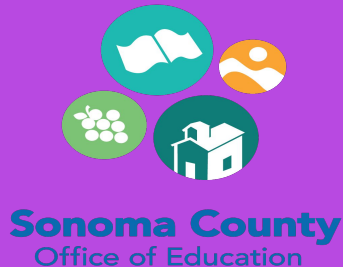


# The EL Collaborative

May 8, 2018

[bit.ly/ELC1617](http://bit.ly/ELC1617)

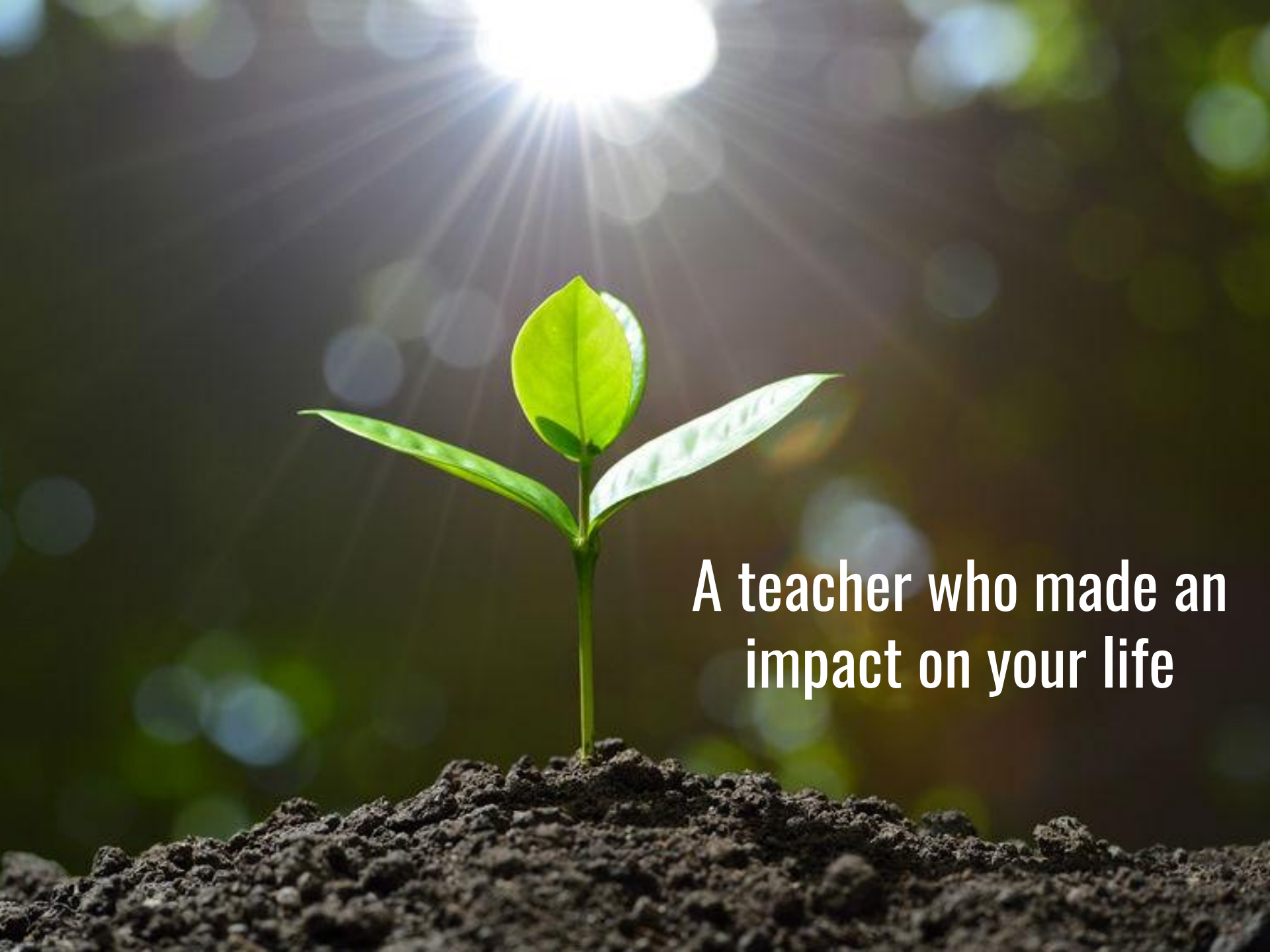


Jenn Guerrero  
EL Program Coordinator, SCOPE



**Welcome**





**A teacher who made an  
impact on your life**

# Agenda



- Maker Education: An Invitation

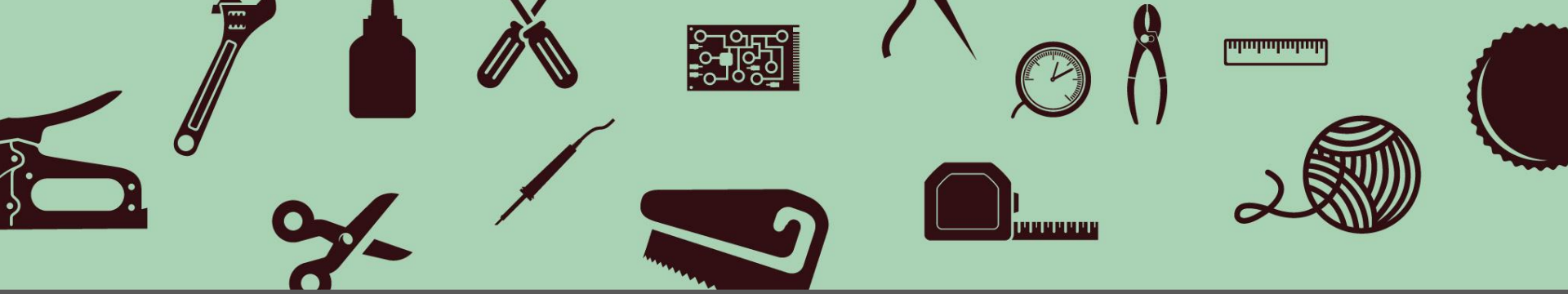
## BRIEF BREAK

- Updates
- Closure





**What?**  
**Why?**



**Matt O'Donnell**  
Technology Innovation  
Specialist



