



Multilingual Support Division Updates

August 2021

Welcome to Director Alesha Moreno-Ramirez!

The California Department of Education (CDE) welcomes Alesha Moreno-Ramirez as the new director of the Multilingual Support Division (MSD).

Moreno-Ramirez has worked in education for over two decades. From 1998–2002, she was a bilingual classroom teacher in Salinas, and from 2002–04 she was a multilingual literacy coach and family support and outreach facilitator before transitioning to an administrator role from 2004–13 with what is now the Fresno County Superintendent of Schools. Prior to joining CDE, Moreno-Ramirez was a multilingual language arts and English language development staff development and curriculum administrator for the Tulare County Office of Education. Moreno-Ramirez focused on the capacity-building efforts of educational leaders through shared learning and improvement science principles in P–12 multilingual education and multilingual learner services.

Moreno-Ramirez holds a bachelor's degree in Modern Languages-Spanish from Santa Clara University and a master's degree in Education Curriculum and Teaching from Fresno Pacific University. She brings to the position extensive experience with equity, multilingual learner rights, and social justice issues along with an unwavering focus and commitment to do what is best to ensure the needs of multilingual, English learner, dual language, migratory, and immigrant students and their families are being met.

Alesha is not a stranger to the Bilingual Coordinators' Network (BCN), English learner policy, or the work of the CDE. She has been a critical partner for many years. Now, she joins us as leader and expert and we welcome her with open arms.

Language Policy and Leadership Office (LPLO)

English Learner (EL) Roadmap Implementation Advisory Committee

The EL Roadmap Implementation Advisory Committee consists of representatives from the CDE, county offices of education, districts, advocacy groups, and other educators. This group meets quarterly to discuss the statewide implementation of the EL Roadmap Policy. Meetings include regular updates from the Educator Workforce Investment Grant (EWIG): EL Roadmap grantees, CDE staff, and other committee members regarding their work.

The EL Roadmap Implementation Advisory Committee also provides input on CDE documents, guidance, web pages, and projects that are in development. Most recently, this group provided input on the Elementary and Secondary School Emergency Relief (ESSER) State Plan and the Biliteracy Pathway Recognition program criteria and rollout. More information about the Biliteracy Pathway Recognition program will be provided at the November BCN meeting.

The EL Roadmap Implementation Advisory Committee is an open group and many BCN members currently attend. If you would like more information or are interested in joining, contact Gina Garcia-Smith, Education Programs Consultant (EPC), MSD, by phone at 916-319-0265 or by email at ELROADMAPPROJECT@cde.ca.gov.

2020–21 State Seal of Biliteracy

The CDE awarded 72,593 seals in the 2020–21 school year as part of the State Seal of Biliteracy (SSB) program, with a total of 404,428 seals awarded since it was established in 2012. (See Figure 1) The program continued to grow despite the challenges of COVID-19 related school closures; however, it will require further expansion in the next few years to reach the Global California 2030 initiative’s projected target of 125,000 seals awarded by 2024 and 175,000 seals awarded annually by 2030.

