



# BELL

## Bilingual/English Learner Leadership Network

**San Joaquin County Office of Education  
Language & Literacy**

November 16, 2017



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

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# Agenda

## Welcome & Introductions

### Updates

❖ *FPM + TAMO + LCAP Addenda + T3 + ELPAC + ELPI*

## Conferences/Workshops/Resources + Networking

## Professional Learning Opportunities with Language & Literacy

### Updates continued...

❖ *Legislation + CSU/CCC and ERWC + EL Roadmap*

❖ **UPCOMING BELL DATES: March 14, May 9**

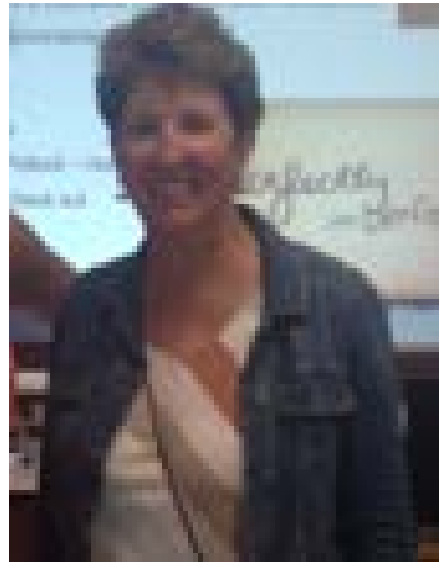
Retrieve our BELL ppt at:

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

# Everything You Always Wanted to Know About FPM\* But Were Afraid to Ask...

**What is it?**

**Why?**



**What does it have to do with me?**

**Why?**

**Why?**

# Federal Program Monitoring

<https://www.cde.ca.gov/ta/cr/documents/elos1718v2.pdf>

The EL FPM instrument has decreased from 20 to 15 items based on the Every Student Succeeds Act (ESSA) and the CA Ed.G.E. Initiative.

English learner items related to parent involvement, translations, private schools, and parent notification are now reviewed through the Title I Compensatory Education instrument.

Title III funds may still be used to implement the items that have moved to Title I.

R-FEP monitoring has increased to 4 years.

Most common non-compliance:

- EL 11: Supplement Not Supplant
- EL 13: Evaluation of Program Effectiveness
- EL 15: Teacher Authorization
- EL 19: Access to the Core Subject Matter

New item:

- EL 17: Language Program Options and Parent Choice (Prop 58)

# TAMO

## Technical Assistance & Monitoring Office

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

The following links can be found on the CDE TAMO Web page:

- 2017–18 EL FPM Program Instruments:  
<http://www.cde.ca.gov/ta/cr/proginst201718.asp>
- EL FPM Instrument Webinar: <http://www.cde.ca.gov/ta/cr/elmonthome.asp>
- EL Data & Services in CALPADS Webinar:  
<http://www.cde.ca.gov/ta/cr/elmonthome.asp>
- Introduction to Special Education for Parents Webinar:  
<http://www.cde.ca.gov/sp/me/mt/documents/engintrospe.pdf>

## 2017-18 LCAP Addenda Pilot Review

2018–19, an addendum **etemplate** for the Local Control Accountability Plan (LCAP) is being created.

- Relate the use of federal funds to the state priority activities in their LCAP.

Several Districts across the state completed the LCAP Addendum Pilot

- Lodi participated (*Yay!!*)
- Feedback will be presented to the SBE in January 2018

Proposed Review Process

New acronym: OSAT

## Title III

### 2017-18 Program Grant

June 30—(*March 30, 2018*)

“Stay at home” 2017-18 Title III ESSA Plan

EL \$97.10

Immigrant \$84.10

### Cash Management Data Collection System (CMDCC)

Jan 10-31, 2018

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

LEAs must meet a specific threshold

Calculated as a percentage of the reported cash on hand

## Title III

### Data Reporting & Expenditure Reports

(CARS 2017 Winter Release)