**Casey Shea**  
Maker Education  
Coordinator



**Anna Van Dordrecht**  
Science  
Coordinator

# maker education: (noun)

an opportunity and invitation for young people to develop **confidence** **creativity** and **interest** in science, technology, engineering, math, art, and learning as a whole through making

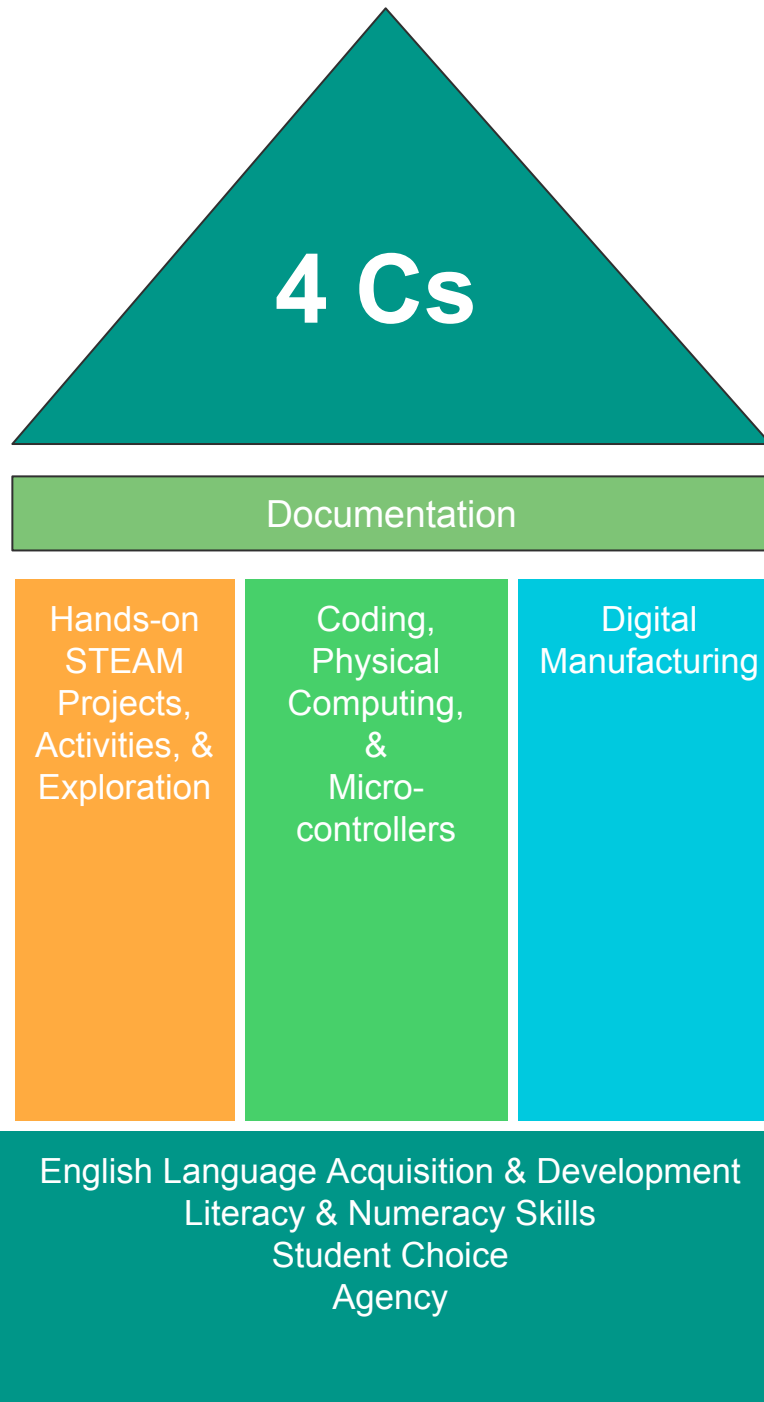




# What is **MAKING**?

- A hands-on, interest driven activity of exploration and often production
- Individual solutions
- To think with your hands

