

# California Department of Education Updates

May 2024

## Curriculum Frameworks and Instructional Resources Division (CFIRD)

### 2025 Mathematics Instructional Materials Adoption

On January 18, 2024, the State Board of Education approved documents related to the anticipated 2025 Mathematics Instructional Materials Adoption, including the Schedule of Significant Events, the Online Instructional Materials Reviewer Application Questions, and the Evaluation Criteria and content Standards Maps, officially kicking off the adoption process. The online reviewer application has been posted [here](#) and will be open until September 24, 2024. Recruitment letters were sent out on April 2, 2024, to potential Content Review Experts and an additional recruitment letter was sent out for Instructional Materials Reviewers on April 5, 2024. Flyers will be sent out to various organizations as part of the recruiting process in the coming weeks.

### American Printing House for the Blind (APH) Student Registration

The American Printing House for the Blind student registration is an annual census of legally blind and visually impaired (VI) students in the United States that allocates federal funding to educational programs with VI students to use for purchasing materials from the APH. This year, the APH added a new category of qualification to the registration. This new category allows students who would qualify as being visually impaired under the Individuals with Disabilities Education Act (IDEA) to register. Previously, only students who met the legal definition of blindness or functioned at the legal definition of blindness as set by the federal government would qualify for registration. The registration is currently ending its first phase, which is the initial collection of students for the census. We currently have 6,234 students registered. Over the next few months, we will be working with APH to go through the student lists, verify data, and eliminate any duplicated entries across all the registrants from the United States. Last year, California's public and private APH accounts received a total of \$2.3 million in federal funding to use for purchasing APH materials for our registered VI students.

### Assembly Bill 167; Development of Model Curricula

Assembly Bill 167 amended four California *Education Code* sections for the development of model curricula. The Orange County Department of Education is developing the

- the Vietnamese American Experience,
- the Cambodian American Studies, and
- Hmong history and cultural studies.

Orange County Department of Education is finalizing these model curricula. They will be submitting the final versions to the CDE in early June 2024. The three Southeast Asia model curricula will launch on a dedicated platform in September 2024. For professional

development activities, visit [OCDE - Model Curriculum Projects](#). Orange County Department of Education is already scheduling rollout conferences across the state.

The San Diego County Office of Education and the Humboldt County Office of Education are jointly developing the Native American studies model curriculum (NASMC). They delivered the second draft of the NASMC in early April 2024. The Statewide Model Curriculum Coordinating Council (Council) will review the drafts of the model curricula and provide feedback to the county offices following the May 2024 meeting. The NASMC will be available to educators in September of 2025.

People who are interested in attending public meetings to provide input on the NASMC should visit the county office of education informational web pages at: [Native American Studies Model Curriculum | My HCOE](#)  
[Native American Studies Model Curriculum - San Diego County Office of Education \(sdcoe.net\)](#)

### **California Dyslexia Initiative (CDI)**

The California Dyslexia Initiative is inviting educators, specialists, and advocates to register for its two-day, statewide conference, scheduled for June 11 and 12, 2024. The conference—hosted by the Sacramento County Office of Education (SCOE) in collaboration with the California Department of Education (CDE), the California State Board of Education, and the California Collaborative for Educational Excellence (CCEE)—is being conducted virtually and will offer a dynamic platform for advancing screening, instruction, and intervention practices. Attendees will learn effective ways to teach reading, meet the needs of a range of learners, and address dyslexia and related challenges. [Learn more about the conference and register.](#)

### **Proposition 28: Arts and Music in Schools (AMS)**

The recording of the second webinar in the Proposition 28- Arts and Music in Schools (AMS) guidance series from Thursday, March 14, 2024, has been posted. The webinar provided guidance on 1) formulas behind the 2023-24 funding allocation 2) a walk-through of the written waiver submission process 3) a summary of the recently adopted AMS Audit Guide procedures and 4) an outline of mandated Reporting and Certification obligations. The recording can be found at [Proposition 28—Arts and Music in Schools Funding - Transforming Schools: Superintendent's Initiatives \(CA Dept of Education\)](#). Additionally, a new web page titled [Proposition 28 - AMS Financial & Audit Requirements](#) has been posted, which provides information about the conditions of receipt of AMS funds, the expenditure period, financial reporting, and the annual audit. Additionally, this new web page includes a link to the recently updated annual audit guide and an Excel workbook titled Arts and Music in Schools Audit Compliance Worksheets, which was developed to assist LEAs in demonstrating compliance with some of the audit requirements, including supplement verse supplant. Prop28/AMS web portal for LEAs to submit annual certifications, reports, and written waiver requests is located at <https://www8.cde.ca.gov/ams>. All unique LEA passwords were distributed on Monday 4/15 and collection of waiver submissions has already begun. Lastly, an

additional update to the FAQ page incorporating the new financial and audit requirements webpage and links to the web portal is being finalized.

