

English Learner Programs Update

Language Learner and Support Division

May 2009



Title III Year 4

All fifty-nine Title III Year 4 local educational agencies (LEAs) have submitted the required online Action Plan. Some plans require revisions based on recommendations by the Regional County Office of Education lead (Regional lead).

The Regional Leads are currently monitoring implementation of the Cohort 2 (2008-09) Action Plans. Additionally, Regional leads continue to monitor the implementation of plans from Cohort 1 (2007-08) until June 2009. LEAs are making the required 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 continue to meet monthly with the CDE and California Comprehensive Center (CA CC) at WestEd to receive professional development regarding this work, and assist in planning future technical assistance.

The CDE anticipates a maximum of eleven LEAs entering into Title III Year 4 in September 2009. We are on schedule to continue providing Regional lead assistance to those Year 4 LEAs. More information is forthcoming regarding the technical assistance Forums.

For questions regarding Title III Year 4 and the Regional leads, contact Marcela Rodriguez, Bilingual/Migrant Education Consultant, Language Policy and Leadership Office (LPLO) at 916-322-9385 or mrodriguez@cde.ca.gov.

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Parental Involvement Toolkit

A long awaited Parental Involvement Toolkit sponsored by the U.S. Department of Education is now available. Parental Involvement is an integral part of Title III and Title I, Part A. The Parental Involvement provisions recognize that parents are an important influence in helping their children achieve high academic standards. The Toolkit is designed to provide information to those who are implementing Parental Involvement provisions at the state educational agency, LEA, and school level. The toolkit can be viewed at Southwest Educational Development Laboratory (SEDL) Web site at <http://www.sedl.org/connections/toolkit/>. (Outside Source).

NEXT BCN

When: September 24-25, 2009
Where: Citizen Hotel
Sacramento, CA

Save the New Date:

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

Annual Title III Survey (Formerly known as the Biennial Survey)

The Language Policy and Leadership Office will begin conducting the online Annual Title III Survey in late October, early November 2009. We request the assistance of BCN members in communicating the importance and timeliness of this survey to LEAs.

The Annual Title III Survey, conducted in every state receiving Title III funds, provides required information for the Consolidated State Performance Report (CSPR) submitted to the CDE. We had a much more successful response rate in December through the collaborative efforts in our office. We recognize the need to enlist the help of our partners to provide reminders to LEAs regarding this survey, as it becomes necessary.

For questions regarding the Annual Title III Survey, contact Marcela Rodríguez, Bilingual/Migrant Education Consultant, LPLO, at 916-322-9385 or mrodriguez@cde.ca.gov.

Refugee School Impact Grant

The United States Office of Refugee Resettlement awarded the California Department of Social Services (CDSS) \$1.7 million in continuation funding for the Refugee Students Assistance Grant for the period of August 15, 2008, through August 14, 2009. This is the fourth year of a possible five-year project period. The grant, administered in collaboration with the CDE, assists schools that have a significant number of refugee children. The CDE makes grant funds available to ten LEAs to provide support services to refugee children and their families: Clovis Unified School District (USD); East Side USD; Folsom-Cordova USD; Glendale USD; Twin Rivers USD; Los Angeles USD; Norwalk-La Mirada USD; Oakland USD; Sacramento City USD and San Juan USD. These LEAs were originally chosen through a competitive process and receive continuation funding each year the CDSS receives grant funds.

Each year that CDE receives Refugee School Impact Grant funds, LEAs are asked to submit a program proposal and budget. Local collaboration is encouraged between the County Refugee Coordinators and the LEAs in order to ensure that program services are planned with input and the support of the refugee community. With these funds, districts provide supplemental instructional support and services to refugee students in grades K-12. These services are offered throughout the year and they include summer programs. LEAs have developed unique program designs that include after school interventions, Saturday schools, mentoring and bilingual counseling. Additionally, all programs offer support to the families of refugee students. One goal is to familiarize the family with the school system. Some districts offer periodic informational Parent Institutes or develop bilingual guidebooks. Districts utilize various strategies to inform parents of their child's progress and keep them involved in their child's educational success. This year CDE is anticipating sending the invitation to apply for a continuing grant on July 2009.

