



Multilingual Updates Newsletter

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

Issue 32, June 2024

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**
 - 2025 Mathematics Instructional Materials Adoption Reviewers Needed
- **Literacy and Biliteracy**
 - World Language Reading Challenge 2024 Participation Data
 - State Seal of Biliteracy Reminders and Resources
 - Reading Difficulties Risk Screener Selection Panel
 - California Literacy web page
- **Assessment**
 - Transitional Kindergarten English Language Proficiency Assessments for California (ELPAC)
- **Legislation**
 - Newcomer Students: Assembly Bill 714
- **Reclassification**
 - Observation Protocol for Teachers of English Learners (OPTTEL)
- **Grants**
 - Bilingual Teacher Professional Development Program (BTPDP) Intent to Award Posted
 - Educator Workforce Investment Grant (EWIG): Effective Language Acquisition Programs (ELAP)

Continued:

- [Migrant Education](#)
 - Migrant Statewide Speech and Debate Tournament
- [Title III Updates](#)
 - Title III Program and Fiscal Updates
 - Federal Program Monitoring (FPM) Reviews, 2024–25
- [Resources](#)
 - Guidance for Local Instructional Materials Adoption
 - U.S. Department of Education (ED) Cybersecurity Preparedness for Kindergarten through Grade 12 (K–12) Schools and Institutions of Higher Learning
- [Webinars](#)
 - [CDE Webinars](#)
 - California English Language Development Standards (CA ELD Standards) Webinar Series (Recorded)
 - Recentering the English Language Arts (ELA)/ELD Framework Webinar Series (Recorded)
- [In-Person Events](#)
 - Asset-based Content and Language Instruction for Multilingual Learners in the Secondary Grades (June 26, 2024, Costa Mesa, CA)

Announcements

2025 Mathematics Instructional Materials Adoption Reviewers Needed

The CDE and State Board of Education (SBE) are seeking reviewers to participate in the 2025 Mathematics Instructional Materials Adoption Kindergarten through Grade 8.

The Task

Selected reviewers will evaluate the publisher and content developers submitted instructional materials programs for alignment to the *California Common Core State Standards for Mathematics*, the Standards for Mathematical Practice, and the newly revised *Mathematics Framework for California Public Schools, Kindergarten Through*

Grade Twelve. Reviewers will be trained to utilize the grade-level standards maps and evaluation criteria map that were approved by the SBE for this adoption.

Important Meeting Dates

- **April 15–18, 2025 (Reviewers must attend all four days)**
Reviewer training held at the DoubleTree by Hilton Hotel in Sacramento
- **May–July 2025**
Independent review of submitted instructional material programs
- **Choose either July 22–25, 2025, or July 29–August 1, 2025, for Deliberations (Reviewers must attend all four days of their assigned week)**
Reconvene in panels for deliberations and the preparation of a Report of Findings

The CDE will reimburse travel costs for all reviewers for the meeting days.

Information about this review and the online application process is available on the [CDE Mathematics Instructional Materials web page](#). The deadline for submission of applications is **September 24, 2024**. Please forward this information to all qualified candidates who might be interested.

Any questions related to this review should be directed to Carrie Marovich, Lead Consultant, Curriculum Frameworks and Instructional Resources Division, at cmarovich@cde.ca.gov.

Literacy and Biliteracy

World Language Reading Challenge 2024 Participation Data

The CDE, MSD is excited to announce that **over 8,000 students participated in the World Language Reading Challenge** in the 2023–24 school year.

The World Language Reading Challenge is an annual event during National World Language Week in March. The World Language Reading Challenge was developed in partnership with the California Language Teachers' Association (CLTA). To participate in the challenge, classroom teachers, schools, and districts may encourage students to read age-appropriate authentic texts in the target language. Any program, preschool through grade 12, that exposes students to a world language in addition to English may participate in the World Language Reading Challenge. This includes programs that offer world language classes and multilingual programs, such as dual language immersion.