# Primary Areas of Maker Education



# Reparable Harm

Fulfilling the Unkept Promise of  
Educational Opportunity for California's  
Long Term English Learners



Laurie Olsen, Ph.D.



A CALIFORNIA LATINO YOUTH RESEARCH & POLICY PUBLICATION

**Non-engagement.**

**Passivity.**

**Invisibility.**

Long Term English Learners need daily structured opportunities, **INVITATION**, and support to share responses, collaborate with peers, and present ideas.

*Meeting the Unique Needs of Long Term English Learners*  
Dr. Laurie Olsen



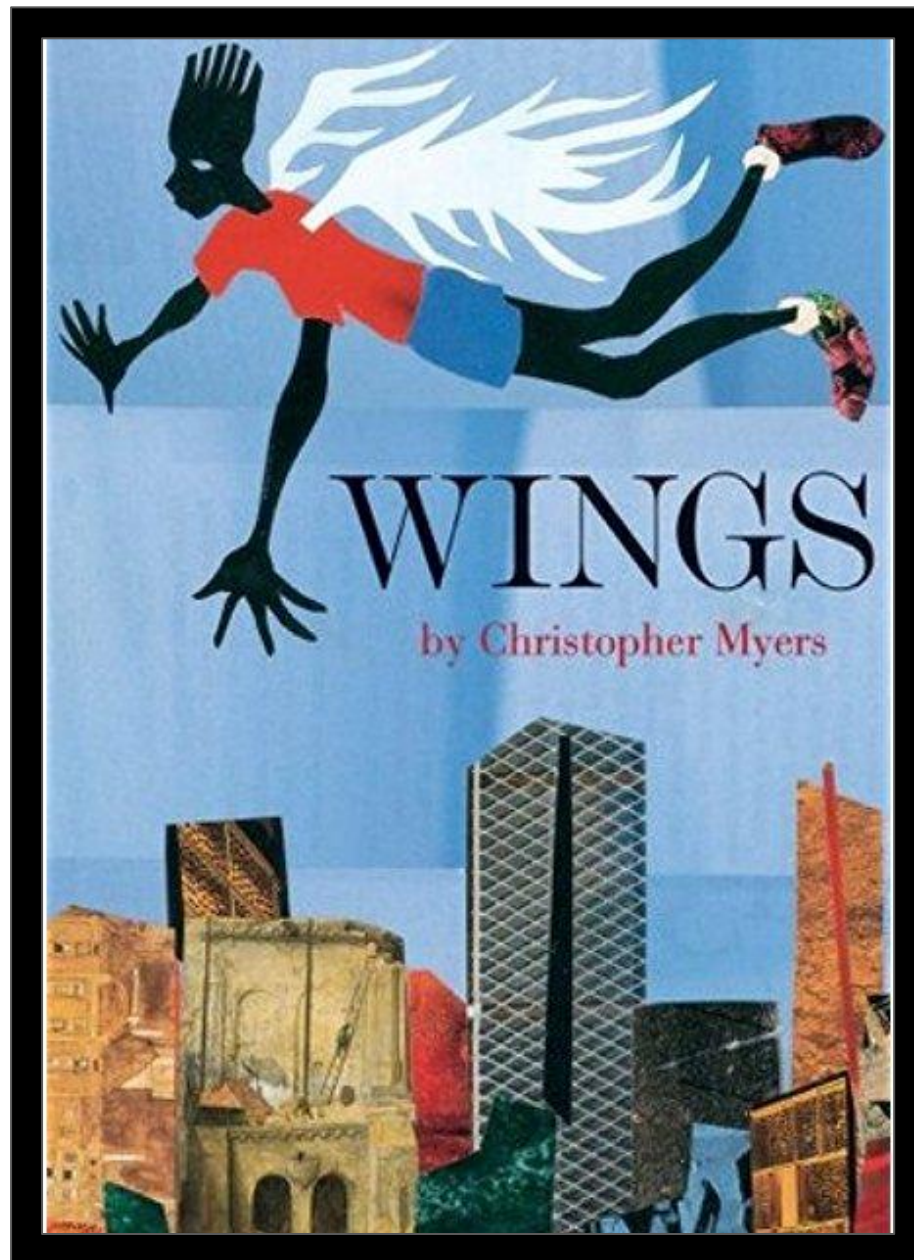
**Sonoma County**  
Office of Education

**Maker Education**  
**is a *POWERFUL* invitation.**



# SEEING English Learners







# GALLERY WALK



**2 parts**

# Part 1

you are a **student** -

playing with and processing the content as a learner

# Part 2

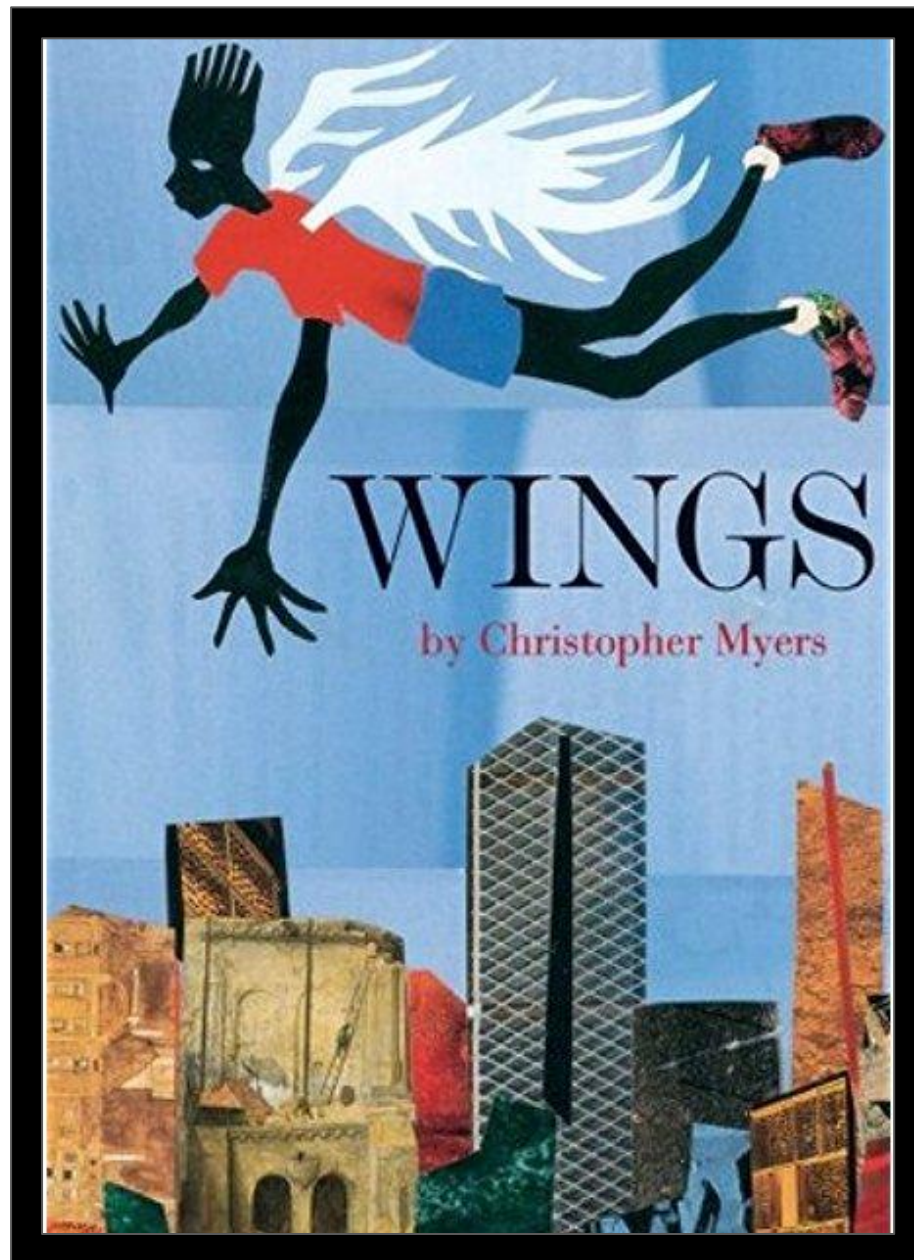
you are an **educator**-

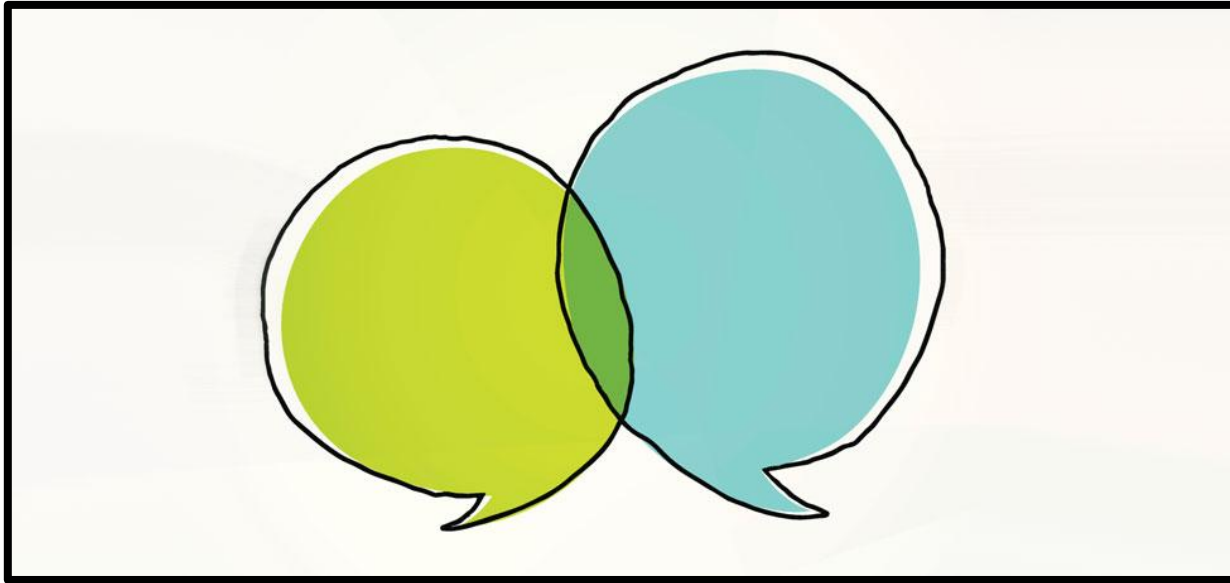
thinking and crafting how this applies to English Learners

**Intentionally sparse**

# Part 1

you are a **student** -  
playing with and processing the content as a learner





**What major themes  
does *Wings* address?**

# **Individuality:**

**the quality that makes one person or thing different from all others**



**REFLECT** on your own  
individuality. Note specific  
elements you want to highlight.



# **MAKE** something that represents **you** and your unique individuality

- Use at least 3 different types of materials
- Try using one tool or material you've never used before
- You must have something to display
- 40 minutes (ish)

have fun 😊  
↑

# DECIDE

- Half of the group places their creation on the table and sits down
- The other half walks up, chooses a creation, finds its owner

# CONNECT

- **Talk about what drew you to that particular creation**
- **Talk about your making process**
- **What questions do you have for person who created it?**
- **What connections can you see between the two of you?**



---

**REPEAT**

**What came up for you  
in this experience?**



# Part 2

you are an **educator-**

thinking and crafting how this applies to English Learners



# **SEEING** English Learners





Build an inclusive and affirming school climate to engage English Learners in full school participation, **HEALTHY IDENTITY DEVELOPMENT**, and **POSITIVE INTERGROUP RELATIONSHIPS**

Dr. Laurie Olsen

End the social and structured isolation of  
English Learners through activities that  
**BUILD RELATIONSHIPS** across groups.