If you have questions regarding the Refugee Students Assistance Program, please contact Lilia Sánchez, Bilingual/Migrant Education Consultant, LPLO at 916-319-0265 or by e-mail at lsanchez@cde.ca.gov.

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. This has been a collaborative effort among "experts with much experience in teaching English learners at the elementary and secondary levels." Look for it late summer or fall 2009. See our new flier for more information.

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

Hotel booking is now available for the Tenth Accountability Leadership Institute for English Learners, Immigrant, and Migrant Students at the Hyatt Regency San Francisco Airport in Burlingame by calling 800-233-1234 or 650-347-1234. When making reservations, please indicate that you are attending the CDE Accountability Institute. Registration brochures will be mailed soon and posted online at:

<http://www.cde.ca.gov/sp/el/t3> and <http://www.cde.ca.gov/sp/me/mt>

The institute focus is *Coordinating Improvement Efforts, Building Synergies* and reflects the belief that educators at all levels must align improvement efforts across programs serving the same students to best 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 keynote speakers include **Dr. Sharroky Hollie**, Executive Director of the Center for Culturally Responsive Teaching and Learning, **Simón Silva**, renowned and inspirational artist, and **Dr. Emir Jose Macari**, Dean of Engineering and Science at California State University, Sacramento. A variety of workshops will be led by field and education agency experts.

This institute is part of the CDE's effort to provide technical assistance to local educational agencies 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 include superintendents, administrators, evaluators, and instructional leaders involved in the implementation of state and federal programs for EL, immigrant, and migrant students. We look forward to seeing you in Burlingame!

If you have questions regarding the Accountability Leadership Institute, please contact Nancy Zarenda Education Programs Consultant, LPLO, at 916-319-0263.

EL items in the CPM Process

English Learner Program Item EL 12 is one of the top items found not meeting legal requirements during the 07-08 Categorical Program Monitoring on-site reviews. The legal mandate reads, "Each English learner (EL) receives a program of instruction in English language development (ELD) in order to develop proficiency in English as rapidly and effectively as possible." (20 USC 1703[f], 6825[c][1][A]; California *Education Code* [EC] 300, 305, 306, 310; 5 *California Code of Regulations* [CCR] 11302[a]; *Castañeda v. Pickard* [5th Cir. 1981] 648 F.2d 989, 1009-1011).

Although this item does not have any sub-categories, many of the common problems associated with it relate to the delivery and implementation of this core subject: English language development.

EL items in the CPM Process (Cont.)