For additional information about the program, including a toolkit of resources and data showing which schools participated in the program, visit the [CDE World Language Reading Challenge web page](#).

If you have questions about this program, please contact Gina Garcia-Smith, Education Programs Consultant (EPC), MSD, CDE, by phone at 916-319-0265 or by email at ggarciasmith@cde.ca.gov or the CLTA Underrepresented Languages Special Interest Group (UL SIG) at ULSIG@clta.net.

State Seal of Biliteracy: End of Year Reminders

The State Seal of Biliteracy is a program that offers recognition by the State Superintendent of Public Instruction for graduating high school students who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English. This recognition is marked by a gold seal that can be affixed to the diploma or transcript of a graduating senior who has met the State Seal of Biliteracy eligibility requirements.

Requirement Changes

As a reminder, the requirements for the State Seal of Biliteracy have been updated per AB 370, effective January 1, 2024. These new requirements apply to all students starting with 2024 graduates. The [CDE State Seal of Biliteracy web page](#) has been updated to reflect the new requirements and there are many resources available to help spread the word about these new requirements including flyers, a poster, and a bookmark.

Ordering Seals

As always, to order State Seal of Biliteracy insignias, please use the online Insignia Request form available on the CDE State Seal of Biliteracy web page (listed above) under the “Insignia Requests” tab. This form should be submitted at least four weeks prior to your earliest graduation date.

Reporting Data

In addition to requesting insignias through the online Insignia Request Form, local educational agencies should indicate which students earned the State Seal of Biliteracy when exiting students in the California Longitudinal Pupil Achievement Data System . Starting in 2018, the State Seal of Biliteracy was incorporated as one of the options a local educational agency (LEA) may select for the College/Career Indicator for high schools. Students who earned the State Seal of Biliteracy will be reflected in the California School Dashboard.

If you have questions about the State Seal of Biliteracy, contact Gina Garcia-Smith, EPC, MSD, CDE, by phone at 916-319-0265 or by email at ggarciasmith@cde.ca.gov.

Reading Difficulties Risk Screener Selection Panel

Pursuant to *Education Code (EC)* Section 53008, the SBE was delegated authority to appoint independent experts to the Reading Difficulties Risk Screener Selection Panel (RDRSSP) for the purpose of creating an approved list of evidence-based, culturally, linguistically, and developmentally appropriate screening instruments, by December 31, 2024, for pupils in kindergarten and grades one and two to assess pupils for risk of reading difficulties, including possible neurological disorders such as dyslexia.

On January 18, 2024, the SBE appointed an independent panel of experts to the RDRSSP as recommended by the SBE's Screening Committee, subject to condition that appointed panelists may be removed if they are found to have a conflict of interest. Additionally, the SBE adopted a governing policy for the RDRSSP. For a full list of panelists, visit the [CDE Reading Difficulties Risk Screener Selection Panel web page](#).

The RDRSSP welcomes public involvement. Opportunities for public comment are provided in-person and by telephone at meetings and may also be submitted via email to rdrssp@cde.ca.gov.

To receive information and updates regarding the RDRSSP, including information about meeting agendas and other notices, please subscribe to the RDRSSP mailing list by sending a blank message to join-rdrssp@mlist.cde.ca.gov.

California Literacy Web Page

The CDE is excited to share the [CDE California Literacy web page](#) which includes guidance and resources for teachers and families in Preschool through grade 12 schools regarding evidence-based literacy instruction.

This web page includes the latest announcements, guidance, initiatives, webinars, and resources related to literacy, all in one convenient location.

If you have questions about this web page, please contact the California Statewide Literacy Office by email at statewideliteracycampaign@cde.ca.gov.

Assessment

Transitional Kindergarten ELPAC

AB 2268, currently pending legislation, proposes to exempt transitional kindergarten students from the initial and summative ELPAC and the Alternative ELPAC. The CDE is currently watching this legislation to explore potential impacts on students, schools and districts. The full text of AB 2268 is available on the [California Legislative Information AB 2268 web page](#) under the "Today's Law as Amended."