Figure 1

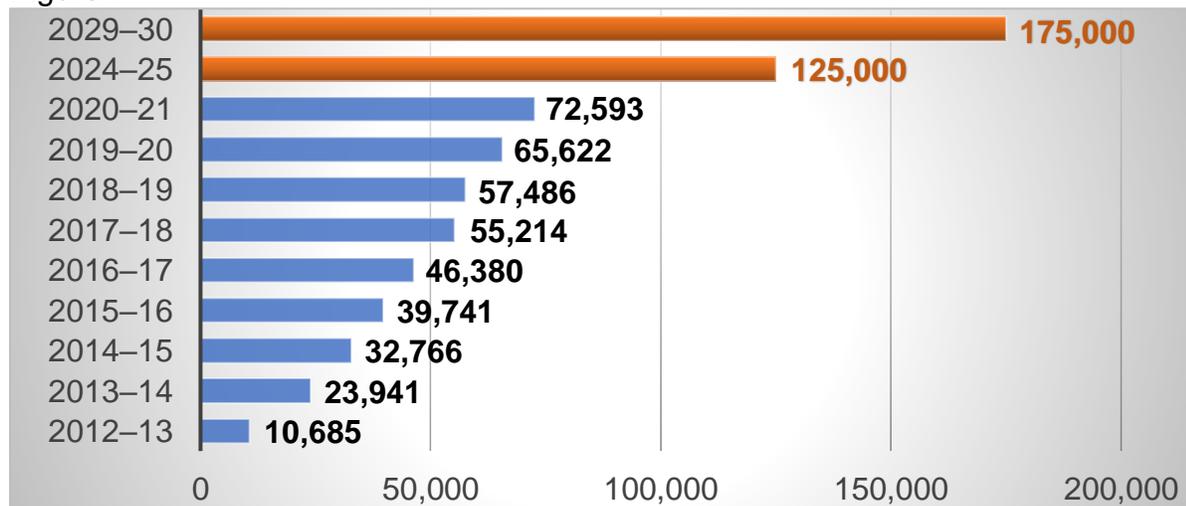


Figure 2 shows the number and percentage of seals earned for each of the top requested languages in the 2020–21 school year. There were 54 languages in which high school graduates earned seals; that is 54 different communities that benefit from the 72,000 students entering college or the workforce. As schools and districts look for supplemental staff to provide support in independent studies, extended learning, or other support programs, let’s remind them of this human resource.

Figure 2

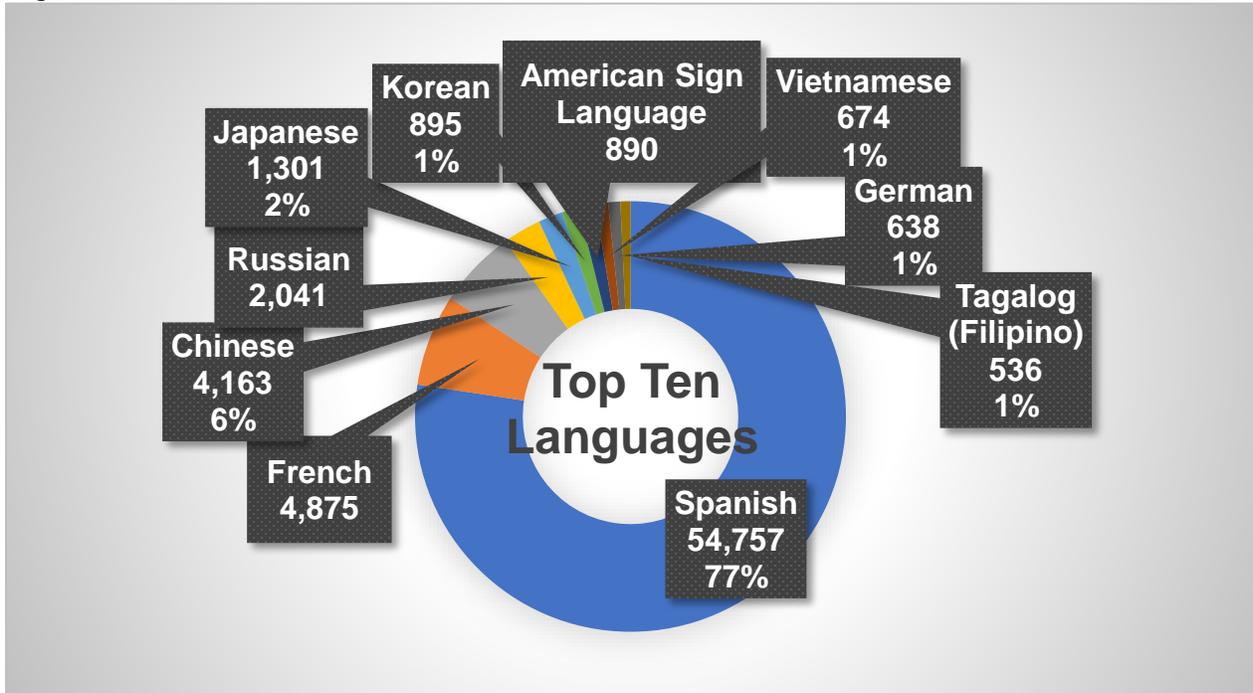


Figure 3 contains county data. In the 2020–21 school year, 53 of the 58 counties participated in the SSB program. Below are the top ten counties with local educational agencies (LEAs) requesting seals last school year.

