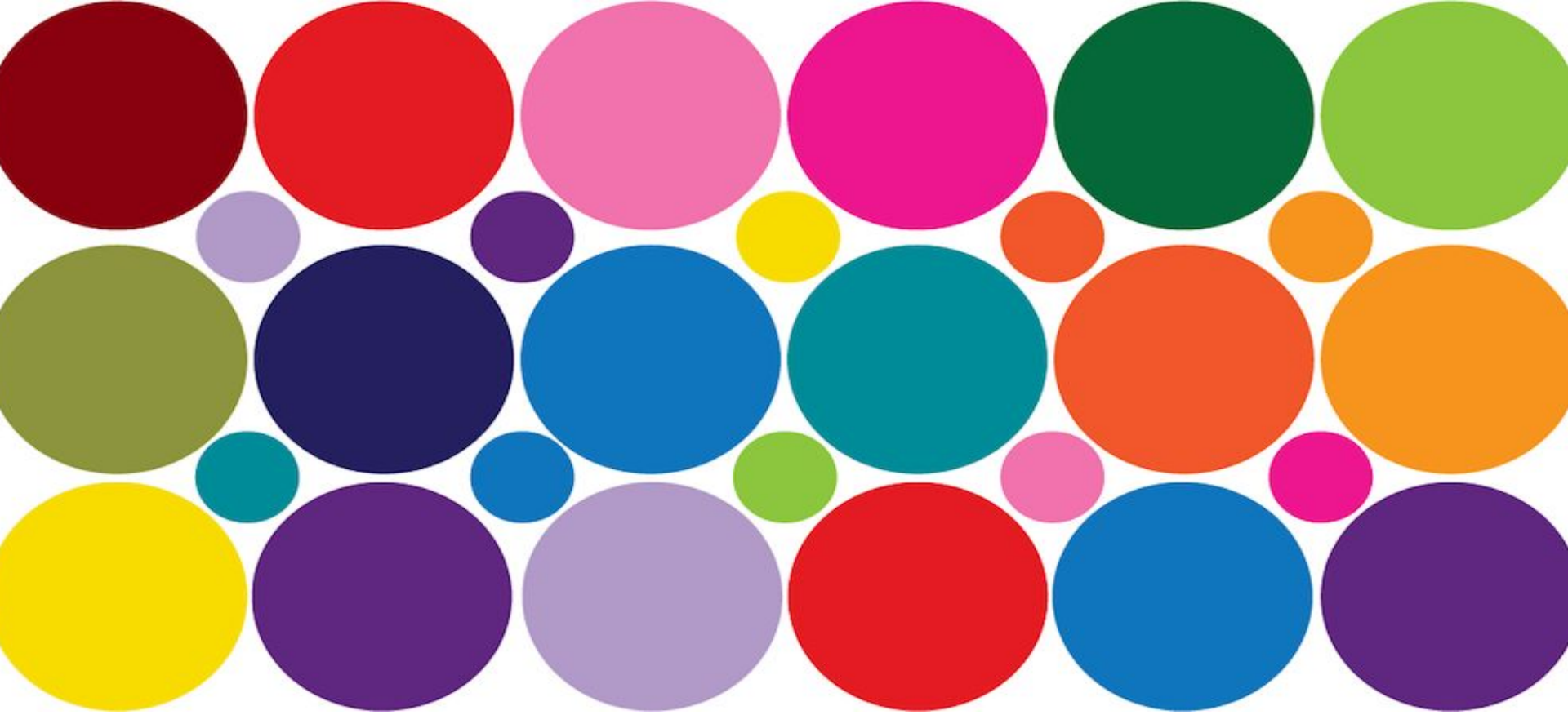
The EL Collaborative

November 14, 2017

bit.ly/ELC1617

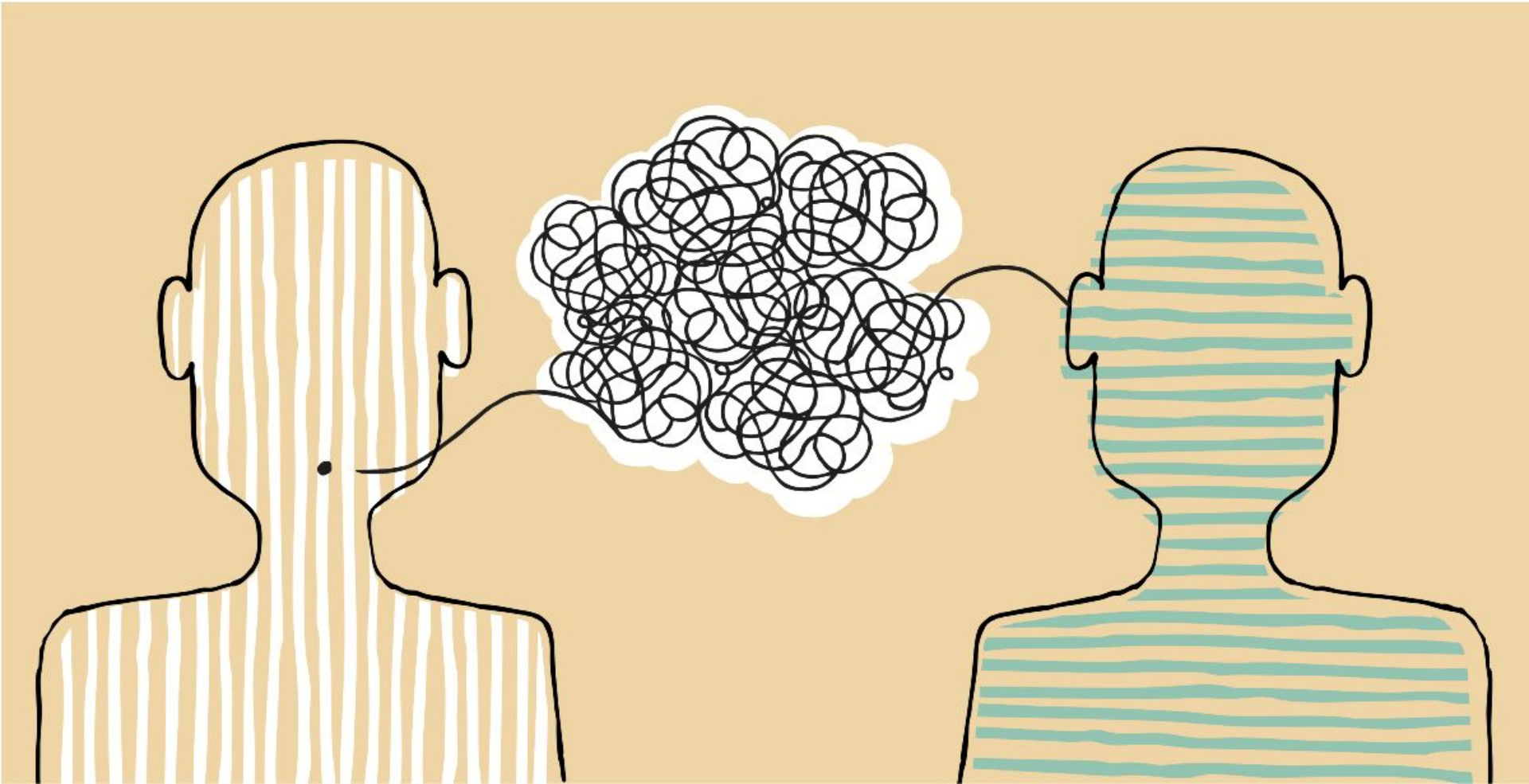
Sonoma County
Office of Education

Jenn Guerrero
EL Program Coordinator, SCOE



WELCOME

How are you?



Agenda

- Housekeeping
- Biopoem (Focus on Instruction… and community)
- EL Road Map

BREAK

- Professional learning opportunities
- Rethinking Data: How to Create a Holistic View of Students
- Updates! (and time to process)
- Closure

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Office of Education

Housekeeping

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Office of Education

EL News Page

scoe.org/elnews

Your name isn't on the sign-in sheet?

Email Jenn!

You haven't received any notifications from the EL News Page?

Email Jenn!

jguerrero@scoe.org

Group Notes

bit.ly/ELC1617

2017-2018

Group Notes 17-18

EL Collaborative Notes- 11/14/17

Focus on Instruction (and community)

Biopoem

SONOMA STRONG

The majority of disaster-affected individuals are likely to do better if they feel safe, empowered to handle the post-disaster context, connected to others, and calmer.

US Department of Veterans Affairs

(First and Middle Name)-

Son/Daughter/Child of (your parents' names)

Lover of …..

Who feels …..

Who gives …..

Who needs …..

Who fears …..

Who would like to see …..

Who lives …..

