data file]. Retrieved from [https://www2.ed.gov/ipeds/data/digest/d19\\_204\\_27.asp](https://www2.ed.gov/ipeds/data/digest/d19_204_27.asp).

<sup>1</sup> Child with a disability means a child is evaluated in accordance with §§300.304 through 300.311 as having an intellectual disability, a specific learning disability, a speech or language impairment, a visual impairment (including blindness), an emotional disturbance, an orthopedic impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services. 34 C.F.R. § 300.8.

<sup>2</sup> The IDEA specifies under what conditions children are eligible to receive services, found here: <https://sites.ed.gov/idea>.

<sup>3</sup> 20 U.S.C. § 1412(a)(3) and 34 C.F.R. § 300.111.

<sup>4</sup> Author calculations: <sup>4</sup> Percentage of students with disabilities = Total number of students (ELs and non-ELs) divided by total number of students, 6 to 21, served under IDEA = Total number of IDEA ELs divided by total number of students, 6 to 21, served under IDEA.

<sup>5</sup> Percentage of identified ELs in K–12 = Total number of identified ELs in SY 2017–18 divided by total number of students, 6 to 21, served under IDEA.

<sup>6</sup> Percentage of ELs with disabilities = Number of English learner-proficient children with disabilities, ages 6 to 21, served under IDEA.

<sup>7</sup> Percentage of non-ELs with disabilities = Number of non-English learner-proficient children with disabilities, ages 6 to 21, served under IDEA.

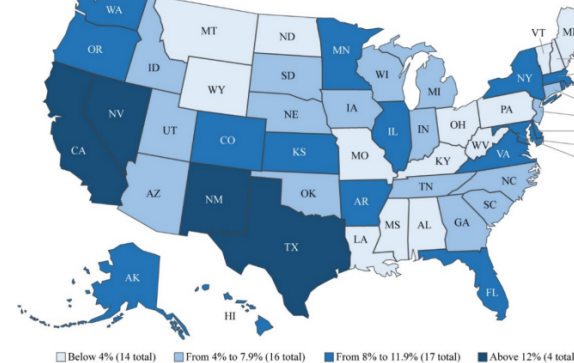
<sup>8</sup> Percentage point difference = Percentage of IDEA ELs with disabilities minus percentage of IDEA non-ELs with disabilities.



## Office of English Language Acquisition Profile of English Learners in the United States

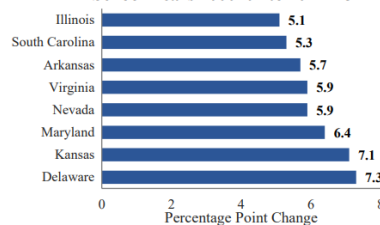
### Percentage of Students Enrolled in K–12 Who Are English Learners: School Year 2017–18

During school year (SY) 2017–18, over 5 million English learners (ELs) were enrolled in U.S. schools in grades K–12. Four states had an EL population that was above 12% of total student enrollment; California had the highest percentage, with over 20% of K–12 students classified as ELs.



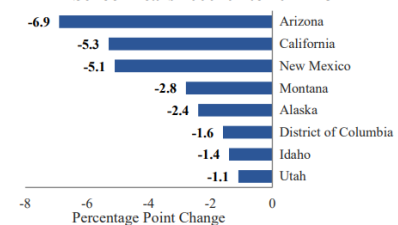
Source: U.S. Department of Education, National Center for Education Statistics (2018). Table 203.20. Enrollment in public elementary and secondary schools, by region, state, and jurisdiction: Selected years, fall 1990 through fall 2029. In U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics* (2018 ed.). Retrieved from [https://nces.ed.gov/ipeds/data/digest/d19\\_203\\_20.asp](https://nces.ed.gov/ipeds/data/digest/d19_203_20.asp).

### Percentage Point Increases in Student Enrollment of English Learners by State: School Years 2000–01 to 2017–18



The number of ELs enrolled in K–12 grew by more than 1,000,000 from SY 2000–01 to SY 2017–18. Delaware had the highest increase in EL student population as a percentage of total enrollment where the number of ELs grew by over 10,000 students, or by 7.3%.

### Percentage Point Decreases in Student Enrollment of English Learners by State: School Years 2000–01 to 2017–18



Eight states experienced a decline in EL population between SYs 2000–01 and 2017–18. The state with the greatest decrease of EL student population was Arizona where the number of ELs fell by over 43,000 students, or by 6.9%.

# Social Emotional Learning for English Learners



# Five SEL Competencies

## SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- ⇒ IDENTIFYING EMOTIONS
- ⇒ ACCURATE SELF-PERCEPTION
- ⇒ RECOGNIZING STRENGTHS
- ⇒ SELF-CONFIDENCE
- ⇒ SELF-EFFICACY

## SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- ⇒ IMPULSE CONTROL
- ⇒ STRESS MANAGEMENT
- ⇒ SELF-DISCIPLINE
- ⇒ SELF-MOTIVATION
- ⇒ GOAL SETTING
- ⇒ ORGANIZATIONAL SKILLS

## SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- ⇒ PERSPECTIVE-TAKING
- ⇒ EMPATHY
- ⇒ APPRECIATING DIVERSITY
- ⇒ RESPECT FOR OTHERS

## RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- ⇒ COMMUNICATION
- ⇒ SOCIAL ENGAGEMENT
- ⇒ RELATIONSHIP BUILDING
- ⇒ TEAMWORK

## RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- ⇒ IDENTIFYING PROBLEMS
- ⇒ ANALYZING SITUATIONS
- ⇒ SOLVING PROBLEMS
- ⇒ EVALUATING
- ⇒ REFLECTING
- ⇒ ETHICAL RESPONSIBILITY