Figure 3

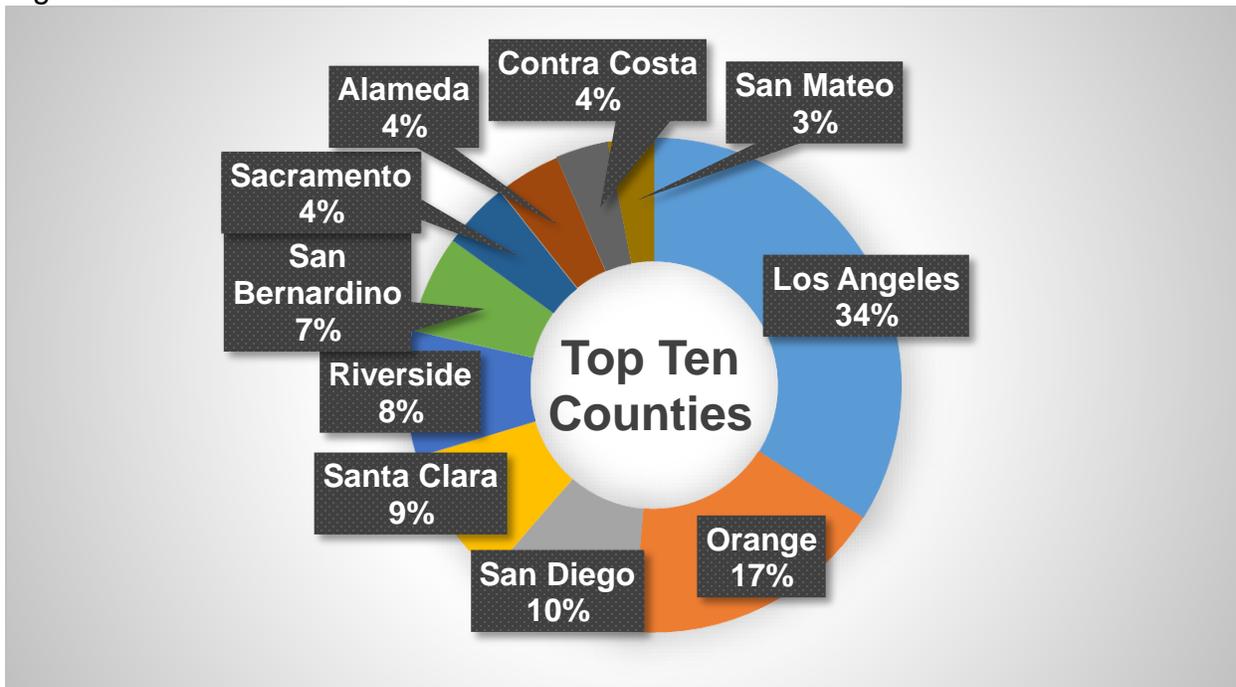
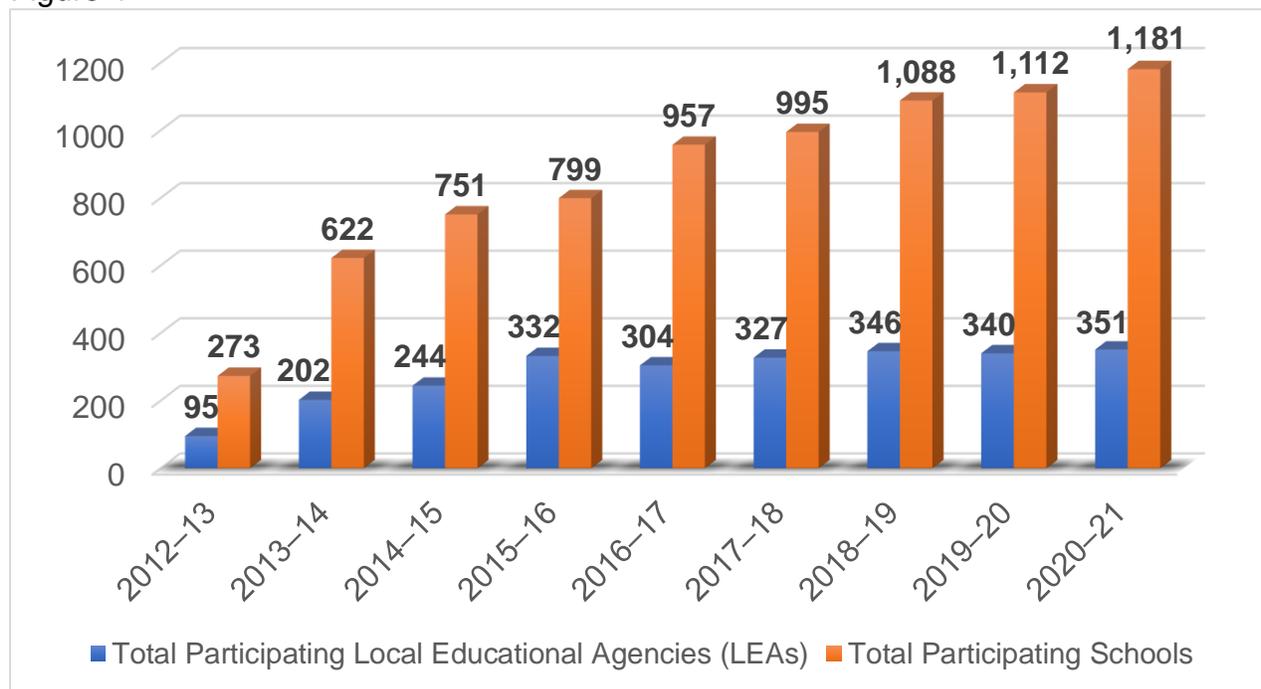