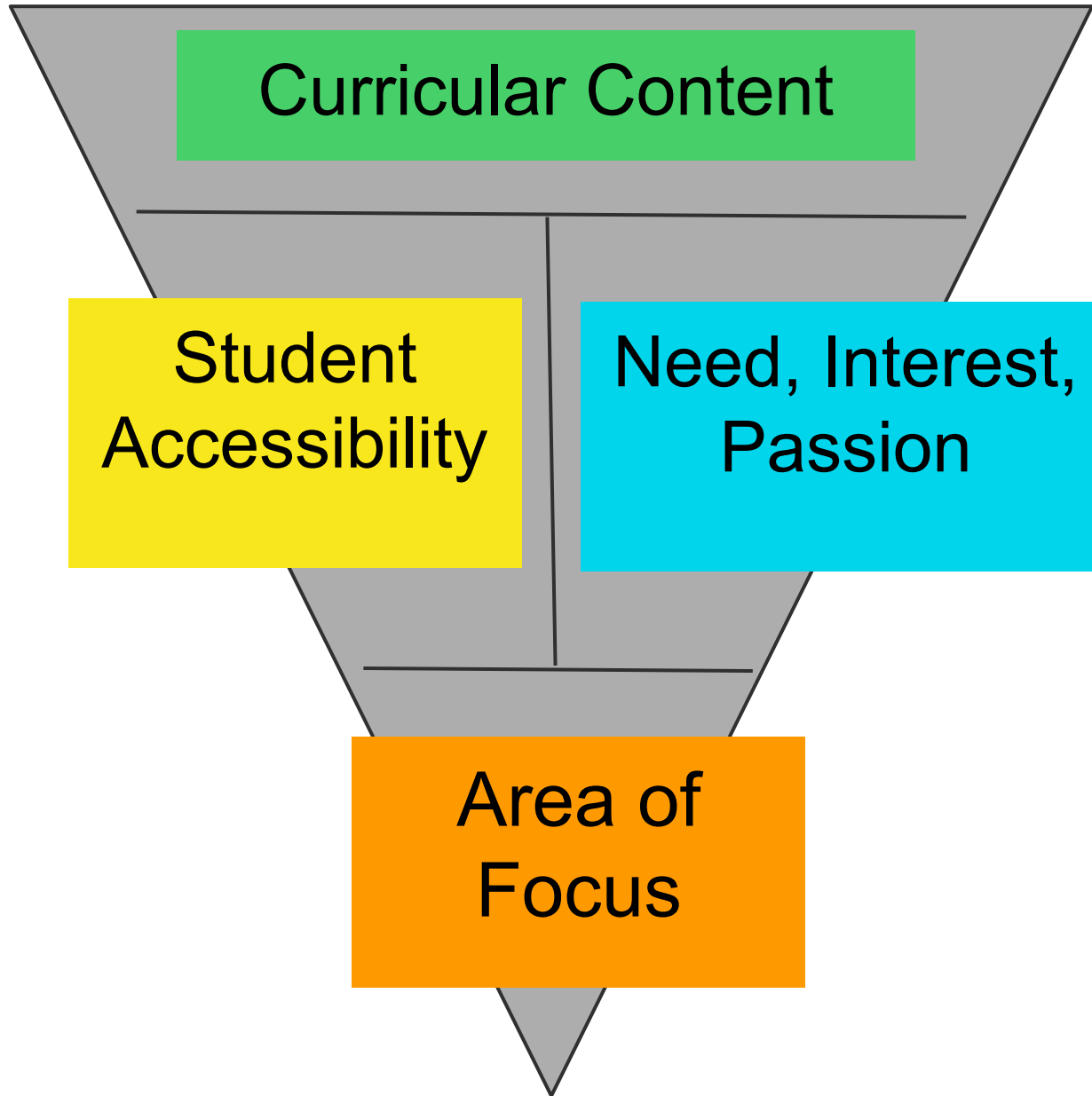
Dr. Laurie Olsen

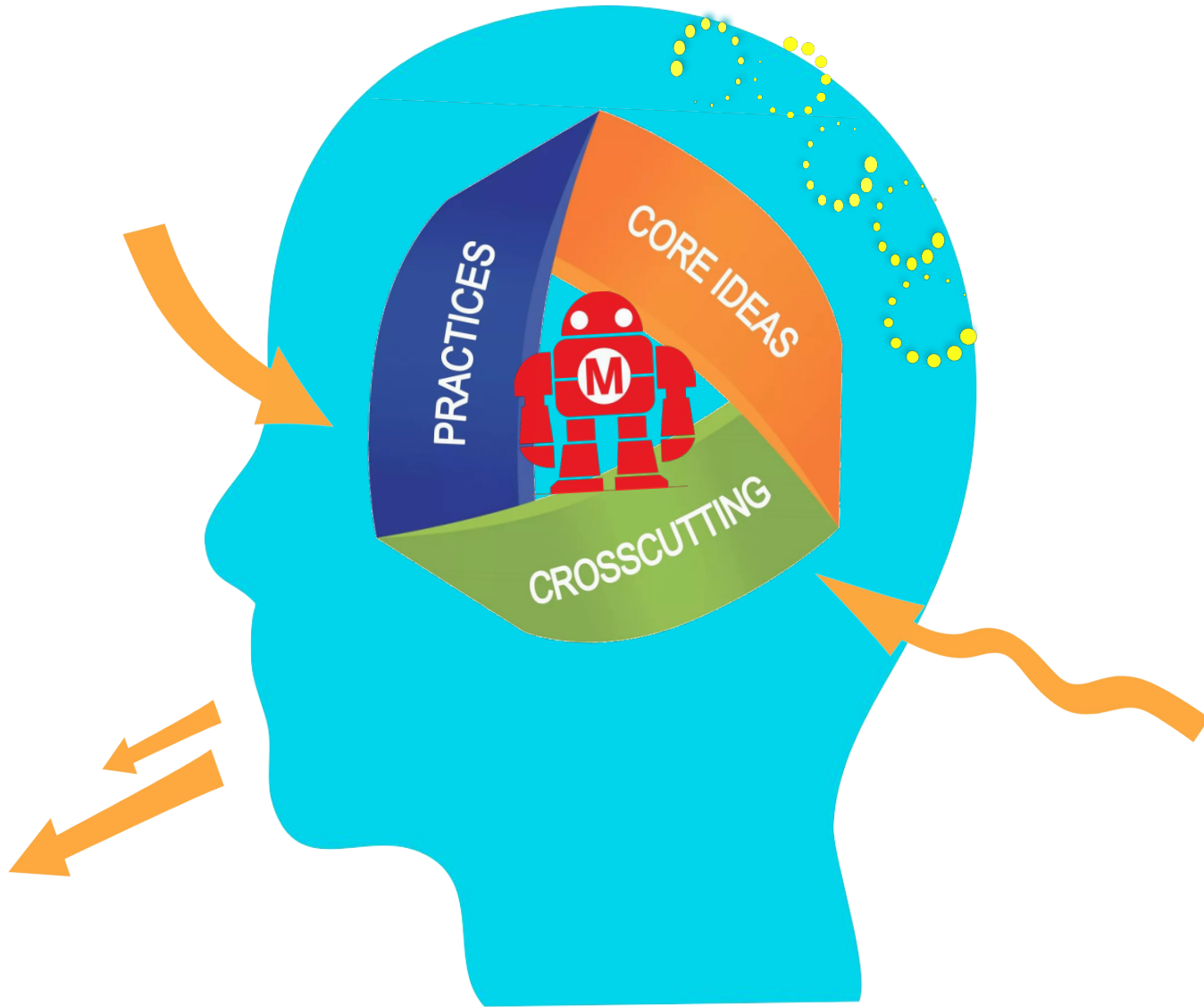
- **How might you see English learners benefiting from maker experiences?**
- **What questions do you have?**