## **Professional Learning Support Division**

### **Comprehensive Literacy State Development Grant**

For an overview of each of the projects under the federal Comprehensive Literacy State Development (CLSD) grant, please visit the California Department of Education (CDE) [Literacy Lead Agency](#) (LLA) web page. Grantees are working with their respective consortia of county office of education (COE) partners to build expertise in strategies that address their identified statewide literacy priority defined in the California [Comprehensive State Literacy Plan](#) (SLP) and implement these strategies through three-year small-scale pilot projects with one or more local districts within their regions. These strategies must align with state guidance and policies, be evidence-based, and support the literacy needs of economically disadvantaged and high-need students.

A Local Literacy Planning Toolkit to accompany the SLP, along with many other resources to support implementation, is available in the [Literacy Resources Repository](#) on the California Educators Together online platform. Each LLA's group and resources can also be accessed through the [Literacy Resources Repository](#). As part of this year's focus on scaling and sustainability, each LLA is creating an implementation guide for their project, which will be shared at the grant's conclusion.

CDE is currently in the process of applying with the U.S. Department of Education (ED) for a one-year, no-cost grant extension, which would extend the grant work through September 2025 and allow time to continue to work on scaling and sustainability, as well as disseminating best practices from the projects.

In addition, ED has posted a new 2024 CLSD grant award. As we prepare to submit an application, CDE will soon be sending out a 2024 California Statewide Literacy Needs Assessment Survey to COEs to broadly assess and communicate the current state of literacy instruction and learning within their local schools. The questions will focus on: 1) implementation of the literacy standards within the California Standards, 2) implementation of literacy elements within the California Curriculum Frameworks, 3) gaps in student achievement related to literacy across content areas, and 4) additional state-level supports needed. We greatly appreciate your support in completing the survey.

Information about the CLSD Grant and accompanying resources are available on the CDE [CLSD web page](#).

### **Early Literacy Support Block Grant**

The Early Literacy Support Block (ELSB) Grant is in the third and final year of implementation. Local educational agencies (LEAs) continue to implement the Literacy Action Plans that were developed in the grant planning year, after conducting needs assessments and root cause analyses for each school. The Expert Lead in Literacy, the Sacramento COE (SCOE) provided technical assistance to LEAs through November 2023. LEAs continue to focus on grant goals and sustainability in the final months of the

grant program, which concludes in June 2024. Expenditure reports for quarter three were due on April 30, and are currently under CDE review. Final grant reports are due in July. Additional information about the ELSB grant is available on the [ELSB Grant](#) web page.

### **Reading Instruction and Intervention Grant**

Through the Reading Instruction and Intervention (RII) grant program, also known as Project Accelerating Reading Intervention through Systemic Excellence (ARISE), the Contra Costa COE and partners generate and disseminate professional learning opportunities for kindergarten through grade twelve public school educators across the state in the areas of evidence-based literacy instruction, including biliteracy instruction; intensive literacy interventions; and support of pupils' executive functioning skills.

Project ARISE partners have developed a series of self-paced [online courses](#) that offer a whole-child approach to literacy instruction. Participants will engage in content addressing literacy as equity, executive functions, research informed best practices for reading instruction, and a process for intensive intervention. This professional learning opportunity is free to all California educators.

Through a new partnership with University of the Pacific (UOP), educators can earn three graduate-level semester credits for engaging in the Project ARISE courses and completing a log with reflection/application activities. For more details, please visit the [Project ARISE landing page](#). For UOP questions, please contact [Support@TeacherFriendly](mailto:Support@TeacherFriendly).