Figure 4 shows that since the 2012–13 school year, there has been a rise not only in the total number of seals awarded, but also the number of participating districts and schools.

Last school year, the CDE awarded 72,593 seals to a total of 1,181 schools in 351 LEAs. Of those 1,181 schools that received seals last year, 94 of them were charter schools.

Figure 4



LEAs may continue to order insignias (seals) during the 2021–22 school year through the online Insignia Request Form located under the Procedures, Requirements, and Forms tab on the CDE SSB web page at <https://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp>.

State Seal of Biliteracy Guidance 2021–22

The requirements for earning the SSB, codified in California *Education Code (EC)* Section 51461, have been amended for the 2021–22 school year in response to the spring 2021 testing flexibility granted in response to the continued COVID-19 pandemic.

In March 2021, the California State Board of Education (SBE) voted to give California school districts the opportunity to use either state tests or other standards-aligned assessments to gauge student learning during the spring 2021 summative assessment administration. Therefore, in response to this flexibility, *EC* Section 51461 amended the SSB requirements for 2022 graduates who took the California Assessment of Student Performance and Progress (CAASPP) or another standards-aligned assessment during the 2021–22 school year in grade 11.

This guidance is founded in the TK–12 Public Education Omnibus Budget Trailer bill, Assembly Bill 130, signed by the governor on July 9, 2021, which included various statutory changes, including the addition of *EC* Section 51461(f). The new statutory language affects the requirement to demonstrate English proficiency for the SSB by passing the CAASPP English language arts at the “standard met” level or above. For

2022 graduates who attended schools opting to administer another standards-aligned assessment rather than the CAASPP during the 2021–22 school year, that assessment may be used to demonstrate proficiency in English provided the assessment meets the criteria adopted by the SBE (*EC* Section 51461[f]).