# The AP Biology Dilemma









Meet new makers.  
Experience new ideas.



reMAKE  
education

Aug. 1-3, 2018

[remakeeducation.org](http://remakeeducation.org)





BREAK TIME





Updates...





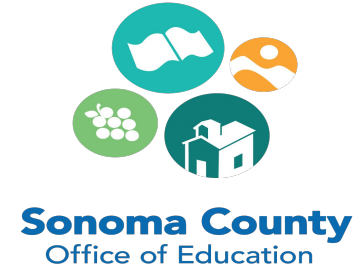
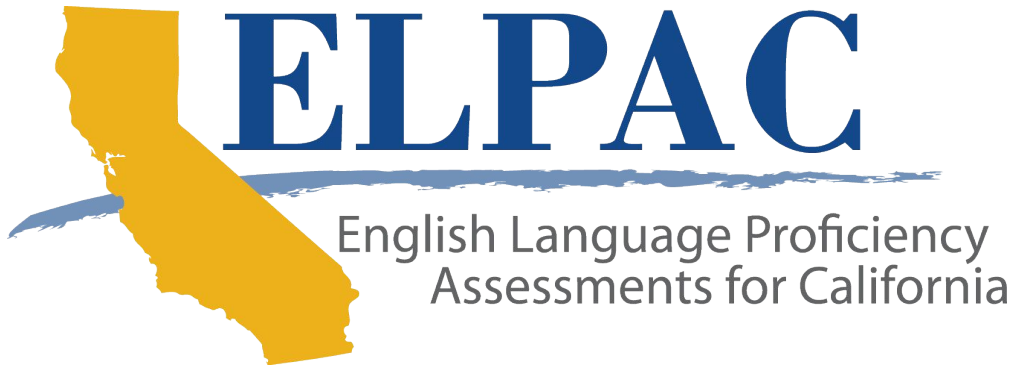
**WARNING:**

**Text heavy  
slides ahead!**



# ELPAC

English Language Proficiency  
Assessments for California



**Initial ELPAC Administration and Scoring**  
May 23

**Summative ELPAC Administration and Scoring**  
October 26 (Registration opens in August)

# Initial ELPAC Local Scoring Tool (LST)

- After administering the Initial ELPAC, trained local educational agency (LEA) staff will score the Initial ELPAC Answer Books locally, using the Local Scoring Tool (LST).
- The LST, located within the Test Operations Management System, allows the user to enter a student's raw score information from the Score Sheet, inside the back cover of the Answer Book, to determine the Initial ELPAC overall proficiency level and scale score.

# LST Webcast!

**May 16, 2018 from 1 to 2 p.m**

- Educational Testing Service (ETS) will present a live Webcast that will provide a guided walkthrough of the Initial ELPAC LST.
- No pre-registration or log-on account is required. To access the Webcast, go to the Training tab at [ELPAC.org](http://ELPAC.org) and select “Live Webcast.”



# ELPAC Summative Assessment

- Summative Score reports are still on track
- Those who submitted between March-April 9 will receive by end of May

# Reclassification Deadlines

- Scores from the CELDT retest or CELDT 2016–17 may be used for reclassification until **May 30, 2018**.
- Once students are reclassified, please update the English Language Acquisition Status in the California Longitudinal Pupil Achievement Data System (CALPADS) no later than May 31, 2018.
- The status of students whose information has not been updated in CALPADS will be shown as “EL,” and the LEA will not be in compliance with state and federal requirements to annually assess all English learners.