The Project ARISE team is hosting a free, virtual workshop series this spring. The final session on May 16 will feature content on Intensifying Interventions for Students from Project ARISE partner, the National Center on Intensive Intervention. More information is available on the [Project ARISE Spring Workshop Flyer](#). Recordings of all previous workshop sessions are available on the [Contra Costa COE RII Grant](#) web page.

For additional information about the RII grant, please visit the CDE [RII Grant](#) web page.

### **Literacy Coaches and Reading Specialist Funding Opportunities**

Through the Literacy Coaches and Reading Specialists (LCRS) grant, eligible school sites receive a funding allocation to develop school literacy programs, employ and train literacy coaches and reading and literacy specialists, and develop and implement interventions for students in need of targeted literacy support. For a list of eligible school sites for fiscal years 2022–23 and 2023–24, please see the [LCRS Categorical Programs](#) web page.

The LCRS Educator Training (LCRSET) grant was awarded to SCOE to develop and provide training for educators to become literacy coaches and reading and literacy specialists. A spring workshop series on evidence-based practices for literacy instruction is currently underway for participating LEAs.

Learn more about the LCRSET grant on the [LCRS web page](#) and the [LCRSET Request For Applications web page](#).

## **Mathematics, Science, and Computer Science Professional Learning Grant**

The California Mathematics, Science, and Computer Science Partnership (CAL-MSCS) grant project is working to expand existing statewide infrastructure and capacity to provide educator professional learning opportunities and coaching in mathematics, science, and computer science for grades four to twelve, inclusive, as well as supporting local efforts to improve family and community engagement.

Coaching sessions are being held for COEs to bring together rural and remote COE staff to help build local professional learning implementation teams to support professional learning and to improve MSCS professional learning systems.

All California educators are invited to attend **Trending Tuesdays Learning Sessions** led by content leadership teams and partners to explore topics impacting implementation of mathematics, science, and computer science education. More information is available on the [CAL-MSCS web site](#). Questions regarding the learning sessions may be emailed to [calmscs@sjcoe.net](mailto:calmscs@sjcoe.net).

CAL-MSCS is funded through a grant from the CDE through Assembly Bill 181, Chapter 52, Statutes of 2022, Section 122 of the Education Omnibus Budget Trailer Bill for the 2022–23 California State Budget. San Joaquin COE is the lead grantee.

## **California Regional Environmental Education Community Network**

The CDE is happy to announce our [2024–27 California Regional Environmental Education Community \(CREEC\) Network Grants awardees](#). Shasta COE will support CREEC North, San Joaquin COE will support CREEC Central, and San Diego COE will support CREEC South.

The CREEC Network is currently providing opportunities for educators for networking and professional learning. Opportunities are locally focused and supported with funding from the CDE. For contacts and details about events, educators should visit their local CREEC Region web page. CREEC Region web pages can be accessed through the CDE's [CREEC Network web page](#).

## **Title II, Part A - Supporting Effective Instruction Technical Assistance Webinars**

The CDE facilitated a Title II, Part A Consolidated Application and Reporting System (CARS) Spring Release Webinar on Tuesday, May 14, 2024. The webinar discussed the CARS Spring Release Forms required of Title II, Part A. LEA staff that review, complete, and submit CARS pages were encouraged to attend.

Please visit the [Title II, Part A Technical Assistance Webinars web page](#) to find the PowerPoint for this presentation.

## **Diversifying the Teacher Workforce Community of Practice (2024–2025)**

Connect with other districts and COEs to share and explore practices that address teacher shortages by attracting, recruiting, and retaining Black, Indigenous, and people of color (BIPOC) educators in this webinar series facilitated by the CDE, WestEd, and the San Diego COE. These meetings include a short presentation highlighting best

practices, input from researchers, small-group discussions about implementation within one's context, and a question-and-answer session. Next year's virtual events are scheduled 9–10:30 a.m. on the following dates:

- October 16, 2024
- November 20, 2024
- January 15, 2025
- February 12, 2025
- March 12, 2025

Racial microaggressions, CA Community Schools, and residency programs are some of the topics that will be covered to support initiatives that help build a diverse teacher workforce based on regional needs. To register and for more information, please email [TLPO@cde.ca.gov](mailto:TLPO@cde.ca.gov) with "DTW CoP" in the subject line.