- **2014–15**
  - Title III, Part A, Supplemental Immigrant End-of-Year Expenditure Report, 39 Months
- **2015–16**
  - Title III, Part A, EL End-of-Year Expenditure Report, 27 Months
  - Title III, Part A, Immigrant End-of-Year Expenditure Report, 27 Months
- **2016–17**
  - Title III, Part A, EL Expenditure Report, 18 Months
  - Title III, Part A, Immigrant Expenditure Report, 18 Months
- **2017–18**
  - Title III, Part A, EL Expenditure Report, 6 Months
  - Title III, Part A, Immigrant Expenditure Report, 6 Months



# CELDT to ELPAC... *the final year!*

## Initials:

CELDT--Initial only (throughout 2017-18)

Students who enter school during the ELPAC window, take **BOTH!**

## Reclassification:

Using CELDT 2016-17 Annual assessments

If your LEA is working with the testing contractor, Educational Data Systems, to score your CELDT RETEST Answer Books, please complete testing by November 30 to provide ample time for your LEA to receive the results for reclassification purposes.

If your LEA is locally scoring the CELDT RETEST Answer Books, please complete the administration and scoring of the CELDT RETEST by January 31, **before** the opening of the ELPAC SA administration window on February 1.

# CELDT to ELPAC... *the final year!*

## ELPAC Trainings:

Summative Assessments (SA) are Operational

**All ELs**—February 1–May 31

Summative Assessment (SA) Trainings (*scored by ETS*)

- STOT November 17 (SJCOE)
- Regional January 9 (SJCOE)
- **For those attending SJCOE's Regional Training**
  - **Additional half day of calibration training**
  - **January 2018 (TBD)**

Initial Assessments (IA) Trainings (*scored locally*)

- April 2018

# ELPAC Student Score Report

**ELPAC**  
English Language Proficiency Assessments for California

STUDENT SCORE REPORT | 2017-2018  
Anita C. Rocco  
SUMMATIVE ASSESSMENT | GRADE 6

Anita's Grade 6 Results on the English Language Proficiency Assessments for California

Anita's overall score of 0000 is in Level 3.  
Students at this level have moderately developed English skills.

OVERALL SCORE: 0000 | LEVEL 3

2017-2018  
Grade 6

This was Anita's first time taking the ELPAC. If Anita takes the test again next year, this area will show the score history.

**Oral Language Score**

0000 | Level 2

The Oral Language Score is a combination of Anita's Listening and Speaking performance, shown below.

|           | Beginning | Intermediate | Well Developed |
|-----------|-----------|--------------|----------------|
| Listening |           | ✓            |                |
| Speaking  | ✓         |              |                |

**Written Language Score**

0000 | Level 3

The Written Language Score is a combination of Anita's Reading and Writing performance, shown below.

|         | Beginning | Intermediate | Well Developed |
|---------|-----------|--------------|----------------|
| Reading |           | ✓            |                |
| Writing |           |              | ✓              |

For more information about this assessment, visit the California Department of Education ELPAC Web site at [www.cde.ca.gov/ta/tg/ela/elpac/](http://www.cde.ca.gov/ta/tg/ela/elpac/).  
If you have questions about your child's ELPAC results, please contact your school for more information.

Initial Year Student Score Report, front page

**ELPAC**  
English Language Proficiency Assessments for California

STUDENT SCORE REPORT | 2017-2018  
Anita C. Rocco  
SUMMATIVE ASSESSMENT | GRADE 6

Anita's Grade 6 Results on the English Language Proficiency Assessments for California

Anita's overall score of 0000 is in Level 3.  
Students at this level have moderately developed English skills.

OVERALL SCORE: 0000 | LEVEL 3

Anita's overall score history:

2017-2018  
Grade 6

**Oral Language Score**

0000 | Level 2

The Oral Language Score is a combination of Anita's Listening and Speaking performance, shown below.

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For more information about this assessment, visit the California Department of Education ELPAC Web site at [www.cde.ca.gov/ta/tg/ela/elpac/](http://www.cde.ca.gov/ta/tg/ela/elpac/).  
If you have questions about your child's ELPAC results, please contact your school for more information.