COMMON PROBLEMS	POSSIBLE SOLUTIONS
<ul style="list-style-type: none"> Not all English learners receive ELD 	<ul style="list-style-type: none"> During the regular day, an authorized teacher must provide ELD instruction, appropriate to the English proficiency level of each English learner, until the student is reclassified. The school district defines the curriculum and materials used to provide ELD to each English learner and ensure that ELD instruction is implemented effectively.
<ul style="list-style-type: none"> English learners receive ELD, but not appropriate to their level of language acquisition 	<ul style="list-style-type: none"> Teachers must have current information on the proficiency level of each English learner they teach in order to target instruction to the language needs of each student. In order to follow student progress and to inform instruction, teachers document students' individual proficiency levels and regular classroom performance assessment demonstrating student progress in meeting ELD standards.
<ul style="list-style-type: none"> Instruction is difficult to differentiate when delivering ELD instruction to a variety of English language proficiency levels at once 	<ul style="list-style-type: none"> Differentiated instruction is teaching with student needs in mind. It means starting where the student <u>is</u> rather than adopting a standardized approach to teaching that seems to presume that all learners of a given age or grade require to be taught the same skills. Differentiated instruction is responsive teaching, not "one-size-fits-all" teaching in which learning styles are also taken into consideration. In addition, the teacher must determine the specific student needs through regular monitoring and assessments. Teachers modify instruction based on, among other things: <ol style="list-style-type: none"> 1. English proficiency level as measured by the CELDT 2. Regular teacher's assessment of their mastery of ELD standards and skills 3. Primary language proficiency level 4. Schooling background 5. Student progress (or lack of) and interventions used (which were effective and which not)
<ul style="list-style-type: none"> An English learner is not receiving ELD because the parents requested it 	<ul style="list-style-type: none"> ELD is required for all English learners. While parents may request that their children be exempted from a specific instructional setting, they may not exempt their student from the instructional services of ELD (<i>CCR</i>, Title 5, section 11301 [b]). Districts have an obligation to ensure that students receive ELD and access to other core content areas from teachers who are qualified to provide such instruction (<i>Castañeda v. Pickard</i>, 1981).
<ul style="list-style-type: none"> The school/or district is not sure how many minutes and how many times a week to teach ELD to English learners 	<ul style="list-style-type: none"> Federal or state law does not identify a specific number of minutes of ELD for all English learners. Each district has the discretion to determine the amount of time appropriate for students at different English language proficiency levels. The district should have a rationale for the scheduling and amount of ELD students are receiving that bears relation to student progress in English (<i>Castañeda v. Pickard</i>, 1981). If through the monitoring of student progress and program effectiveness, the district determines that English learners are not progressing in English language acquisition, based on the expectations set, it may be determined that this area could be a factor that may need to be enhanced.

EL items in the CPM Process (Cont.)

COMMON PROBLEMS	POSSIBLE SOLUTIONS
<ul style="list-style-type: none"> There is no clear scope & sequence or consistent materials within an LEA/school to teach ELD; no adopted curriculum 	<ul style="list-style-type: none"> Districts are to define ELD materials that are specifically designed to enable students at each level of English language proficiency to acquire academic English rapidly, efficiently, and effectively. The English-language Development Standards are designed to supplement the English-language arts content standards to ensure that English learners acquire proficiency in both the English language and the concepts and skills contained in the English-language arts content standards. The standards are designed to assist teachers in moving English learners to fluency in English and proficiency in the English-language arts content standards. The ELD standards can be downloaded at http://www.cde.ca.gov/be/st/ss/index.asp. Districts and schools have a variety of resources and instructional materials available to support ELD instruction. For grades kindergarten through grade eight, state-adopted materials contain ELD support components. In addition, the current list includes intervention materials for English learners. The list of state-adopted reading/language arts and ELD materials is available on the CDE Web page at http://www.cde.ca.gov/ci/rl/im. Districts may also use the correlation matrices of English-language arts and ELD standards that are found at http://www.cde.ca.gov/ci/rl/im/elaeldmatrixlinks.asp. These correlation matrices were developed for the review of supplemental instructional materials for English learners under Senate Bill (SB) 1113. The list of supplemental instructional materials for English learners approved for purchase by districts under this program can be found at http://www.cde.ca.gov/ci/cr/cf/el-listcertsupmatr.asp.
<ul style="list-style-type: none"> ELD instruction bears no correlation to ELD standards 	<ul style="list-style-type: none"> ELD is a core academic subject for English learners, just like math, social studies, or English, and as such, students must receive instruction based on the state standards, planned and delivered by a certificated teacher who is authorized to work with ELs. The instruction should be consistent with the district's design for their ELD program.
<ul style="list-style-type: none"> Students are pulled out of the classroom to receive ELD by a paraprofessional who plans and delivers instruction. 	<ul style="list-style-type: none"> While paraprofessionals may assist with providing instruction, the authority and responsibility for effective delivery of the ELD instructional program must remain with the assigned certificated teacher. ELD is intended to address the specific needs of students who are learning English.
<ul style="list-style-type: none"> ELs at CELDT proficiency levels 4 and 5 in English Language Mainstream setting only receive English Language Arts 	<ul style="list-style-type: none"> All ELs must receive ELD. ELD for a student at a level 4 or 5, or at any other level, should be designed to meet the individual needs of the students based on on-going assessment of their mastery of the ELD /ELA standards. Differentiation of instruction is crucial for this group of students especially when ELD is intended to be delivered during English Language Arts. Correlation of ELD standards and English language arts standards is a useful tool for teachers when addressing the needs of ELs at this level. Information regarding the ELD standards is on the CDE Web page at: http://www.cde.ca.gov/be/st/ss/documents/eldstandards.doc.