Legislation

Newcomer Students: AB 714

Governor Newsom signed AB 714 on October 7, 2023, and it became effective on January 1, 2024. This bill amends *EC* sections [51225.1](#), [51225.2](#), and [60811.8](#), and adds sections [33547](#) and [54450](#). AB 714 provides a statewide definition of “newcomer pupil” to have the same meaning as “immigrant children and youth,” as defined in Section 7011(5) of Title 20 of the United States Codes. Immigrant children and youth are individuals who (a) are aged three through twenty-one; (b) were not born in any state (each of the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico); and (c) have not been attending one or more schools in the United States for more than three full academic years. The full text of AB 714 is available on the [California Legislative Information AB 714 web page](#) under the “Today’s Law as Amended” tab.

AB 714 Frequently Asked Questions (FAQ) are posted on the [CDE Newcomer Students web page](#) to support the field with implementation of the statute. Additional updates are posted on the [CDE AB 2121 FAQ web page](#) and the [CDE AB 2735 FAQ web page](#).

For questions regarding any of these updates, please contact the Language Policy and Leadership Office (LPLO) at LPLO@cde.ca.gov or by phone at 916-319-0845.

Reclassification

OPTEL

The OPTEL, an observation protocol designed to support educators in monitoring and evaluating the academic language use of EL students, is intended to fulfill the requirement of *EC* Section 313.3 regarding reclassification Criterion Two (teacher evaluation) and Criterion Three (parent consultation), for students who take the Summative ELPAC. More information about reclassification is available on the [CDE Reclassification web page](#).

The OPTEL is designed to move California closer to statewide standardized exit criteria for reclassification to meet Section 3111 (b)(2)(A) of the Every Student Succeeds Act. Please note that reclassification Criterion One is standardized as a performance level (PL) 4 on the Summative ELPAC.

In August 2023, WestEd, the contractor for the OPTEL project, submitted a validation study report to the CDE describing and explaining the description of the methods, general results of the field testing, and results of the validation study. On October 2023, the MSD submitted an [Information Memorandum](#) regarding the OPTEL to the SBE. On November 8, 2023, the MSD presented an [Action Item](#) regarding the OPTEL to the

SBE. The SBE unanimously approved the OPTEL and a recommended threshold of PL 3 or above to qualify for reclassification.

The MSD, in partnership with the Region 15 Comprehensive Center (R15CC) at WestEd, is developing a robust suite of resources to support the field in implementing the OPTEL. Implementing the OPTEL presents LEAs and educators with opportunities for professional growth in formative assessment and ELD standards-aligned instruction, and it centers parents' voices as integral in decisions about their children's education.

The MSD hosted the **Re-Launching Reclassification: Introducing the OPTEL Webinar** on Tuesday, January 30, 2024. The webinar was recorded and is posted on the OPTEL web page. The MSD hosted the **Re-Envisioning Reclassification: A Deep Dive into the OPTEL User Guide** on Thursday, February 29, 2024. The webinar was recorded and will be posted on the OPTEL web page.

A 28-page OPTEL User Guide is also available on the OPTEL web page. The User Guide contains guidance and recommendations for best practices in using the OPTEL and is based upon the findings of the validation study. The User Guide is intended to support LEAs in implementing the OPTEL in their local contexts.

For the webinar recordings and more information about the OPTEL, visit the [CDE OPTEL web page](#).

For questions regarding the OPTEL, please contact the LPLO at LPLO@cde.ca.gov or by phone at 916-319-0845.

Grants

BTPDP Intent to Award Posted

The CDE MSD and Professional Learning Support Division (PLSD) are excited to announce that **the BTPDP Intent to Award is now posted** on the [CDE BTPDP Funding Results web page](#). The proposed grantees are:

- Kern County Superintendent of Schools,
- San Bernardino County Superintendent of Schools,
- Yolo County Office of Education (COE),
- Azusa Unified School District,
- Los Angeles COE, and
- Sacramento COE.