Three Year Student Score Report, front page

# ELPAC Student Score Report (Back Page)

Student Score Report,  
back page

A Parent's Guide to Anita's  
English Language Proficiency Assessments for California (ELPAC) Score Report  
CALIFORNIA DEPARTMENT OF EDUCATION (CDE)

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STUDENT # 999999999      DATE OF BIRTH: 12/26/2007  
GRADE: 8      TEST DATE: Month Day, 2018

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FOR THE PARENT/GUARDIAN OF:  
ANITA C. ROCCO  
1234 MAIN STREET  
YOUR CITY, CA 12345

(A note from the Superintendent  
will be provided.)

SCHOOL: California Unified Charter  
LEA: California Unified  
CDD: 99999919999991-8888

*Tom Trabasso*  
Tom Trabasso  
State Superintendent of Public Instruction




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**What is the ELPAC?**

The ELPAC Summative Assessment measures student progress toward meeting the California English Language Development Standards (ELD Standards), which describe the English language skills the students need to succeed in school.

The ELPAC Summative Assessment:

- Is given each spring to students who have been identified as English learners
- Includes questions about Listening, Speaking, Reading, and Writing

Your child's ELPAC results:

- Are one measure of English proficiency that should be viewed with other available information, such as classroom tests, assignments, and grades
- Can be used to help talk to your child's teacher about how to progress in English language development and set goals
- Can be used to determine if a student is ready to be reclassified as fluent English proficient (RFEP)

| ELPAC Levels  | What Students Can Typically Do at Each Level  |
|---|---|
| <b>Level 4</b><br>   | Students at this level have well developed English skills. <ul style="list-style-type: none"> <li>• They can usually use English to learn new things in school and to interact in social situations.</li> <li>• They may occasionally need help using English.</li> </ul>   |
| <b>Level 3</b><br>  | Students at this level have moderately developed English skills. <ul style="list-style-type: none"> <li>• They can sometimes use English to learn new things in school and to interact in social situations.</li> <li>• They may need help using English to communicate on less-familiar school topics and in less-familiar social situations.</li> </ul> |
| <b>Level 2</b><br> | Students at this level have somewhat developed English skills. <ul style="list-style-type: none"> <li>• They usually need help using English to learn new things at school and to interact in social situations.</li> <li>• They can often use English for simple communication.</li> </ul>   |
| <b>Level 1</b><br> | Students at this level are at a beginning stage of developing English skills. <ul style="list-style-type: none"> <li>• They usually need substantial help using English to learn new things at school and to interact in social situations.</li> <li>• They may know some English words and phrases.</li> </ul>   |

The four ELPAC levels shown above describe what students at each level on the ELPAC can typically do in English. The table below shows how these four ELPAC levels relate to the three proficiency levels described in the ELD Standards.

| ELPAC Levels                     | Level 1  | Level 2  | Level 3                                      | Level 4 |
|----------------------------------|--|--|--|---------|
| ELD Standards Proficiency Levels | Emerging — requires substantial linguistic support | Expanding — requires moderate linguistic support | Bridging — requires light linguistic support |         |

How can I help my child?

- Read to your child, or have your child read to you, on a regular basis.
- Use pictures and ask your child to tell you what they see in the pictures or what is happening in the pictures.
- Provide your child with opportunities to use language outside of school.
- Talk to your child's teacher about your child's Listening, Speaking, Reading, and Writing skills to help support your child's progress.