-(Last name)

Jennifer Maureen-

Daughter of Rick and Bonnie

Lover of life, children, the outdoors

Who feels committed to the children and families of Sonoma County

Who gives pretty good advice (when asked)

Who needs to exercise to clear her head

Who fears medical settings

Who would like to see her children grow healthy and happy

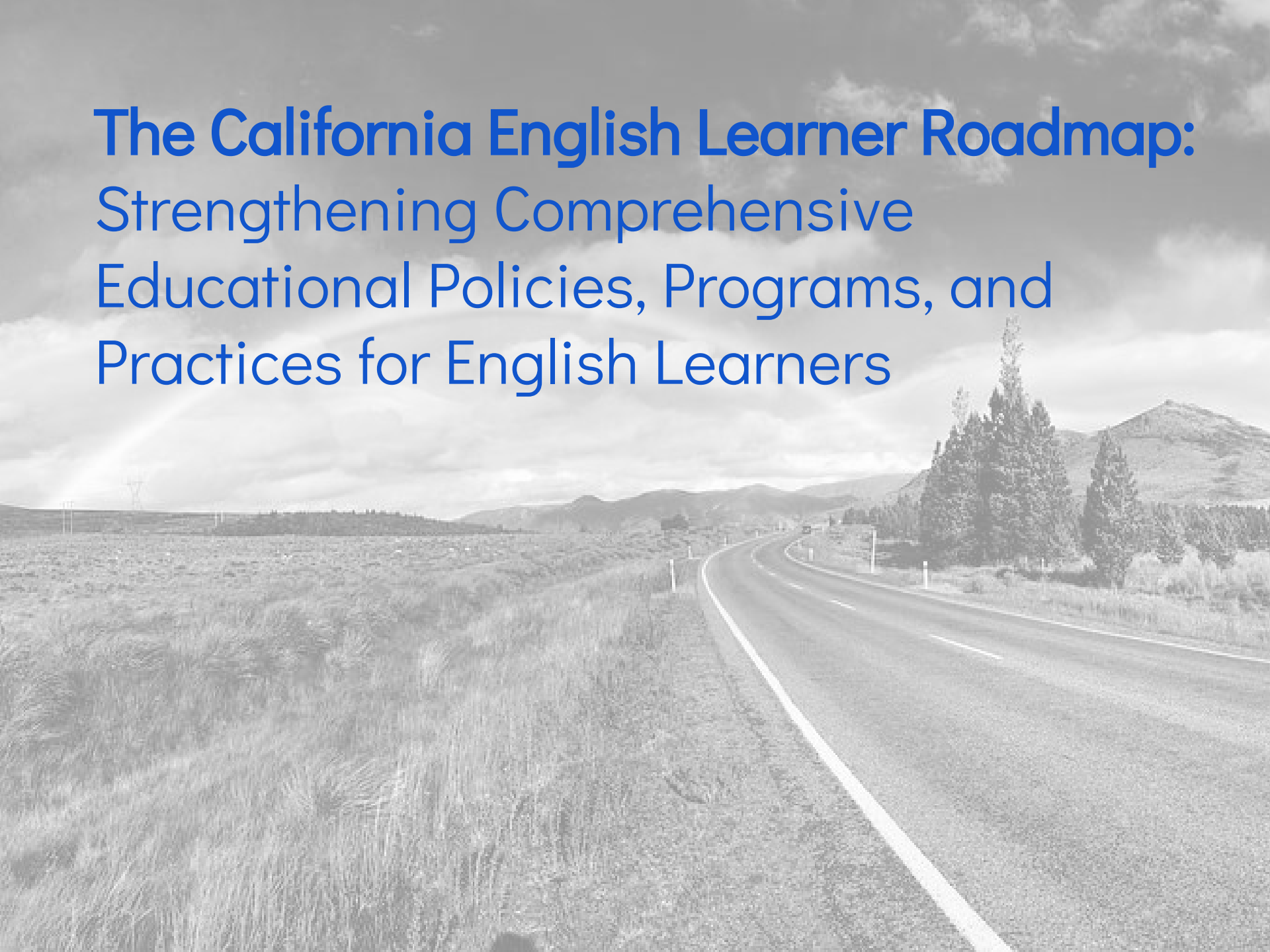
Who lives in and deeply loves Sonoma County

-Guerrero

Invitation

- How might you use the Biopoem with adults? With students?

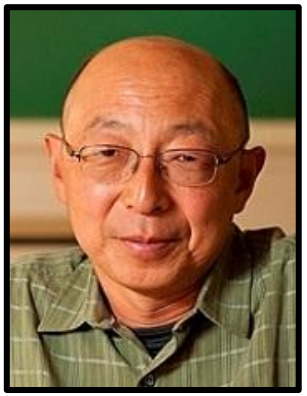
- How would you modify it for your setting?



The California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners

The English Learner Roadmap provides a common belief system for **welcoming**, **understanding**, and **educating** English Learners in our schools.

Dr. Laurie Olsen



Dr. Kenji Hakuta

Los Angeles Unified School District

Redwood City School District

Bakersfield City School District

San Jose State University

San Joaquin County Office of Education

Anaheim Union High School District

Tahoe-Truckee Unified School District

Chico Unified School District

Alliance College-Ready Public Schools

Riverside County Office of Education

San Bernardino County Superintendent of Schools

The EL Roadmap provides the vision, but there are many different roads to achieve this vision. Each LEA may choose its own road based on its local context.

