

EL Collaborative

October 1, 2018

bit.ly/ELC1617



Jenn Guerrero
EL Program Coordinator | SCOE

你好

HALLO

안녕

HOLA

नमस्ते

CIAO

γεια

HELLO

こんにちは

привет

BONJOUR

مرحبا

OLÁ





**Focus on
Instruction:**
Music Mingle

Music Mingle

1. Take a moment to think about your answer.
2. When the music is **on**, mingle about the room.
3. When the music is **off**, find a partner (make a bridge).
4. Share your thinking with each other.
5. Repeat.



What are you most excited about for this year?



What are you hoping to gain from this group?



What is one hope you have for your EL students?





STUDENT



EDUCATOR

Intentionally Sparse

Consider the Structure of Music Mingle



- How might you use this in your setting?
- How would you modify this for ELs?
- What would you do differently?
- Or.... ?!

Today

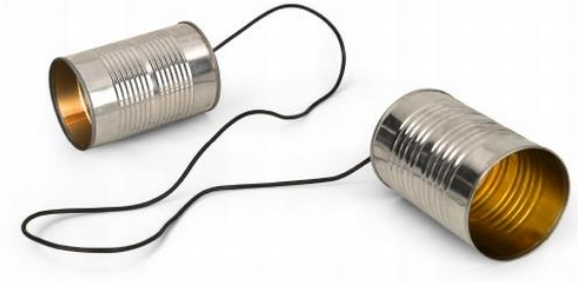


- ❑ Housekeeping
- ❑ Professional Learning
- ❑ Misc Goodies

Break

- ❑ Forms of Anxiety (National Equity Project)
- ❑ Updates
- ❑ Closure

EL Collaborative Communication



1. Email (from Connie Anderson)

***2.** EL News Page scoe.org/elnews
(a notice in your email from SCOE CS)



The Language Lens


scoe.org/elblog



Jenn Guerrero

@ELSCOE

Sonoma County Office of Education, English Learner Coordinator. I firmly believe in the limitless potential of EVERY child.

 Joined March 2013

 144 Photos and videos



Tweets **1,417** Following **1,352** Followers **972** Likes **457** Lists **0** Moments **0**

Tweets **Tweets & replies** Media



Jenn Guerrero @ELSCOE · Sep 13

Posed: What is our moral commitment to children, not just our legal obligation?
[@anurima](#) [#EDEQUITYFORUM2018](#)

  1  4 



Jenn Guerrero @ELSCOE · Sep 13

We need to truly see and believe in the POTENTIAL, PROMISE, and GENIUS of every single child.
[#truth](#) [#yes](#) [@EdTrustWest](#) [#EDEQUITYFORUM2018](#)

  1  4 



Jenn Guerrero @ELSCOE · Sep 13

The best investment [#CA](#) can make is in the brilliance and talents of our students [#truth](#) [#yes](#) [@EdTrustWest](#) [@RyanSmithEd](#) [#EDEQUITYFORUM2018](#)

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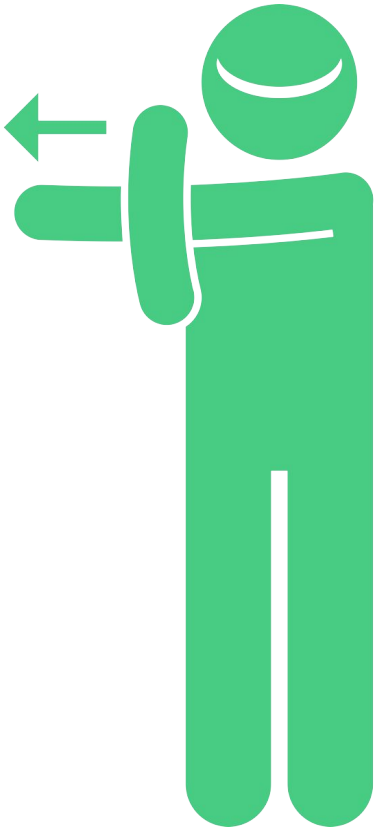
The Staples

- Focus on Instruction
- Updates
- Miscellaneous Goodies
- Professional Learning Opportunities