The guidance regarding updated requirements for the 2021–22 school year is available under the heading, Coronavirus (COVID-19) Frequently Asked Questions (FAQs) on the CDE SSB FAQs web page at <https://www.cde.ca.gov/sp/el/er/ssbfaq.asp>.

The guidance regarding the requirements for assessments that LEAs were able to use in place of the CAASPP for the 2021 spring summative assessment administration is available on the CDE COVID-19 Assessment FAQs web page at <https://www.cde.ca.gov/ta/tg/ca/covid19assessmentfaq.asp>.

For questions regarding the SSB, contact Gina Garcia-Smith, EPC, MSD, by phone at 916-319-0265 or by email at SEAL@cde.ca.gov.

Title III Program and Fiscal Updates

2021–22 Fiscal Year

The window for LEAs to apply for 2021–22 fiscal year Title III funding in the Consolidated Application and Reporting System (CARS) closed on July 22, 2021. The Consortium Online Application is open through August 31, 2021. However, although the formal window has closed, the CDE will continue to consider late applications.

Title III preliminary allocations were initially determined during summer 2021. However, the US Department of Education provided additional guidance to allow states to include the provisionally identified students, when allocating funding. In California, those students were identified as “to be determined” or “TBD” on Census Day, October 2020. This additional guidance allowed for over 84,000 additional students to be funded. Therefore, the per pupil rate for Title III EL program subgrants changed from \$126.25 to **\$117.00**.

This change also affected the Title III consortium threshold. LEAs now need a **minimum of 85 EL students** to qualify for direct funding. LEAs that applied in the Consortium Online Application, please review the applications and make any revision necessary to reflect this change. The amended Title III eligibility notification was disseminated on August 12, 2021, and it is also posted on the CDE Title III web page at <https://www.cde.ca.gov/sp/el/t3/>.

2020–21 Fiscal Year

Final allocations for the 2020–21 fiscal year are posted on the CDE Title III web page. The 2020–21 final per pupil rates are: EL: \$120.60; Immigrant: \$110.95.

LEAs are required to continue to report their expenditures in CARS and the cash balances on the Cash Management Data Collection (CMDIC) to continue receiving apportionments.

2019–20 Fiscal Year

The US Department of Education has invited states to seek a waiver to extend the 2019–20 ESSA program funds an additional year. This parallels the waiver granted for the 2018–19 fiscal year awards. The CDE is recommending to the SBE that it request this waiver to give LEAs additional time to expend the funds. This issue will be heard by the SBE at the September Board meeting. If the waiver is sought and is granted, the end of the 2019–20 subgrant period will be extended accordingly. LEAs would report the end of year reporting in the 2022 CARS Winter Release.

2018–19 Fiscal Year

The end for subgrant periods 2018–19 is September 30, 2021. The 2018–19 subgrant period was extended through a federal waiver for an additional 12 months giving LEAs an additional year to spend those funds, which may not have been possible, due to the conditions of the pandemic.

Funding profiles, which include eligibility lists, past funding lists, and payment information, are available on the CDE Title III English Learner and Immigrant Programs web page at <https://www.cde.ca.gov/fg/aa/ca/titleIII.asp>.

Cash Management Data Collection (CMDC)

LEAs awarded a subgrant under Title III programs are required to submit the LEA Title III cash balances via the CMDC report for each quarter. LEAs demonstrating that they met the established threshold will receive their next apportionment. The CMDC reporting schedule is found on Figure 5.

Figure 5

Reporting Period	Reporting Start Date	Reporting Deadline
1	July 10	July 31
2	October 10	October 31
3	January 10	January 31
4	April 10	April 30

The CDE will apportion funds to LEAs whose cash balances meet the established threshold showing they used the previously allocated amounts. The School Fiscal Services Division releases apportionments after the reporting window closes and the data are compiled.