TOM TORLAKSON
State Superintendent
of Public Instruction

EL Roadmap Shifts

Old	New
• Prescriptive, mandate-driven compliance. Focus on exactly what schools need to do	• Setting a vision and mission for California schools with research-based principles to guide local planning and continuous improvement
• K-12 focus	• Explicit recognition of early childhood education as crucial part of system
• Focus on English proficiency	• Focus on English proficiency plus proficiency in multiple languages
• One-size fits all approaches	• Responsive to the diverse needs of English learners
• Focus on lack of proficiency, what students don't have (deficit oriented)	• Value and build upon the linguistic and cultural assets students bring (assets oriented)

Guidance Document

December 2017/January 2018

Web-Based Resources

January 2018 (continually updated)

Four Principles

- Assets-Oriented and Needs-Responsive Schools
- Intellectual Quality of Instruction and Meaningful Access
- System Conditions that Support Effectiveness
- Alignment and Articulation Within and Across Systems

Peace & Quiet
NEXT EXIT

Stay Updated

Stay Connected

Impact the lives of English Learners

Sonoma County Office of Education

Crayola
Crayola
Crayola
Crayola

What would your principle look like in a state, county, district, school, classroom, or pre-school setting? How can you tell if a system is practicing this principle? What would you see?

EL Master Plan!

What are you going to do with this information?

Sonoma County
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Professional Learning Opportunities

Sonoma County
Office of Education

2017 Accountability Leadership Institute

Accountability Leadership Institute
for English Learner, Immigrant,
and Migrant Student Programs

December 4-5
Los Angeles, California
Registration Deadline: November 9th

???

Register Here

Friday, January 19th

9:00 am-12:00 pm

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

FREE

EL Parent Leadership Conference

Friday, February 9th, 8:30-2:30

- Conducted in Spanish
- Breakfast and lunch included
- Community Resources
- Unfortunately, no child care

SCOE EL Leadership Conference

January 12th

Register TODAY!!!

Keynote Speakers

Dr. Laurie Olsen
Director, SEAL Initiative

Oscar Chavez
Assistant Director, Sonoma County
Department of Human Services

Breakout Sessions (more TBA!)

- Communication with Families of English Learners: Connecting families, cultures, and languages
- Supporting Sonoma County's Immigrant Children
- Simple, Yet Powerful Shifts to Increase Accessibility for English Learners
- Building Community for Language Development
- Supporting English Learners Through Intentionally Designed Content Objectives, Language Frames, and Vocabulary Exploration in Math
- Integrating Multilingual Learners' Everyday Uses of Language and Subject Matter Uses of Language in Secondary Classrooms (ELA, History, Math, Science)
- Steering the Ship in a new Era: What administrators need to know about policies & research in order to lead and support efforts to meet the needs of English Learners

Rethinking Data:
How to Create a Holistic View of Students

Relationships matter. As a group of students who have been largely overlooked throughout their schooling, it makes a difference when adults reach out, listen, and mentor them. As one Long Term English Learner put it, “I need to know someone cares — not just about my homework being turned in, not just about my scores, but about ME and my education.”

- What resonated with you?
- What questions do you have?
- What roadblocks do you foresee?

What are you going to do with this information?

Sonoma County
Office of Education

DEPARTMENT OF EDUCATION
STATE OF CALIFORNIA

ELPAC

English Language Proficiency Assessments for California

Sonoma County Office of Education

Transitioning to ELPAC

Fall 2017 (17-18 SY)	Spring 2018 (17-18 SY)	Fall 2018 (18-19 SY)	Spring 2019 (18-19 SY)
CELDT- Initial	**CELDT-** Initial **ELPAC**- Summative	**ELPAC**- Initial	**ELPAC**- Summative