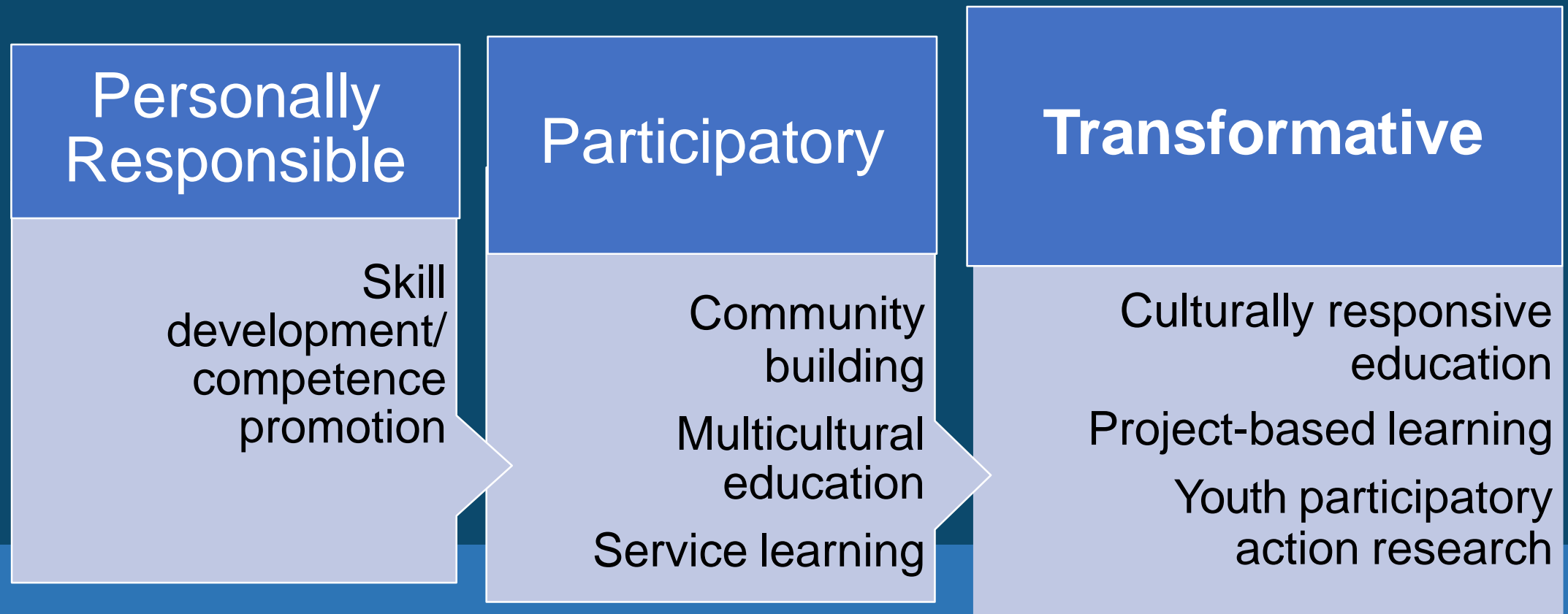
# Transformative SEL

*Transformative SEL is a process where students and teachers build strong, respectful relationships founded on an appreciation of similarities and differences; learn to critically examine root causes of inequity; and develop collaborative solutions to community and social problems.*

**<https://casel.org/lever-for-equity/>**

# What Does Transformative SEL Look Like?

## Examples of Program and Approaches to Forms of Social and Emotional Learning



Research shows that adapting SEL programs and activities for English learners and diverse students:

- Is well received by students
- Can reduce acculturation stress
- Can build resiliency

What this look like:

- Translating materials or providing a bilingual glossary
- Changing metaphors/examples to be more culturally relevant
- Modifying the delivery method or the deliverer

# SEL and English Learners

## California EL Roadmap:

### **Principle 1- Assets-Oriented and Needs-Responsive Schools**

Pre-schools and schools are responsive to different EL strengths, needs, and identities and support the socio-emotional health and development of English learners. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.

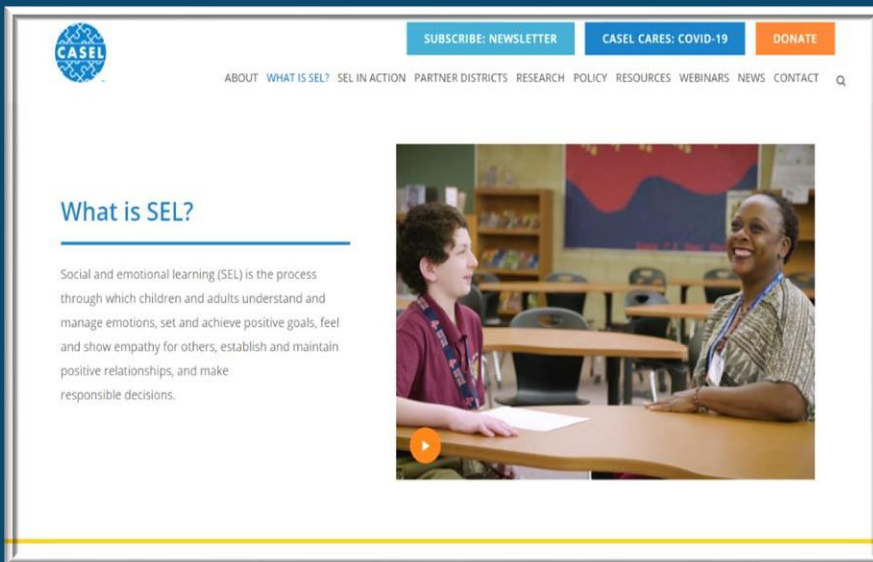
SEL Roadmap for reopening schools available at on the CASEL website at <https://casel.org/wp-content/uploads/2020/07/SEL-ROADMAP.pdf>



# Social and Emotional Learning Resources

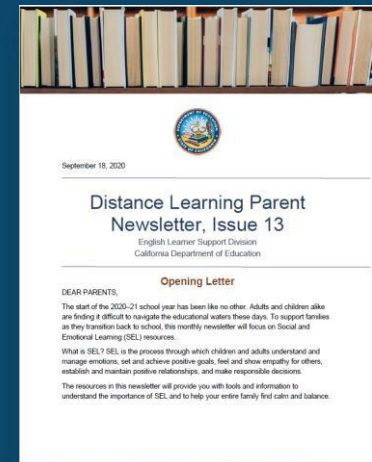
CASEL website at <https://casel.org/>

What is SEL? On the CASEL SEL is... web page at <https://casel.org/what-is-sel/>



COVID-19 EL Resources:

- Parent Newsletters ELSD publishes a monthly newsletter for parents. In September we focused on SEL. The newsletters are posted in the top 5 languages at <https://www.cde.ca.gov/sp/el/er/covidresources.asp>



# Questions

After exploring SEL...