OPSET for EL Program: <http://www.cde.ca.gov/ta/cr/cc/documents/elopset08.doc>

Questions and Answers

Q What are different specific ways of structuring ELD instruction that would meet the legal requirements?

A Keys to a successful program for English learners include: Gains in student English language proficiency provide important evidence that the district's ELD program is effective. A district-wide instructional plan English learners, fidelity of implementation of the curriculum by teachers who are authorized to teach ELD, differentiated instruction by proficiency level, use of ELD standards as a guide to day-to-day instruction, systems in place at the district and site level to monitor student progress, and interventions which occur when students are not making expected progress.

The law requires all English learners to receive ELD instruction appropriate to their level until they are reclassified. For students who have reached the proficiency level defined by the district as "reasonable fluency," ELD instruction may be provided in the context of a mainstream English language arts/English class, with some caveats. Despite their placement in this instructional setting, the English language arts/English teacher must be authorized to provide such instruction to English learners, have the knowledge of the correlation between English language arts (ELA) and English language development, and know where the students are in relation to the ELA and ELD standards.

Some of the things that the authorized teacher should keep in mind when placing English learners into a mainstream ELA class are:

- Review the individual student's records (CELDT scores and sub-scores; California Standards Tests ELA scores; and other achievement measures), and all available information on the student's prior education, primary language literacy skills, and other personal and/or academic strengths;
- Have knowledge of the student's current mastery of the English language development standards;
- Review the individual student's classroom performance in the area of language arts (especially reading and writing skills) as appropriate for their grade level; and
- Establish specific learning objectives for ELD and ELA, based upon the information above.

Some of the focused strategies that the site may use to support each mainstreamed English learner's identified learning need may include:

- Flexible grouping: small group instruction from the ELA teacher, directed support from an instructional aide during part of the ELA class, deployment of the student to work with another ELA teacher instructing other English learners with similar needs and pairing or grouping ELs with fluent English speakers;
- The utilization of additional resource materials and curricula to reinforce instruction in needed areas;
- Tutoring or other interventions; with follow-up
- Frequent assessment to measure mastery of concepts and skills, followed by re-teaching of difficult areas and re-grouping, as appropriate.

Q. Would it be compliant to do ELD through social studies during the social studies period? How?

A. In order to answer this question, the LEA needs to answer the following questions as probes:

- How do you demonstrate that students are meeting the ELD/ELA standards? It is important to not just shelter instruction to make social studies comprehensible; otherwise, the strategies used to make social studies comprehensible may not be addressing the ELD standards. ELD is "core" and has its own standards, like math.

What system do you have in place to monitor individual student progress in the ELD/ELA standards?

Questions and Answers (Cont.)

- Are your social study teachers authorized to teach ELD?
- What staff development have teachers received to teach ELD?
- How is instruction differentiated for the various levels of language acquisition?
- What data do you have that demonstrate that what you are doing is effective (that students are acquiring English as rapidly and effectively as possible)?
- What is the plan for monitoring and overcoming any academic deficits?

While using the core outside of ELD to provide English learners with additional content-based ELD opportunities, a structured, differentiated, and focused ELD program that strategically addresses the appropriate ELD/ELA standards is key to ELs acquiring English as rapidly and effectively as possible.

Q. Is it legal to give English learners grades for ELD time?

A. Yes.

Q. Are there any written recommendations around how many proficiency levels can be addressed during one ELD block of time?

A. While no specific language as to how many levels should be addressed at any one time or setting, *EC* Section 305 addresses placement of ELs with other pupils of similar proficiency levels and teaching to similar levels when students are placed in Structured English Immersion. Teaching to too many levels decreases the likelihood that the students will receive the differentiated instruction that they need.