Bring a Device





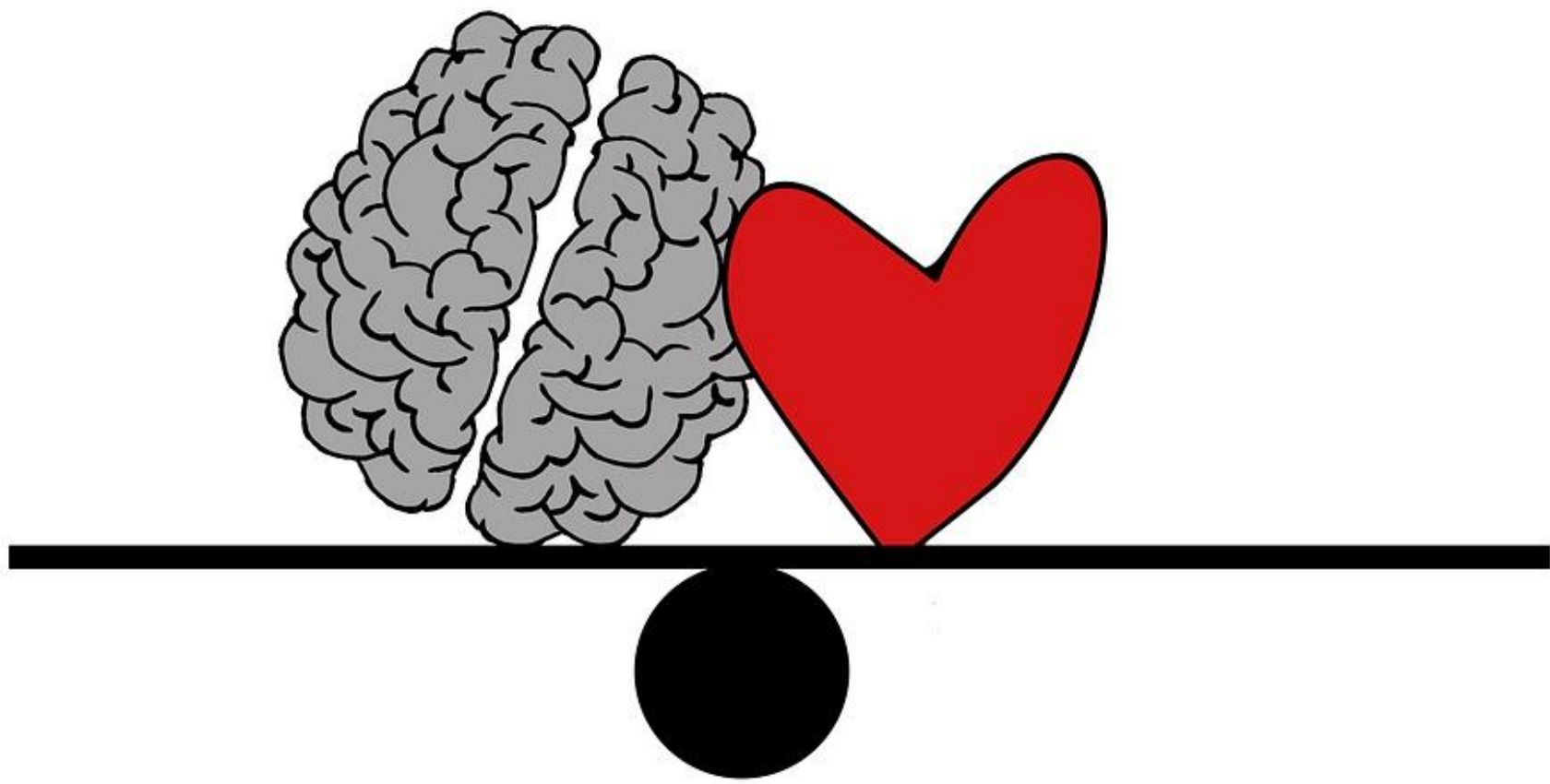
Stay Updated

Stay Connected

Impact the lives of
English Learners



We Love You No Matter What



Your voice is important.
Very important.

Professional Learning Opportunities



Leveraging the ELPAC: Deep Implications for Classroom Instruction

**Friday, October 12, 2018
9:00am - 12:00pm**

Participants will:

- engage in 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

Presenters: Kelly Matteri & Jenn Guerrero

[Register Here](#)

SCOE EL Leadership Conference

Friday, January 11, 2019

8:30am - 3:30pm

REGISTER TODAY!