# Recommended Weights for the ELPAC Overall Composite Scale Scores



|              | Oral Language Composite | Written Language Composite | = | Overall Composite Scale Score |
|--------------|-------------------------|----------------------------|---|-------------------------------|
| Kindergarten | 70                      | 30                         |   | 100                           |
| Grades 1–12  | 50                      | 50                         |   | 100                           |

## Upcoming Educator Opportunities

- July 2018–Speaking Range Finding (Application Deadline March 2, 2018)



Submit application at:

<https://www.surveymonkey.com/r/elpacapp2017>

# New ELPAC Resources



- Do we administer the California English Language Development Test or the ELPAC in 2017–18?
- A Parent Guide to Understanding the ELPAC (translated into seven languages)
- ELPAC Assessments Fact Sheet
- Domain Information Sheets
- Matrix Four



These resources are located at:  
<http://www.cde.ca.gov/ta/tg/ep/>



# ELPAC Practice Tests

**Newly posted on October 30!**

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

Select a grade level or span

(K, 1, 2, 3-5, 6-8, 9-10, 11-12)

Peruse it with your colleagues and prepare to

- Share an aha!
- Link one task type to the teaching and learning that need to be occurring in integrated & designated ELD

## Success on the ELPAC

"According to the ELA/ELD Framework, the most important purpose of the assessment is to inform instructional practice. SDCOE EL Coordinator Terry Barrón said the ELPAC is all about instruction. Success on the ELPAC will require a deep knowledge and understanding of the 2012 ELD standards and the ELA/ELD Framework, and high quality instruction in both integrated and designated ELD contexts. The intention is not to teach to the test. Rather, Barrón recommends building language and content in tandem, infusing ELD standards-based tasks into our designated and integrated ELD instruction."

*-Focus on English Learners*

CELC Research Brief



# English Learner Progress Indicator (ELPI)

Annual CELDT Test Takers Who Increased at least 1 CELDT Level

*Plus*

Annual CELDT Test Takers **Who Maintained English Proficiency  
in the Early Advanced/Advanced CELDT Levels**

*Plus*

ELs Who Were Reclassified in the Prior Year

*Plus*

LTEL CELDT Test Takers Who Increased at Least 1 CELDT Level

-----Divided by-----

Total Number of Annual CELDT Test Takers in the Current Year

*Plus*

ELs Who Were Reclassified in the Prior Year

# Updates to the ELPI Section in the CA School Dashboard Technical Guide

For kindergarten students who have taken the CELDT in a TK program in the prior year, these students are **not** included in the calculation of the ELPI.

The ELPI determines progress through the use of three data sources:

1. Annual CELDT results (year to year);
2. EL reclassification in the prior year; and
3. Long Term English Learners (LTELs) in the current year

LTEL definition for accountability purposes:

1. Student is enrolled on Census Day (the first Wednesday in October) in **grades six through twelve**, inclusive; and
2. Student has been enrolled in a **U.S. school for six or more years**; and
3. Student has remained at the same English language proficiency level for two or more consecutive prior years, or has regressed to a lower English language proficiency level, as determined by the CELDT; and
4. For students in grades six through nine, inclusive, has scored at the “Standard Not Met” level on the prior year administration of the California Assessment of Student Performance and Progress (CAASPP) English language arts/literacy.

# Upcoming Conferences/Workshops

**Accountability & Leadership Institute** December 4 & 5 Sheraton LAX

**Student Centered Teaching and Learning Symposium** December 14 Sacramento  
<http://calstat.org/ImprovingSchoolOutcomes/inperson-reg.php> **FREE**

**Educator Support for Immigrant and Refugee students “Train the Trainers”**  
Californian’s Together Jan 11 (LACOE), Jan 30 (SMCOE), TBD (FCOE)

**ATDLE** February 1-3 Long Beach Convention Center

**CABE 2018** March 29-April 1 Sacramento

**H/SS Framework Rollout** April 16 SJCOE

**BELL Field Trip**

April 23-24, 2018

**Spots left!**

Museum of  
**TOLERANCE**





## **Pathways to Biliteracy**

Assessments

## **Latinos in Action**

May 9<sup>th</sup> meeting?