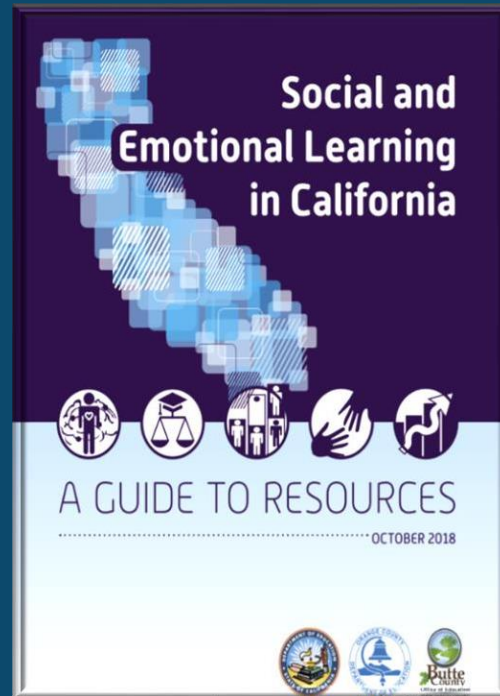
- Connect with resources available from other districts and adapt to the needs of your context.
- Adapt existing state SEL programs or activities to make them culturally and linguistically relevant to EL students.
- Promote SEL resources to engage families.
- Create SEL resources that give students the opportunity to understand and express their learning in their home language.

# CDE Social and Emotional Learning Resources

## SEL Guide

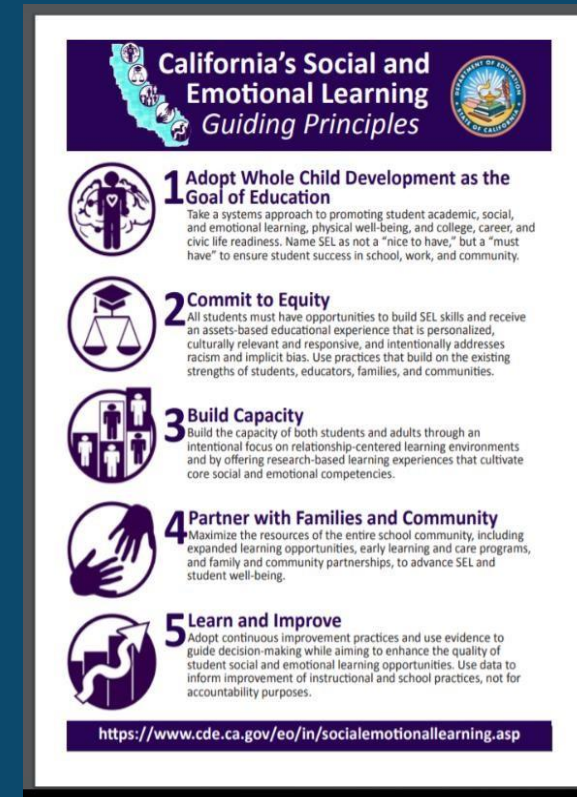
<https://bit.ly/CDESELguide>

(October 2018)



## SEL Guiding Principles

<https://www.cde.ca.gov/ci/se/index.asp>



# CDE Social and Emotional Learning Resources (2)

## SEL in Distance Learning

<https://bit.ly/CDEDistanceSEL>

The screenshot shows the California Department of Education website. The header includes the CDE logo and a navigation menu with links like Teaching & Learning, Testing & Accountability, Finance & Grants, Data & Statistics, Specialized Programs, Learning Support, and Professional Learning. The breadcrumb trail reads: Home / Teaching & Learning / Social and Emotional Learning / Social and Emotional Support in Distance Learning. The main heading is 'Social and Emotional Support in Distance Learning'. Below it, a paragraph states: 'Guidance and resources for educators, educational leaders, and families/guardians in kindergarten through grade 12 (K–12) schools, to provide social and emotional supports during distance learning.' A second paragraph discusses the importance of relationships and physical distancing during the COVID-19 response. A third paragraph explains that SEL is essential for children's learning and provides a link to the 'Collaborative for Academic, Social, and Emotional Learning website'. A fourth paragraph mentions the 'CDE's SEL web page'. At the bottom, there are tabs for 'Educators', 'School Leaders', 'Parents/Guardians', and 'Students', with 'Educators' currently selected. On the right side, there are three blue boxes: 'Share this Page' with social media icons, 'Trending in Social and Emotional Learning' with a link to 'Social and Emotional Support in Distance Learning (this page)', and 'Recently Posted in Social and Emotional Learning'.