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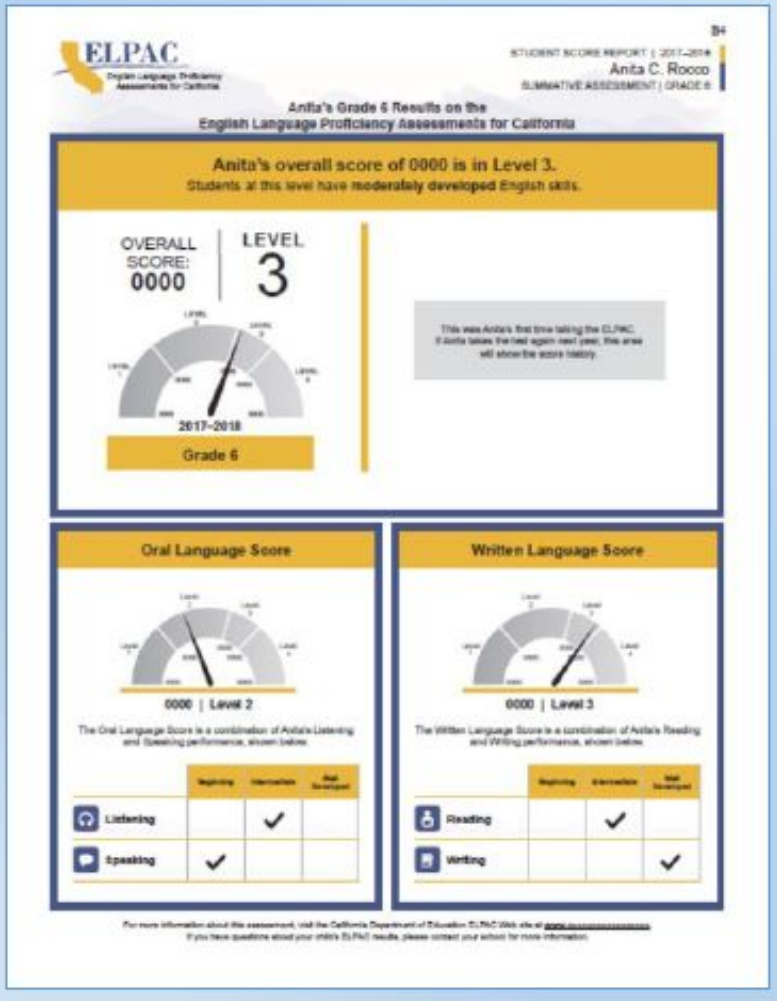
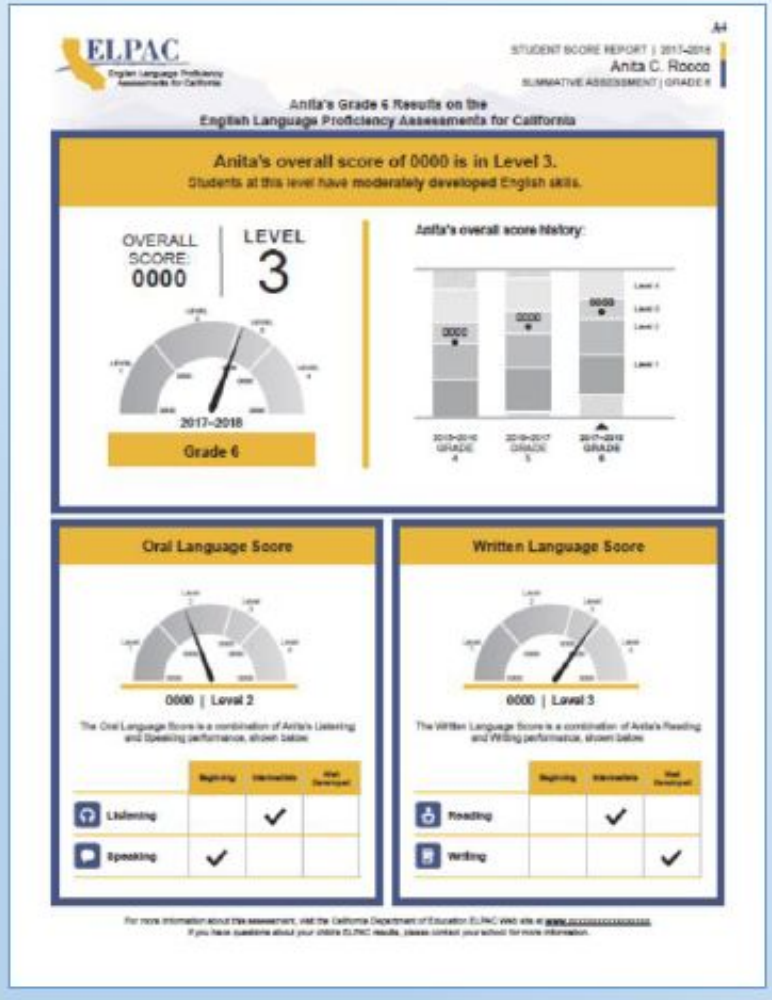
Office of Education

ELPAC Student Score Reports

ELPAC Student Score Report



Initial Year Student Score Report, front page



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)

STUDENT #: [redacted] DATE OF BIRTH: 12/28/2007
GRADE: 8 TEST DATE: [redacted]

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
CDS: [redacted]

Tom Torlakson
Tom Torlakson
State Superintendent of Public Instruction

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 that 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 academic 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
Level 4	Students at this level have well-developed English skills. • They can usually use English to learn new things in school and to interact in social situations. • They may occasionally need help using English.
Level 3	Students at this level have moderately developed English skills. • They can sometimes use English to learn new things in school and to interact in social situations. • They may need help using English to communicate on less-familiar school topics and in less-familiar social situations.
Level 2	Students at this level have somewhat developed English skills. • They usually need help using English to learn new things at school and to interact in social situations. • They can often use English for simple communication.
Level 1	Students at this level are at a beginning stage of developing English skills. • They usually need substantial help using English to learn new things at school and to interact in social situations. • They may know some English words and phrases.