Orlando Carreón, P.h.D
Teacher Educator, UC Davis

- ★ *Communication with Families of English Learners: Connecting Families, Cultures, and Languages*
- ★ *Cultivating Agency and Identity in ELs: The Power of Digital Storytelling*
- ★ *Engaging Meaningfully with ELPAC Data*
- ★ *Unlocking Learning: Leveraging Math for K-12 English Learner Success*
- ★ *The Educability of All Students: Exploring the Relationship Between Equity and Language Acquisition*



CDE Accountability Leadership Institute

For EL, Immigrant, and Migrant Student Programs

December 3-4, San Francisco

[Register Here](#)



Karen Valdez



Kenji Hakuta



Kate Kinsella

Video Resources!!

SEAL

Sobrato Early Academic Language Model



ELD

http://bit.ly/SEALVideos_ELD
IMPORTANT: ALL links are case sensitive

Preschool

http://bit.ly/SEALVideos_PK
IMPORTANT: ALL links are case sensitive

- 1. Integrated and Designated ELD: Kindergarten**
 Illustrates Integrated ELD and small group Designated ELD building upon thematic "Push and Pull" science content in an English-taught Kindergarten.
http://bit.ly/SEALVideos_IntegratedandDesignatedELD_ kindergarten
- 2. Designated ELD with Collaborative Practice: 2nd Grade**
 Illustrates Integrated ELD and small group Designated ELD building upon thematic "Products and Services" social studies content in an English-taught 2nd grade classroom.
http://bit.ly/SEALVideos_DesignatedELDwithCollaborativePractice_2ndgrade
- 3. Integrated and Designated ELD: 2nd/3rd Grade**
 Illustrates Integrated ELD and small group Designated ELD building upon thematic "Animal Adaptations in the Ocean Habitat" science content in a 2/3 Combination English-taught classroom.
http://bit.ly/SEALVideos_IntegratedandDesignatedELD_2nd3rdgrade
- 4. Oral Language Assessment**
 Demonstrates an approach to formative assessment based upon oral language and how it is used to plan for ELD.
http://bit.ly/SEALVideos_OralLanguageAssessment
- 5. Integrated and Designated ELD: 4th Grade**
 Illustrates Integrated ELD and small group Designated ELD building upon thematic "Government" content in a 4th grade Classroom.
http://bit.ly/SEALVideos_IntegratedandDesignatedELD_4thgrade

SOBRATO.ORG

SEAL

Sobrato Early Academic Language Model



SEAL (Sobrato Early Academic Language Model) is a model that builds the capacity of preschool and elementary schools to powerfully develop the language and literacy skills of English Learner children within the context of integrated, standards-based, joyful learning. It was designed by [Linda Gallo, Ph.D.](http://bit.ly/DrLindaGallo), a national expert in integrated education and is now replicated in over 100 schools throughout California.

For more information, please contact Patty Delaney, Director of Program and District Partnerships at pdelaney@sobrato.org.

To support the field in meeting the needs of English Learners, the following videos are made available for use in professional development:

SEAL Videos

<http://bit.ly/SEALVideos>
IMPORTANT: ALL links are case sensitive

- 1. Intro to SEAL**
 Video produced to provide a brief overview of the Sobrato Early Academic Language Model. (4 minutes)
http://bit.ly/SEALVideos_Intro2SEAL
- 2. SEAL Pedagogy Across Preschool Through 5th Grade**
 Summarizes alignment of SEAL pedagogy and principles from preschool through 5th grade to deepen the understanding of the SEAL model. The video demonstrates key principles of the SEAL model and articulation as a crucial pillar and element of powerful education – for all students, and particularly for English Learners. (9 minutes)
http://bit.ly/SEALVideos_PedagogyAcrossPK5th
- 4. The Dictado**
 Illustrates a transfer lesson and Designated ELD connected to science content in a 2nd grade Spanish bilingual classroom.
http://bit.ly/SEALVideos_TheDictado
- 5. Transfer & Designated ELD in a Spanish Bilingual Classroom**
 Illustrates a transfer lesson and Designated ELD connected to science content in a 2nd grade Spanish bilingual classroom.
http://bit.ly/SEALVideos_TransferandDesignatedELD_SpanishClassroom
- 6. Preschool Environment and Family**
 A preschool classroom implementing an "Insects" theme integrating language development with science content in a bilingual PD-10 program, focusing on the use of the outdoor environment, language and content-linked learning and play centers indoors, and family connections.
http://bit.ly/SEALVideos_PreschoolEnvironmentandFamily
- 7. Preschool Thematic Unit**
 An integrated thematic "Farm" unit implemented in a bilingual preschool classroom.
http://bit.ly/SEALVideos_PreschoolThematicUnit
- 8. A Dual Language Preschool Classroom**
 An integrated thematic "Pumpkins and Harvest" unit implemented in a "balanced" dual language preschool classroom.
http://bit.ly/SEALVideos_ADualLanguagePreschoolClassroom
- 9. Content Based Chants**
 Presents a strategy for building language in and through content in a 2nd grade Spanish Dual Immersion classroom.
http://bit.ly/SEALVideos_ContentBasedChants
- 10. Sentence Patterning Chart**
 Presents a strategy for building complex sentences and understanding the structure of language in a kindergarten bilingual classroom.
http://bit.ly/SEALVideos_SentencePatterningChart
- 11. Cross Language Connections in the Classroom**
 Illustrates cross language connections and metalinguistic awareness in the dual language main lesson using various strategies in grades Kindergarten – 2nd grade.
http://bit.ly/SEALVideos_CrossLanguageConnections

