Bilingual Coordinators Network

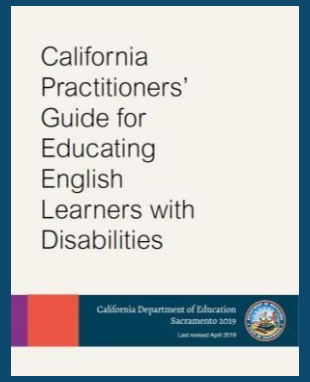
December 2020

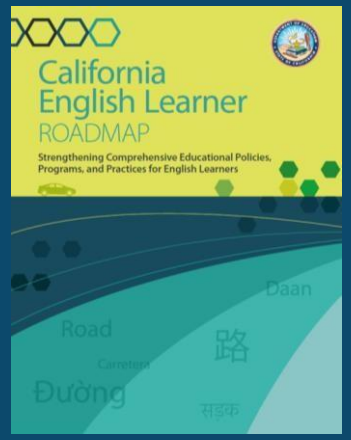
Dr. Leticia Q. Ramos
Director, English Learner & Dual Language Programs
Ventura County Office of Education
Curriculum & Instruction

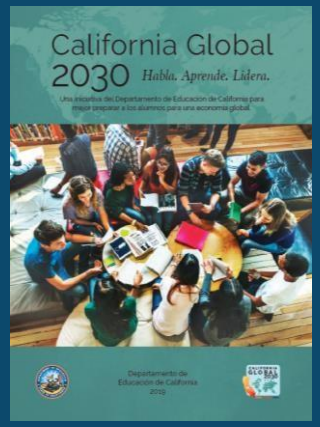
What is your favorite thing to do over the holidays?

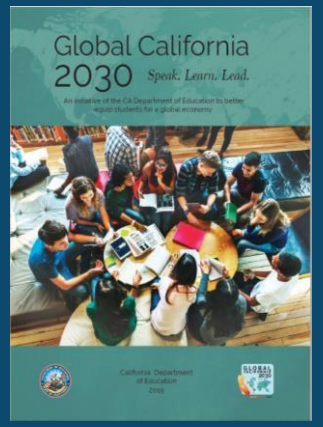
Multilingual Support Division (MSD)

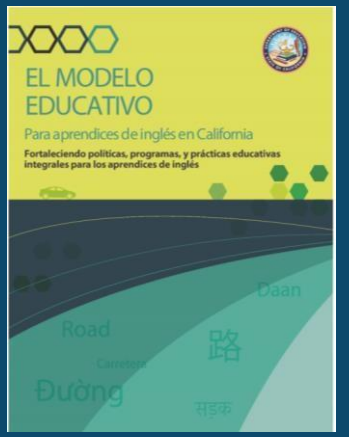
Multilingual Support Division

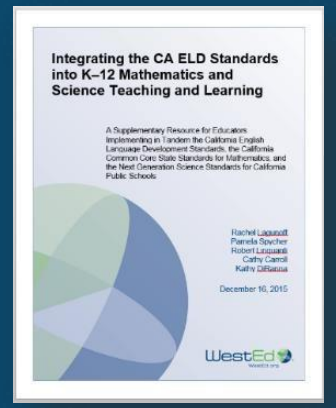


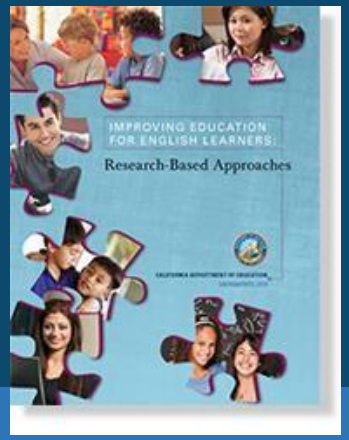


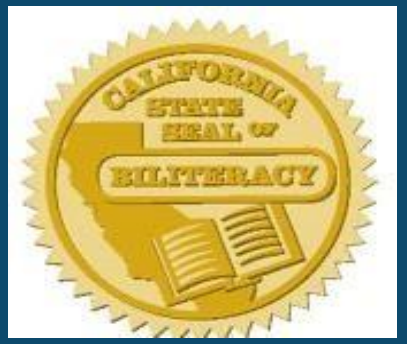


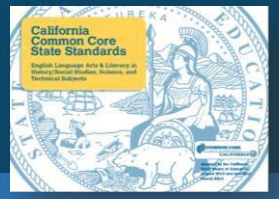


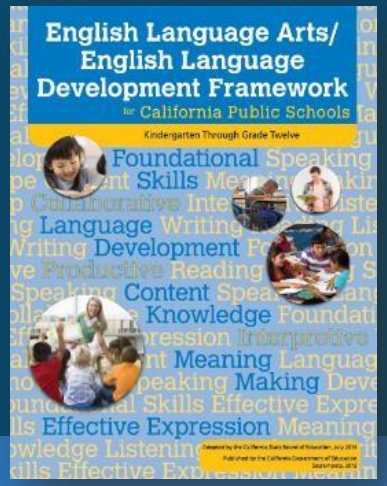


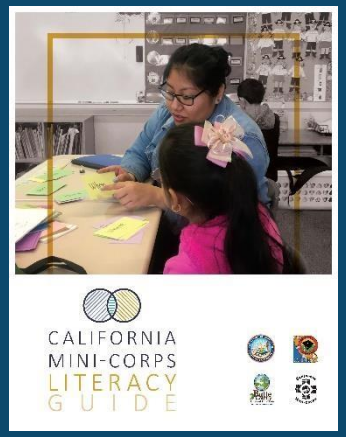


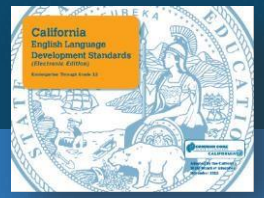




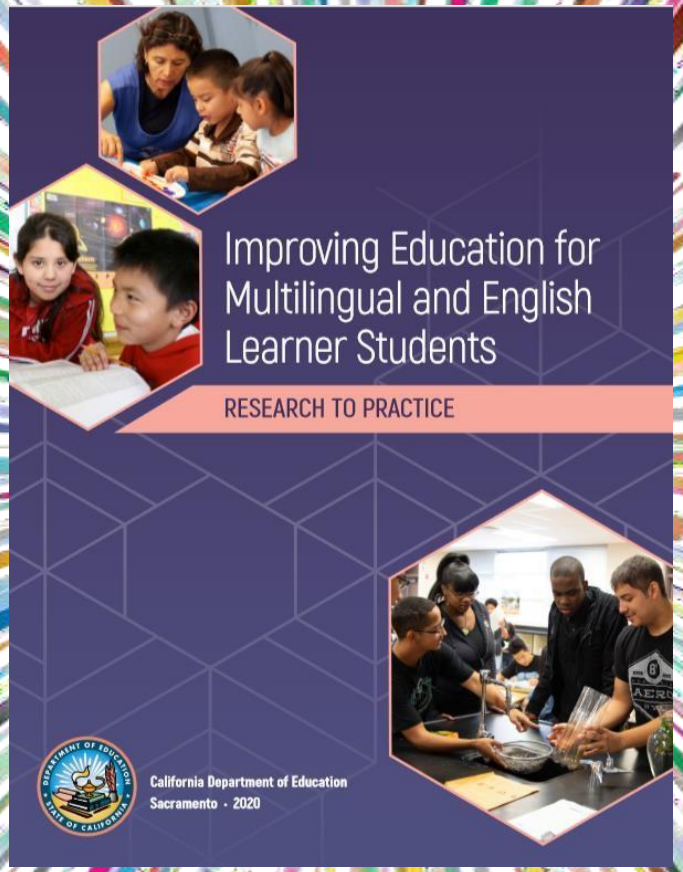








New Publication

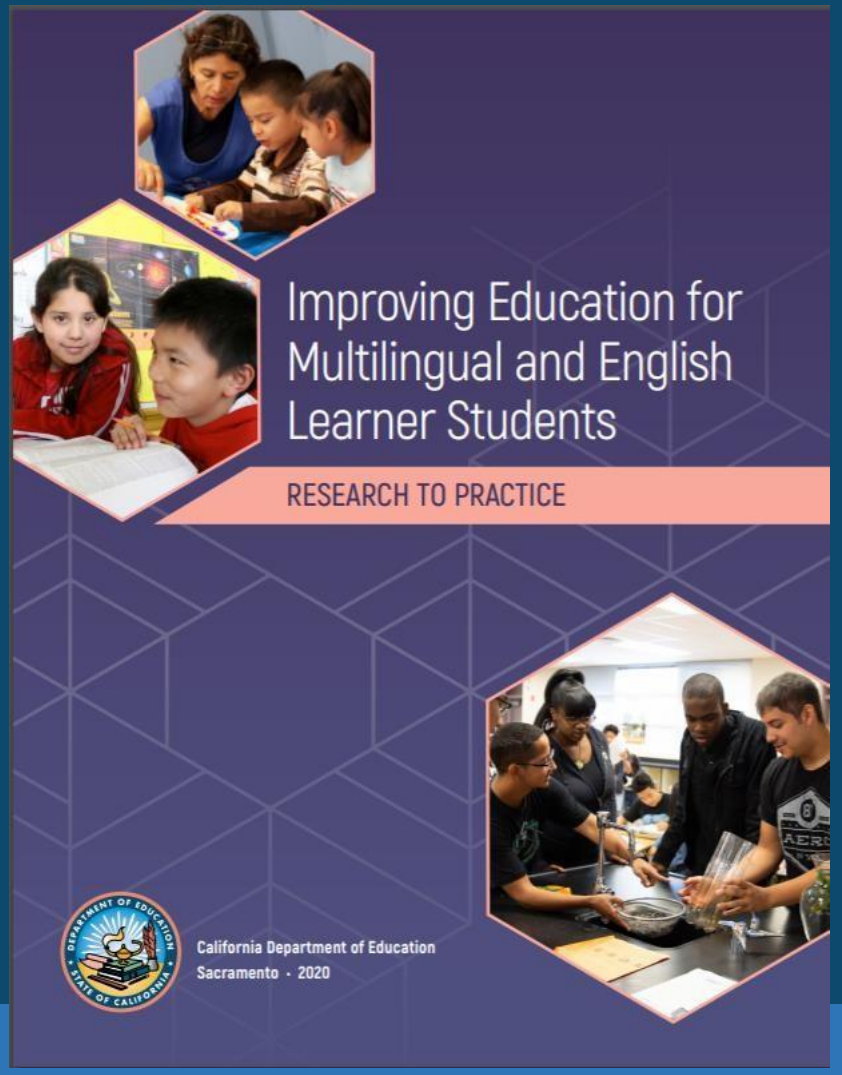


Research to Practice

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

Featuring evidence-based practices that lead to:

- Enhanced learning environments
- Implementation of the English Learner Roadmap Policy and its principles
- The continuous improvement of systems and conditions to support English learner students and students learning other languages



Publication Chapters

Introduction: Improving Multilingual Education: Accelerate Learning
Chapter 1: The Power and Promise of California's Multilingual Learners
Chapter 2: Asset-Based Pedagogy: Student, Family, and Community Engagement for the Academic and Social–Emotional Learning of Multilingual Students
Chapter 3: Multilingual Programs and Pedagogy: What Teachers and Administrators Need to Know and Do
Chapter 4: Early Learning and Care for Multilingual and Dual Language Learners Ages Zero to Five
Chapter 5: Content Instruction with Integrated and Designated English Language Development in the Elementary Grades
Chapter 6: Content and Language Instruction in Middle and High School: Promoting Educational Equity and Achievement Through Access and Meaningful Engagement
Chapter 7: Creating Schools and Systems That Support Asset-Based, High-Quality Instruction for Multilingual Learners

Chapter	Publication Authors
Introduction	Veronica Aguila, Marcela Rodríguez, and Gina Garcia-Smith
Chapter 1	Molly Faulkner-Bond, Pamela Spycher, Laurie Olsen, Patricia Gándara
Chapter 2	Francesca López, Maharaj Desai, and Allyson Tintiangco-Cubales
Chapter 3	Laurie Olsen, Martha Martinez, Carla B. Herrera, and Heather Skibbins
Chapter 4	Linda Espinosa and Jennifer Crandell
Chapter 5	Mary J. Schleppegrell and Alison L. Bailey
Chapter 6	Pamela Spycher, María González-Howard, and Diane August
Chapter 7	María Santos and Megan Hopkins

Publication Webinar Series

- **Overview and Chapter 1:** January 13, 2021
- **Chapter 6:** January 27, 2021
- **Chapter 2**: February 17, 2021
- **Chapter 5:** March 3, 2021
- **Chapter 4:** March 17, 2021
- **Chapter 3:** April 7, 2021
- **Chapter 7:** April 21, 2021
- **Chapter 1:** May 12, 2021 (Includes A Deeper Dive for Administrators and Teachers New to the Field)

Note: All webinars are held from 3:30 to 4:30 p.m.

Visit the CDE Improving Education: Reach to Practice web page at https://www.cde.ca.gov/sp/el/er/improvingmleleducation.asp

Language Policy and Leadership Office (LPLO)

2020–21 Title III Funding

- New and expanding Charter schools eligibility

- LEAs that meet this category can now apply for Title III funds (EL & Immigrant) through Consolidated Application and Reporting System (**CARS**) and/or Consortium Online Application (**COA**).

Title III Obligations

- Assess and identify English learners within 75 days of enrollment
- Assess students annually
- Report (Title III Survey)

Title III Webinars for New Program Directors

Title III Program Series:

December 10, 2020: Use of Title III Funds and Supplement, not Supplant

January 21, 2021: Funding Application Requirements

February 18, 2021: Federal Basis for Title III Programs

March 25, 2021: Title III EL Student Program Consortium

April 22, 2021: Working with Private Schools

Title III Fiscal Series:

January 20, 2021: Reporting Expenditures and Cash Management

April 21, 2021: Consortium Application and Formation

- *Repeated*: May 19, 2021; June 16, 2021; July 21, 2021

Title III Program Funding Contact Information

Title III Program Questions:

Geoffrey Ndirangu, Education Programs Consultant
Phone: 916-323-5831
Email: Gndirang@cde.ca.gov

Title III Funding Questions:

Caroline Takahashi, Staff Services Analyst
Phone: 916-323-5739
Email: ctakahashi@cde.ca.gov

Cash Management and Allocations Questions:

Derrick Andrade, Education Fiscal Services Consultant
Phone: 916-327-5922
Email: Dandrade@cde.ca.gov

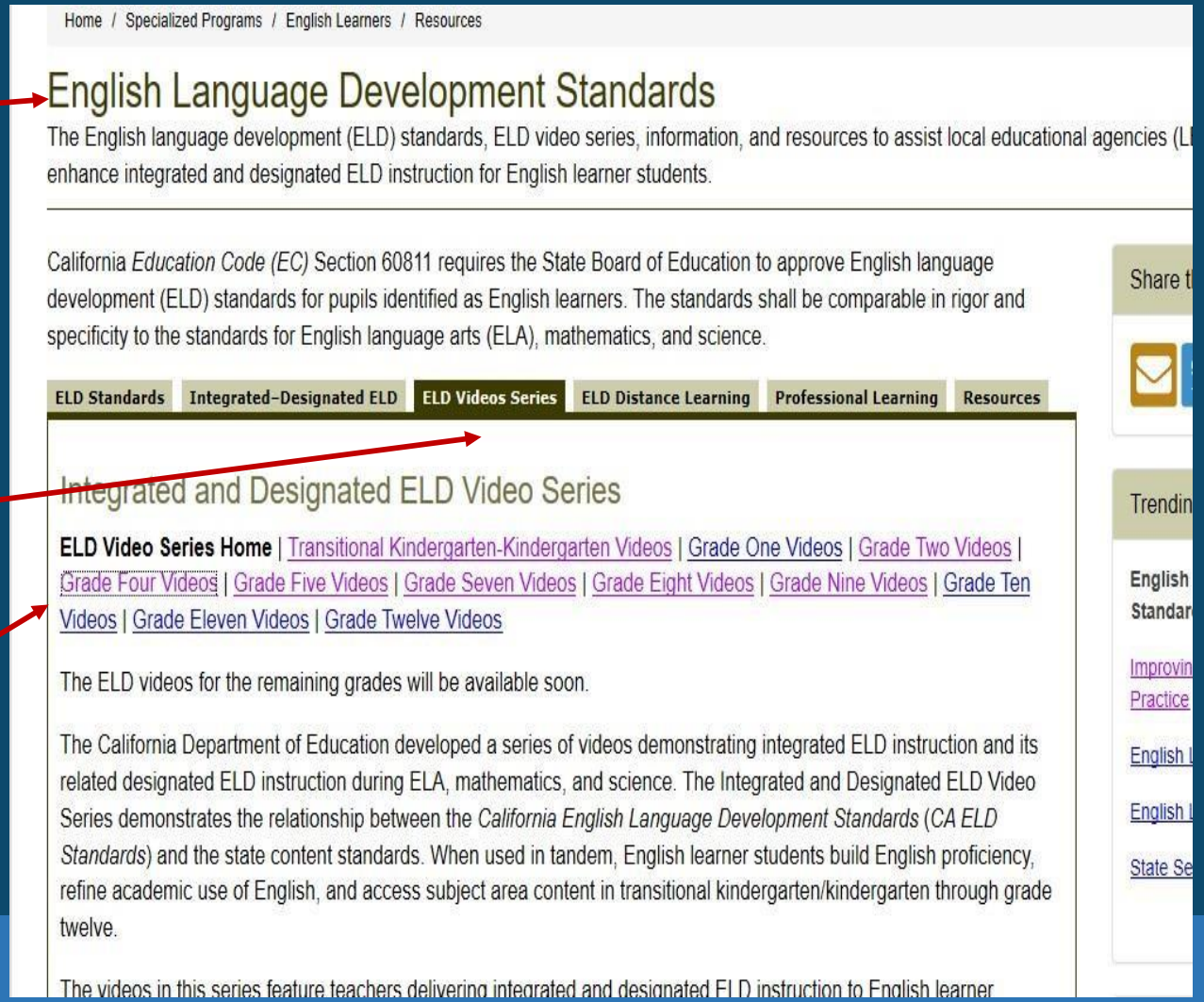
Integrated & Designated ELD
Transitional Kindergarten through Grade Twelve
Video Series

ELD Video Series

- Collection of videos
- Demonstrate integrated and designated ELD instruction
- 21 CDE produced videos
- 21 Curated videos
- Accompanying resources
- Guidance