### **Assembly Bill 1273 Implementation**

The CDE will be recruiting members of the Classified Employee Staffing Ratio Workgroup as outlined in Assembly Bill 1273 (Statutes of 2023). The workgroup will play a critical role in providing recommendations to the Legislature regarding classified employees within LEAs across the state. The workgroup will be responsible for grouping classified assignments in a manner that reflects the environmental setting of the assignment, the type of work to be completed, the impact on the assignment made by enrollment at a school site, and specialized needs, including certifications or licenses. Additionally, the workgroup will be asked to recommend staffing ratios per each identified classified staffing group with the number of pupils at a site. Members must have a strong understanding of classified employee roles, responsibilities, and job descriptions.

The Classified Employee Staffing Ratio Workgroup meetings will be held virtually on the following dates:

- October 22, 2024: 3–4:30 p.m.
- February 18, 2025: 3–4:30 p.m.
- April 22, 2025: 3–4:30 p.m.

An application to participate in the workgroup will be available soon.

### **Assessment Development and Administration Division**

This document provides program updates for California Assessment of Student Performance and Progress (CAASPP), English Language Proficiency Assessments for California (ELPAC), Physical Fitness Test, California High School Equivalency and Proficiency Programs, and National and International Assessments—and including,

when timely, updates on California’s other statewide assessments occurring since the previous update provided in March 2024.

## **CAASPP and ELPAC Combined Updates**

### **Expected Release Dates of Local Assessment Results**

Local educational agencies (LEAs) will soon begin receiving results for the CAASPP and ELPAC! Student Score Reports (SSRs), results in the California Educator Reporting System (CERS), and LEA Student Score Data Files will become available to LEAs later this month for the Smarter Balanced English language arts/literacy (ELA) and mathematics tests, the California Science Test (CAST), as well as the Summative ELPAC. Results for the Summative Alternate ELPAC, California Spanish Assessment (CSA), as well as the California Alternate Assessments (CAAs) for ELA, math, and science are expected later this summer.

The following is the anticipated release timeline:

<b>Assessment</b>	<b>SSRs</b>	<b>LEA Student Score Data Files</b>	<b>Scores in CERS</b>
Summative ELPAC, Kindergarten through grade twelve (K–12)	Late May	Late May	Late May
Summative Alternate ELPAC (K–12)	Late July	Late July	Late July
Smarter Balanced ELA and Mathematics	Late May	Late May	Late May
California Science Test	Late May	Late May	Late May
CAAs for ELA, Math, and Science	Early September	Early September	Early September
California Spanish Assessment	Early September	Early September	Early September

All CAASPP and ELPAC SSRs have recently been redesigned based on feedback from students, parents, and educators. The redesigned SSRs contain clearer language and images for easier understanding of student performance, as well as links for quick access to additional information and resources. Sample CAASPP SSRs can be found on the [CAASPP Sample Score Reports web page](#) and sample ELPAC SSRs can be found on the [ELPAC Sample Score Reports web page](#).

After the first/initial release of results, the ongoing release of SSRs will occur daily as tests are scored and ready for reporting. LEAs are encouraged to begin reviewing and using their results for local planning.

More information regarding subsequent release dates for the remaining assessments is posted on the [CAASPP Score Reporting web page](#) and the [ELPAC Score Reporting web page](#).

### Upcoming CERS Trainings

On behalf of the CDE, the Sacramento County Office of Education continues to offer online CERS training sessions throughout the year. Two key CERS trainings will be offered in the coming months:

### Accessing Summative Assessment Results in CERS

To assist LEAs with the upcoming release of summative assessment results, two online training modules are being offered:

- Module One—Accessing Summative Assessment Results in CERS—will focus on the Summative ELPAC, the Summative Alternate ELPAC, and the CSA. This training is scheduled for May 16, 2024, from 3:30 p.m. to 5:00 p.m.
- Module Two—Accessing Summative Assessment Results in CERS—will focus on the Smarter Balanced Summative Assessments for ELA and mathematics, CAST, and the CAAs for ELA and mathematics, and science. This training is scheduled for May 23, 2024, from 3:30 p.m. to 5:00 p.m.

Registration details can be found on the [CAASPP Upcoming Training Opportunities web page](#) and on the [ELPAC Upcoming Training and Opportunities web page](#).