## Social and Emotional Learning

<https://www.cde.ca.gov/ci/se/index.asp>

The screenshot shows the California Department of Education website. The header is identical to the first screenshot. The breadcrumb trail reads: Home / Teaching & Learning / Social and Emotional Learning. The main heading is 'Social and Emotional Learning'. Below it, a paragraph states: 'Guidance and resources for supporting social and emotional learning.' A second heading is 'Social and Emotional Support During Distance Learning'. Below it, a paragraph states: 'Visit the California Department of Education (CDE) Social and Emotional Support During Distance Learning web page for resources for educators, educational leaders, and families/guardians in kindergarten through grade 12 (K–12) schools, to provide social and emotional supports during distance learning.' A third heading is 'Social and Emotional Learning Basics'. Below it, a paragraph states: 'Social and Emotional Learning (SEL) reflects the critical role of positive relationships and emotional connections in the learning process and helps students develop a range of skills they need for school and life. SEL skills include the ability to:'. A bulleted list follows: 'set and achieve positive goals', 'feel and show empathy for others', 'establish and maintain positive relationships', 'make responsible decisions', and 'understand and manage emotions'. A paragraph then states: 'All of these skills are necessary—both for educators and students—to function well in the classroom, in the community, and in college and careers.' A final paragraph states: 'While many teachers instinctively know that social and emotional learning is important, historically schools have been'. On the right side, there are three blue boxes: 'Share this Page' with social media icons, 'Trending in Social and Emotional Learning' with a link to 'Social and Emotional Support in Distance Learning', and 'Recently Posted in Social and Emotional Learning'.

# Register for Updates

If you would like to receive updates from the California Department of Education about California's SEL efforts, please sign up for our listserv.

- To **subscribe** to the Social-Emotional Learning (SEL) Planning listserv, send a "blank" message to [join-sel-planning@mlist.cde.ca.gov](mailto:join-sel-planning@mlist.cde.ca.gov).
- To view archived SEL newsletters, visit the Collaboration in Common SEL Newsletter Archive California Department of Education collection web page at <https://bit.ly/SELnewsletterCiC>.
- Follow on Twitter: @CDE\_SEL

# Contact

Dr. Veronica Aguila, Director  
English Learner Support Division  
California Department of Education  
[vaquila@cde.ca.gov](mailto:vaquila@cde.ca.gov)

Julia Agostinelli, Education Programs Consultant  
Professional Learning Innovations Office  
Educator Excellence and Equity Division  
California Department of Education  
[jagostinelli@cde.ca.gov](mailto:jagostinelli@cde.ca.gov)



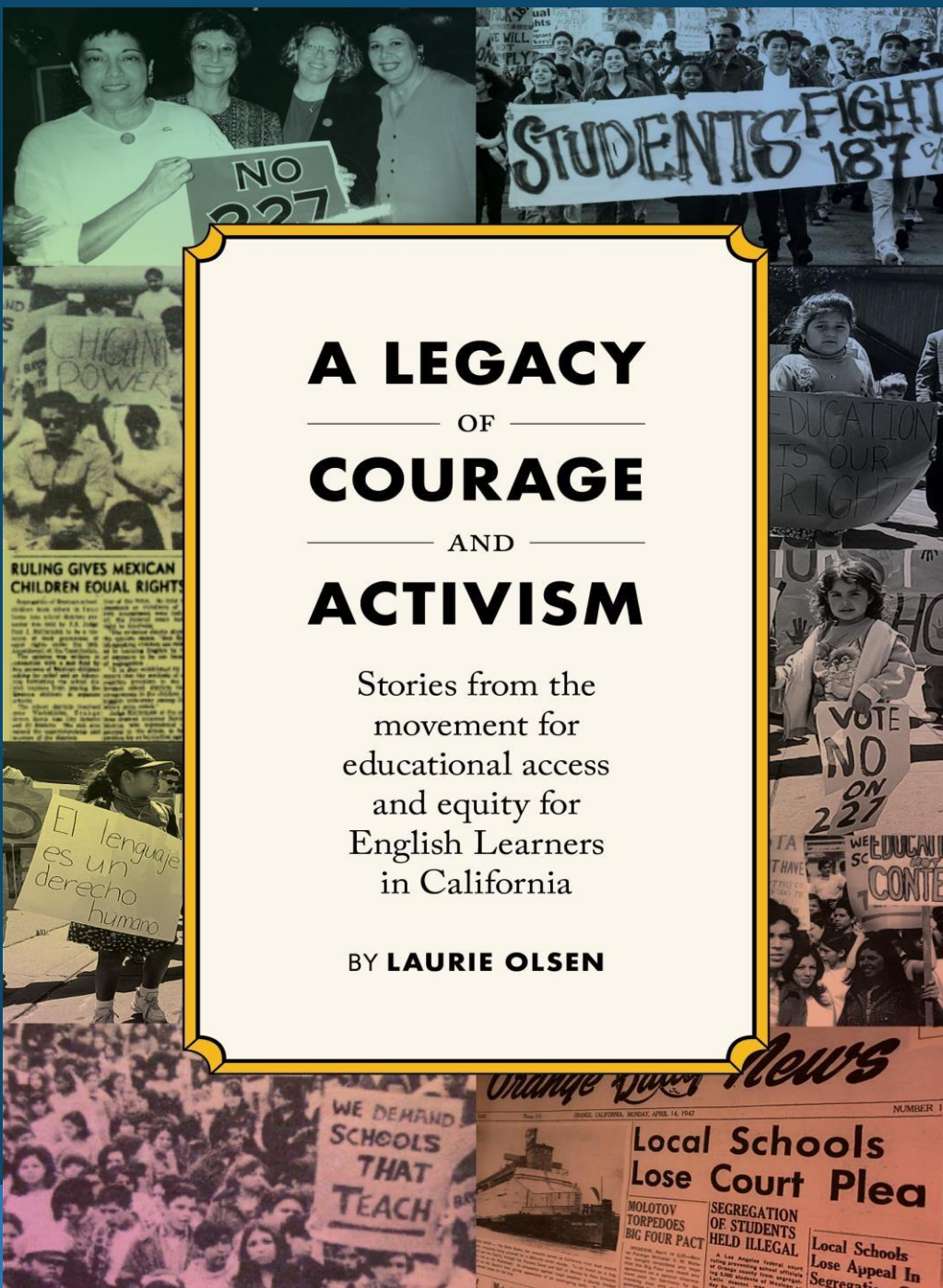
# A Legacy of Courage and Activism

*A new book from*  
**English Learner Legacy and  
Leadership Initiative  
(ELLLI)  
&  
Californians Together**

## A LEGACY — OF — COURAGE — AND — ACTIVISM

Stories from the  
movement for  
educational access  
and equity for  
English Learners  
in California

BY LAURIE OLSEN





Dedicated with deep gratitude for courage  
and inspiration

to the hundreds of advocates and activists  
whose stories are told in this volume and  
whose voices and actions have fueled the  
movement to create schools that open doors  
and honor the intellect and dreams of English  
learner students, families and communities.