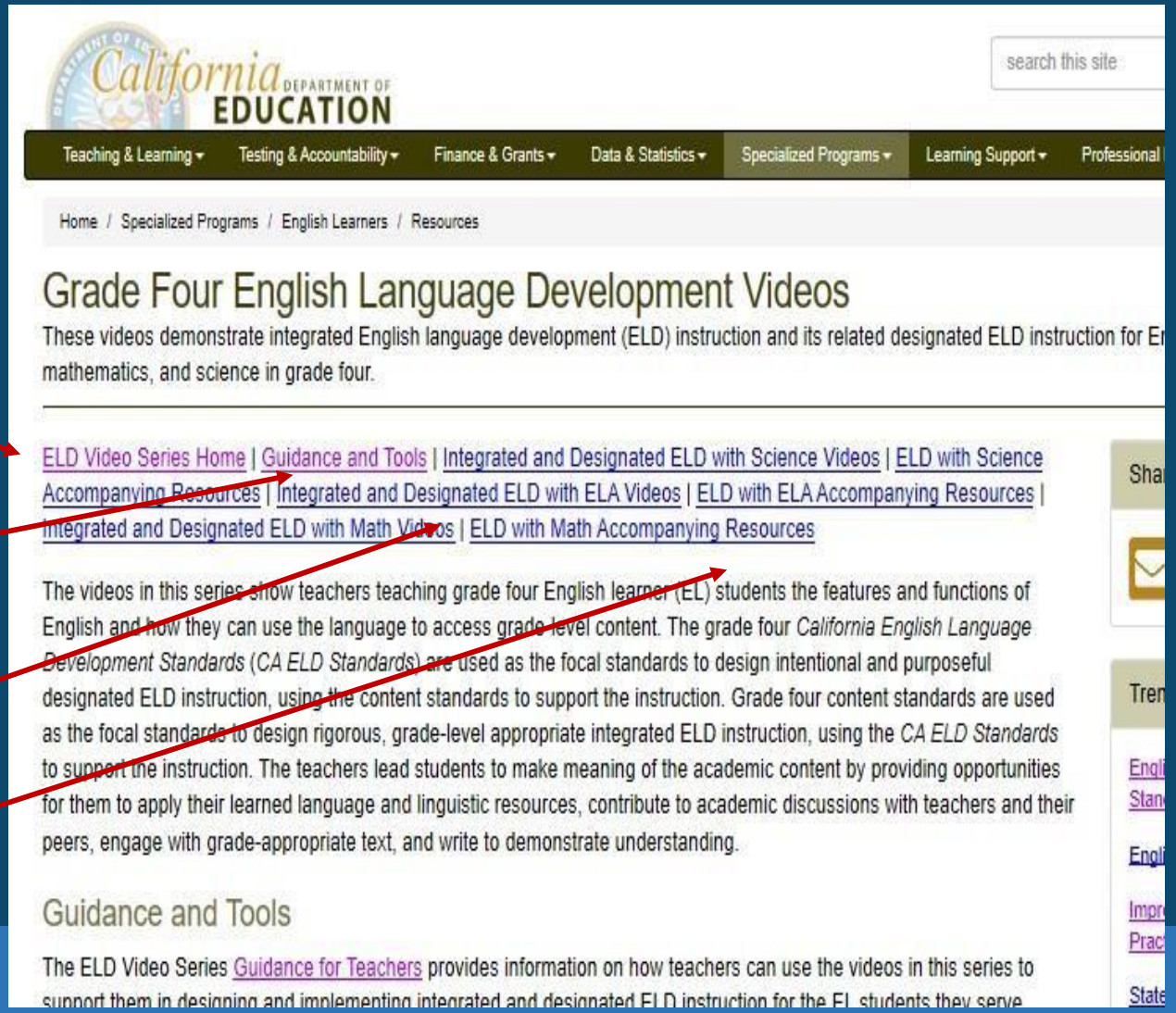
Where are the ELD Videos Located?

- Visit the CDE ELD Standards web page at https://www.cde.ca.gov/sp/el/er/eldstandards.asp
- Click the **ELD Video Series** tab
- Links to ELD videos by grade level



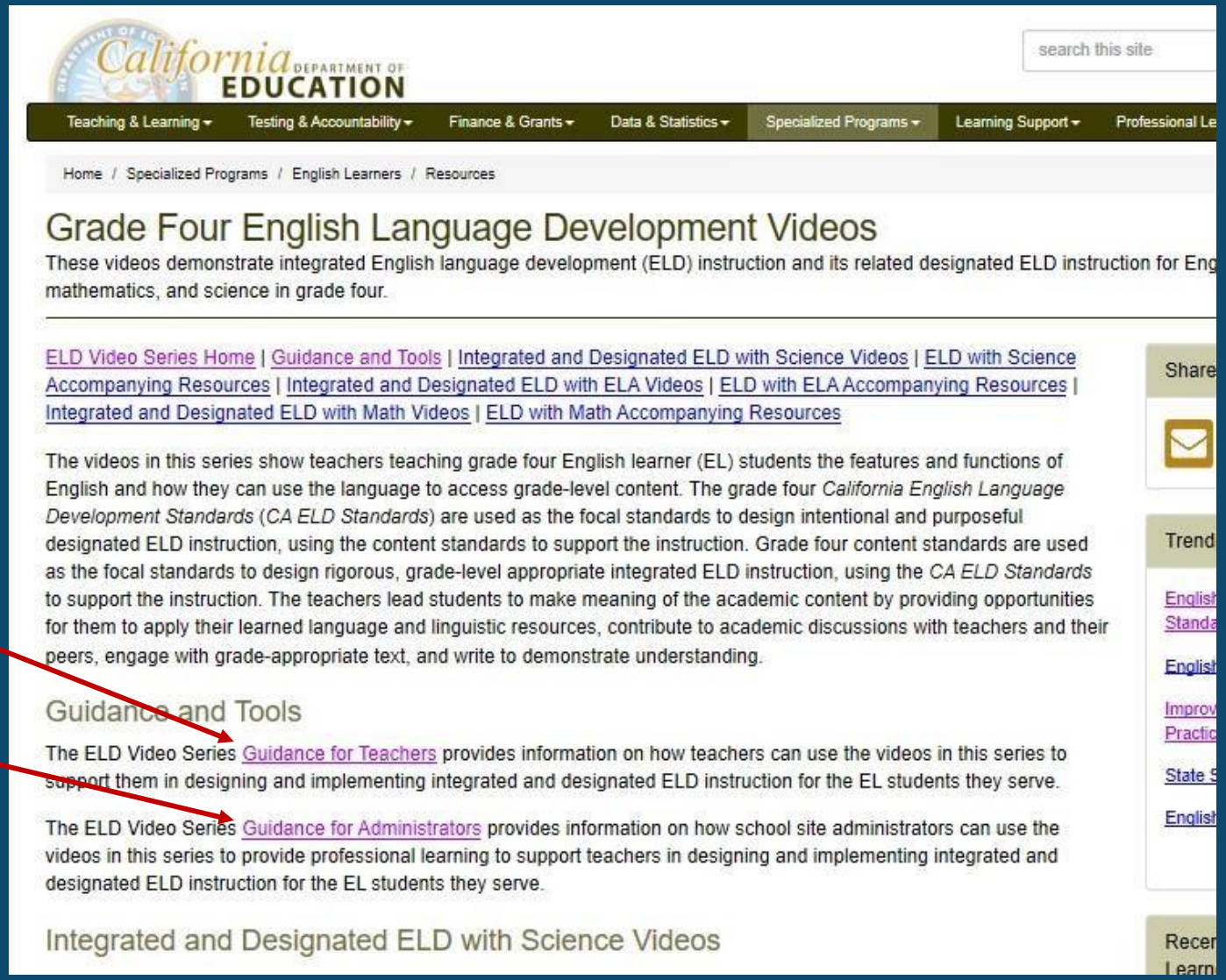
ELD Videos Web Page

- Anchor Links to web page contents
- ELD Video Series Home
- Guidance and Tools
- Integrated and designated ELD videos
- Accompanying Resources