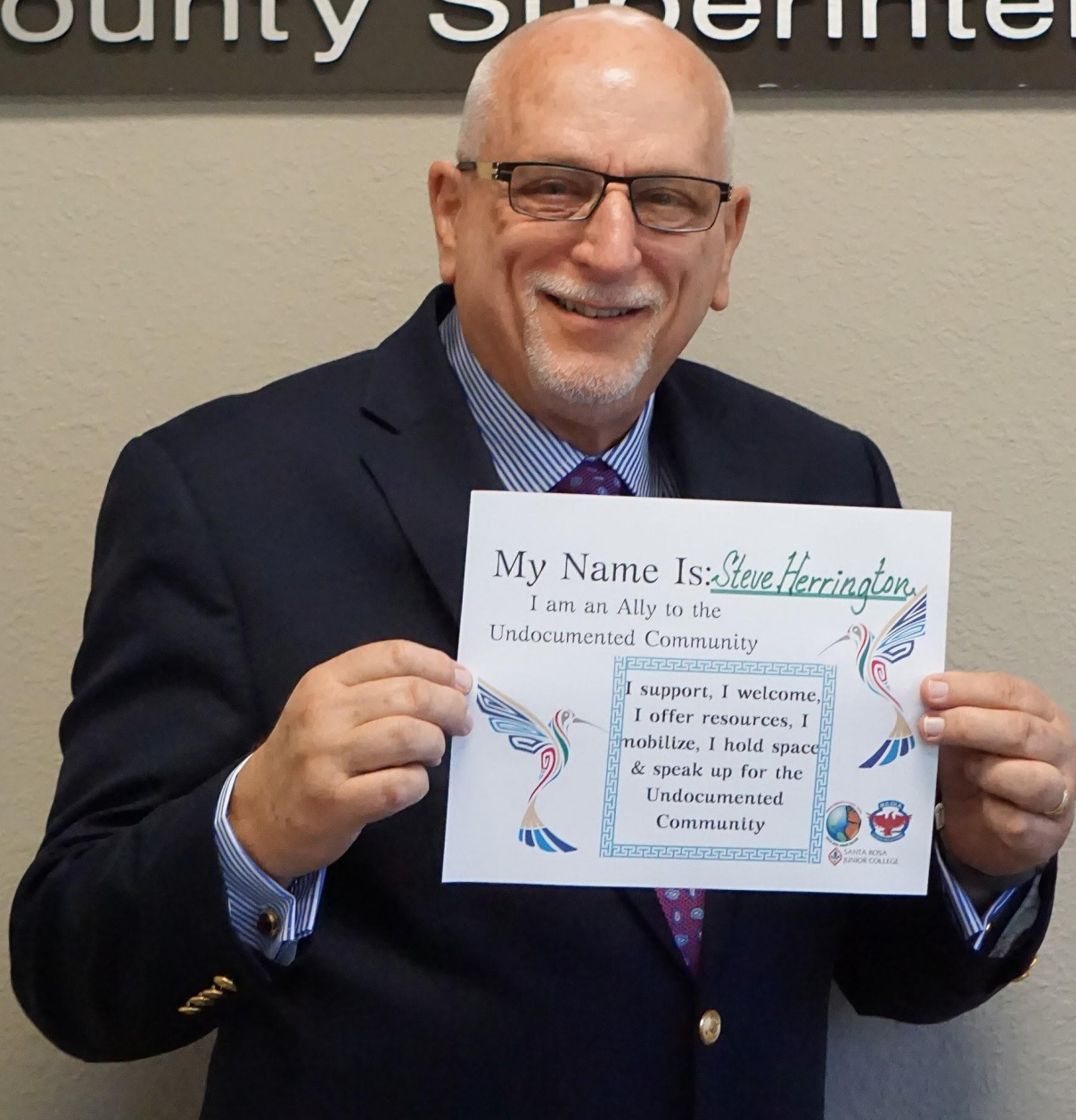
SOBRATO.ORG



Present an EBT card and photo ID at the front desk to receive admission for **up to six people at \$2 per person.**

To find other participating museums,
visit www.Museums4All.org.