## From the Introduction

We need an army of advocates steeped in the history that brought us to this point - inspired by the victories and successes of the advocacy movement of the past, equipped to understand the complex dynamics and scars in the present that stem from that history, and bolstered and supported in the knowledge of the movement's resilience and survival through hard times.

# About the Book

- Case studies originally written for ELLLI Fellows curriculum
- Informed by the individuals who were deeply engaged as advocates in the campaigns and movement for educational equity for ELs
- Oral histories and interviews, archival research
- Selected “moments”
- Useful examples of advocacy
- Ten chapters in four sections, plus appendices

# Movement Building

- The Story of ELLLI (English Learner Leadership and Legacy Initiative): Supporting a new generation of leadership  
co-authored by Laurie Olsen & Maxine Sagapolutele
- The San Diego Story: Building a Movement for Latino/Chicano Educational Equity and Access  
co-authored by Laurie Olsen, Vickie Ramos Harris & Maxine Sagapolutele  
and dedicated to Rosalia Salinas and Alberto Ochoa



# The Sweep of History – Key Issues

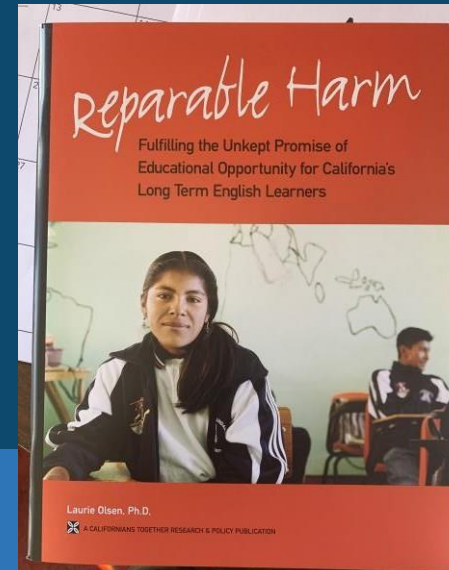
- Where are the Teachers? A half-century of effort to address the teacher shortage for English learners
- For the Youngest Children: Dual language learners in early childhood education

co-authored by Laurie Olsen & JunHee Doh



# Advocacy Campaigns

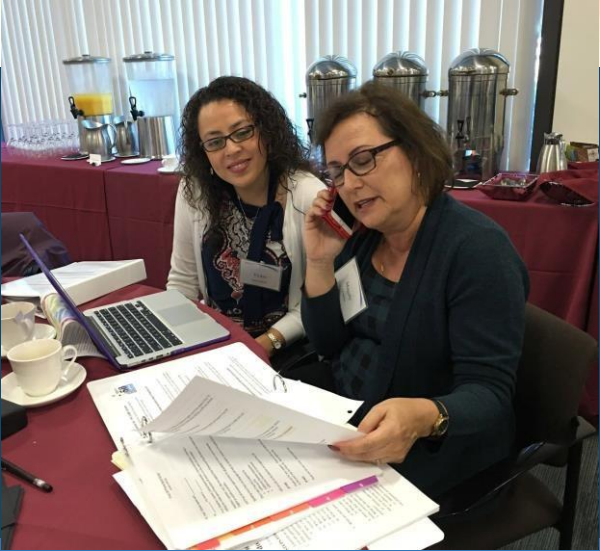
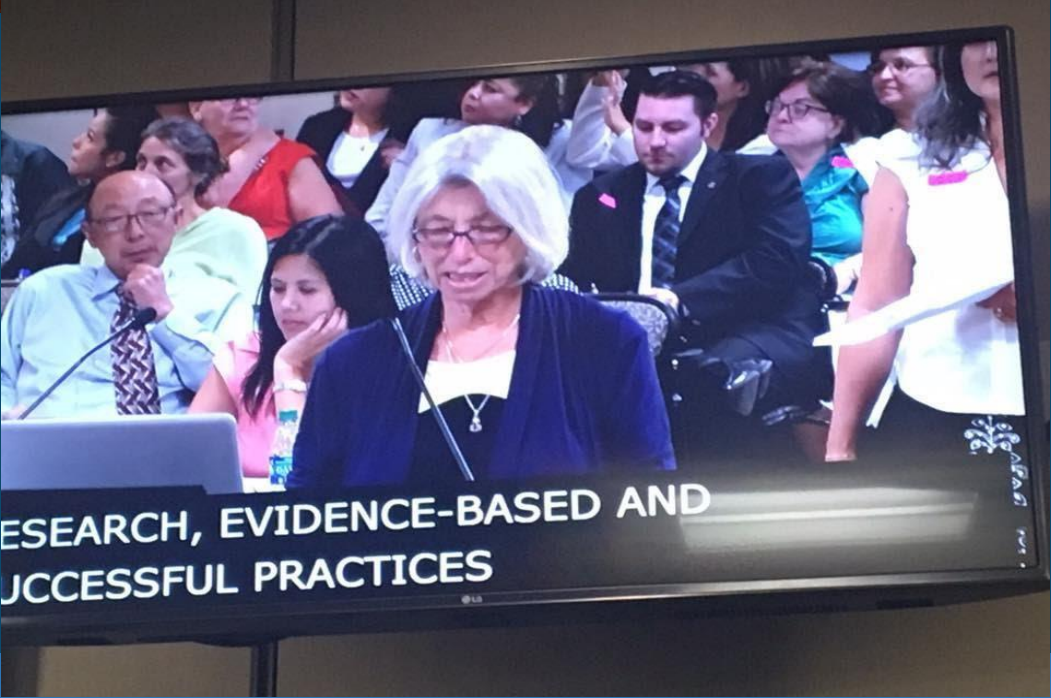
- The California State Seal of Biliteracy: a 10 year advocacy campaign to reframe bilingualism from problem to asset
- Reparable Harm: the Advocacy campaign for responsiveness to California's Long Term English Learners







