

# English Learner Programs Update

Language Learner and Support Division

March 2009



## Title III Year 2 Improvement Plan Addenda

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Local educational agencies (LEAs) that fail to meet any Title III Annual Measurable Achievement Objectives for two consecutive years are required to develop and submit an Improvement Plan Addendum (IPA). On January 9, 2009, 60 Title III IPAs were submitted electronically to [LEAP@cde.ca.gov](mailto:LEAP@cde.ca.gov). The deadline and submission process was a collaborative effort between the Language Policy and Leadership Office (LPLO) and the District Improvement Office (DIO). There were eight LEAs that overlapped between Title I Year 1 Program Improvement (PI) and Title III Year 2 status. On February 2-3, 2009, the Language Policy and Leadership Office (LPLO) and DIO staff participated in a joint reading of the eight LEA Plan Addenda that included the Title III IPAs. The reading of IPAs for all non-PI LEAs was scheduled for February 23-25, 2009.

Six LEAs are in both Title I PI Year 3 and Title III Year 2. Revised LEA Plans and IPAs for these six LEAs were due March 9, 2009.

If you have any questions regarding Title III Year 2 technical assistance (TA), please contact Paul Garcia, Education Programs Consultant, 916-323-5467 or by e-mail at [pgarcia@cde.ca.gov](mailto:pgarcia@cde.ca.gov).

### CBET

The recently approved budget in SBX3 4, includes a decrease of 15.4 percent in the Community Based English Tutoring Program (CBET) for the current fiscal year, 2008-2009. There will be another 4.9 percent reduction in 2009-2010. Applications for fiscal year 2009-2010 were mailed in mid-February, 2009.

CBET funds have been included in the flexibility provisions provided under SBX3 4 (Section 15). As part of the flexibility provisions, LEAs must hold public hearings to discuss the use of all funds under the flexibility provisions (refer to SBX3 4 language). The underlying statutes for CBET remain in place, however, statutory requirements are not in effect during 2008-09 through 2012-13. Funding calculations for fiscal years 2009-10 through 2012-13 will not be based on R-30 count of ELs as in previous years, but instead will be in the same relative proportion of funds that the LEA received in the base year (TBD). If you have any questions about the CBET program contact Paul Garcia, Education Programs Consultant, 916-323-5467 or by e-mail at [pgarcia@cde.ca.gov](mailto:pgarcia@cde.ca.gov). For fiscal questions please contact Pamela Lucas at (916) 319-0610, [plucas@cde.ca.gov](mailto:plucas@cde.ca.gov).

### NEXT BCN

**When:** May 14-15, 2009  
**Where:** Doubletree Inn, Sacramento



### Save the New Date:

2009 Accountability Leadership Institute for English Learner, Immigrant, and Migrant Students  
December 7-8, 2009



## Title III Year 4

The Regional County Office of Education leads (Regional Leads) are currently evaluating Cohort 2 (2008-09) Action Plans from the identified LEAs in their region that were submitted in March. Additionally, Regional leads continue to monitor the implementation of plans from Cohort 1 (2007-08). LEAs have made modifications to curriculum, program, and method of instruction based on the English learner (EL) student needs assessment conducted prior to development of the plan. The Regional Leads will meet monthly with the California Department of Education (CDE) and the California Comprehensive Center at WestEd to receive professional development regarding this topic.

For questions regarding Title III Year 4, contact Marcela Rodríguez, Education Consultant, at 916-322-9385 or by e-mail at [mrodriguez@cde.ca.gov](mailto:mrodriguez@cde.ca.gov).

## Title III

### **Apportionments for 2007-08**

Apportionments for 2007-08 for those LEAs who met the threshold of expending 80 percent of prior released funds have been processed.

### **Award letters for 2008-09**

Award letters for 2008-09 were mailed late January 2009. The first and second apportionments for 2008-09 were based on ConApp II; if LEAs met their threshold, they will receive 80 percent of their award. If you have what you think may be an error in your award letter, or something has changed that may impact this award amount, please contact the LPLO office. If you have already done so, please follow up and forward the request again. We are currently behind schedule, but would like to address your requests as quickly as possible.