County Superintendent



My Name Is: *Steve Herrington*

I am an Ally to the
Undocumented Community

I support, I welcome,
I offer resources, I
mobilize, I hold space
& speak up for the
Undocumented
Community





Sonoma County
Office of Education

Know Your Educational Rights

Conozcan Sus Derechos Educativos

INFORMATION REQUIRED FOR SCHOOL ENROLLMENT

- When enrolling a child, schools must accept a variety of documents from the student's parent or guardian to demonstrate proof of child's age or residency.
- You never have to provide information about citizenship/immigration status to have your child enrolled in school. Also, you never have to provide a Social Security number to have your child enrolled in school.

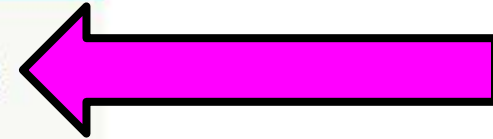


EL COLLABORATIVE NEWS

This page provides news, announcements, and administrative resources for staff in the EL Collaborative.

HELPFUL LINKS

- [EL Collaborative Contact Information](#)
- EL Collaborative Meeting Dates
- EL Services at SCOE



scoe.org/elnews

BREAK TIME





Sonoma County
Office of Education



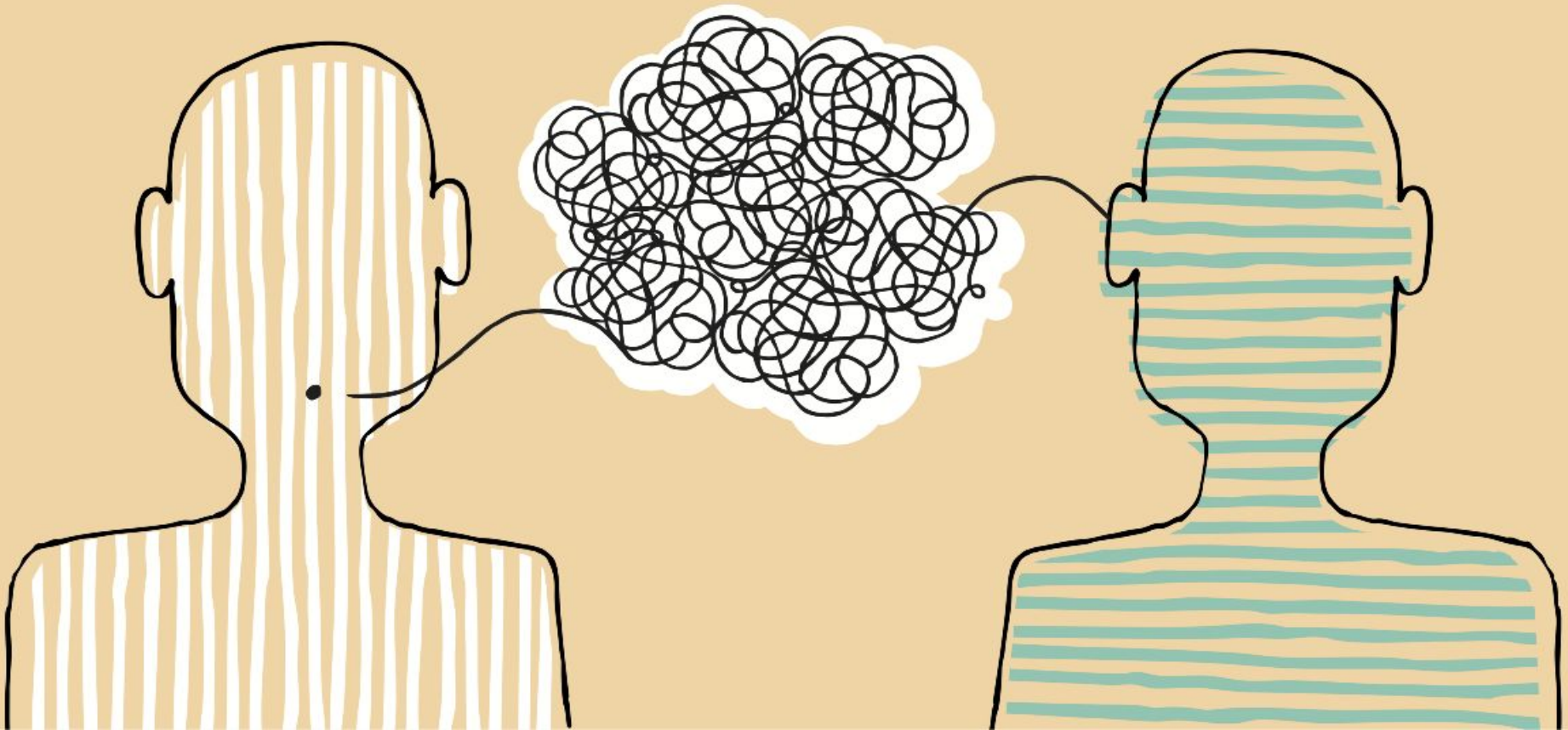


FORMS OF ANXIETY

A LEARNING EXPERIENCE THAT
CAUSED YOU TO FEEL ANXIOUS



CONNECT