# The Many Roles of Advocates





# Advocates

- Lobbying for Bilingual and English Learner Education
- The California County Offices of Education: Working from Within
- A Nonprofit organization supports the Movement: California Tomorrow's Immigrant Students Project
- Advocacy within the Department of Education: Moving the Field through Publication and Dissemination

# Across the chapters...

- A comprehensive timeline. (Appendix)
- Lessons Learned

## In Trios.... (12 minutes)

- Spend five minutes reading through the “Lessons Learned”
- Each person select ONE lesson from the advocacy movement for English Learners and bilingual education that particularly resonates for you personally NOW
- Share that lesson and why it seems relevant and important now.

## Quote

“Much of the history of the struggle for language rights, educational justice and access is yet unwritten. May this collection inspire others to share what they have witnessed, what they have been part of, what they have done – to write the fuller story that represents more widely the persistence, passion, and hard work to counter the forces of exclusion and to create equitable, joyful, excellent schools that do justice to the children of California of all languages and cultures.”

# English Language Proficiency Assessments for California

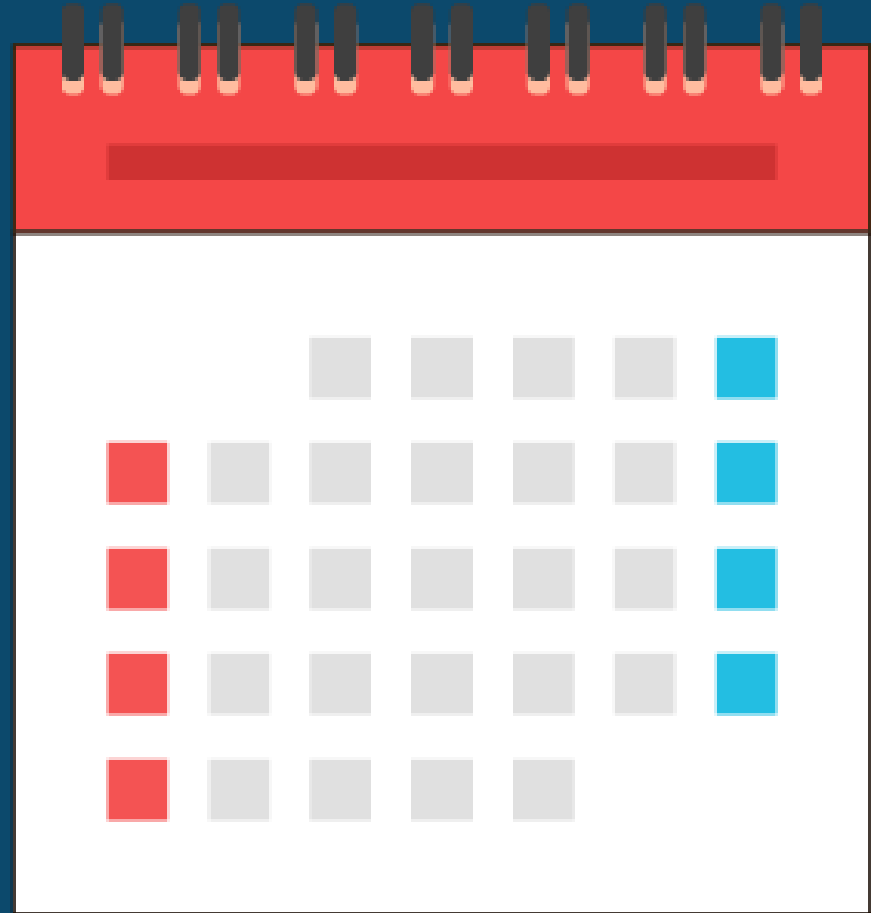


# Alternate ELPAC Field Test Delay

Alternate ELPAC Field Test  
postponed

Plan for an Operational Field  
Test 2021–22

New dates: November 2021  
through mid-February 2022





# 2020–21 Alternate Testing

- ☐ Continue to administer a locally determined alternate assessment
- ☐ Administer alternate assessments during the Summative ELPAC window
- ☐ No need to attach an addendum to IEP
- ☐ Field Test registration will roll over to locally determined alternate assessment in TOMS



# What Can LEAs Do Now?

- Identify eligible students for next year
- Conduct necessary IEPs
- Complete or refresh training



# Administration and Scoring Training

- **If certification has been completed by an LEA or test examiner, there is no need to re-certify.**
- **Moodle will remain open**
  - ✓ Complete training for the grade(s)/grade span(s) you will assess in 2021–22
- **Training binders will continue to be shipped**
- **Picture cards will not be shipped until August 2021**

# Form Assignments

- Assignments will be reevaluated
- Updated form assignments for 2021–22 will be posted in August 2021 on ELPAC website



# Alternate ELPAC Resources

- ❑ Alternate ELPAC Frequently Asked Questions
- ❑ Starting Smarter webpage – Coming in summer 2021



A Weekly Email from the California Department of Education

Focusing on the California Assessment of Student Performance and Progress (CAASPP) System and English Language Proficiency Assessments for California (ELPAC)—and including, when timely, updates on California's other statewide assessments. For questions related to test administration, coordination, and trainings, visit the [CAASPP website](#) and the [ELPAC website](#).