### **SNOR 2007-08**

SNOR 2007-08 ALERTS were sent out mid February 2009 to LEAs who did not submit their SNOR in 2007-08. We strongly encourage you to submit your information even if you have zero students; failure to submit the SNOR affects eligibility for three years. LEAs who did not submit the SNOR will have a one time courtesy opportunity to submit online during the 2008-09 window February 27-March 27, 2009.

Note that private schools often complain about this process and are somewhat uninformed about eligibility criteria. They should be advised to review the CDE SNOR Web page at <http://www.cde.ca.gov/sp/el/t3/snor.asp> for this information. We are required by the No Child Left Behind Act (NCLB) to request information even if funding has been denied in previous years. This information will be necessary in case the LEAs needs to apply for funds in the future. For example, a private school says they do not want to submit information because they are not interested in Title III funding, however two years from now there is a huge influx of immigrants. They would like funding, but because they did not submit the SNOR in prior years, they do not have three years of data from which to calculate their eligibility. No one knows what will be happening in three years in their LEA/private school and just because SNOR data may not currently be relevant, it does not mean that it will not be at some point in the future.

### **SNOR 2008-09**

SNOR 2008-09 submission information was sent out mid-February, and is available on the CDE SNOR Web page at <http://www.cde.ca.gov/sp/el/t3/snor.asp>. The census dates are either October 1, 2008 or February 27, 2009, whichever Immigrant numbers are greater. The reporting window is February 27 through March 27, 2009.

Please note that those LEAs that did not submit in 2007-08 will submit both years during the reporting window.

### **LEP and Immigrant Eligibility Letters**

Title III limited English-proficient (LEP) and Immigrant Eligibility letters will be sent out in April/May 2009. LEAs should review the CDE Title III Web page at <http://www.cde.ca.gov/sp/el/t3/> as all the information will be available for the processing of their applications.

### **Private Schools**

Reports of Private school Title III LEP participation will be sent out (ideally electronically) to LEAs who reported on their

## Title III (cont.)

ConApp I that they would be serving private schools this year. They indicate how many were served and this total will be added to the 2009-10 LEA award amount.

Title III Immigrant private school request to participate will be sent out (ideally electronically) to private schools whose "sponsoring" LEA is eligible for Immigrant funding. They will indicate if they want to participate in Title III funding, and then this funding will be added to the Immigrant funding award amounts for 2009-10. Subsequently a Memorandum of Understanding (MOU) must be developed between the LEA and the Private School.

If you have any program questions regarding Title III, cash management or SNOR, please contact Michele Anberg-Espinosa, Education Consultant, at 916-323-4872 or by e-mail at [manbergespinosa@cde.ca.gov](mailto:manbergespinosa@cde.ca.gov).

If you have any program EL questions regarding private schools or charter schools, please contact Nancy Zarenda, Education Programs Consultant, at 916-319-0263 or by e-mail at [nzarenda@cde.ca.gov](mailto:nzarenda@cde.ca.gov).

If you have any questions regarding fiscal elements of Title III, please contact Geoffrey Ndirangu, Education Programs Assistant, at 916-319-0249 or by e-mail at [gndirangu@cde.ca.gov](mailto:gndirangu@cde.ca.gov).

## Certification of Teachers for English Learners Bilingual Teacher Training Program

The California Legislature established the Bilingual Teacher Training Program (BTTP) in 1980 in response to the need for teachers authorized to provide ELD, SDAIE, and primary language instruction to ELs. The need for authorization continues to climb with more students receiving ELD and SDAIE in mainstream English classes, and primary language instruction in Two-Way Bilingual Programs. The 2008-09 Budget provides \$2.1 million from the General Fund to partially fund the existing 14 BTTP centers statewide. BTTP funds have been included in the flexibility provisions provided under SBX3 4 (Section 15). Funding calculations for fiscal years 2009-10 through 2012-13 will not be based on the number of participants and classes offered in previous years, but instead, each LEA's funding or grant award will be in the same relative proportion that the LEA received in the base year (TBD). More information about this forthcoming. For fiscal questions please contact Pamela Lucas at (916) 319-0610, [plucas@cde.ca.gov](mailto:plucas@cde.ca.gov).