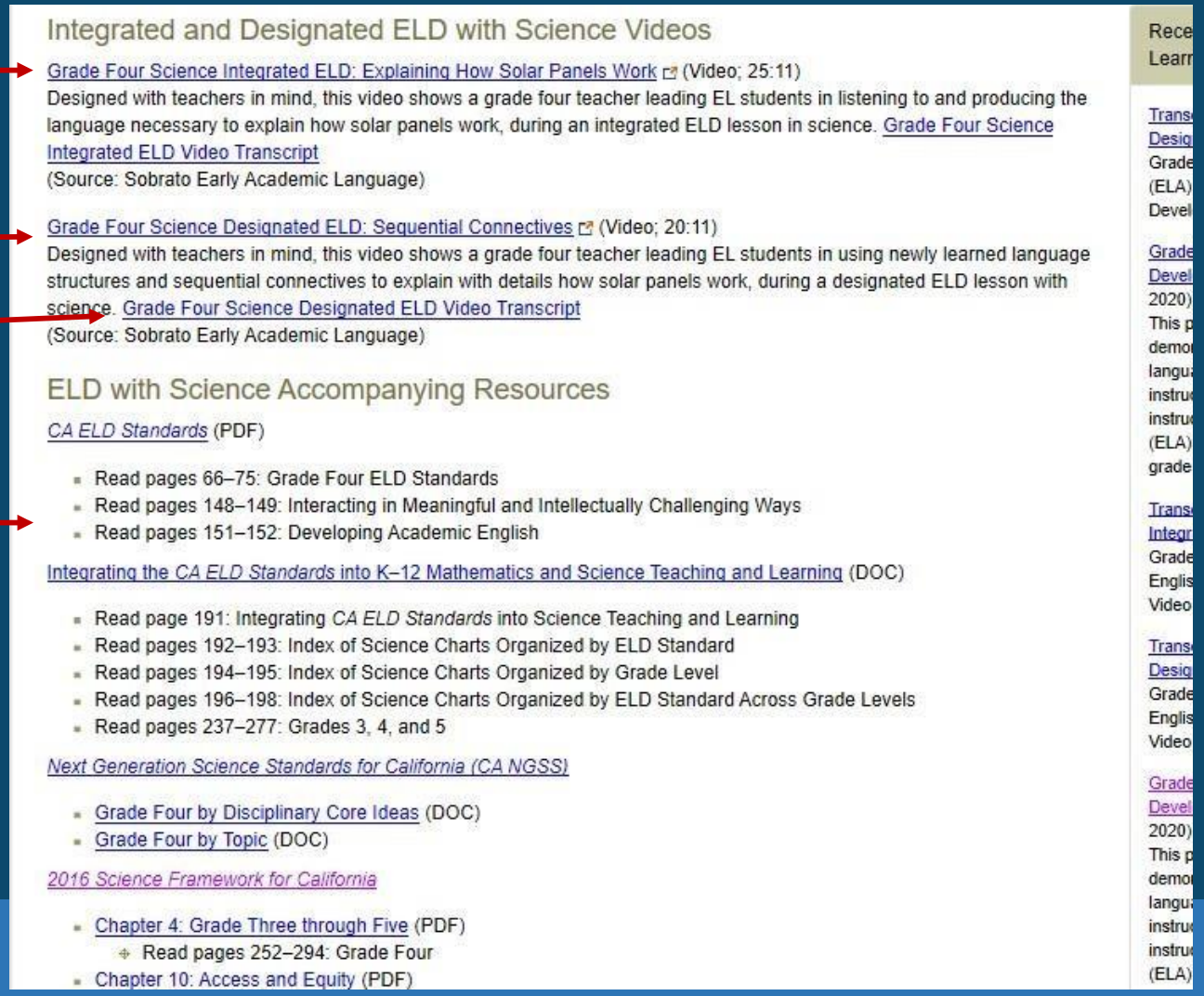
Guidance

- Guidance for Teachers
- Guidance for Administrators



ELD with Science Videos and Accompanying Resources

- Integrated ELD video in science
- Designated ELD video with Science
- Video transcript
- ELD with science accompanying resources
  - ELD and science standards
  - Science and ELA/ELD frameworks
  - CDE resources



Integrated and Designated ELD with Science Videos

Grade Four Science Integrated ELD: Explaining How Solar Panels Work (Video; 25:11)
Designed with teachers in mind, this video shows a grade four teacher leading EL students in listening to and producing the language necessary to explain how solar panels work, during an integrated ELD lesson in science. Grade Four Science Integrated ELD Video Transcript
(Source: Sobrato Early Academic Language)

Grade Four Science Designated ELD: Sequential Connectives (Video; 20:11)
Designed with teachers in mind, this video shows a grade four teacher leading EL students in using newly learned language structures and sequential connectives to explain with details how solar panels work, during a designated ELD lesson with science. Grade Four Science Designated ELD Video Transcript
(Source: Sobrato Early Academic Language)

ELD with Science Accompanying Resources

CA ELD Standards (PDF)

- Read pages 66–75: Grade Four ELD Standards
- Read pages 148–149: Interacting in Meaningful and Intellectually Challenging Ways
- Read pages 151–152: Developing Academic English

Integrating the *CA ELD Standards* into K–12 Mathematics and Science Teaching and Learning (DOC)

- Read page 191: Integrating *CA ELD Standards* into Science Teaching and Learning
- Read pages 192–193: Index of Science Charts Organized by ELD Standard
- Read pages 194–195: Index of Science Charts Organized by Grade Level
- Read pages 196–198: Index of Science Charts Organized by ELD Standard Across Grade Levels
- Read pages 237–277: Grades 3, 4, and 5

Next Generation Science Standards for California (CA NGSS)

- Grade Four by Disciplinary Core Ideas (DOC)
- Grade Four by Topic (DOC)

2016 Science Framework for California

- Chapter 4: Grade Three through Five (PDF)
  - Read pages 252–294: Grade Four
- Chapter 10: Access and Equity (PDF)

ELD with ELA Videos and Accompanying Resources

- Integrated and Designated ELD video in ELA
- Video transcript
- ELD with ELA accompanying resources
  - ELD and ELA standards
  - ELA/ELD frameworks
  - CDE resources
  - Includes page numbers and links

Integrated and Designated ELD with ELA Videos

Grade Four ELA Social Studies Integrated and Designated ELD (Video; 13:16)
Designed with teachers in mind, this video illustrates integrated ELD and small group designated ELD with ELA building upon thematic "Government" content in a grade four classroom. Grade Four ELA Social Studies Integrated and Designated ELD Video Transcript
(Source: Sobrato Early Academic Language)

ELD with ELA Accompanying Resources

CA ELD Standards (PDF)

- Read pages 66–75: Grade Four ELD Standards
- Read pages 148–149: Interacting in Meaningful and Intellectually Challenging Ways
- Read pages 151–152: Developing Academic English

California State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (ELA/Literacy) (PDF)

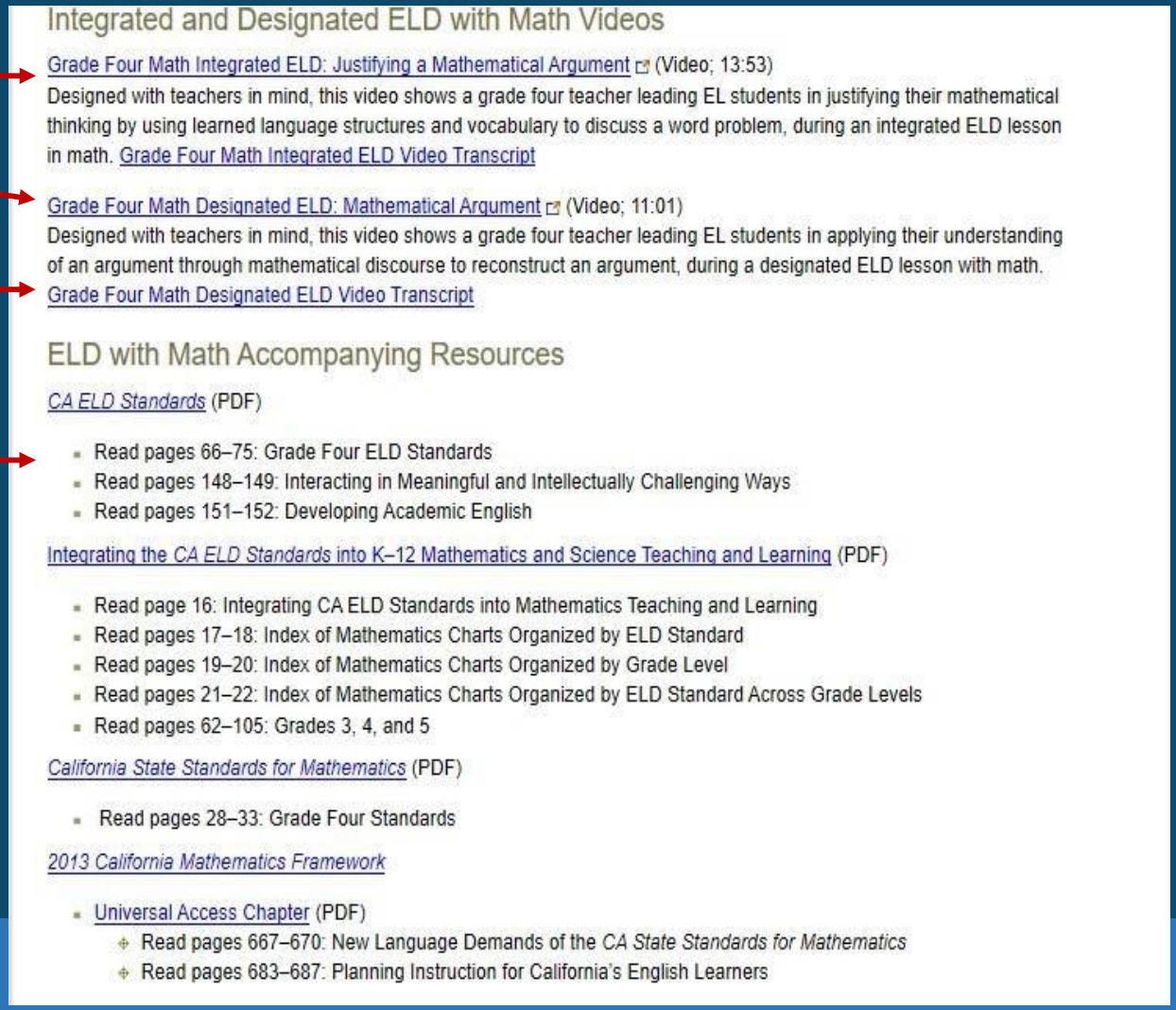
- Read pages 12–13: Reading Standards for Literature
- Read pages 15–16: Reading Standards for Informational Text
- Read pages 19: Reading Standards for Foundational Skills
- Read pages 22–25: Writing Standards
- Read pages 29–30: Speaking and Listening Standards
- Read pages 36–39: Language Standards

English Language Arts/English Language Development Framework

- Read pages 10–11: Emphasis of English Learners in this Framework
- Read pages 30–31: Intent of the *CA ELD Standards*
- Read pages 104–119: English Language Development
- Read pages 422: English Language Development in the Grade Span
- Read pages 423: Integrated and Designated English Language Development
- Read pages 424–444: Key Themes of *ELA/Literacy* and ELD Instruction in Grade Four
- Read pages 444–449: English Language Development in Grade Four