If you have any questions, please contact the English Learner Accountability Unit at 916-319-0938 and ask to speak to the consultant assigned to your region. (See LLSD Contact List on page 10 to find your regional consultant).

Student Drawing Contest

The Ministry of Foreign Affairs of Mexico and the Consulate General of Mexico are announcing the XIII Annual *Este es mi México: Concurso de Dibujo Infantil* Contest for students from grades two through six and/or ages between seven and eleven years old.

The teachers may submit student work in the form of drawings or paintings on 12" by 12" cardboard or paper. The topic for the drawing is either the Celebration of 200 years of Independence or the Celebration of the Centennial of the Mexican Revolution. (In 2010, Mexico will commemorate two historic dates, September 15, 1810, and November 20, 1920.) The due date for the entries is **June 30, 2009**, and artwork will be accepted any day after April 1, 2009. The winners will be announced on August 12, 2009. All the participants will receive a diploma. There will be 15 winners and each winner may choose one of the following prizes: a laptop computer, a digital camera, or a drawing kit with a set of books.

You can find more information and the student application form on the CDE Literary and Arts Contests Web page at <http://www.cde.ca.gov/sp/me/il/escrigo.asp> Concurso de Dibujo. All drawings must be sent to the Mexican consular office nearest the student or the school. You can find a listing of the consular offices on the CDE Resources-International Web page at <http://www.cde.ca.gov/sp/me/il/resources.asp>.

If you have any questions regarding this subject, please contact Michelle Pacheco, Education Liaison, Consulate General of Mexico in San Francisco, at 415-354-1722 or Edda Caraballo, Bilingual Education Consultant, Migrant, Indian, and International Education Office (MIIEO), at 916-319-0396.

The Migrant Student Information Network

Identifying, recruiting, serving, and providing for continuity in education for a highly mobile population such as the migrant student has always been a challenging proposition. When Congress stopped funding the national migrant data collection system, Migrant Student Record Transfer System (MSRTS), in 1994, the task became more daunting. In response, California initiated the development of what is now the Migrant Student Information Network (MSIN).

The MSIN receives student data from the 23 Migrant Regional Offices. The data include demographics, program eligibility, school and program enrollments, supplemental services provided statewide assessments, and contact information at the regional and contact level. This student information is made available to authorized users through the Migrant Student Locator. In Operation since 1998, the Migrant Student Locator has been a valuable tool to the Migrant Education Program (MEP).

The MSIN, which is the primary source for Part C of the CSPR, employs an accurate and effective system for matching and identifying unique migrant students using a time-proven algorithm that assigns unique statewide identification numbers to all migrant students, regardless of whether they are attending students or out-of-school youths.

MSIN also provides a Web-based tool to assist the MROs in resolving conflicts resulting from records that are created within the same sending agency, or another MRO. Regional-level student records are maintained and linked by the unique statewide identification number. A user can toggle to records submitted by all other MROs for a student, or view a consolidated record.

The MSIN Migrant Student Locator has over 1,000 active user accounts within the state. Users of the system include: School and, district staff, Migrant Regional personnel, Special programs (High School Equivalency Program [HEP], Portable Assisted Study Sequence [PASS], etc.). State MEP and College Assistance Migrant Program (CAMP).

In addition to providing unduplicated 12-Month and Summer/Intersession count of students on demand, the MSIN produces numerous standard and ad hoc reports generated for users at all levels, including other State agencies, researchers, and nonprofit organizations, in addition to the education community. The topics range from program participation, mobility, assessment, and eligibility to general demographic data.

In preparation for participating in CALPADS, MISN now includes the Statewide Student Identifier (SSID) in the migrant student record. The MSIN will also exchange data with the new national system, the Migrant Student Information Exchange (MSIX), which is expected to be fully operational later in 2008. The Both the MSIN and the MSIX are available to all authorized educational users. If you are interested in more information or to request an application for a user account, please contact your local Migrant Regional Office or Jorge Gaj, Education Programs Consultant, MIIEO, at 916-322-3048 or jgaj@cde.ca.gov.