ACCEPTANCE ANXIETY

- ❖ Will I be accepted, liked, wanted?
- ❖ Or will I be rejected, disliked, unwanted?

ORIENTATION ANXIETY

- ❖ Will I understand what is going on?
- ❖ Will I be able to make sense of this situation so that I can find some kind of identity within it?

PERFORMANCE ANXIETY

- ❖ Will I be able to do what I have come to learn?
- ❖ Will I be competent or incompetent?
- ❖ Will I be able to control the situation to meet my needs?

NORMAL

Boot Camp 8/9/18

Warm-Up

- 500m Row
- 2 Rounds
- 10 Push ups
- 15 Squats

Mobility

- Sampson Stretch

PT

2 Rounds

1 min each station

- Squats ✓
- Push up ✓
- Plank ✓
- Mtn. Climbers ✓
- Lunges (right) ✓
- Dips ✓
- Leg lift crunches ✓
- Hurdle Jump ✓
- Lunges (left) ✓
- Push Press ✓
- Spiderman Plank ✓
- Squat Jumps ✓

- Wall Sit ✓

- Bicep Curl ✓

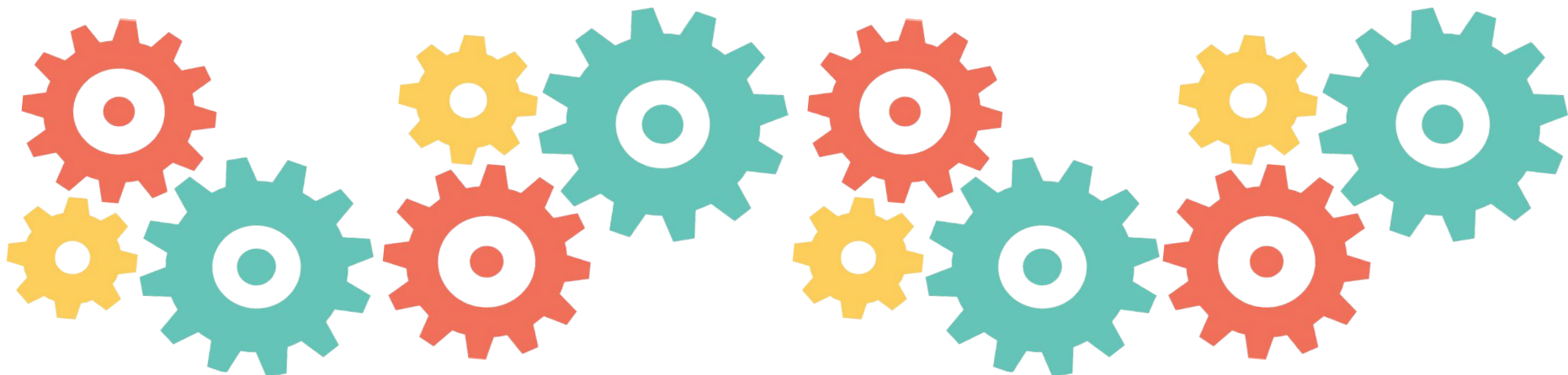
- Russian Twists ✓

**Foster a *SAFE SPACE* to
learn and take risks**



language

content



What connections are you making to the classroom?

Who might you share this information with?

What questions do you have?



Updates...



A yellow silhouette of the state of California is positioned on the left side of the page, partially overlapping the 'E' of the acronym.

