



Multilingual Updates Newsletter

Information and Updates from the California Department of Education
(CDE) Multilingual Support Division (MSD)

Issue 28, March 2023

This newsletter is disseminated **quarterly** to keep you informed of new resources and guidance for supporting the English learners and multilingual learners you serve.

This Issue Includes:

- **Announcements**
 - Observation Protocol for Teachers of English Learners (OPTEL) Field Test
- **Grants**
 - Dual Language Immersion Grant (DLIG)
- **Assessment**
 - Summative English Language Proficiency Assessments for California (ELPAC) Testing Reminders
 - Translated Versions of the Parent Guides to Understanding the California Assessment Programs Now Available
- **Recognitions**
 - State Seal of Biliteracy Season Reminders
 - First Annual World Language Reading Challenge
- **Resources**
 - Online Publication *Creating Equitable Early Learning Environments for Young Boys of Color*
 - Benefits of Multilingualism Infographic Now Available in More Languages
 - Teaching Books World Languages Collection
- **Webinars**
 - March 23, 2023: CDE Literacy Webinar

Announcements

OPTEL Field Test

We need partnership from the field! Educators are needed to join in the OPTEL field test now as part of an inclusive cohort of innovative educators.

The CDE and WestEd are looking for teachers with a range of teaching experience, from all grade levels (TK–12) and subject areas, who teach EL students (including students with disabilities) at all English proficiency levels, to field test a new observation protocol focused on language use in the classroom. Field testing is scheduled for January through the end of March 2023.

The OPTEL will support:

- Teacher evaluation of English proficiency and use of English while engaging in academic content learning (Reclassification Criterion 2: Teacher Evaluation),
- Formative assessment to inform immediate instructional decisions that advance student learning,
- Communication with parents (Reclassification Criterion 3: Parental Consultation), and
- Institutions of higher education with development and implementation of teacher preparation programs.

The goal of the field test is to collect information from teachers to ensure that the tool will be useful and usable. Participating teachers will be asked to pair up with another teacher and identify eight EL students they want to observe. Each teacher will then independently observe and submit ratings for each student.

We are specifically in need of educators who teach in:

- Elementary grades (TK–6),
- Northern or southern California schools,
- Rural settings, or
- Charter schools.

Educator voice is essential in this work and sharing this opportunity is greatly appreciated. Local educational agency (LEA) participation will help shape future policies and practices to improve experiences and outcomes of EL students.

Register now with the OPTEL Field Test Sign-up Form web page at <https://app.smartsheet.com/b/form/0aceac9c4e3f464e91718823913c4bb1> and share this opportunity with your peers. The commitment is small, but your impact will be big. Additional information will be provided upon registration.

Email your questions to OPTEL@wested.org.

Grants

DLIG

The purpose of the DLIG is to expand or establish dual language immersion programs that provide integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding.

The DLIG provides funds to 27 grantees that include 26 districts with 55 schools and 1 charter school. There are 9 LEAs that are establishing dual language programs, 13 LEAs that are expanding their dual language programs, and 5 LEAs that are establishing and expanding their dual language programs.

The list of DLIG grantees is available on the CDE DLIG Funding Results web page at <https://www.cde.ca.gov/fg/fo/r28/dlig21result.asp>. To learn more about the DLIG, visit the CDE DLIG Request of Applications web page at <https://www.cde.ca.gov/fg/fo/r28/dlig21rfa.asp>.

If you have questions about the DLIG, please contact Margaret Tom, EPC, Language Policy and Leadership Office (LPLO), MSD, CDE by email at DLIG@cde.ca.gov.

Assessment

Summative ELPAC Testing Reminders

February 1, 2023, marked the first day of the Summative ELPAC and Summative Alternate ELPAC administration window.

LEA ELPAC coordinators must complete the ELPAC Certification Courses prior to the administration of the Summative ELPAC and Summative Alternate ELPAC. LEA ELPAC coordinators and test examiners can fulfill their certification requirements by accessing the virtual training modules in the Moodle Training Site at <https://moodle.caaspp-elpac.org>. Email reminders have been sent out to LEAs by the contractor, Educational Testing Service, and the CDE has followed up with those who have not completed the training.