ELD with Math Videos and Accompanying Resources

- Integrated ELD video in math
- Designated ELD video with math
- Video transcript
- ELD with math accompanying resources
  - ELD and math standards
  - ELA/ELD frameworks
  - CDE resources
  - Includes page numbers and links



Integrated and Designated ELD with Math Videos

Grade Four Math Integrated ELD: Justifying a Mathematical Argument (Video; 13:53)
Designed with teachers in mind, this video shows a grade four teacher leading EL students in justifying their mathematical thinking by using learned language structures and vocabulary to discuss a word problem, during an integrated ELD lesson in math. Grade Four Math Integrated ELD Video Transcript

Grade Four Math Designated ELD: Mathematical Argument (Video; 11:01)
Designed with teachers in mind, this video shows a grade four teacher leading EL students in applying their understanding of an argument through mathematical discourse to reconstruct an argument, during a designated ELD lesson with math.
Grade Four Math Designated ELD Video Transcript

ELD with Math Accompanying Resources

CA ELD Standards (PDF)

- Read pages 66–75: Grade Four ELD Standards
- Read pages 148–149: Interacting in Meaningful and Intellectually Challenging Ways
- Read pages 151–152: Developing Academic English

Integrating the *CA ELD Standards* into K–12 Mathematics and Science Teaching and Learning (PDF)

- Read page 16: Integrating CA ELD Standards into Mathematics Teaching and Learning
- Read pages 17–18: Index of Mathematics Charts Organized by ELD Standard
- Read pages 19–20: Index of Mathematics Charts Organized by Grade Level
- Read pages 21–22: Index of Mathematics Charts Organized by ELD Standard Across Grade Levels
- Read pages 62–105: Grades 3, 4, and 5

California State Standards for Mathematics (PDF)

- Read pages 28–33: Grade Four Standards

2013 California Mathematics Framework

- Universal Access Chapter (PDF)
  - Read pages 667–670: New Language Demands of the *CA State Standards for Mathematics*
  - Read pages 683–687: Planning Instruction for California's English Learners

Upcoming Webinars

- January 19, 2021
- February 2, 2021
- February 23, 2021
- March 9, 2021
- March 30, 2021

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.

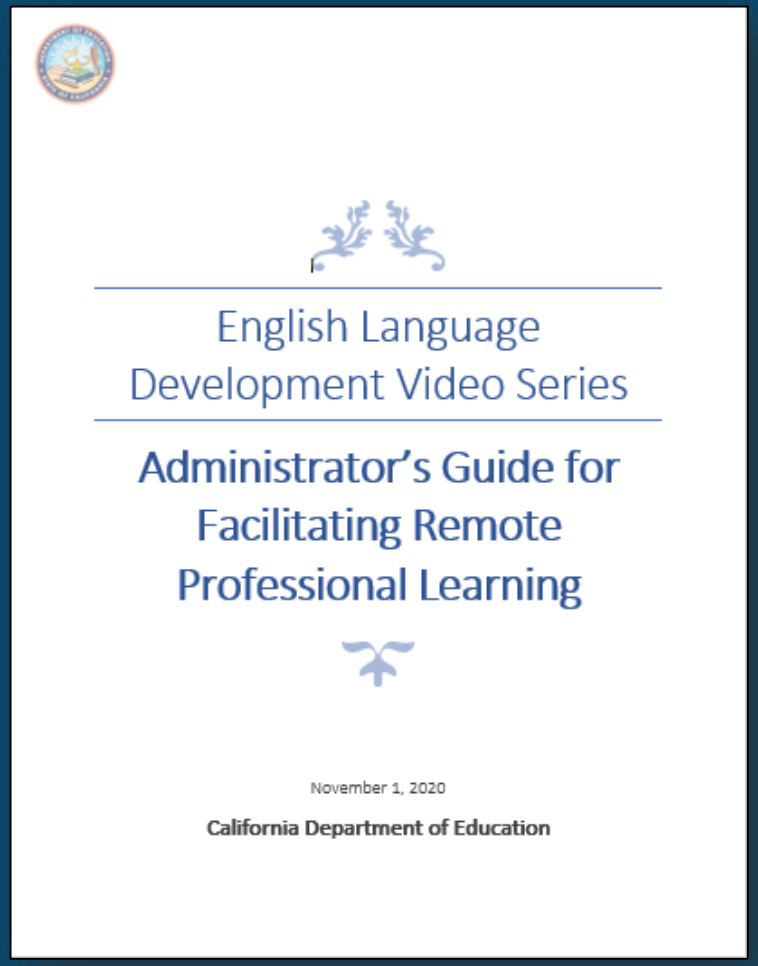
Information regarding the ELD Video Series and webinars is available on the California Department of Education ELD Standards web page at https://www.cde.ca.gov/sp/el/er/eldstandards.asp#video.

https://www.cde.ca.gov/sp/el/er/eldstandards.asp#video

ELD Video Series Professional Learning Guide

ELD Video Series: Administrator's Guide for Facilitating Remote Professional Learning

- Will be posted with the ELD video series



Professional Learning Guide

- The video series is designed to be viewed over a series of sessions throughout a school year.
- This professional learning guide contains ideas for each stage of professional learning using the ELD videos:
  - **Into:** Setting the Stage for Professional Learning
  - **Through:** Viewing and Analyzing the ELD Videos
  - **Beyond:** Applying Learning

Focused on leading effective remote professional learning:

- Connections to the Quality Professional Learning Standards
- Includes remote learning activities and resources

Professional Learning Guide: Sample Activity

Sample Virtual PL Activity:

Focus question: What have been our successes and challenges with implementing ELD instruction during distance learning?

Tools and Materials:

- A digital meeting platform that allows breakout rooms, such as Zoom, available on the Zoom website at https://zoom.us.
- A shared space to add ideas in breakout groups, such as Google Slides, available on the Google Slides website at https://www.google.com/slides/about.
    - Template for this activity available at http://bit.ly/SuccessesChallengesTemplate

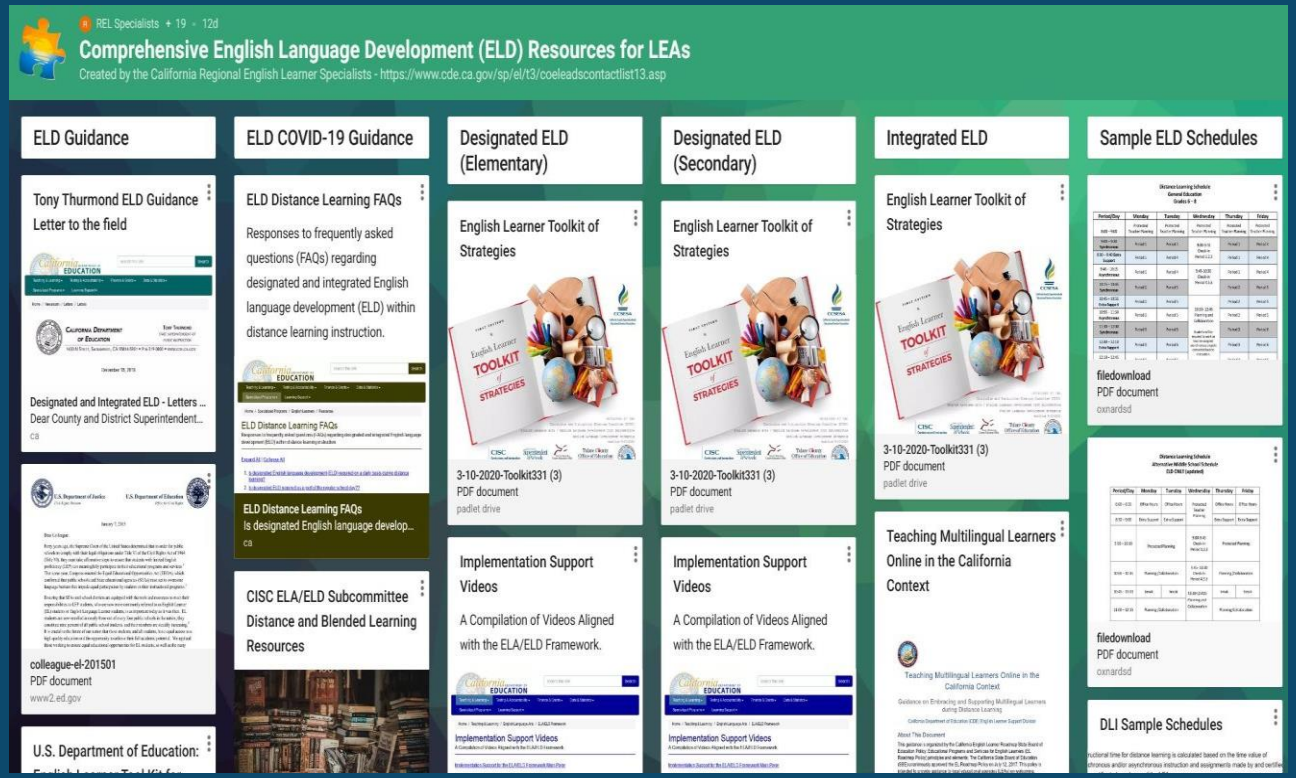
Timeframe: 45 minutes

Activity:

Introduce the activity with the whole group. Then, break participants into breakout rooms by grade level, grade span, subject area, or course team.