The fourth webinar of the 2020–21 New Coordinator Training Series will be presented on February 25 at 3 p.m.! This webinar will take local educational agency (LEA) CAASPP and ELPAC coordinators who are new to their role—or who want a refresher—on an exploration of all aspects of CAASPP and ELPAC test security. To register for this highly informative webinar, which will include a question and answer session with experienced coordinators, go to the [2020–21 New Coordinator Training registration web page](#).

The blueprints for the 2020–21 Smarter Balanced adjusted-form summative assessments for English language arts/literacy (ELA) and mathematics are now available on the [Test Development web page](#) of the [Smarter Content Explorer website](#). These blueprints describe the eligible content covered by the ELA and mathematics adjusted-form assessments for grades three through eight and high school. The blueprints were approved for use by the California State Board of Education at its November 2020 meeting and are applicable




Known Issues for remote testing have been identified.

**Camera Issue:** Some local educational agencies (LEAs) are reporting that they are experiencing technical issues with the camera during remote testing. Instead of displaying the student video, the Test Administrator Interface shows a gray cloud. **Resolved 2/10/21:** This issue has been resolved. LEA staff can

and not be used for remote testing. **Resolved 2/10/21:** This issue has

es web page or the [ELPAC Known Issues](#) web page.

[Writing Guidance](#) website. The site also includes a link to the [Spring](#)



[Fall Administrations](#)
[Spring Administrations](#)
[CAASPP](#)
[Interim Assessments](#)
[STAIRS/Appeals](#)
[Summative ELPAC](#)
[TOMS](#)

## Spring Administration Information for Educators

Latest Updates

Administration Options

Practicing for Testing

Requirements

Instructions for Remote Computer Based Assessments

Videos and Quick Reference Guides

Parent/Guardian Notification

Q&A

Helpful Links

Go to Parent/Guardian Information Website

### Spring Administration Information for Educators

**Known Issues**

Known issues for remote testing have not been resolved with the camera during remote testing not functioning as intended. **Resolved 2/10/21:** This issue has been resolved. Please visit the [Spring Administration Information for Educators](#) web page or the [ELPAC Known Issues](#) web page.

**Spring Administration Guidance**

[Spring Administration Guidance](#) website. The site also includes a link to the [Spring Administration Information for Educators](#) website.

### Helpful Links

- [Test Administrator Interface](#)
- [Web-based Student Testing Info](#)

### Background

Each year, California students take the Statewide summative assessment, the California Statewide Assessment of Student Performance (CASPP). The ELPAC also includes a summative assessment for English Language Proficiency (ELPAC). The ELPAC is designed to measure the English language skills of students who are learning and becoming proficient in English, and science.

### Spring Administration Information for Parents/Guardians

**Latest Updates**

How to Take an Assessment at Home

Download the Secure Browser

Videos and Quick Reference Guides

Q&A

### Spring Administration Information for Parents/Guardians

**Background**

Each year, California students take the Statewide summative assessment, the California Statewide Assessment of Student Performance (CASPP). The ELPAC also includes a summative assessment for English Language Proficiency (ELPAC). The ELPAC is designed to measure the English language skills of students who are learning and becoming proficient in English, and science.

Some students take the English Language Proficiency (ELPAC). The ELPAC consists of assessments.

- The Initial ELPAC is used to determine if a student is entering California school learning in English is improving in school while learning.
- The Summative ELPAC is used to help determine if a student is proficient. This is important information for parents and teachers to help determine if a student needs additional support they need to do.

Statewide summative assessments are essential for the Statewide Assessment of Student Performance (CASPP) to help parents and teachers determine if a student is learning and becoming proficient in English, and science.

### Forms Assignment for the 2020-21 Summative ELPAC Administration

There are six different test forms for the Summative ELPAC administration: Form 1, Form 2, Form 3, Form 4, Form 5, and Form 6.

Test forms are assigned at the LEA level; however, large LEAs—such as Fresno Unified, Los Angeles Unified, and San Diego Unified—may be assigned to more than one form at the school level.

Use the [lookup tool](#) to search the LEA by name or CDS code to view the assigned test form for the Summative ELPAC 2020-2021 administrations.

An LEA that does not appear in this search tool will be assigned to use Form 1 by the test delivery system at the time of administration.

#### Look Up My Test Form

☐ Form 1
 ☐ Form 2
 ☐ Form 3
 ☐ Form 4
 ☐ Form 5
 ☐ Form 6

No Search Results



# Contact Information

For the ELPAC, send questions to [elpac@cde.ca.gov](mailto:elpac@cde.ca.gov)

To sign up for the Assessment Spotlight, send a blank email message to [subscribe-caaspp@mlist.cde.ca.gov](mailto:subscribe-caaspp@mlist.cde.ca.gov).

## Ventura County Office of Education

### The English Learner Roadmap Elementary Teacher Strand

Over two years, participants will engage in five learning modules. Similar to the Leadership/Administrator Strand, the modules of the Teacher Strand are constructed following the four Principles of the English Learner Roadmap - and follow the same basic timeline. The Teacher Strand focuses on classroom practices, on teaching and learning, and specific instructional strategies.

Principle #1 will be one module that engages teachers in understanding the typologies and diversity within the English learner population and implications for classroom practices and for creating inclusive and affirming classroom environments, including working with culturally and linguistically diverse families.

Principle #2 will be three modules on Integrated and Designated ELD - immersion in the ELD standards, understanding integration of language development and content knowledge, planning responsive Designated ELD, and learning high-leverage instructional strategies that build comprehension, support active engagement, intentionally build language, focus on all four domains of language (oracy, listening/comprehension, reading and writing).

Principle #3 and #4 will be shared in Module 5 in the series focusing on formative assessment, collaborative and reflective teacher practice.

In year one, the participants will receive Principle #1 and part of Principle #2. In year two, the participants will receive the rest of Principle #2, Principles #3 and #4 of the EL Roadmap.