BTTP centers provide training to teachers seeking California Commission on Teacher Credentialing (CTC) authorization to provide instruction to ELs. These centers also serve as a statewide network with trained professional development providers and expertise in EL programs. For information on the training provided, a list of regional BTTP centers; Frequently Asked Questions (FAQs) regarding EL Teacher Authorization; and BTTP Regional contact information, please visit the CDE BTTP Web page at <http://www.cde.ca.gov/sp/el/bt>.

**Authorization for ELD and SDAIE instruction:** With an accountability system that includes ELs, and legislative and legal attention drawn to the needs of California's EL population, most California teachers recognize the need to pursue authorization to provide instruction to ELs.

*Williams, et al., vs. State of California, et al. (Williams)* was filed as a class action in 2000. The *Williams* case settlement highlighted the need for qualified teachers, and called for additional monitoring of teachers authorized to provide instruction to ELs. On August 31, 2005, The California Commission on Teacher Credentialing (CTC) posted an official CDE/CTC correspondence clarifying the requirement for teachers to have the appropriate EL authorization and outlining the specific changes in monitoring and data reporting of teachers in classrooms serving ELs. This joint correspondence, #05-0014, is on the CTC Web site at <http://www.ctc.ca.gov/notices/coded/050014/050014.pdf> (Outside Source).

**California Commission on Teacher Credentialing:** The CTC is the authorizing agency for teachers in California. The CDE administers and oversees state and federal programs and regulations to support schools, including the statewide BTTP program to support teachers seeking training towards authorization. The CTC implements legislation affecting teacher authorization and can answer questions regarding the credentialing of teachers to provide instruction to ELs. For information on specific credential requirements, please contact the CTC through their Web site at <http://www.ctc.ca.gov> (Outside Source) or by e-mail at [cawassignments@ctc.ca.gov](mailto:cawassignments@ctc.ca.gov). FAQs are also available on the CTC Web site. You may also reach the CTC by phone at 916-445-7254 or 888-921-2682, Monday through Friday, 1:00-4:45 p.m.

## Professional Paper Series

The authors and editor have completed work on the much-anticipated publication entitled *Improving Education for English Learners: Research-Based Approaches*. Currently, publication is pending final CDE approval. Expected publication date is early summer 2009. This has been a collaborative effort among experts with much experience in teaching ELs at the elementary and secondary levels. See our new flier for more information.

### 2009 Accountability Leadership Institute for English Learner, Immigrant, and Migrant Students

Due to unforeseen consequences of the current statewide economic upheaval and uncertainties, the Tenth Accountability Leadership Institute for English Learners, Immigrant, and Migrant Students (ALI) has been postponed until December 7-8 2009. The *good news* is that the institute will be held at the same venue—Hyatt Regency at San Francisco Airport in Burlingame. In addition, most of our planned keynote speakers and presenters are planning to join us then.

This institute, for the first time, represents the combined efforts of the LPLO and the Migrant, Indian, and International Education Office (MIIEO) with TA from the English Learner Accountability Unit (ELAU), all within the Language Learner and Support Division (LLSD). The team efforts within the CDE and with our statewide planning committee have been rewarding.

The institute focus is *Coordinating Improvement Efforts, Building Synergies* and reflects the belief that educators at all levels need to align improvement efforts across programs serving the same students to better leverage scarce resources and maximize benefits for educators and students. Nowhere is the potential benefit more promising than with EL, Immigrant, and Migrant students who are served by Title I, Title III, and Migrant programs.