As stated before, for LEAs that have balances from Title III 2018–19 subgrants, the last opportunity to report 2018–19 cash balances and receive the last apportionment is October 10–31, 2021. This apportionment will be used to liquidate expenditures since authority to make new purchases ends on September 30, 2021.

For more information on the CMDC system, including clarification of how the CDE uses CMDC data to calculate thresholds and issue apportionments, visit the CDE Federal Cash Management web page at <https://www.cde.ca.gov/fg/aa/cm>. Warrants are mailed to county treasurers.

Private School Participation: Title III EL and Immigrant Student Program Subgrants

LEAs that receive Title III EL and/or Immigrant Student Program Subgrants are required to serve EL and immigrant students enrolled in nonprofit private schools whenever the administration of a particular private school requests participation in the program. LEAs must inform and consult with private schools within their geographic jurisdiction to determine whether the private schools' students and teachers will participate in the federal programs available to them. This includes the Title III EL and Immigrant Student Programs which are part of the Elementary and Secondary Education Act, as reauthorized by the Every Student Succeeds Act.

During the 2021–22 CARS Spring Release, LEAs are required to report the number of EL and Immigrant students from private schools that received services in the 2020–21 school year. LEAs are scheduled to be reimbursed for those services during the 2021–22 funding year.

For information regarding private school participation, please visit the CDE Title III EL Student Program Private Schools web page at <https://www.cde.ca.gov/sp/el/t3/elprivateschools.asp>.

For information regarding statewide equitable services requirements, visit the CDE Equitable Services Ombudsman web page at <https://www.cde.ca.gov/sp/sw/t1/ombudsmaneqservices.asp>.

For questions regarding the Title III EL and Immigrant Student Program and Title III programs for private schools, please contact Geoffrey Ndirangu, EPC, LPLO, by phone at 916-323-5831 or by email at gndirang@cde.ca.gov.

For questions regarding Title III EL and Immigrant Student Program fiscal reporting or the consortium application process, please contact Caroline Takahashi, Staff Services Analyst, LPLO, by phone at 916-323-5739 or by email at ctakahashi@cde.ca.gov.

For questions regarding CMDC threshold calculation and allocation releases, contact Derrick Andrade, Education Fiscal Services Consultant, School Fiscal Services Division, by phone at 916-327-5922 or by email at dandrade@cde.ca.gov.

Observation Protocol for Teachers of English Learners (OPTTEL)

The OPTTEL is a standardized protocol that will assist teachers in evaluating eligible students (reclassification criterion 2) identified for possible reclassification of students from English learner to Fluent English Proficient. The OPTTEL is being designed to meet the requirements of ESSA, which requires states to have standardized exit criteria and parent consultation.

Brief History

On March 4, 2020, Governor Newsom declared a State of Emergency in response to the COVID-19 pandemic. The subsequent school closures resulted in the decision to halt the OPTTEL field test and validation study. Senate Bill (SB) 820, signed by the Governor on

September 18, 2020, extended the timeline to complete the field test and validation study to December 31, 2022.

The OPTTEL will be brought before the SBE in fall of 2022 to be considered for approval as the statewide standardized reclassification protocol for Criterion 2 (teacher evaluation of English learner students) and Criterion 3 (parent opinion and consultation) in accordance with *EC* Section 313, reclassification. For a detailed adjusted timeline, please visit the CDE OPTTEL web page at <https://www.cde.ca.gov/sp/el/t3/optel.asp>

New LPLO Web Pages

Newcomer Students

Newcomer is an umbrella term for foreign-born students who have recently arrived in the United States. Newcomer students may include, but are not limited to, asylees, refugees, unaccompanied youth, undocumented youth, migratory students, and other immigrant children and youth identified by the LEAs. Each newcomer student's background and experience coming to the United States is unique and multifaceted. The new Newcomer Students web page provides information, resources, and guidance to support LEAs serving newcomer students. The new web page is organized into four tabs: 1) Definitions and Data, 2) Newcomer Program, 3) Funding Programs, and 4) Resources. For more information, visit the CDE Newcomer Students web page at <https://www.cde.ca.gov/sp/el/er/newcomerstudnts.asp>.