Continues on next page

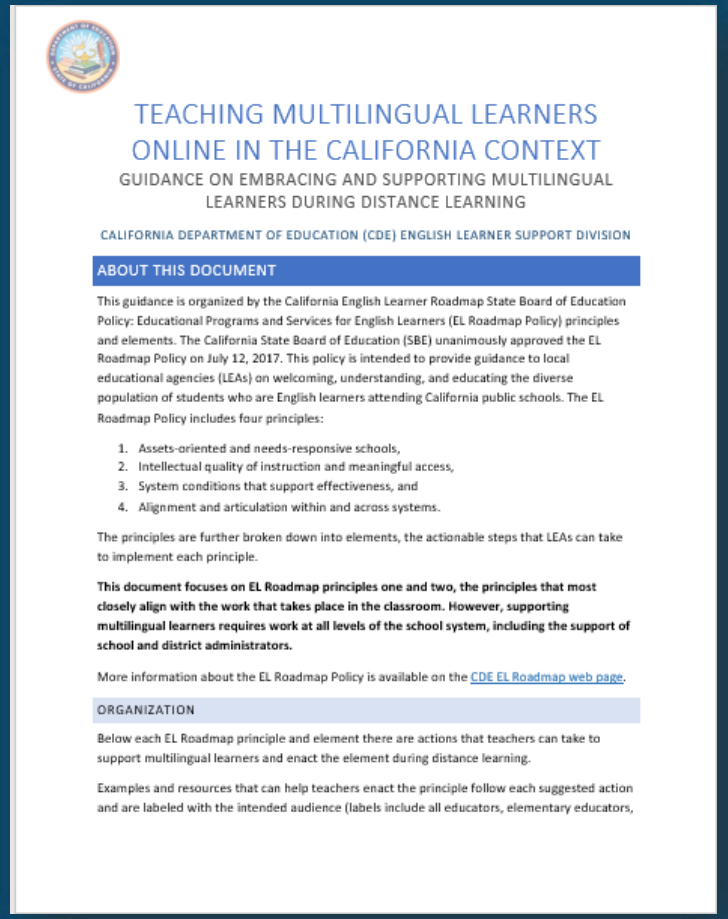
Comprehensive ELD Resources



https://padlet.com/carelspecialists/ELD

Teaching Multilingual Learners Online Guidance

- *Teaching Multilingual Learners Online in the California Context: Guidance on Embracing and Supporting Multilingual Learners during Distance Learning*
- Inspired by the WIDA *Teaching Multilingual Learners Online* guidance (2020)
- Aligned with the elements of Principles One and Two of the EL Roadmap Policy



TEACHING MULTILINGUAL LEARNERS ONLINE IN THE CALIFORNIA CONTEXT

GUIDANCE ON EMBRACING AND SUPPORTING MULTILINGUAL LEARNERS DURING DISTANCE LEARNING

CALIFORNIA DEPARTMENT OF EDUCATION (CDE) ENGLISH LEARNER SUPPORT DIVISION

ABOUT THIS DOCUMENT

This guidance is organized by the California English Learner Roadmap State Board of Education Policy: Educational Programs and Services for English Learners (EL Roadmap Policy) principles and elements. The California State Board of Education (SBE) unanimously approved the EL Roadmap Policy on July 12, 2017. This policy is intended to provide guidance to local educational agencies (LEAs) on welcoming, understanding, and educating the diverse population of students who are English learners attending California public schools. The EL Roadmap Policy includes four principles:

1. Assets-oriented and needs-responsive schools,
2. Intellectual quality of instruction and meaningful access,
3. System conditions that support effectiveness, and
4. Alignment and articulation within and across systems.

The principles are further broken down into elements, the actionable steps that LEAs can take to implement each principle.

This document focuses on EL Roadmap principles one and two, the principles that most closely align with the work that takes place in the classroom. However, supporting multilingual learners requires work at all levels of the school system, including the support of school and district administrators.

More information about the EL Roadmap Policy is available on the CDE EL Roadmap web page.

ORGANIZATION

Below each EL Roadmap principle and element there are actions that teachers can take to support multilingual learners and enact the element during distance learning.

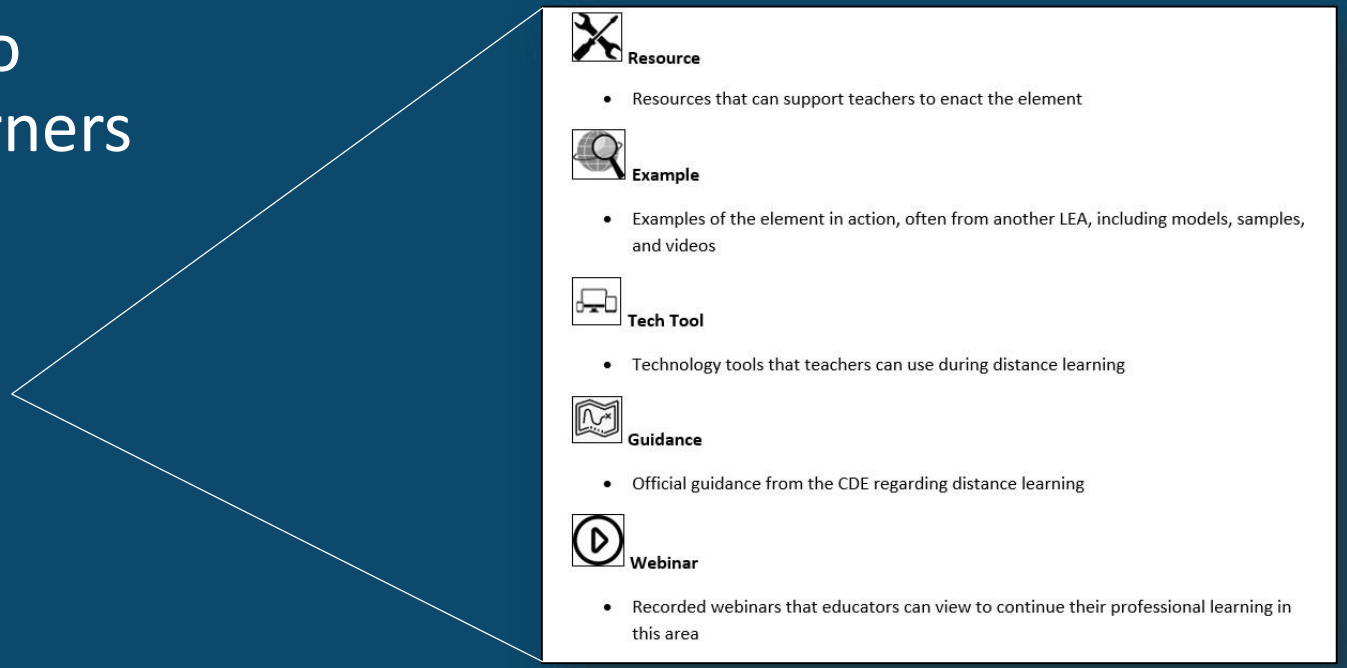
Examples and resources that can help teachers enact the principle follow each suggested action and are labeled with the intended audience (labels include all educators, elementary educators,

Focus Principles

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

Structure

- EL Roadmap Principle
  - Element (actionable step)
    - What teachers can do to engage multilingual learners related to this element
      - Resources and tools



Resource

- Resources that can support teachers to enact the element

Example

- Examples of the element in action, often from another LEA, including models, samples, and videos

Tech Tool

- Technology tools that teachers can use during distance learning

Guidance

- Official guidance from the CDE regarding distance learning

Webinar

- Recorded webinars that educators can view to continue their professional learning in this area

Sample Section (Page 10): Principle and Element

EL ROADMAP PRINCIPLE 2: INTELLECTUAL QUALITY OF INSTRUCTION AND MEANINGFUL ACCESS

English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.

ELEMENT 2.A: INTEGRATED AND DESIGNATED ELD

Language development occurs in and through subject matter learning and is integrated across the curriculum, including integrated ELD and designated ELD (per the *English Language Arts (ELA)/ELD Framework*).

Sample Section (Page 10):
What Teachers Can Do to Engage Multilingual Learners

WHAT TEACHERS CAN DO TO ENGAGE MULTILINGUAL LEARNERS:

Develop learning plans and schedules that include both integrated and designated ELD instruction for English learners during distance learning.

Sample Section (Pages 10–11): Examples and Resources

EXAMPLES AND RESOURCES:

EXAMPLE (all educators): CDE ELD Standards web page: This page includes a link to the *California ELD Standards* as well as other information and resources. During designated ELD time, these standards should be used for focused instruction to assist English learners to develop the critical English language skills necessary for academic content learning in English. During integrated ELD, these standards should be used in tandem with the state-adopted academic content standards.

RESOURCE (all educators): CDE SBE-Adopted ELA/ELD Framework Chapters web page: This page includes links to the *ELA/ELD Framework* by chapter. This framework provides a blueprint for the implementation of two sets of interrelated standards: the *California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects* and the *California ELD Standards*.

Sample Section (Page 11): Examples and Resources

EXAMPLE (all educators): Sanger Unified School District Sanger Learners ELD web page: This web page includes links to model choice boards that include ELD as well as Google slides and a screencast providing an overview of how choice boards work. Choice boards can be adapted or revised to fit the needs of English learners.