Focus areas include:

- Policy and Legislation
- Promising Practices, Connections, and Opportunities
- Assessment, Evaluation, and Accountability
- Curriculum and Instruction

Distinguished and confirmed keynote speakers include **Dr. Sharroky Hollie**, Executive Director of the Center for Culturally Responsive Teaching and Learning and **Simón Silva**, renowned and inspirational artist. Our workshop presenter list is undergoing confirmation and will be provided at a later date.

Registration information will be sent to schools and districts in late summer or early fall. It will also be available on the CDE Title III Web page at <http://www.cde.ca.gov/sp/el/t3> in the near future.

This institute is part of the CDE's effort to provide TA to LEAs in implementing NCLB, Title I, and Title III. The information presented will assist LEAs in implementing effective programs and accountability systems to improve the achievement of EL, Immigrant, and Migrant students.

Participants will include superintendents, administrators, evaluators, and instructional leaders involved in the implementation of state and federal programs for EL, Immigrant, and Migrant students.

If you have questions regarding the ALI, please contact Nancy Zarenda, Education Consultant, at 916-319-0263 or by e-mail at [nzarenda@cde.ca.gov](mailto:nzarenda@cde.ca.gov).

We look forward to seeing you in Burlingame!

## ELAP

Application forms for the English Language Acquisition Program (ELAP), fiscal year 2009-10, were mailed in mid-February 2009. They are also available on the English Language Acquisition Web page at <http://www.cde.ca.gov/sp/el/ii>. The Governor's budget for 2009-10 proposes \$63,073,000 for ELAP, only slightly less than for 2008-09.

For more information, please contact Paul Garcia, Education Programs Consultant, 916-323-5467 or by e-mail at [pgarcia@cde.ca.gov](mailto:pgarcia@cde.ca.gov).

### EL items in the CPM Process

As you may already know, all CPM reviews for all programs under the CPM process have been put on hold for the current school year. Discussions are underway at the CDE about what changes to the CPM process will take place. While the CPM process is on hold, the requirements for each program continue. More information regarding this is forthcoming.

EL 11 - Parent Exception Waiver was one of the top three items not meeting legal requirements during the 2007-08 Categorical Program Monitoring (CPM) Review process. EL 11 reads: "Parents and guardians of ELs are informed of the placement of their children in an EL classroom and are notified of an opportunity to apply for a parental exception waiver for their children to participate in an alternative program." The following table lists the requirements into its sub areas/categories, with common misinterpretations, and possible solutions.

EL	REQUIREMENTS	COMMON PROBLEMS	POSSIBLE SOLUTIONS
11.1	LEA procedures for granting parental exception waivers include the following components:	There are no procedures developed by the school district for parent exception waivers.	Develop and implement a procedure based on law, with all stakeholders (local governing board, staff, and parents) informed of such procedures.
1.	Parents and guardians are provided, on enrollment and annually, full written and, on request, spoken descriptions of the structured English immersion program (SEI); English language mainstream program (ELM); alternative programs; all educational opportunities available to the pupil; and the educational materials to be used in the different options.	<ul style="list-style-type: none"> <li>➤ There are no written descriptions of SEI, ELM and/or alternative program(s).</li> <li>➤ There is a written document, but does not have all components.</li> <li>➤ There is no evidence that parents have been received the written descriptions of programs.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Document should have written descriptions of alternative programs that the district would implement.</li> <li>➤ Create a document (letter, brochure, etc.) that contains all required information.</li> <li>➤ Document should contain all information in this item.</li> <li>➤ Document should be dated or there should be a log and/or a procedure that describes and establishes when this information is given to parents.</li> </ul>
2.	Parents and guardians are informed that a pupil under age ten must be placed for not less than 30 calendar days in an English language classroom the first year of enrollment in a California school.	<ul style="list-style-type: none"> <li>➤ Documents and procedures do not include this statement.</li> <li>➤ Students are not placed in an English language classroom where the instruction is "overwhelmingly" in English the first 30 days of the first year of enrollment in a California school.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Include this statement in the document and procedures.</li> <li>➤ Students enrolled in a California school for the first time must be placed in an English language classroom where the instruction is "overwhelmingly" in English for the first 30 days of the first year.</li> </ul>
3.	Parents and guardians are informed of any recommendation by the school principal and educational staff for an alternative program and are given notice of their right to refuse the recommendation.	<ul style="list-style-type: none"> <li>➤ Documents and procedures do not include this statement.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Include the statement in the document and procedures.</li> </ul>