The Migrant Education Portal

California Migrant Education Portal was developed by Migrant Education Region 2 in 2006 to support ELs with the development and delivery of high quality, sustainable, video-enhanced professional development resources. The portal supports Migrant Education programs and services with access to content-based resources in addition to communications, resource sharing, and program management tools. Modules provide examples of effective teaching practice using full video segments and instructional content describing the models of practice. Nearly 50 video clips provide examples of the following instructional strategies in K-12 classrooms:

Choral Response; Explicit Teaching of Academic Language; Realia, Multi-Level Response; Complete Sentence Response; Modeling; Think Time; Graphic Organizers; Summarize the Learning; Activate Prior Knowledge; Sentence Expansion; Student Discussion; Check for Comprehension; Journal Response; Primary Language Support; and Direct Instruction.

The Migrant Education Portal (Cont.)

Additionally, there are modules to support parents, paraprofessionals, and early childhood educators available in English and Spanish to assist in the language development of young children. The parent modules teach adults how to use language facilitation strategies when looking at picture books with young children. The modules for early childhood educators and paraprofessionals provide information on how children acquire English as a second language, and offers research-based strategies teachers and paraprofessionals can use to support English learners. The portal brings these researched-based practices to educators and parents in content-rich modules.

The Migrant Education portal is available at no-cost to individuals in the Region 2 counties (Butte, Colusa, Del Norte, El Dorado, Glenn, Humboldt, Lake, Lassen, Marin, Mendocino, Modoc, Napa, Placer, Sacramento, Shasta, Siskiyou, Solano, Sonoma, Sutter, Tehama, Yolo, and Yuba). To get an account go to www.calmigrated.org and click on the blue "Get An Account" button. You will be walked through a few steps to give yourself a Login ID and Password. Access is available for all educators and parents. If you are from any other county, please request a GUEST account. If you have any questions, please contact Gail McGowan at 530-822-3270.

California Mini-Corps Marks 41 Years of Serving Migrant Students

For 41 years, CDE Migrant Education Program in partnership with the Butte County Office of Education has administered the statewide California Mini-Corps (Mini-Corps) program, providing services to migrant students throughout the state.

Mini-Corps tutors are full-time college students with a migrant or farm worker family background who attends one of the 22 participating California colleges. The tutors work with the program in the school year and/or summer programs, providing supplemental educational services to migrant students. These include in-classroom tutoring, summer activities, "outdoor education" camps, and a puppetry program.

Thousands of teaching professionals got their start with Mini-Corps. They started off as college students and were provided with paid classroom experience to work with migrant students. Most importantly, the college students are role models to a population who many times have not had the opportunity to be tutored by bilingual college students who share similar experiences.

More than 20,000 college students participate in Mini-Corps throughout the past four decades, and a study conducted in 1985 showed 76 percent of our tutors go into a teaching career. Mini-Corps has been positively recognized at the federal level and is a win-win program in collaboration with all its inter-agencies. Migrant students benefit from extra tutoring as well as being mentored by college students who understand their background and unique challenges. At the same time, the tutors receive financial support and training while pursuing an educational career.

In the academic year and summer of the fiscal year of 2007-2008, the Mini-Corps tutors provided approximately 63,876 hours of reading assistance to migrant students (k-12) and 56,201 hours of math assistance in grades k-12. The Mini-Corps tutors in the school year received 311 hours of Focus on Reading and 422 hours on math strategies. The above services were provided via the school year program; summer indoor program; outdoor education; and the puppetry program by approximately 567 college tutors. A total of 41,533 migrant pupils were provided tutorial services this fiscal year. Additionally, there is a community service component and over 4,000 home visits were made to migrant parents by the Mini-Corps students. The home visits ranged from sharing reading or math strategies; discussing a health or absenteeism issue with teacher approval; inviting them to a school meeting; or to provide information on school intervention programs that are being offered to their children.