ELPAC

A thick, blue, brushstroke-style underline is positioned beneath the acronym 'ELPAC'.

English Language Proficiency
Assessments for California

The Correction of Classification Process

QUICK REFERENCE GUIDE

INITIAL ELPAC

The Correction of Classification Process

A Correction Process A

Process A is used when a student is classified as “English Only” on the basis of the results of the home language survey. The correction is made if:

- The LEA has an indication that the student has a language other than English.
- The student is unable to perform ordinary classwork in English.

The LEA must collect and review evidence to determine whether the student should be administered the Initial ELPAC.

Please see *California Code of Regulations*, Title 5, Section 11518.20(a) for specific ELPAC procedural details to be followed by the LEA. The regulations can be found at <https://www.cde.ca.gov/ta/tg/ep/documents/elpacregs.doc>.

B Correction Process B

Process B is used if an LEA administers the Initial—or Summative—ELPAC to a student who is not eligible to be assessed.

Please see *California Code of Regulations*, Title 5, Section 11518.20(b) for specific ELPAC procedural details to be followed by the LEA. The regulations can be found at <https://www.cde.ca.gov/ta/tg/ep/documents/elpacregs.doc>.

C Correction Process C

Process C is used if a parent/guardian or certificated employee of the LEA requests a review of the student’s classification on the basis of the results of the Initial ELPAC. This process must occur before the first administration of the Summative ELPAC.

Please see *California Code of Regulations*, Title 5, Section 11518.20(c) for specific ELPAC procedural details to be followed by the LEA. The regulations can be found at <https://www.cde.ca.gov/ta/tg/ep/documents/elpacregs.doc>.

i For an LEA that is part of the Rotating Score Validation Process, if a student was classified as IFEP or EL by the LEA and the score validation process has different results, the LEA can use this evidence along with LEA measures in the process to determine whether the classification should remain the same or be changed.

California Department of Education July 2018

The Correction of Classification Process



Correction Process A

Process A is used when a student is classified as “English Only” on the basis of the results of the home language survey. The correction is made if both:

- The LEA has an indication that the student has a language other than English.
- The student is unable to perform ordinary classwork in English.

The LEA must collect and review evidence to determine whether the student should be administered the Initial ELPAC.

Can parents/guardians opt their child out of the ELPAC?

No. Parents/Guardians cannot opt their child out of the ELPAC. State and federal law require that all students whose primary language is other than English be assessed for English language proficiency. The legal basis for requiring English language proficiency testing is that all students have the right to an equal and appropriate education, and any English language limitations (left unidentified and/or unaddressed) could preclude a student from accessing that right.



The Correction of Classification Process

Correction Process B

If an LEA administers an initial or summative assessment to a pupil who is not eligible for the assessment, the pupil's classification shall remain unchanged; regardless of the assessment results, and the LEA shall not maintain any such results as a pupil record, including in CALPADS.



The Correction of Classification Process

Correction Process C

Process C is used if a parent/guardian or certificated employee of the LEA requests a review of the student's classification on the basis of the results of the Initial ELPAC. This process must occur before the first administration of the Summative ELPAC. Based upon its review of the evidence, the LEA shall determine whether the pupil's classification should remain unchanged or be changed.

[ELPAC Regs](#)



ELPAC Regs



Reclassification

LEAs should continue using the following four criteria to establish local reclassification policies and procedures:

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

September 2018

- [Reclassification memo](#) sent out to the field from CDE. No new guidance was given.
- A threshold validation study is currently being conducted

November 2018

- The study and the final threshold scores will be presented to the State Board of Education (SBE)

January 2019

- Proposed reclassification criteria will be presented to the SBE
- Reclassification guidance will be sent to the field (**woo hoo!**)

Summative ELPAC

Overall Score

- Level 4- well developed
- Level 3- moderately developed
- Level 2- somewhat developed
- Level 1- beginning stage

Composite Score (Written Composite and Oral Composite)

- Level 4
- Level 3
- Level 2
- Level 1

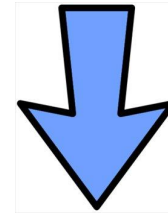
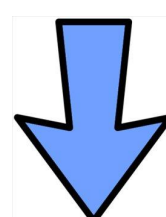
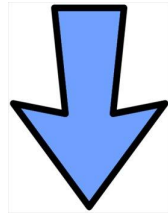
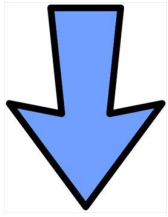
Domain Score

- Beginning
- Somewhat/Moderately
- Well developed

Guide to Understanding Your Student Score Report, 2017–18 Summative ELPAC

EMERGING	EXPANDING		BRIDGING
Level 1	Level 2	Level 3	Level 4
Beginning	Somewhat to Moderately		Well Developed

bit.ly/reclass1819



A Weekly Email from the California Department of Education

Assessment Spotlight

Focusing on the California Assessment of Student Performance and Progress (CAASPP) System and English Language Proficiency Assessments of California (ELPAC)—and including, when timely, updates on California's other statewide assessments.