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 picture or what is happening in the picture.
- 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.

Score Reports

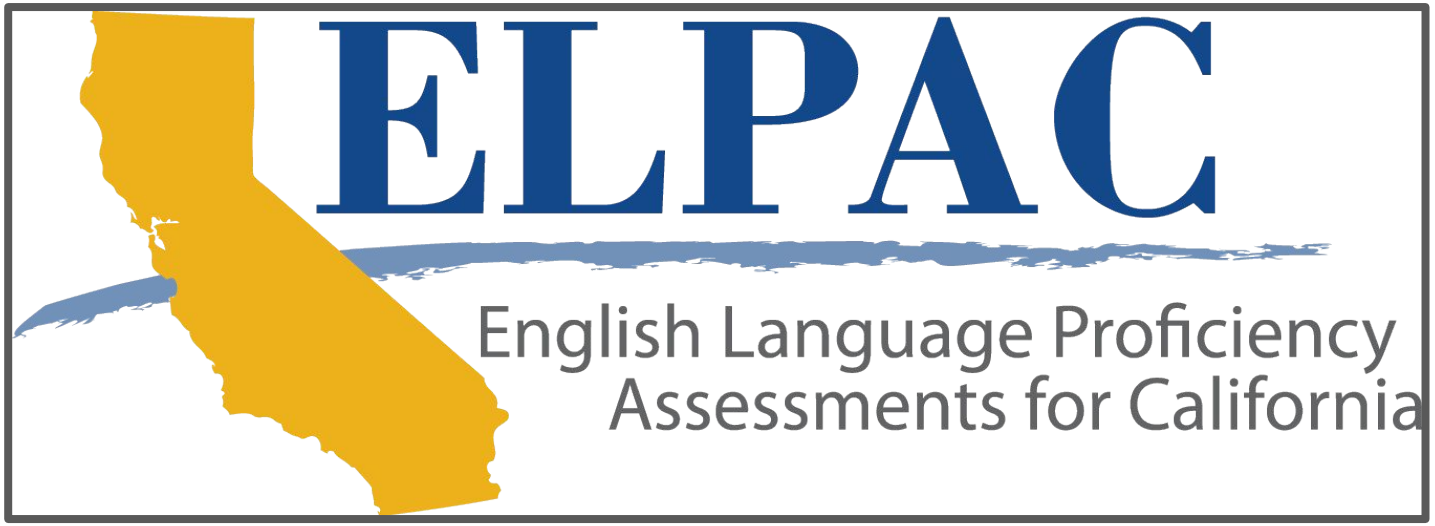
Overall Score- Numbers and descriptions

- 1- Beginning
- 2- Somewhat developed
- 3- Moderately developed
- 4- Well developed

Domain Scores- No numbers, just descriptions

- Beginning
- Intermediate
- Well developed

California
English Language
Development Standards
(Electronic Edition)
Kindergarten Through Grade 12


ELPAC
English Language Proficiency
Assessments for California

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts

Part I: Interacting in Meaningful Ways

Texts and Discourse in Context	ELD Proficiency Level Continuum		
	→ Emerging →	→ Expanding →	→ Bridging →
Part I, strands 1–4, corresponding to the CA CCSS for ELA/Literacy 1. SL.6.1,6; L.6.3, 6 2. W.6.6; WHST.6.6; SL.6.2; L.6.3, 6 3. W.6.1; WHST.6.1; SL.6.1, 4, 6; L.6.3, 6 4. W.6.4–5; WHST.6.4–5; SL.6.6; L.6.1, 3, 6 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on.	Engage in conversational exchanges and express ideas on familiar topics by asking and answering *yes-no* and *wh-* questions and responding using simple phrases. ***2. Interacting via written English*** Engage in short written exchanges with peers and collaborate on simple written texts on familiar topics, using technology when appropriate.	Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas. ***2. Interacting via written English*** Engage in longer written exchanges with peers and collaborate on more detailed written texts on a variety of topics, using technology when appropriate.	Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback. ***2. Interacting via written English*** Engage in extended written exchanges with peers and collaborate on complex written texts on a variety of topics, using technology when appropriate.