# State Seal of Biliteracy

- July 2018 SBE meeting
- The SSB is being proposed as part of the college and career indicator

*The College/Career Indicator (CCI) model contains both college and career measures, including:*

- Career Technical Education (CTE) Pathway completion
- Grade 11 Smarter Balanced Summative Assessments in English language arts (ELA) and Mathematics
- Advanced Placement (AP) Exams
- International Baccalaureate (IB) Exams
- Dual Enrollment
- a-g Completion

# The Dashboard- Fall 2018 ELPI

- Only one year of ELPAC data will be included
- No status and change
- It will possibly look different, but it will be where it is normally located

# AB 699

## Safe Schools for Immigrant Students

- Took effect January 1, 2018
- Provides critical protections for immigrant students including: prohibiting the collection of information regarding immigration status; **requiring the adoption of model policies** to prevent immigration enforcement on school grounds; and prohibiting discrimination based on immigration status

By April, 1, 2018, California's Attorney General must publish model policies on limiting assistance with immigration enforcement in schools. These policies should ensure that schools remain safe and accessible to all residents, regardless of immigration status.

The Attorney General must consider the following issues when developing these policies:

- How to respond to a request for school site access for purposes related to immigration enforcement;
- How a superintendent is to be notified if someone requests or gains access to school grounds for immigration enforcement purposes;
- How to respond to a request for personal information about students or their family members for immigration enforcement purposes.

All local educational agencies, which include all school districts, county offices of education and charter schools, **must adopt** the Attorney General's model policies or equivalent policies by **July 1, 2018**.

# Promoting a Safe and Secure Learning Environment for All:

Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues



Xavier Becerra  
California Attorney General  
April 2018

[View the  
Guidance  
here](#)



Posted on the  
EL News Page  
tomorrow

**SAFE SCHOOLS FOR IMMIGRANT STUDENTS  
AB 699 (O'DONNELL) – IMPLEMENTATION FACT SHEET**  
(Confirms that all children have a right to attend our public schools regardless of immigration status.  
Amends Education Code §§200, 220, 234.1 & adds §234.7)

**SEVERAL BILLS WERE SIGNED INTO LAW THIS YEAR TO PROTECT CALIFORNIA'S IMMIGRANT COMMUNITIES. AB 699 ADDS ADDITIONAL PROTECTIONS FOR IMMIGRANT STUDENTS!**

We need your help to make certain that school districts around the state change their local policies to follow the law and educate everyone about the changes.

**What Does AB 699 Do & How Does It Help Students?**

The United States Supreme Court held in *Plyler v. Doe* (457 U.S. 202), that under the United States Constitution all children have a right to attend our public schools regardless of their immigration status. The *Plyer* Court found that the harms imposed on society at large from denying these students an education far outweighed any resources that might be saved from excluding undocumented children from our public schools.

However anti-immigrant sentiment and increased ICE enforcement activity continues to threaten the right of immigrant children to attend school with many families currently living in fear and hesitant to send their children to school. A recent investigation by public interest law groups found that some 75 school districts were inquiring about a student's immigration status as part of their enrollment process. In response, AB 699 provides critical protections for immigrant students including: prohibiting the collection of information regarding immigration status; requiring the adoption of model policies to prevent immigration enforcement on school grounds; and prohibiting discrimination based on immigration status.

**1. AB 699 Prohibits Discrimination Based on a Student's Immigration Status:**

Existing law prohibits discrimination on the basis of specific characteristics in educational activities conducted by school districts that



Luis Genaro Garcia <http://luisgenarogarcia.com>

receive state financial assistance. Some of these protected characteristics include disability, gender, religion, race and nationality. AB 699 expressly adds "immigration status" to the list of protected characteristics.

- School districts must adopt or amend their current policies to prohibit discrimination, harassment, intimidation, and bullying based on a student's actual or perceived immigration status.
- All districts must have a process in place to receive and investigate complaints for discrimination, harassment, intimidation, and bullying based on protected characteristics. These processes must be amended to include complaints for discrimination based on immigration status.

# ELPAC Academy

*Focusing on the Classroom*

**Sacramento**

**August 27 and August 29**

**\$100**

[Register here](#)

# Friday, October 12th

9:00 am-12:00 pm



save the date!

## Leveraging the ELPAC: Deep Implications for Classroom Instruction

This workshop will explore the English Language Proficiency Assessments for California (ELPAC) through the lens of the California English Language Development (CA ELD) standards.

- engage in a guided exploration of ELPAC tasks
- recognize the clear and intentional alignment of the ELPAC and the CA ELD standards
- reflect on the implications for classroom instruction

[Register here](#)



California



# English Learner ROADMAP

Launching the Roadmap to Strengthen Educational Policies, Programs, and Practices for English Learners



## Sacramento County Office of Ed

### July 31

### \$75

[Register here](#)

**THANK**

**YOU**

# EL Collaborative 2018-2019

- Monday, October 1
- Tuesday, November 6
- Thursday, January 24
- Tuesday, March 12
- Tuesday, May 14



[Register here](#)



[surveymonkey.com/r/ELC1718](https://surveymonkey.com/r/ELC1718)