Unaccompanied Minors FAQs

The new Unaccompanied Minors FAQs web page was developed in response to questions that the CDE has received from LEAs in regards to the current surge in unaccompanied minors' crossing the southern United States (U.S.) border. Federal statute defines an unaccompanied minor as a child who has:

- No lawful immigration status in the U.S.;
- Not attained 18 years of age; and
- No parent or legal guardian in the U.S., or no parent or legal guardian in the U.S. available to provide care and physical custody.

Children who enter the country without a parent/legal guardian and for other reasons have been separated from a parent/legal guardian are also considered unaccompanied minors. These FAQs are intended to help LEAs navigate through some of the different topics related to unaccompanied minors. For more information, visit the CDE Unaccompanied Minors FAQ web page at <https://www.cde.ca.gov/sp/el/er/unaccompaniedminorsfaq.asp>.

Resources for Parents of Multilingual Students

The new Resources for Parents of Multilingual Students web page contains multiple web pages designed for parents, guardians, and families of multilingual students to provide information and resources related to the home language survey, English Language Proficiency Assessments for California, and reclassification. It also connects parents,

guardians, and families to resources available within the Multilingual Support Division, other areas within the CDE, and external organizations.

The Resources for Parents of Multilingual Students web page is being developed and will be published on the CDE website in fall 2021.

Sample Initial and Annual Parent Notification Letters

The 2021–22 sample initial and annual parent notification letters are available. The letters include all of the required information to meet Federal Title I or Title III requirements. Please be sure to adjust the letter with the specific LEA logos, data, and contact information.

Initial Parent Notification Letters

LEAs may adapt the sample initial parent notification letter to inform parents of their child's identification as an English learner or initially fluent-English proficient student, upon entering a California school for the first time.

Annual Parent Notification Letters

LEAs may use the sample annual notification letter to inform parents of their child's continued identification as an English learner.

The sample parent notification letters are available in the following languages: Spanish, Arabic, Tagalog, Traditional Chinese, Vietnamese, Cantonese, Hmong, Korean, Punjabi, and Russian.

The 2021–22 CDE sample initial and annual parent notification letters are available on the CDE Parent Notification web page at <https://www.cde.ca.gov/sp/el/t3/lepparent.asp>.

Technical Assistance and Monitoring Office

The Technical Assistance and Monitoring Office (TAMO) staff are preparing to begin the 2021–22 Federal Program Monitoring (FPM) reviews. The FPM reviews begin September 7, 2021, and will be held online and onsite, depending on COVID-19 conditions at the time of each review. Contact information for all TAMO staff is located in the quarterly Multilingual Contact Information document posted with the BCN meeting materials for August 26, 2021, at <https://bit.ly/BCNDocuments>.

The Regional English Learner Specialists (RELS) will conduct regional informal technical assistance meetings joined by at least two TAMO staff attending each session. The purpose of the meetings is to provide information and answer questions regarding the FPM process and requirements. The regional information technical assistance meeting schedule is found in Figure 6 below.