ELPAC Performance Level Descriptors

Level	Description
4	English learners at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Bridging" proficiency level, as described in the California English Language Development Standards, Kindergarten Through Grade 12 (2012 ELD Standards).
3	English learners at this level have moderately developed oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light to minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the lower range of the "Bridging" proficiency level through the upper range of the "Expanding" proficiency level, as described in the 2012 ELD Standards.
2	English learners at this level have somewhat developed oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the mid- to low-range of the "Expanding" proficiency level, as described in the 2012 ELD Standards.
1	English learners at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the "Emerging" proficiency level, as described in the 2012 ELD Standards.

Level	Description
4	This test performance level corresponds to the upper range of the "Bridging" proficiency level*
3	This test performance level corresponds to the lower range of the "Bridging" proficiency level through the upper range of the "Expanding" proficiency level*
2	This test performance level corresponds to the mid- to low-range of the "Expanding" proficiency level*
1	This test performance level corresponds to the "Emerging" proficiency level*

**as described in the ELD Standards*

ELPAC Performance Level Descriptors & ELD Standards Proficiency Levels

ELPAC	Level 1	Level 2		Level 3		Level 4
ELD Standards	Emerging	Low Expanding	Mid Expanding	Upper Expanding	Lower Bridging	Upper Bridging

CLOSER
LOOK

Reclassification

Sonoma County
Office of Education

If your district is scoring the RETEST locally:

- LEAs may use leftover 2016–17 Edition materials to test students. If additional materials are needed, LEAs may order additional 2016–17 Edition test materials through **Thursday, January 11, 2018**.

- LEAs must complete student testing with the RETEST by **Wednesday, January 31, 2018.**

If your district is purchasing RETEST scoring and reporting services from Educational Data Systems:

- You may order RETEST services and Answer Books through **Thursday, November 9, 2017**

- Testing must be complete by **Thursday, November 30, 2017**

- The last day to ship scorable materials to Educational Data Systems is **Thursday, December 7, 2017**

- The processing and reporting of tests will be complete by **Wednesday, January 31, 2018**

Guidelines for Reclassification

The LEAs are to establish local reclassification policies and procedures based on the four criteria below:

1. English language proficiency
2. Teacher evaluation
3. Parental opinion/consultation
4. Academic content assessment

Sonoma County
Office of Education

2016–17 and 2017–18 CELDT Information Guide

Assessment of English Language Proficiency

Use the CELDT as the primary criterion. Consider for reclassification those students whose Overall performance level is Early Advanced or higher and:

- Listening is Intermediate or higher,
- Speaking is Intermediate or higher,
- Reading is Intermediate or higher, and
- Writing is Intermediate or higher.

Those students whose Overall performance level is in the upper end of the

Intermediate level also may be considered for reclassification if additional measures determine the likelihood that a student is proficient in English.

In July 2010, the SBE modified the definition of the English proficiency level for kindergarten through grade one students on the CELDT, to require an Overall score

Guidelines for Reclassification

The LEAs are to establish local reclassification policies and procedures based on the four criteria below:

1. English language proficiency

For the 2018-2019 school year,
this is a local decision.

Sonoma County
Office of Education

Sonoma County
Office of Education

ELPAC Practice Tests Now Available

Students and Families

can use the Practice Tests to:

- Become familiar with the types of questions on the ELPAC
- Understand the types of English language skills that students are expected to develop
- Understand what students need to be able to do on the actual test

Teachers and Administrators

can use the Practice Tests to:

- Understand the types of test questions that appear on the actual test
- Understand the alignment of the test questions with the 2012 California English Language Development Standards, Kindergarten Through Grade 12
- Create similar tasks for instructional purposes, with appropriate support, for their students
- Communicate with students, families, and teachers about the skills assessed on the test

Find them here

SPEAKING Speech Functions

In this task type, the Test Examiner describes a situation to the student that might occur in a school context. The student then gives an answer of what he or she would say in the situation.

Aligned 2012 ELD Standards: PI.A.4, PII.B.3, PII.B.4, PII.B.5

Rubric

Score 0	Score 1	Score 2
• Response does not address the language function. • Response contains no English. • No response, "I don't know," or is completely unintelligible.	• Response addresses the language function in a limited way. Listener effort is required to interpret meaning. • Errors in grammar, word choice, pronunciation, or intonation impede meaning.	• Response appropriately addresses the language function in a clear way. No listener effort is required to interpret meaning. • Errors in grammar, word choice, pronunciation, or intonation do not impede meaning.