## **EL Master Plans**

# Professional Learning Opportunities

## ELPAC Academy # 3

*December 11, 2017*



## ELPAC SA Regional Training # 3

*January 9, 2018*

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

*Feb 7, 14 & 15, 2018*

*June 19, 20, 21, 2018*

## Writing Across Text Types

*Grades 3-5 December 12, 2017*



## Close Reading

*Grades TK-2 February 8, 2018*

*Grades 3-8 January 18, 2018*



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

# CSU/CCC and ERWC

## Proficiency

EAP(CAASPP Jr yr)  
ACT or SAT

## Remediation

Opportunity and achievement gaps  
'Student ready' system

**College eligibility ≠ college readiness**

## ERWC i3 + NPD Grants

Integrated & Designated Modules  
Pilot schools



## State Legislative Updates

- **AB 1142** (Medina) HS Diplomas: State Seal of Biliteracy  
Jan 1, 2018 New language is in effect  
*4 years World Language + oral competency*  
**Oral Proficiency exam comparable to IB or AP**  
*CAASPP—Standard Met in Grade 11*  
*ELPAC—English Language Proficient*  
Dec 2017 Letter out to the field
- **AB 699** (O'Donnell) Educational Equity: Immigration status
- **SB 257** (Lara) Pupil residency: Pupils of departed parents

# EL Roadmap



*Reflects the current national research consensus on second language learning, bilingualism, program effectiveness, and policy research*

## Vision

English learners fully and meaningfully access and participate in a 21st century education from early childhood through grade twelve that results in their attaining high levels of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple languages.

## Mission

California schools affirm, welcome and respond to a diverse range of EL strengths, needs and identities. California schools prepare graduates with the linguistic, academic and social skills and competencies they require for college, career and civic participation in a global, diverse and multilingual world, thus ensuring a thriving future for California.