Mini-Corps continues to support the college students in staff development to give tutors best practices in teaching and to hook them to the art of teaching. This year there were 80 Bachelor of Arts/Science graduates who are now pursuing a career in teaching. Our tutors continue to face several challenges; mainly it is passing the required exams, along with the cost of the exams. It is taking our Mini-Corps tutors longer to enter the student teaching program but a more dedicated student teaching population like a Mini-Corps student is rare!

For more information, please call Maria Avila, Director, Mini-Corps Program at 916-446-4603.

Language Learner Support Division (LLSD) Contact Information

OFFICE/TOPIC	CONTACT	PHONE/FAX	
Language Learner and Support Division		916-319-0939	916-319-0960
Director: Héctor Rico			
English Learner Accountability Unit (ELAU):		916-319-0938	916-319-0960 916-319-0961
Administrator: Jeanette Ganahl			
Bilingual Teacher Training Program (BTTP)	ELAU	916-319-0938	
Bilingual Coordinators' Network (BCN)	ELAU	916-319-0938	
Charter Schools with Title III Funding	ELAU	916-319-0938	
Bilingual Tester Waivers	ELAU	916-319-0938	
CPM EL Reviews and Requirements:			
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	Terrie Poulos Mark Klinesteker Chimeng Yang	916-319-0938 916-319-0420 916-319-0678	
Language Policy and Leadership Office (LPLO):		916-319-0845	916-319-0138
Interim Administrator: Celina Arias-Romero			
EL, Immigrant and Migrant Accountability Institute	Nancy Zarenda	916-319-0263	
Community-Based English Tutoring (CBET)	Paul Garcia	916-323-5467	
English Language Acquisition Program (ELAP)	Paul Garcia	916-323-5467	
R-30 Language Census–Program Issues	Michele Anberg-Espinosa	916-323-4872	
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 Monte Blair	916-323-4872 916-323-5124	
Student National Origin Report (SNOR)	Monte Blair	916-323-5124	
Private Schools with Title III Funding	Nancy Zarenda	916-319-0263	
Two-Way Immersion Programs	Lilia Sánchez	916-319-0265	
Migrant, International, and Indian Education Office (MIIEO):		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	Linda Rivera	916-319-0730	
Migrant State Parent Advisory Council	Maricela Ramirez	916-319-0392	
Migrant Education Even Start (MEES) Program	Christopher Cambern	916-319-0394	
Migrant Student Information Exchange	Jorge Gaj	916-322-3048	
Mini-Corps	Linda Rivera	916-319-0730	
Portable Assisted Study Sequence (PASS)	Jorge Gaj	916-322-3048	
CONTACTS OUTSIDE OF LLSD			
AB 2117 EL Best Practices (Prof. Dev. & Curr. Supp. Div.)	Roxane Fidler	916-323-4861	
SB 472 EL PD (Prof. Dev. & Curr. Supp. Div.)	Ellen Ringer	916-323-4694	
AMAOs Calculation (Policy and Evaluation Division)	Cathy George	916-319-0231	
Standards and Assessment Division:			
CA English Language Development Test (CELDT)	Lily Roberts	916-319-0569	
STAR Program	John Boivin	916-319-0414	
High School Exit Exam	Diane Hernandez	916-319-0349	
Standards Test in Spanish (STS)	Dianna Gutierrez	916-319-0337	
Educational Demographics Office	Dorothy Aicega	916-327-0208	
Uniform Complaint Procedures (UCP) (Categorical Prog. Complaints Mngmt. Office)		916-319-0929	
Special Education Division (EL Issues/Questions)	Margaret Benavides	916-323-7192	
English Learner Advisory Committee to the SBE	Jennifer Johnson	916-319-0694	
Office for Civil Rights (OCR) – U.S. Dept. of Ed.		415-486-5555	415-437-7783
Commission on Teacher Credentialing (CTC)		888-921-2682 916-445-0184	
Language Learner & Support Division-California Department of Education-1430 N. Street, Suite 4401, Sacramento, CA 95814			