EL	REQUIREMENTS	COMMON PROBLEMS	POSSIBLE SOLUTIONS
4.	Parental exception waivers are acted on within 20 instructional days of submission to the school principal. However, waivers submitted under EC Section 311(c) must be acted on either no later than ten calendar days after the expiration of the 30-day English language classroom placement or within 20 instructional days of submission of the waiver, whichever is later.	<ul style="list-style-type: none"> <li>➤ Documents and procedures do not include this statement.</li> <li>➤ Reasons for waivers must include: <ul style="list-style-type: none"> <li>• Student already knows English</li> <li>• Student is 10 years of age or older</li> <li>• Student has special needs (physical, psychological, emotional, or educational)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Include the statement in the document and procedures.</li> <li>➤ Request for waiver does not include any of the three reasons.</li> </ul>
11.2	Parental exception waivers are granted unless the school principal and educational staff determines that an alternative program offered at the school would not be better suited for the overall educational development of the pupil.	<ul style="list-style-type: none"> <li>➤ There is no clear standard defined in the school district plan by which a waiver is denied.</li> <li>➤ Waivers are denied on the sole grounds that an alternative program is not currently offered.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Provide evidence of meeting notes and decision-making process for denial of each individual waiver.</li> </ul>
11.3	If a waiver is denied, parents and guardians are informed in writing by the principal and other educational staff of the reason for denial and advised that they may appeal to the local board of education or to the court.	<ul style="list-style-type: none"> <li>➤ Documents and procedures do not include this statement.</li> <li>➤ No written information to parents regarding waiver denial.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Include the statement in the document and procedures.</li> <li>➤ Evidence of written notification to parents regarding waiver denial.</li> </ul>
11.4	Each school in which 20 or more pupils of a given grade level have been granted a waiver provides such a class. If fewer than 20 waivers are granted, the school provides such a class or allows the pupils to transfer to a public school in which such a class is offered.	<ul style="list-style-type: none"> <li>➤ Documents and procedures do not include this statement.</li> <li>➤ Statement is written incorrectly conveying a different meaning.</li> <li>➤ LEAs state that they, “do not have an alternative program, therefore waivers are not granted.” or, “LEA does not have an alternative program, therefore you must transfer...”</li> </ul>	<ul style="list-style-type: none"> <li>➤ Include the statement in the document and procedures.</li> <li>➤ Statement needs to convey the same meaning it is intended.</li> <li>➤ LEAs must provide an alternative program if 20 waivers in a school in a given grade level and language are granted.</li> </ul>
<b>Note</b>	The Individualized Education Program (IEP) team determines placement of each special education student regardless of language proficiency.	<ul style="list-style-type: none"> <li>➤ Documents and procedures do not include this statement.</li> <li>➤ IEPs determination is not documented in IEP.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Include the statement in the document and procedures.</li> <li>➤ IEP documents the decisions regarding waiver and program placement of EL on IEP.</li> </ul>

OPSET for EL Program are available on the EL Web site <http://www.cde.ca.gov/ta/cr/cc/documents/elopset08.doc>

## Questions and Answers

**Q.** Do budget shortfalls and school wide cuts negate districts’ program compliance responsibilities (specifically EL programs)?