The CDE MSD and PLSD released the BTPDP Request for Applications (RFA) on March 14, 2024. Applications were due to the CDE by close of business on April 15, 2024.

Senate Bill 114, Section 44, Education Finance: Education Omnibus Budget Trailer Bill authorized the BTPDP to increase the number of bilingual teachers in multiple languages to staff bilingual classrooms. The total grant budget for this RFA, as appropriated in Senate Bill 114, Section 44 of the General Fund, is up to \$20 million, to be divided among a minimum of five grantees.

Per *EC* Section 52202(b), the CDE shall allocate grant funding to eligible LEAs, including COEs, school districts, charter schools, or consortia of LEAs. LEAs may partner with community colleges, public or private four-year institutions of postsecondary education, and professional organizations or nonprofit organizations with English learner expertise. Applicants must have a demonstrated commitment to bilingual or multilingual education and bilingual teacher development and demonstrate their capacity to fully prepare teachers to obtain bilingual authorizations and to provide professional learning to eligible participants.

Grant funds may be used to provide professional learning to teachers or paraprofessionals who meet specific eligibility requirements. Teachers with a bilingual credential who have served in an English-only setting for three or more years or teachers who are bilingual but do not yet have a bilingual authorization are eligible. Paraprofessionals who are bilingual and are interested in entering a pathway to become a credentialed teacher with a bilingual authorization are also eligible.

The performance period for this grant program is January 1, 2024, to June 30, 2029.

BTPDP Key Dates:

- **RFA Released:** March 14, 2024
- **Application Workshop Webinar:** March 20, 2024
- **Applications were due to CDE:** April 15, 2024
- **Intent to Award:** May 9, 2024
- **Appeals Due:** May 15, 2025, by 4 p.m.
- **Final Awards Posted:** June 2024

For more information about the BTPDP, visit the [CDE BTPDP web page](#).

If you have questions about the BTPDP, contact Gina Garcia-Smith, EPC, MSD, CDE, by phone at 916-319-0265 or by email at ggarciasmith@cde.ca.gov.

EWIG: ELAP

The Education Omnibus Budget Trailer Bill of 2022, Section 54, provides \$20 million through the 2024–25 fiscal year to support one or more competitive EWIG grants for professional learning opportunities for teachers and paraprofessionals, including **\$10**

million to develop and deliver **professional learning opportunities which support the implementation of effective language acquisition programs for EL students**, which may include:

- Integrated language development within and across content areas,
- Bilingual and biliterate proficiency, and
- Building and strengthening capacity to implement the EL Roadmap Policy.

Professional learning opportunities for teachers, paraprofessionals, school leaders, and counselors will include strategies for high-quality instruction aligned to the Quality Professional Learning Standards.

To find out more about these **free** professional learning opportunities statewide, visit the [EL Roadmap Power in Collaboration Across California \(EPiCC\) website](#).

Migrant Education Program

Migrant Statewide Speech and Debate Tournament

The Migrant Education Program 2023–24 Statewide Speech and Debate Tournament was held in Monterey, California on May 3–5, 2024.

Migratory students from all over California participated in the speech (English and Spanish) and debate (English only) competitions. The Migrant Education Office staff were present to offer guidance and support to the Migrant Education Program debate facilitators and competitors.

For more information about the Migrant Education Program, visit the [CDE Migrant web page](#).

Title III Updates

Title III Program and Fiscal Updates

2021–22 Funding

The 2021–22 Title III funding period ended September 30, 2023. LEAs filed the 27 months end-of-year expenditure (close-out) reports during the 2023–24 Consolidated Application and Reporting System Winter Release. LEAs that reported unexpended balances for the 2021–22 funding years are being invoiced.