#### Year 1 will cover...

**Module One: Principle #1**  
 Session 1  
 Thursday, January 21, 2021  
 2:30-4:30 p.m.

**Module Two, Three, Four: Principle #2**  
 Session 2  
 Wednesday, February 10, 2021  
 2:30-4:30 p.m.  
 Session 3  
 Tuesday, March 2, 2021  
 2:30-4:30 p.m.  
 Session 4  
 Tuesday, March 16, 2021  
 2:30-4:30 p.m.

#### Year 2 will cover...

**Module Five: Principle #3 and #4**  
 Sessions TBD for 2021-2022

**Module Five: Principle #3 and #4**  
 Sessions TBD for 2021-2022

Registration required ahead of time. Register your teams at:

<http://vcoc.k12oms.org/1617-196364>

Full participation in all sessions is highly encouraged to ensure successful implementation of the ENGLISH LEARNER ROADMAP PRINCIPLES.

Content Contact:  
 Dr. Leticia Ramos  
 leramos@vcoc.org  
 805.437.1303

Registration Contact:  
 Luisa Arechiga  
 larechiga@vcoc.org  
 805.437.1344

Stanley C. Mantooth  
 Ventura County Superintendent of Schools



## Ventura County Office of Education

### ENGLISH LEARNER ROADMAP ALIGNED LCAP TOOLKIT WORKSHOP

#### Using Research-Based tools to Promote Equity for English Learners

This interactive workshop will help LEA teams design an LCAP that is aligned to the research-based CA English Learner Roadmap policy and focuses on identifying actions, services, programs, and resources that ensure equitable opportunities and outcomes for English Learners. Participants will engage with the resources included in the Toolkit and explore the ways they might be used to identify and analyze the needs of their English Learners. Alignment with EL Roadmap principles and elements will be highlighted.

Specifically, the English Learner Research Aligned Rubrics will be reviewed to understand how they can be used as a tool to:

1. analyze the strengths and limitations of their proposed English Learners programs and services in their existing LCAP.
2. prioritize focus areas to refine and bolster future annual LCAP development, refinement, and updates.

The training will help LEA teams to identify the Dashboard data and how to use the additional features that are a click away to focus on the achievement of ELs, and more effectively understand the achievement and status of their ELs.

Two-Part Workshop  
 9:00 AM - 12:00 PM

**Session 1** Tuesday, February 9, 2021  
**Session 2** Tuesday, February 16, 2021

Registration required ahead of time.

Please use the following link to register your teams:  
<http://vcoc.k12oms.org/1617-196200>

Content Contacts:  
 Dr. Leticia Ramos  
 leramos@vcoc.org  
 805.437.1303

Registration Contact:  
 Luisa Arechiga  
 larechiga@vcoc.org  
 805.437.1344

Lisa Salas Brown  
 lsbrown@vcoc.org  
 805.437.1500



In Coordination with:  
 Stanley C. Mantooth  
 Ventura County Superintendent of Schools

# Join us!!!



## Serving the Needs of Emergent Bilingual Students in Dual Language Programs for TEACHERS and TEACHER LEADERS



Dr. José L. Medina supports dual language programs across the United States and globally. He is co-author of the Guiding Principles for Dual Language Education, Third Edition.



**COHORT #1**  
 Two-Part Series  
 March 8, 2021 C6 Bilingual Components Collaborate & Communicate 2:00 p.m.—5:00 p.m.  
 and  
 March 9, 2021 C6 Bilingual Components Collaborate & Communicate 2:00 p.m.—5:00 p.m.

**COHORT #2**  
 Two-Part Series  
 March 8, 2021 C6 Bilingual Components Create & Connect 5:30 p.m.—8:30 p.m.  
 and  
 March 9, 2021 C6 Bilingual Components Create & Connect 5:30 p.m.—8:30 p.m.

**Location:**  
 Via Zoom

**Cost:**

\$155 per person  
 Price includes one cohort of two sessions. Select a cohort based on desired time. No changes will be made after registration has been confirmed.

**Audience:**

Teachers and Teacher Leaders  
 Each cohort limited to 45 Participants

Register online at:

Cohort #1: <http://vcoc.k12oms.org/1617-197485>

Cohort #2: <http://vcoc.k12oms.org/1617-197487>

No Refunds will be given for cancellations/no-shows. We do accept substitutions.

Make checks payable to: Ventura County Office of Education (VCOE)

Mail payment to: VCOE/Curriculum and Instruction

Attn: Luisa Arechiga

5100 Adolfo Road, Camarillo, CA. 93012

For more information please contact: Luisa Arechiga, larechiga@vcoc.org

Coordinated by: Curriculum & Instruction

Stanley C. Mantooth, Ventura County Superintendent of Schools  
 These sessions are appropriate for all educators including those supporting English learners and students with disabilities.

"Commitment to Quality Education for All"

VCOE Workshops



**Date:**

March 10, 2021  
 2:00 p.m.—5:00 p.m.

An Overview of the C6 Bilingual Instructional Framework in serving Emergent Bilingual students

Limited to 45 Participants

**Location:**

Via Zoom

**Cost:**

\$80 per person  
 No Refunds  
 We do accept substitutions.

**Audience:**

Open to All Educators

Site and District Administrators,  
 EL Program Leaders/Directors

"Commitment to Quality Education for All"

Join Us and Dr. José Medina on  
 How to Serve the Needs of  
 Emergent Bilingual Students in  
 Dual Language or Structured  
 English Immersion Programs



Dr. José L. Medina supports dual language programs across the United States and globally. He is co-author of the Guiding Principles for Dual Language Education, Third Edition.

Register online at:

<http://vcoc.k12oms.org/1617-197475>

Make checks payable to: Ventura County Office of Education (VCOE)

Mail payment to: VCOE/Curriculum and Instruction  
 Attn: Luisa Arechiga  
 5100 Adolfo Road, Camarillo, CA. 93012

For more information please contact:  
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These sessions are appropriate for all educators including those supporting English learners and students with disabilities.

C6  
 Bilingual  
 Framework

VCOE Workshops





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