**A.** **No. General fund resources must be allocated to provide appropriate learning opportunities for ELs, and based on *Castañeda v. Pickard* (20 USC 1703[f]), the provision of such services is not contingent on the receipt of state or federal categorical aid funds. On the other hand, categorical aid funds such as EIA-SCE, EIA-LEP, and Title III, shall be use to support programs and activities designed to assist ELs achieve proficiency in the English language as rapidly as practicable and to support programs and activities designed to improve the academic achievement of ELs. All funds must be justified in terms of their educational benefit to ELs, which is determined via an evaluation of whether a given expenditure helped improve student academic achievement of ELs.**

## Migrant, Indian and International Education Office: International Activities

### Ruta Quetzal BBVA 2009 Contest Winner

CDE Literary and Art Contests Web page: <http://www.cde.ca.gov/sp/me/il/escribo.asp>

**What:** State Superintendent of Public Instruction Jack O'Connell congratulated Laguna Hills High School student Daisy Walker for winning a 2009 Ruta Quetzal BBVA academic and travel scholarship from the Ministry of Education of Spain. Laguna Hills High is in the Saddleback Valley Unified School District. Daisy Walker started in Two-Way Immersion Program in the first grade at Gates Elementary in the school district. The Saddleback Valley USD is one of the few school districts with a successful K-12 Two-Way Immersion Program in California.

**How:** Daisy Walker made a mosaic interpreting "La Ciudad de los Césares," and wrote a fictional diary entry in Spanish explaining what one of the discoverers of "La Ciudad" would have seen. The CDE Communications Office prepared a press release on February 9, 2009.

**When:** The academic and travel adventure trip is for six weeks during the 2009 summer.

**Where:** Over 250 students worldwide will travel throughout Chile and Spain.

**Contact:** Eva Tejero, Education Advisor, Consulate of Spain, 916-319-0390 or 415-922-2038

### Scrivo in Italiano Contest

CDE Literary and Art Contests Web page: <http://www.cde.ca.gov/sp/me/il/escribo.asp>

**What:** The California Department Education and the Education Office of the Consulate General of Italy are announcing the II Annual *Scrivo in Italiano* Literary Contest for students from grades four through twelve that are in foreign language Italian courses. The purpose of the contest is to encourage students to further their Italian writing skills. The first-place winners in the high school categories will receive \$250 and the middle school students will receive \$150. The National Italian American Foundation offers the prizes to the students.

**How:** The classroom teacher or the school principal will submit the written essays or poems to the Education Office of the Consulate General of Italy in Los Angeles or San Francisco.

**When:** Due date is April 7, 2009

**Contact:** Edda Caraballo, Bilingual Education Consultant, 916-319-0396 or by e-mail at [ecarabal@cde.ca.gov](mailto:ecarabal@cde.ca.gov)

### Spain Grants for Summer Programs & Teacher Language & Culture Assistants in Spain

CDE International Web page: <http://www.cde.ca.gov/sp/me/il/>

**What:** California teachers have the opportunity to study or to teach in elementary or secondary public schools in Spain. Teachers or administrators may study Spanish in the 2009 summer.

**When:** Due date is April 15, 2009

**Contact:** Eva Tejero, Education Advisor, Consulate of Spain, 916-319-0390 or 415-922-2038

## Office Corner

Welcome **Terrie Poulos**, to the ELAU. Terrie comes to us from the Shasta COE, where she was the SELPA Director. She has her doctorate in Educational Administration from USC and her bachelor degree from Colorado State University.

Terrie has an extensive background as a middle school educator in curriculum and instruction serving students with disabilities and English learners. She has spent most of her career in Shasta and Tehama Counties but you may remember Terrie as a Special Education Consultant for the CDE. She is glad to be back and reconnect with old friends!

In her spare time, Terrie enjoys traveling, reading, learning about learning, and visiting her family in Colorado. The newest additions being her brother's 10 month old triplets: Cade, Ciana, and Emoree.

Congratulations to **Manuel Alfaro** for his recent retirement. Manuel served as a consultant with the MIIEO for over 33 years and performed numerous tasks including categorical program reviews and technical assistance to regional migrant education programs. We'd like to thank him for his many years of dedication and service to our migrant students and families. He will be missed, but we wish him the best on his retirement!