7

SAY **I'm going to tell you about a situation that could happen to you. Then, tell me what you would say. Make sure your answer is appropriate for your audience.**

SAY **You want to know if your friend has finished working on a science project. What would you say to your friend?**

(Function: asking for information)

The student might say, "*Did you finish your project?*" or "*How is your science project going?*"

ELPAC Domain Information Sheets

CLOVERDALE
UNIFIED SCHOOL DISTRICT

Sacramento
Office of Education
County

California School DASHBOARD

Blue (Highest) Green Yellow Orange Red (Lowest)

English Learner Progress Indicator

"ELPI"

Update on the ELPI Formula

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

Updates to the ELPI Section in the CA School Dashboard Technical Guide (cont.)

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.

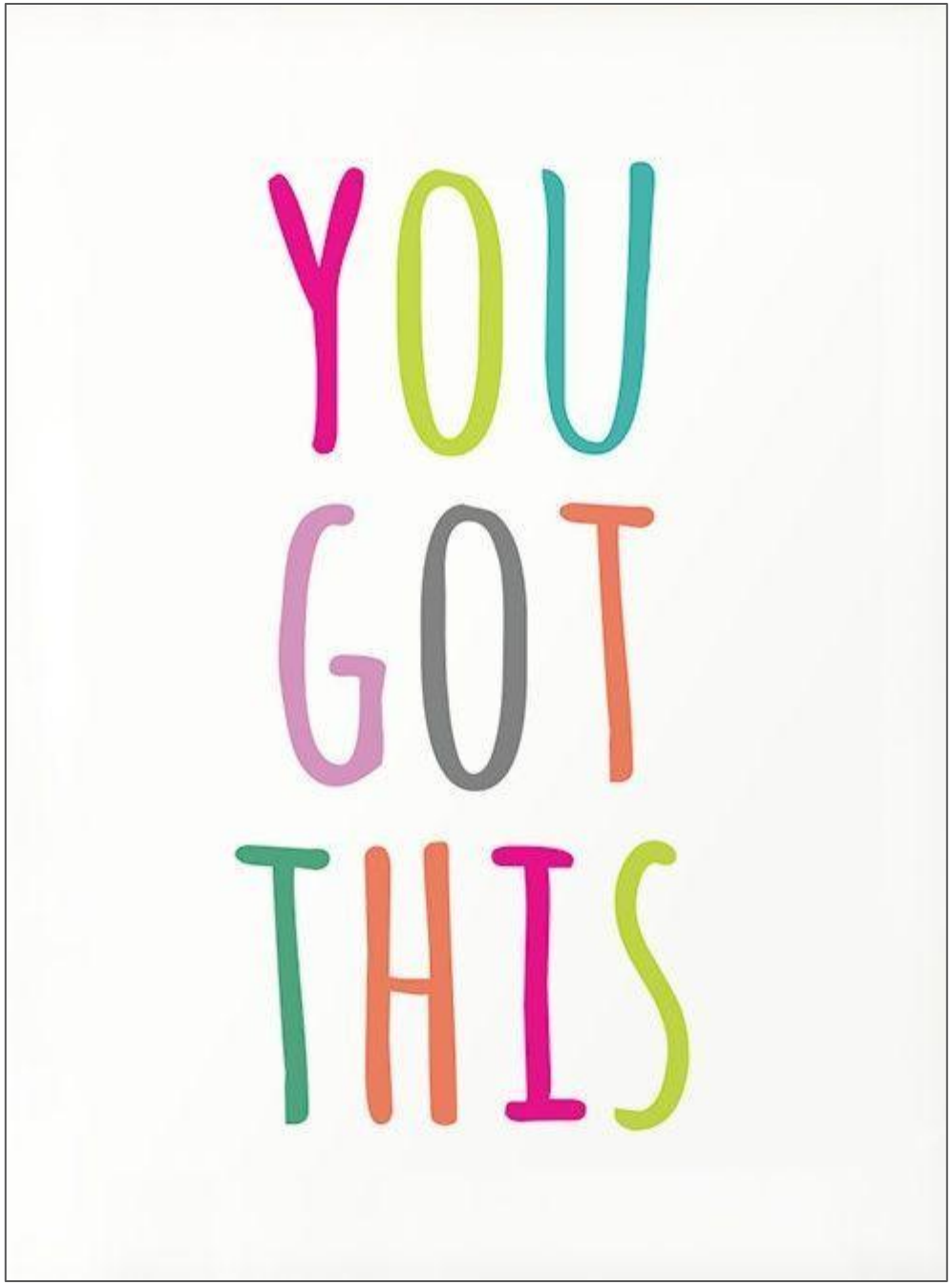
ELPI Data Used

The data used for the Fall 2017 Dashboard will include more current data.

Dashboard Release	CELDT Data	RFEP Data	LTEL Data
March	2014-15	2013-14	NA
Fall 2017	2016-17	2015-16	2016-17

EL Collaborative 2017-2018

- Tuesday, January 23
- Tuesday, March 13
- Tuesday, May 8


YOU
GOT
THIS

GRACIAS