For more information, access the Summative ELPAC Administration and Scoring Trainings web page at <https://www.elpac.org/training/summative> and the Summative Alternate ELPAC Administration and Scoring web page at <https://www.elpac.org/training/alternate>.

If you have questions about the ELPAC, contact the CDE English Language Proficiency and Spanish Assessments Office by phone at 916-319-0784 or by email at elpac@cde.ca.gov.

Translated Versions of the Parent Guides to Understanding the California Assessment Programs Now Available

The translated versions of the Parent Guides to Understanding have been updated and are now available on the CDE California Assessment of Student Performance and Progress (CAASPP) web page at <https://www.cde.ca.gov/ta/tg/ca/parentguidetounderstand.asp>. Translations are available in Arabic, Korean, Russian, Simplified Chinese, Traditional Chinese, Spanish, Tagalog, and Vietnamese.

These guides are two-page flyers written in easy-to-understand language that answer key questions (who, why, when, how, and what) about California's assessment programs including the Smarter Balanced Summative Assessments, the California Science Test, the California Alternative Assessments, the California Spanish Assessment, the Initial and Summative ELPAC, the Alternate ELPAC, and the Physical Fitness Test.

Information is also included about how parents can support their student's success.

If you have questions about these guides, please contact the CAASPP Office by phone at 916-445-8765 or by email at caaspp@cde.ca.gov.

Recognitions

State Seal of Biliteracy Season Reminders

The State Seal of Biliteracy season is starting. With that in mind, the CDE MSD would like to provide a few reminders and resources to State Seal of Biliteracy coordinators and LEAs.

It is helpful to make students aware of the requirements early, starting in grade 9 or sooner, to ensure they are on track to meet the requirements by the time they graduate. The State Seal of Biliteracy poster and bookmark, available under the “Resources” tab on the CDE State Seal of Biliteracy web page can be used by English language development and world language teachers, counselors, and other educators seeking to share more information about the State Seal of Biliteracy with students.



Please ensure that you highlight the fact that the CAASPP English Language Arts, administered in grade 11, is used to assess English proficiency for the State Seal of

Biliteracy. Students must score “standard met” or above on this portion of the CAASPP to qualify for the seal. Students who opt out of the grade 11 CAASPP are no longer eligible for the State Seal of Biliteracy.

As always, LEAs interested in participating in this program may order insignias using the online Insignia Request Form, also available on the CDE State Seal of Biliteracy web page. This form may be completed at any time. However, the CDE MSD recommends that LEAs submit at least four weeks prior to their earliest graduation date to ensure time to process the request, mail insignias, and for the LEA to affix the insignias to diplomas or transcripts.

For more information and resources, please visit the CDE State Seal of Biliteracy web page at <https://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp>.

If you have questions about this program, please contact Gina Garcia-Smith, EPC, MSD, CDE by phone at 916-319-0265 or by email at SEAL@cde.ca.gov.

First Annual World Language Reading Challenge

Schools and districts were invited to participate in the first annual World Language Reading Challenge during National World Language Week, March 6–10, 2023. Interested schools and districts may still participate through the end of March by encouraging students to engage in age-appropriate literacy activities in the target languages and submitting a participation form available on the CDE World Language Reading Challenge web page at <https://www.cde.ca.gov/sp/el/er/wlchallenge.asp>. Participants will receive access to a certificate template that they can download and print.



The World Language Reading Challenge was developed in collaboration with the California Language Teachers Association (CLTA) Underrepresented Languages Special Interest Group to encourage preschool through grade 12 students enrolled in world language or multilingual programs to develop literacy in one or more languages in addition to English.

For more information on the World Language Reading Challenge and to access the CLTA toolkit and the online World Language Reading Challenge Participation Form, visit the CDE World Language Reading Challenge web page at <https://www.cde.ca.gov/sp/el/er/wlchallenge.asp>.

If you have questions about the World Language Reading Challenge, please contact Gina Garcia-Smith, EPC, MSD, CDE by phone at 916-319-0265 or by email at SEAL@cde.ca.gov.

Resources

Online Publication *Creating Equitable Early Learning Environments for Young Boys of Color*

The CDE Early Education Division (EED) has released a new online publication titled *Creating Equitable Early Learning Environments for Young Boys of Color*.