*To join the email list, send a blank email message to
subscribe-caaspp@mlist.cde.ca.gov.*

Visit the [Assessment Spotlight web page](#) to find previous issues.



Blue
(Highest)



Green



Yellow



Orange



Red
(Lowest)

English Learner Progress Indicator

“ELPI”

Annual California English Language Development Test (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

English Learner Progress Indicator

2018- (1 year of ELPAC data)

Reported: the percentage scored in each of the ELPAC performance levels

2019- (2 years of ELPAC data)

Reported: status

2020- (3 years of ELPAC data)

Reported: status, change, color



But Wait...
**There's
MORE!**

Annual California English Language Development Test (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

ESSA Waiver

- LTEL
- Reclassification

STAY TUNED!



AB 81

A local educational agency or charter school may, to comply with the requirements of subdivision, **send a notice to parents and guardians** that identifies pupils as long-term English learners or English learners at risk of becoming long-term English learners.

Add this information to the annual letter!

AB 2735

This bill, commencing with the 2019–20 school year, prohibits a middle school or high school pupil who is classified as an English learner from being denied participation in a school’s standard instructional program by being denied enrollment in specified courses, including, among others, courses required for graduation and college admission.



**More
information
coming
soon!**

The California Education for a Global Economy (CA Ed.G.E.) Initiative



The CA Ed.G.E. Initiative **authorizes** school districts and county offices of education to **establish language acquisition programs** for both native and non-native English speakers, and **requires** school districts and county offices of education to **solicit parent and community input** in developing language acquisition programs.

How will parents know what types of language and language acquisition programs are offered in an LEA?

LEAs provide information to parents or legal guardians on the types of language and language acquisition programs available in the district. This information is part of the notice pursuant to EC Section 48980 or provided upon enrollment. The information includes, but is not limited to, a description of each program. (*EC* Section 310[b][2]; 5 *CCR* section 11310[a].)

Who receives the CA Ed.G.E. Initiative parent notice?

All parents receive the CA Ed.G.E. Initiative parent notice because it is contained in the notice pursuant to EC Section 48980. (*EC* Section 310[b][2] and 5 *CCR* section 11310[a].)

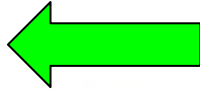


Ed.G.E. Initiative FAQ



Ed.G.E. Initiative FAQ

Parental Notice



15. [How will parents know what types of language and language acquisition programs are offered in an LEA?](#)
16. [Who receives the CA Ed.G.E. Initiative parent notice?](#)
17. [When does an LEA translate the CA Ed.G.E. Initiative parent notice?](#)

Parent Choice and Requests



18. [Are parents of English learners required to waive from English classroom placement in order to enroll their child in a multilingual program?](#)
19. [May a parent choose a particular language acquisition program for their child?](#)
20. [How does a parent request to establish a new language acquisition program at a school?](#)
21. [When do parent requests to establish a new language acquisition program trigger a response from the LEA?](#)
22. [How does an ELA respond to parent requests to establish a new language acquisition program?](#)
23. [What happens when an LEA determines it is possible to implement the program requested by parents?](#)
24. [What happens when an LEA determines it is not possible to implement the program requested by parents?](#)
25. [What can I do if I do not agree with the LEA's decision?](#)

Parent and Community Engagement



26. [How might parents participate in the selection of language acquisition programs and language programs in their LEA?](#)
27. [Where can LEAs find information about developing evidence-based programs for linguistically and culturally diverse students?](#)

EL Collaborative 2018-2019



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

תודה
Dankie Gracias
Спасибо شكراً
Merci Takk
Köszönjük Terima kasih
Grazie Dziękujemy Děkojame
Ďakujeme Vielen Dank Paldies
Kiitos Täname teid 谢谢
Thank You Tak
感謝您 Obrigado Teşekkür Ederiz
Σας Ευχαριστούμ 감사합니다
ขอบคุณ
Bedankt Děkujeme vám
ありがとうございます
Tack