2022–23 Funding

The 2022–23 Title III funding applications are complete, and the final allocations are:

- **EL Program:** \$133.60
- **Immigrant Program:** \$150.85

LEAs have until **September 30, 2024**, to expend 2022–23 funding.

2023–24 Funding

The 2023–24 Title III application for funding deadline was March 31, 2024. LEAs that did not apply for funds by this date will not be included in the 2023–24 funding year.

The 2023–24 Title III preliminary per-pupil allocations remain at:

- **EL Program:** \$123.85
- **Immigrant Program:** \$120.05

2024–25 Funding

Information on 2024–25 funding will be available in May 2024.

Eligibility lists, past funding lists, and payment information are available on the [CDE Title III EL and Immigrant Programs web page](#).

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.

FPM Reviews, 2024–25

FPM reviews will continue during the 2024–25 school year. For a list of districts under review, please visit the [CDE 2024–25 LEAs Selected for Cycle A Online Reviews web page](#) and the [CDE 2024–25 LEAs Selected for Cycle C Onsite Reviews web page](#).

FPM training for the 2024–25 will be held virtually from July 31–August 6, 2024. The CDE FPM Office will send detailed info to the districts under review by July 15, 2024.

For more information EL and Migrant Education FPM, visit the [CDE Technical Assistance and Monitoring web page](#). This includes a link to the EL Program Instrument and other information and resources.

If you have questions about EL or Migrant Education FPM, please contact the CDE Technical Assistance and Monitoring Office (TAMO) by phone at 916-319-0845 or by email at tamo@cde.ca.gov.

Resources

Guidance for Local Instructional Materials Adoption

The Curriculum Frameworks and Instructional Resources Division (CFIRD) is pleased to announce a new resource available on the CDE website. The SBE adopted new Guidance for Local Instructional Materials Adoptions in March 2024. This document supports LEAs throughout the instructional materials adoption process, including links to current legislation, sample timelines, support for student groups, and implementation considerations. The process of selecting and implementing new instructional materials at the local level should be thoroughly planned, publicly conducted, and well documented. This resource can be used to support LEAs throughout the local instructional materials adoption process.

This new guidance can be found on the [CDE Local Instructional Materials Adoptions web page](#).

Questions regarding this resource can be directed to the CFIRD email account at cfird@cde.ca.gov.

ED Cybersecurity Preparedness for K–12 Schools and Institutions of Higher Learning

The ED has been made aware that some educational agencies may be vulnerable to fraud and cybersecurity threats involving their Elementary and Secondary School Emergency Relief, Governor’s Emergency Education Relief, and Emergency Assistance to Non-public Schools programs.

The [ED Readiness and Emergency Management for Schools Technical Assistance Center web page](#) has resources available for state and LEAs to ensure they are well prepared to address cybersecurity in their emergency management planning efforts and manage a potential cybersecurity incident.

For more information, visit the [ED Cybersecurity Preparedness web page](#).

Webinars

CDE Webinars

CA ELD Standards Webinar Series (Recorded)

The LPLO, in collaboration with the R15CC at WestEd, hosted a series of webinars dedicated to revisiting the CA ELD Standards to support teachers and administrators in implementing integrated and designated ELD instruction for EL students.

1. **Revisiting the CA ELD Standards** provided an orientation of the CA ELD Standards, which included an overview of the proficiency level descriptors and Parts I–III of the standards.
2. **Professional Learning for Successful Implementation of the CA ELD Standards** highlighted Chapters 4, 5, and 6 in the CA ELD Standards publication to support the professional learning for implementing the CA ELD Standards.
3. **CA ELD Standards Proficiency Level Descriptors** provided a detailed presentation of the CA ELD Standards Proficiency Level Descriptors and how they are intended to be used as a guide for teachers to provide EL students with targeted instruction in ELD as well as differentiated instruction in academic content areas.
4. **CA ELD Standards Part I: Interacting in Meaningful Ways** provided a detailed presentation of Part I: Interacting in Meaningful Ways of the CA ELD Standards to gain a better understanding of the standards and discuss how to develop appropriate integrated and designated ELD instruction for EL students.
5. **CA ELD Standards Part II: Learning About How English Works (Last Webinar in the Series)** provided a detailed presentation of Part II: Learning About How English Works of the CA ELD Standards to gain a better understanding of the standards and discuss how to develop appropriate integrated and designated ELD instruction for EL students. The target audience is new and veteran teachers and administrators who are unfamiliar with the CA ELD Standards or would like to revisit the standards.