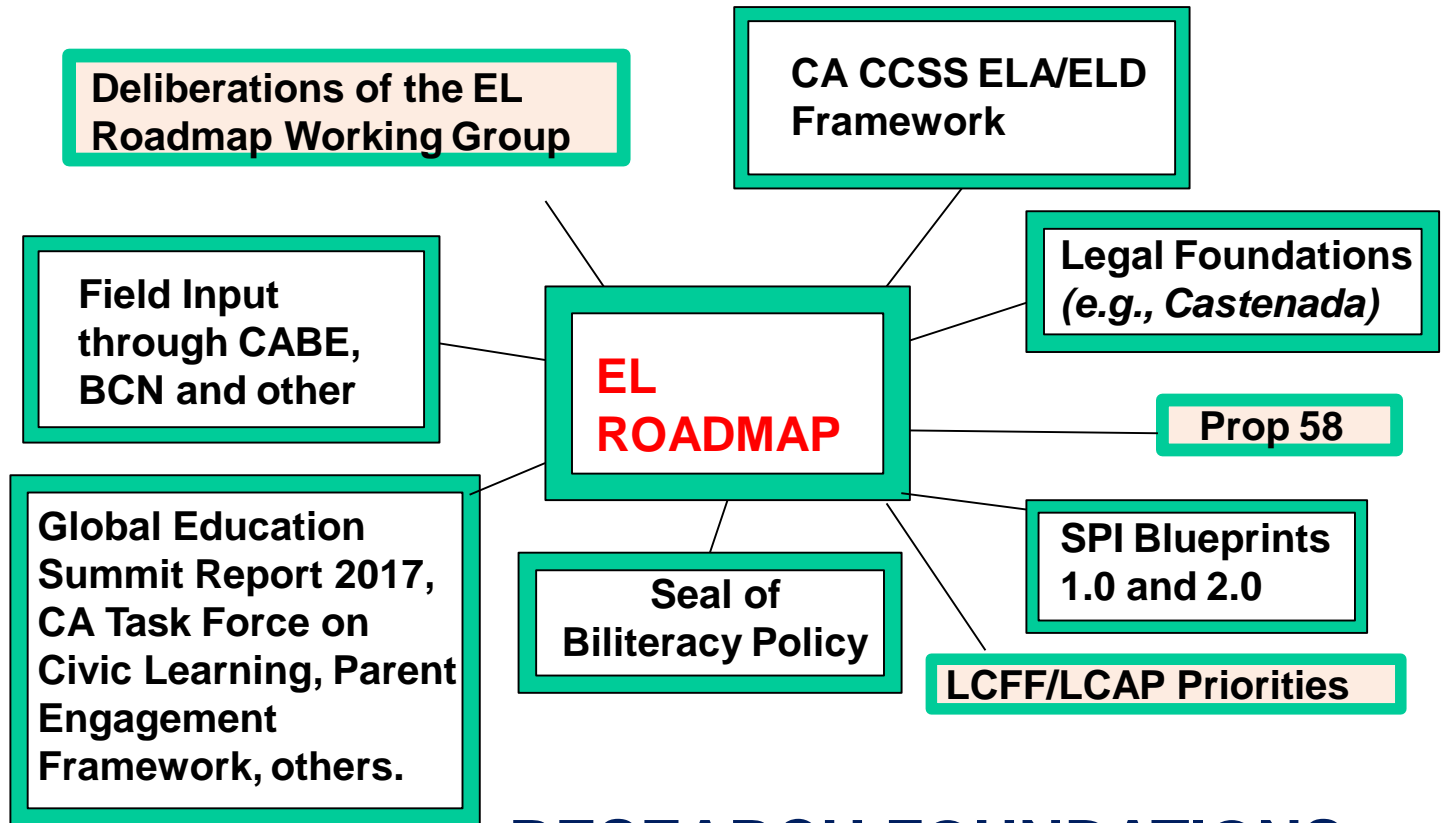
Adopted July 2017

<http://www.cde.ca.gov/sp/el/rm/>





# Input to Roadmap



## RESEARCH FOUNDATIONS

# EL Roadmap

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



Principle #2: Intellectual quality of instruction and meaningful access



Principle #3: System conditions that support effectiveness



Principle #4: Alignment and articulation within and across systems



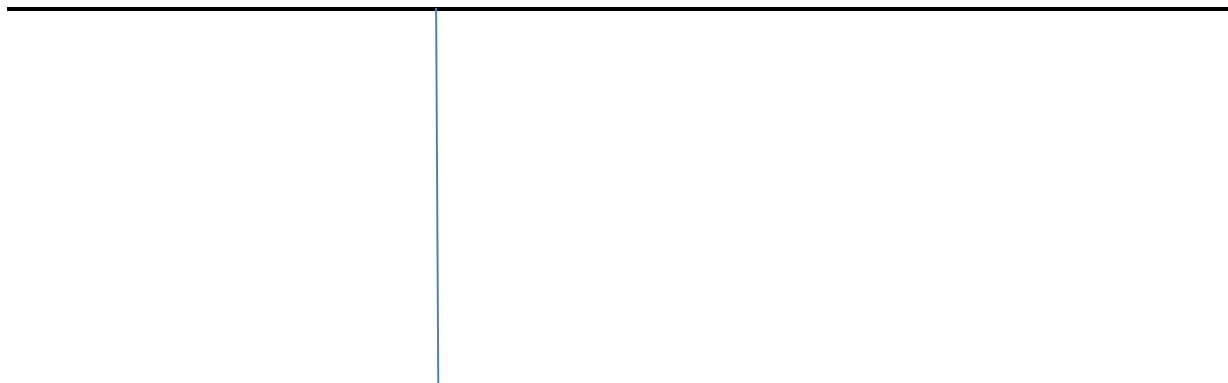
## EL Roadmap

- Discuss with your table the SHIFT that it represents from current policy.
- What is new and different about this policy from the previous?
- Construct a T Graph depicting the shift:

OLD



New Roadmap Policy



# EL Roadmap

*California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners* (Guidance Document and resources) helps LEAs implement the policy

- ❖ FAQs to be posted on CDE website
- ❖ Develop EL Roadmap Guidance Document
  - ❖ **Winter 2018** at <http://www.cde.ca.gov/sp/el/rm/>
- ❖ Organize dynamic EL Roadmap Supporting Materials
  - ❖ Videos, case studies, tools, and templates, etc.
  - ❖ **Winter 2018** at <http://www.cde.ca.gov/sp/el/rm/>