This publication is the fifth publication to be released in a special topic series entitled *Best Practices for Planning Curriculum for Young Children*. It follows four previous publications: (1) Family Partnerships and Culture, (2) The Integrated Nature of Learning, (3) Responsive Early Education for Young Children and Families Experiencing Homelessness, and (4) The Powerful Role of Play in Education.

Creating Equitable Early Learning Environments for Young Boys of Color provides an honest and comprehensive look at the inequitable experiences our youngest Boys of Color have in early learning programs including disproportionate rates of exclusionary discipline. This book highlights the critical need to disrupt these patterns and create strength-based and equity-oriented early childhood environments that support Boys of Color to thrive. This groundbreaking resource draws on the most contemporary research for early childhood educators committed to improving race equity within their classrooms and programs. A wide range of practical strategies provide educators with actions they can take right away to create strengths-based, responsive early education environments that support our youngest Boys of Color to thrive. Key topics include building racial equity awareness, strategies to address implicit bias, responsive relationships with love at the center, culturally responsive practice, and the importance of building reciprocal partnerships with families.

This publication was written primarily for early childhood teachers and providers and program and school leaders. However, the information is also relevant for infrastructure staff, professional development and coaching professionals, child advocates, and college instructors.

To download this free publication, please visit the EED Publications web page at <https://www.cde.ca.gov/sp/cd/re/cddpublications.asp>.

If you have questions about this or other publications from the EED, please contact the CDE EED by phone at 916-322-6233.

Benefits of Multilingualism Infographic Now Available in More Languages

The US Department of Education (ED) Office of English Language Acquisition's (OELA's) Benefits of Multilingualism infographic is now available in English, Spanish, Chinese, and Arabic.



To access the infographic in all available languages, visit the National Clearinghouse for English Language Acquisition Infographics web page at <https://ncela.ed.gov/resources/oela-resources/infographics>.

Teaching Books World Languages Collection

Teaching Books provides a collection of resources for children and young adult books, including author interviews, discussion questions, book trailers, audio performances, a collection analysis tool, and more. Teaching Books' World Language Collection is available at https://www.teachingbooks.net/show.cgi?f=instruct/world_languages.

To search for multilingual books in the Teaching Books Advanced Search at <https://www.teachingbooks.net/tb.cgi?adv=1>:

1. Select All Fields
2. Scroll down and choose your title details (grade level, genre, etc.)
3. Choose your language or select "Other"
4. Scroll to Resource Types
5. Select Language of Resource (choose your specific language)
6. Results will be titles that are in that language or bilingual

These resources are available for free to California residents by the California State Library in conjunction with the Riverside County Office of Education.

If you have questions about Teaching Books, please contact them directly using the Teaching Books Contact Us web page at https://www.teachingbooks.net/support.cgi?f=support_contactus.

Webinars

CDE Literacy Webinar

Date and Time: March 23, 2023, at 4 p.m.

Description: Join State Superintendent of Public Instruction Tony Thurmond; Director of the CDE Multilingual Support Division Alesha Moreno Ramirez; and our new Co-Directors for Statewide Literacy, Nancy Brynelson and Dr. Bonnie Garcia, for a webinar to learn about strategies to help California students reach reading by third grade. This webinar will include discussions on the English Language Arts/English Language Development framework, English learner supports, and more.

Watch a livestream of the webinar on the CDE Facebook page at <https://www.facebook.com/CAEducation> and read more in the February 28 letter from Superintendent Thurmond at <https://www.cde.ca.gov/nr/el/le/yr23ltr0228.asp?fbclid=IwAR0f9J97i9mago7gyjqkXkzSDIU2N0UnQPABaiCycA0SaJqs0YINQFOdYzE>.

Registration: Register on the CDE Literacy Webinar Zoom Registration web page at https://us02web.zoom.us/webinar/register/WN_71D9muSATxuxLBW7ALpd3w.

Contact Information

For questions regarding multilingual and English learner programs and services, please contact the Multilingual Support Division by phone at 916-319-0938 or by email at MSD@cde.ca.gov. You may also visit the CDE English Learners web page at <https://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp>.

To subscribe to the Multilingual Updates Listserv and receive this newsletter along with other updates, send a blank email to join-multilingual-support-division-updates@mlist.cde.ca.gov.