2021–22 Regional Technical Assistance Meeting Schedule

Figure 6

Region	EL Specialist	Dates	Time
1	Jenn Guerrero	Friday, October 1, 2021	9 a.m.–12 p.m.
2	Holly Harding	Thursday, September 30, 2021	9 a.m.–12 p.m.
3	Graciela García–Torres	Friday, October 29, 2021	9 a.m.–12 p.m.
4	Lilia Tsui	Monday, September 13, 2021	9 a.m.–12 p.m.
5	Dawn River	Thursday, October 14, 2021	1 p.m.–4 p.m.
6	Karin Linn–Nieves	Wednesday, September 29, 2021	9 a.m.–12 p.m.
7	Samantha Tate	Wednesday, October 13, 2021	9 a.m.–12 p.m.
8	Anna "Lisa" Vargas	Friday, August 27, 2021	9 a.m.–12 p.m.
9	Antonio "Tony" Mora/Patricia "Patti" Karlin	Friday, September 3, 2021	9 a.m.–12 p.m.
9	Richard Romero/Diane Ehrle	Tuesday, August 31, 2021	9 a.m.–12 p.m.
9	Claudia Montano/Erika Morquecho	Monday, August 23, 2021	9 a.m.–12 p.m.
10	Lisa Winberg/Angelica Hurtado	Tuesday, August 24, 2021	9 a.m.–12 p.m.
11	Malane Morales-Van Hecke	Thursday, September 2, 2021	9 a.m.–12 p.m.

Migrant Education Office

The Migrant Education Program (MEP) is a federal program (Title I, Part C) that provides supplemental education and health services to the children of migratory farmworkers. Most services are delivered through after-school, Saturday, and summer programs, and individual student tutoring through the California Mini-Corps Program. While the MEP provides many different types of services, including parental engagement and health support services, its main objective is to provide high-quality programs and services to ensure migratory children can meet the same challenging state academic standards as all children.

For more information, visit the CDE Migrant web page at <https://www.cde.ca.gov/sp/me/mt/>.

Other CDE Offices

Assessment Development and Administration Division

Assessment and Accountability Information Meetings

This year's Assessment and Accountability Information Meetings began in early August 2021 and are held virtually. The meetings are organized by topic and held across several afternoons, from 2 to 3:30 p.m. The remaining dates and topics are as follows:

- August 26, 2021: Interim Assessments and Tools for Teachers
- September 2, 2021: Accountability

Look for further information regarding the Assessment and Accountability Information Meeting in the weekly Assessment Spotlight. To subscribe to the Assessment Spotlight, send a blank email to subscribe-caaspp@mlist.cde.ca.gov.

Curriculum and Instruction Frameworks Resources Division

Mathematics Framework

During the meeting of the Instructional Quality Commission (IQC), held on May 19–20, 2021, the IQC reviewed public comments regarding the Mathematics Framework from the first 60-day public comment period ending on April 8, 2021. The IQC discussed and approved recommended edits to the draft and recommend the Mathematics Framework to the SBE following the completion of the edits and an additional 60-day public comment period.

The Mathematics Framework is scheduled to go before the SBE for adoption in May 2022. The second 60-day public comment period is scheduled to begin in December 2021. The revised project timeline is posted on the CDE 2021 Mathematics Framework Revision Timeline web page at

<https://www.cde.ca.gov/ci/ma/cf/mathfwrevtimeline2021.asp>.

To stay up-to-date, please join the Math Listserv by sending a blank email message to join-math-framework-revision@mlist.cde.ca.gov.

Commission on Teacher Credentialing

Draft Bilingual Authorization Program Standards Feedback

The Commission on Teacher Credentialing (CTC) requests stakeholder input on the proposed Bilingual Authorization Program Standards. The survey opened July 16, 2021, and will close September 3, 2021. The survey is available at

<https://www.surveymonkey.com/r/DraftBILAProgramStandards>. The standards are included in the survey for review. All input is appreciated as the CTC continues to update the Bilingual Authorization Program Standards.

2021–22 BCN Meeting Dates

Virtual Meetings:

- November 18, 2021: 9 a.m. to 1 p.m.

In-person (Tentative) Meetings:

- February 17, 2022: 9 a.m. to 5 p.m.
February 18, 2022: 8:30 a.m. to 1 p.m.
- May 5, 2022: 9 a.m. to 5 p.m.
May 6, 2022: 8:30 a.m. to 1 p.m.

BCN in-person meetings will be held with social distancing practices. Pending pandemic conditions, in-person meetings may convert to virtual meetings.

BCN meeting materials are posted at: <https://bit.ly/BCNDocuments>