EXAMPLE (all educators): San Diego County Office of Education (SDCOE) Learning Units of Study web page: This web page from the SDCOE Curriculum and Instruction, Multilingual Education and Global Achievement (MEGA), and Innovation Departments include distance learning units of study for kindergarten through grade twelve that are focused on grade level essential learnings in each content area. These units were purposefully designed to integrate content and provide flexibility and choice. The units of study connect content in the following areas: ELA, ELD, mathematics, science, history/social science, arts, computer science, and physical education through integrated study in kindergarten through grade five and thematic units in grades six through high school. Assessment opportunities (formative and summative) and student feedback are embedded and intentionally developed. These open-source units are being developed in Google Drive to ensure maximum flexibility for districts to use them with their preferred distance learning instructional platform.

Sample Section (Pages 11–12): Examples and Resources

RESOURCE (all educators): The Curriculum and Instruction Steer Committee (CISC) ELA/ELD Subcommittee developed a document available on the CISC ELA/ELD Subcommittee Google Drive titled, "Considerations for Inclusivity and Support Within Designated ELD in Remote Learning." This document was developed to assist educators in identifying high-priority practices for designated ELD in a distance learning setting. The CISC ELA/ELD Subcommittee curated resources and offered examples to illustrate what this new context of instruction could feel like for language learning as part of students' remote learning experiences.

EXAMPLE (all educators): COMING SOON: CDE ELD videos: These videos will demonstrate both integrated and designated ELD in action and can be used as models for teachers providing designated and integrated ELD.

RESOURCE (all educators): COMING SOON: CDE *Improving Education for Multilingual and English Learner Students: Research to Practice*: The publication is designed to support LEAs to implement the EL Roadmap Policy in schools and improve instruction for both English learners and other students learning multiple languages.

State Seal of Civic Engagement

Legislative Intent

"It is the intent of the Legislature to establish a State Seal of Civic Engagement (SSCE) to encourage, and create pathways for, pupils in elementary and secondary schools to become civically engaged in democratic governmental institutions at the local, state, and national levels."

-California *Education Code (EC)* Section 51470

Criteria Adoption

On September 10, 2020, the State Board of Education (SBE) adopted criteria and guidance for awarding a SSCE.

- Adopted criteria and implementation guidance are available at https://www.cde.ca.gov/pd/ca/hs/hssstateseal.asp.
- Watch the SBE discuss the SSCE criteria at https://bit.ly/2HFT8r9

Key State-Level Activities

Date	Event
October 2017	Assembly Bill 24 signed into law
November 2018	Convening of SSCE Advisory Group
January–February 2019	Drafting of SSCE criteria
March–April 2019	Public review, comment, and edits
July 2019	Draft criteria presented to the SBE
August 2019	SBE Information Memorandum on incorporating the SSCE into the College and Career Indicator
September 2019	Revised draft criteria presented to the SBE
September 2020	Final criteria adopted by the SBE
January 31, 2021	Statutory deadline for the SBE to take action

Student Eligibility

Who is eligible to earn the SSCE?

- Any pupil enrolled in California public schools, direct-funded charter schools, the juvenile justice system, and/or in alternative school settings up through grade twelve
- Students may earn an SSCE in either grades eleven or twelve, for purposes of affixing insignia to a transcript to use in college or work applications.
- Local education agencies (LEAs) may develop local means of recognition for younger students as a pathway to earning the SSCE

Placement of Insignia

Where can the insignia be placed?

- High School Diplomas
- General Educational Development Certificates
- Certificates of Completion
- Transcripts (grades eleven and/or twelve)

Ordering Insignias

How do LEAs order insignias?

- The CDE is developing an online Insignia Request Form and additional guidance to help LEAs order insignias.
- LEAs will complete this form online to order insignias
- One seal per eligible student may be affixed to the diploma, certificate, or transcript

Ordering Insignias

When can LEAs order insignias?

- LEAs should submit the online Insignia Request Form a minimum of four weeks prior to the date the insignia is required
- The Insignia Request Form will be available by the spring of 2021 on the SSCE web page at https://www.cde.ca.gov/pd/ca/hs/hssstateseal.asp.

Ordering Insignias

Is there a charge for insignias?

- Per California *EC* sections 51470–51474, no fee may be charged to LEAs or students for a SSCE

Next Steps for the CDE

1. Provide technical assistance, including presentations and webinars, to support LEAs with adoption of local criteria, programming, and ordering of insignia.
2. Disseminate resources for LEAs use in developing local criteria and programming, through web pages, Twitter, and the HSS newsletter.
3. Support stakeholder groups with identifying, promoting, and scaling local civic engagement programs from early-adopter LEAs.

Next Steps for LEAs

1. Begin to develop civic engagement opportunities for awarding the SSCE in local contexts
    - Develop local criteria
    - Develop pathways to define and recognize civic engagement leading towards a SSCE
    - Design local programming (performance tasks, capstone projects, assessments)
2. Connect with local and statewide organizations to gather support and resources for early-adopting LEAs

Stay Informed

- SSCE Web Page: https://www.cde.ca.gov/pd/ca/hs/hssstateseal.asp
- CDE Resources to Support Civic Engagement web page: https://www.cde.ca.gov/pd/ca/hs/civicengprojects.asp
- SSCE Email Address: SSCE@cde.ca.gov
- HSS Newsletter: To join, send a blank email message to join-history-social-science@mlist.cde.ca.gov
- HSS Twitter: @CaEdHSS

Technical Assistance and Monitoring Office (TAMO)

Supporting LEAs through Federal Program Monitoring

- Charter schools need additional support with both English learner (EL) program implementation and compliance items
- LEAs must annually update the Title III portion of the Local Control & Accountability Plan (LCAP) FederalAddendum
- LEAs provide **current** documentation and evidence
- LEAs define and provide a program to overcome English language barriers

FPMOffice@cde.ca.gov

Wholistic Approach to English Learner Programs

1. Plan
2. Implement (Do)
3. Monitor and Evaluate (Study)
4. Needs Assessment (Act)
5. Repeat: Annual Updates

Plan

- **Title III LCAP Federal Addendum** (EL 04)
- **Single Plan for Student Achievement** (EL 05)

- **Identification & Assessment** (EL 03)
- **Spending** (EL 07)
- **Personnel** (EL 08)
- **Teacher Credentialing** (EL 11)
- **Professional Learning** (EL 12)
- **Language Acquisition Programs** (EL 13)
- **ELD** (EL 14)
- **Access to Standard Instructional Program** (EL 15)

Implement (Do)

Monitor and Evaluate (Study)

- **Evaluation** (EL 09 and EL 14)
- **Assessment** (EL 03)
- **Reclassified Fluent English Proficient Student Progress Monitoring** (EL 10)
- **English Learner Progress Monitoring** (EL 15)

Needs Assessment

- **Identified Needs Based on Evaluation** (EL 01 and EL 02)

Repeat

- **Title III LCAP Federal Addendum** (EL 04)
- **Single Plan for Student Achievement** (EL 05)

FPM Resources

Compliance Monitoring Webpage:
https://www.cde.ca.gov/ta/cr/

All Program Instruments:
https://www.cde.ca.gov/ta/cr/progrinst202021.asp

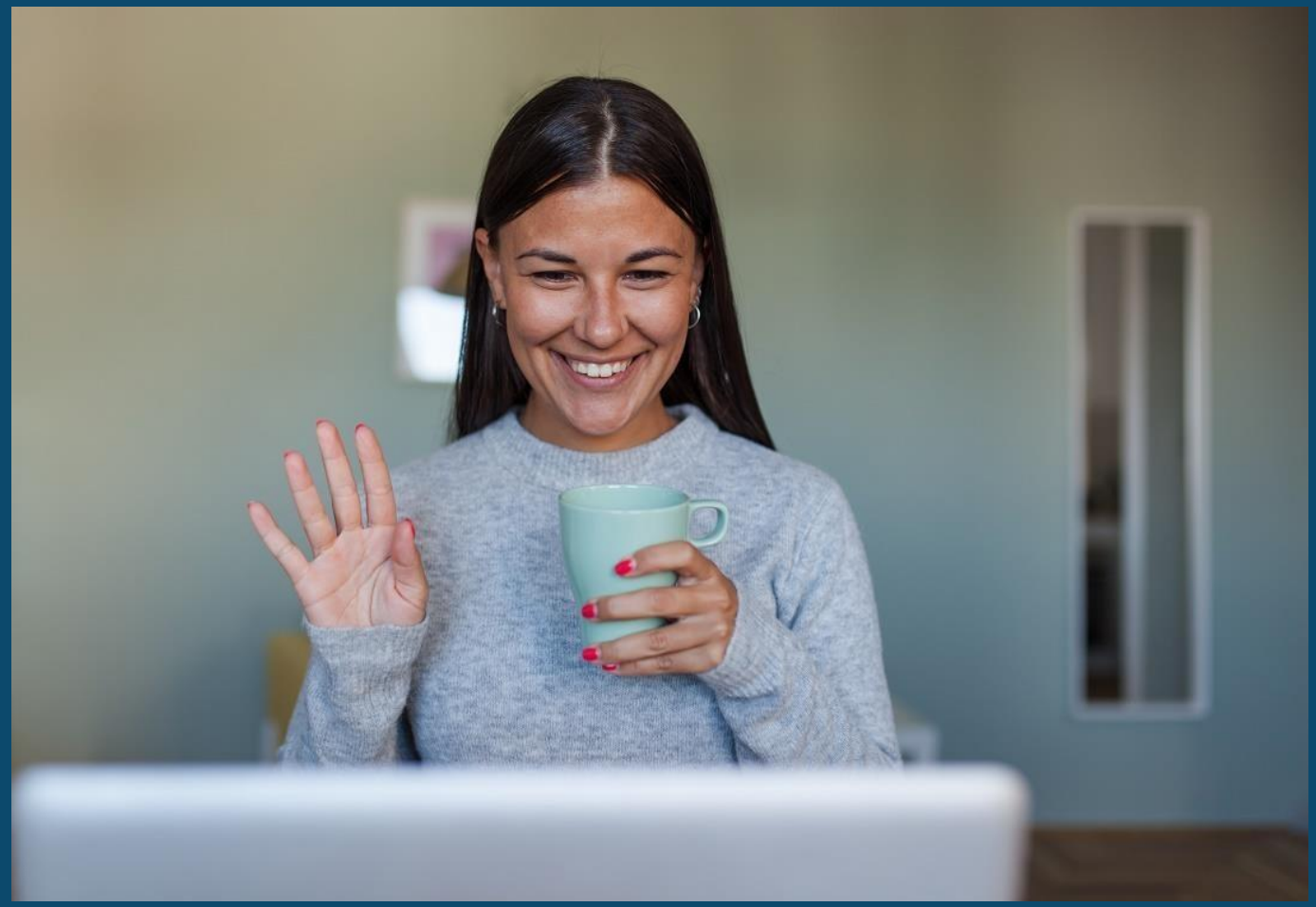
Technical Assistance and Monitoring:
https://www.cde.ca.gov/ta/cr/elmonthome.asp