## LLSD Contact Information

OFFICE/TOPIC	CONTACT	PHONE	FAX:
<b>Language Learner and Support Division:</b>		916-319-0939	916-319-0960
Director: Héctor Rico			
<b>English Learner Accountability Unit (ELAU):</b>		916-319-0938	319-0960/0961
Administrator: Jeanette Ganahl			
Regions 1, 5	Amalia Chamorro	916-319-0192	
Regions 2, 3	Arturo Vásquez	916-445-1957	
Region 4	Therese Tiab	919-319-0201	
Regions 6, 7	Martha Acevedo	916-319-0952	
Region 8	Sonia Petrozello	916-319-0950	
Region 9	Shireen Miles	916-319-0951	
Region 10	Catherine Peacock	916-319-0320	
Region 11	Terri Poulos	916-319-0398	
<b>Language Policy and Leadership Office (LPLO):</b>		916-319-0845	916-319-0138
Interim Administrator: Celina Arias-Romero			
EL, Immigrant and Migrant Accountability Institute	Nancy Zarenda	916-319-0263	
Bilingual Coordinators' Network (BCN)	Lilia Sánchez	916-319-0265	
Bilingual Teacher Training Program (BTTP)	LPLO	916-319-0845	
Community-Based English Tutoring (CBET)	Paul Garcia	916-323-5467	
English Language Acquisition Program	LPLO	916-319-0845	
R-30 Language Census–Program Issues	LPLO	916-319-0845	
Refugee Students Assistance Programs	Lilia Sánchez	916-319-0265	
Title III Year 2 Accountability	Paul Garcia	916-323-5467	
Title III Year 4 Accountability	Marcela Rodriguez	916-322-9385	
Title III (LEP & Immigrant)	Michelle Anberg-Espinoza	916-323-4872	
(Student National Origin Report (SNOR)	Monte Blair	916-323-5124	
TIII Charter and Private Schools	Nancy Zarenda	916-319-0263	
Two-Way Immersion Programs	Lilia Sánchez	916-319-0265	
<b>Migrant, International and Indian Education (MIIEO):</b>		916-319-0851	916-319-0139
Administrator: Ernesto Ruiz			
American Indian Education Centers	Judy Delgado	916-319-0506	
Migrant Identification and Recruitment	Marcos Sánchez	916-319-0391	
International Education	Edda Caraballo	916-319-0396	
Migrant Education Direct Funding	MIIEO	916-319-0851	
Migrant State Parent Advisory Council	Maricela Ramirez	916-319-0392	
MEES Program	Christopher Cambern	916-319-0394	
Mini-Corps	Linda Rivera	916-319-0730	
PASS	Jorge Gaj	916-322-3048	
<b>AB 2117 EL Best Practices</b> (Prof. Dev. & Curr. Supp. Div.)	Roxane Fidler	916-323-4861	
<b>AMAOs</b> (Policy and Evaluation Division)	Cathy George	916-319-0231	
<b>Standards and Assessment Division:</b>			
CELDT; ELD Standards	Lily Roberts	916-319-0569	
STAR Program	John Boivin	916-319-0414	
High School Exit Exam	Diane Hernandez	916-319-0349	
<b>Educational Demographics Office</b>	Dorothy Aicega	916-327-0208	
<b>UCP</b> (Categorical Program Complaints Mngmt. Office)		916-319-0929	
<b>Special Education Division</b> (EL Issues/Questions)	Margaret Benavides	916-323-7192	
<b>Office of Civil Rights (OCR) – U.S. Dept. of Ed.</b>		415-486-5555	415-437-7783
	Ava M. DeAlmeida Law	415-486-5513	
	Susan Spelletich	415-486-5558	
	Chris Witt	415-486-5565	
	Jim Wood	415-486-5566	
	Katherine Riggs	415-486-5544	
<b>Commission on Teacher Credentialing (CTC)</b>	888-921-2685 or 916-445-7254		
Appointment Line		916-445-3340	
Assignment Issues		916-322-5038	
<b>Language Learner and Support Division * California Department of Education * 1430 N. St., Sacramento, CA 95814</b>			