The above webinars were recorded and are posted to the [CDE ELD Standards web page](#).

Recentering the ELA/ELD Framework Webinar Series (Recorded)

The CDE invites educators to join us for an exciting webinar series designed to re-center the *ELA/ELD Framework* as the primary guidance for teaching California students to read, write, speak, listen, and use language from transitional kindergarten through grade twelve.

Approved by the SBE in 2014, the *ELA/ELD Framework* provides a blueprint for the implementation of two sets of interrelated standards: the California Common Core State Standards: ELA & Literacy in History/Social Studies, Science, and Technical Subjects and the Ca ELD Standards. The debate about how to teach literacy has gained much attention in the nation and the state in recent years. The *ELA/ELD Framework*, however, has long advocated for a comprehensive and integrated model of literacy that offers evidence-based literacy instruction in the classroom, including explicit instruction in phonics, phonemic awareness, and other decoding skills, as well as development of vocabulary, comprehension, writing, speaking, and listening skills.

We encourage all school, district, county, state, and institution of higher education educators to attend this webinar series. The webinars will feature the primary writers of the *ELA/ELD Framework*, Dr. Hallie Yopp Slowik, Dr. Pamela Spycher, and Nancy Brynson, and other special guests. Join to learn:

- Why the document is as relevant today as it was in 2014.
- How it is organized by the themes of foundational skills, meaning making, language development, effective expression, and content knowledge.
- What it offers that teachers, specialists, consultants, and administrators can use immediately to improve literacy instruction and outcomes.
- How it supports State Superintendent of Public Instruction's literacy campaign to ensure that all California students learn to read by third grade.

Previous webinars can be viewed on the [ELA/ELD Session One YouTube web page](#) and the October 2023 webinar can be viewed on the [CDE Facebook page](#).

Please contact Dr. Bonnie Garcia, Statewide Literacy Co-Director, Statewide Literacy Office, at statewideliteracycampaign@cde.ca.gov with any questions.

In-Person Events

Asset-based Content and Language Instruction for Multilingual Learners in the Secondary Grades (June 26, 2024, Costa Mesa, CA)

Description: This event is made available through EWIG ELAP funding, EPiCC Zone D. Integrated and Designated ELD and culturally and linguistically sustaining practices are the foundational components of effective and responsive secondary schools for meeting the needs of multilingual students. This One-Day Institute is designed for middle and high school teachers, instructional coaches and administrators. Participants will be immersed in the ELD standards, build an understanding of how to integrate support for language development with disciplinary content knowledge, and become acquainted with high-leverage instructional strategies that build comprehension, support active engagement, intentionally build language, and focus on all four domains of language (oracy, listening/comprehension, reading and writing). Participants will become acquainted with the guidance provided in key CDE resources, including the EL Roadmap Policy, ELD Standards, ELA/ELD Framework, and the newly published *Improving Education for Multilingual and English Learner Students: Research to Practice*.

Date and Time: June 26, 2024, 9 a.m. to 3 p.m.

Location: Norma Hertzog Community Center (City of Costa Mesa), 1845 Park Ave., Costa Mesa, CA 92627 (in-person)

Registration: [OCDE One-Day Institute Registration web page](#)

Contact Information

For questions regarding multilingual and EL programs and services, please contact the MSD by phone at 916-319-0938 or by email at MSD@cde.ca.gov. You may also visit the [CDE English Learners web page](#).

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.