FPM Office: FPMoffice@cde.ca.gov

English Language Proficiency Assessments for California (ELPAC)

Administration & Scoring Training Support

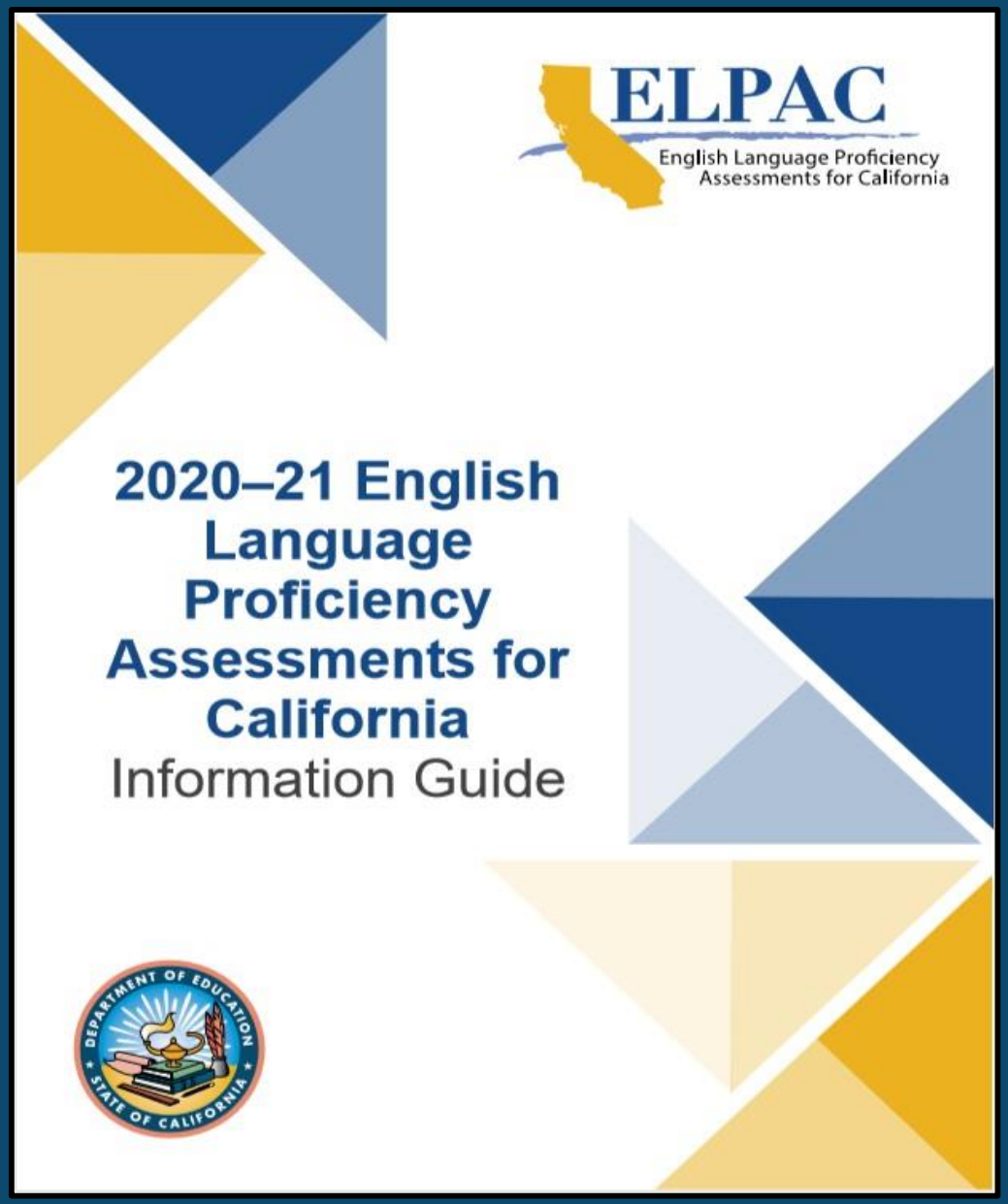
- January 7: 1–2 p.m.
  Alternate ELPAC
- January 14: 1–2 p.m.
  General ELPAC



Support Channels

CDE Divisions:

- Multilingual Support
- Special Education
- Assessment Development and Administration
- Analysis, Measurement, and Accountability Reporting
- Educational Data management



https://www.cde.ca.gov/ta/tg/ep/documents/elpacinfoguide20.pdf

Topics

- What We Know
- What We Do Not Know
- Plans for Testing
- What We Are Working On
- How We Can Work Together

What We Know

- California is still required to assess students in 2020–21 in CAASPP and ELPAC
- Physical Fitness Test is suspended while a study is in progress
- National Assessment of Educational Progress 2021 postponed to 2022

What We Do Not Know

- Spread and impact of COVID-19
- LEAs learning models in coming months
- Influence of new Biden administration on testing requirements

Plans for Testing - ELPAC

- Initial and Summative ELPACs will continue to be available through in person testing, remote testing, and paper and pencil testing.

- CDE and ETS are recommending a delay in the Alternate ELPAC Operational Field Test

Confirmation coming soon…

Plans for Testing - CAASPP

- Revised shortened test blueprint for Smarter Balanced summative assessments for ELA and mathematics
- Other CAASPP assessments will remain at current length
- Paper forms, and paper Braille forms will remain full length
- Investigating the implementation of multiple options for testing: in-person, remote, or hybrid

What We Are Working On

- Considerations for test administration of alternate assessments
- Recommendation to delay Alternate ELPAC operational field test

How We Can Work Together

- CDE webinars (November, January, March)
- ETS trainings and webinars
- California Technical Assistance Center support
- Regional Assessment Network representatives support
- LEA Coordinator feedback

Contact Information

- For CAASPP, send an email to caaspp@cde.ca.gov
- For ELPAC, send an email to elpac@cde.ca.gov and ELPAC.org for FAQs
- Subscribe to the Assessment Spotlight – send a blank email message to subscribe at caaspp@mlist.cde.ca.gov

Funding, Grants, PD Opportunities

CARES Act Funding

- Less than 50 percent of the Coronavirus Aid, Relief, and Economic Security (**CARES**) Act Coronavirus Relief funds have been expended by local educational agencies (LEAs)
- CDE encourages LEAs to spend those funds as soon as possible
- LEAs ***must*** expend these funds before **December 30, 2020** or funds may be reverted to the federal government
- Funds that are not expended by December 30, 2020 are to be reported to the State Superintendent of Public Instruction (SSPI) within 30 days, and the SSPI will initiate collection proceedings

Bridging the Digital Divide in Southern California

Classroom of the Future Grant ($100,000): For tribal K–12 youth in San Diego County by providing laptops and mobile hotspots

Southern California Gas Company (SoCalGas) ($320,000):

- Southeast Community Development Corporation
- STEAM Coders
- Southern California Indian Center
- YMCA Greater Metropolitan Los Angeles
- Community Coalition (South Los Angeles)

Education to End Hate Initiative

Virtual Classroom Series

- November 18, 2020: Pedagogical Approaches to Teaching about Native Americans
- December 8, 2020: Countering Anti-Semitism
- January 12, 2021: Countering Islamophobia

All questions regarding the Education to End Hate Initiative can be directed to edtoendhate@cde.ca.gov

Mini-Grants for Equity

- Stuart Foundation $200,000 contribution
- Up to $20,000 award grants for schools, districts & charter schools
- Demonstrate HOW equity & opportunity gaps will addressed
- Target educators' or students' needs in distance learning, in-person instruction or hybrid models
- Variety of purposes – PD, family engagement, activities to strengthen student learning & connections

Dual Language Learner Professional Development Opportunities

- **Language Learning Project:** Training of Trainers
- **Language Learning Project:** Supporting Programs in Meeting the Needs of Young Dual Language Learners
- **Dual Language Learner Professional Development Grant:** Supporting DLLs throughout the Pandemic (SEAL)
- **Preschool GLAD:** Guided Language Acquisition Design

See flyers in I&I folder

California Department of Education-Educator Workforce Investment Grant

ELRISE!

ENGLISH LEARNER ROADMAP IMPLEMENTATION FOR SYSTEMIC EXCELLENCE

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

Registration required ahead of time.
Please use the following link to register your teams:
http://vcoe.k12oms.org/1617-196200

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