### *2024–25 Introduction to CERS Training Series*

For the summer and fall 2024 training sessions, two distinct sessions will be offered:

- Introduction to CERS for Coordinators and Administrators—This session is for staff who are responsible for managing the LEA's use of CERS, such as those who have an LEA or site coordinator role in the TOMS. This online training will include opportunities to practice using various CERS features and will cover topics such as viewing interim assessment results, assigning teachers to their student's results, and accessing resources support to staff using CERS.
- Introduction to CERS for Teachers—This session is designed for CERS users with access to CERS data, such as teachers who have been assigned student rosters in CERS. This online training will offer an overview of CERS and will include topics such as viewing features for interim assessment results and customizing student groups.

Training sessions in spring 2025 will provide guidance on additional CERS features and content. Further information regarding the 2024–25 CERS training, including specific session dates for summer and fall 2024, can be found on the [CAASPP Upcoming Training Opportunities web page](#) and on the [ELPAC Upcoming Training and Opportunities web page](#).

Recordings of the CERS training sessions, along with the PowerPoint presentations, will be posted on the [CAASPP Asynchronous Training Opportunities web page](#) and on the [ELPAC Asynchronous Training Opportunities web page](#).

If you have any questions about these trainings, please contact Nikki Antonovich, Coordinator, Sacramento County Office of Education at [caaspp@scoe.net](mailto:caaspp@scoe.net).

### **Redesign of the Test Administration Website**

The California Department of Education (CDE) and ETS are continuing their efforts to combine the CAASPP and ELPAC into one website. Several key changes have been implemented based on feedback from LEAs. The timeline has been adjusted to maintain the availability of current websites for the 2023–24 administration, with the official launch of the new website scheduled after the conclusion of the testing year. Buttons on the webpages were moved to be visible without scrolling. Menus were alphabetized where applicable. A link to Tools for Teachers was added on the home page for teachers seeking non-test administration actions. Additionally, a section for parents and guardians was added to the bottom of the home page.

The CDE conducted internal reviews of the website from April 8–26, 2024. A soft launch for LEA coordinators took place on May 6, 2024, providing them with the opportunity to familiarize themselves with the new website before the 2024–25 test administration. A demonstration of the revised website for LEA coordinators will occur on May 21, 2024. The new website will officially launch on July 3, 2024.

### **2024–25 Interim Assessments**

On August 6, 2024, the 2024–25 Interim Assessments will become available to LEAs. There will be scheduled system downtime from August 1 through August 6, 2024, to prepare for this release. Testing coordinators should ensure that all interim assessment hand scoring for the 2023–24 test administration is completed, scored, and submitted prior to this scheduled downtime. All student responses will be removed from the Teacher Hand Scoring System during the downtime and will no longer be available for hand scoring when system operations resume.

The 2024–25 Interim Assessments (IAs) will include:

- Smarter Balanced ELA and Math IAs—Over 200 interim assessment forms will be available, including 19 new Focused Interim Assessment Blocks —five for math and 14 for ELA.
- CAST IAs—There will be 18 CAST interim assessment forms available, including nine new forms.
- ELPAC IAs—There will be 56 ELPAC interim assessment forms available. On August 6, 2024, the 28 forms available for the 2023–24 school year will be available for the 2024–25 school year. On September 17, 2024, 28 new forms will be available.

### ***Interim Assessment Trainings***

On behalf of the CDE, ETS and WestEd will be offering the Interim and Formative Assessment Training Series, providing teachers and other LEA staff with an opportunity to learn how to leverage the interim and formative components of California's comprehensive system of assessments to inform teaching and learning. The Interim and Formative Assessment Training Series will begin in July 2024 and continue with sessions through September 2024.

As during previous years, this training series will consist of three modules, each with a unique focus:

- Module One will focus on different types of assessment, including formative assessment and resources such as Tools for Teachers and how they work together to support learning.
- Module Two will focus on how all interim assessments—Smarter Balanced ELA and mathematics, CAST, and ELPAC—and their results can be used for classroom application.
- Module Three will focus on how conducting hand scoring for all interim assessments—Smarter Balanced ELA and mathematics, CAST, and ELPAC—can help educators analyze interim assessment written responses, understand expectations, and determine next steps to support learning.

Each module is approximately three hours in length and is designed to be independent of the others. Therefore, understanding the content of one module is not dependent on participation in another. Educators can customize their participation based on the area(s) in which they want further professional learning. All modules will be offered multiple times via facilitated online trainings.

Further information about this training and where to register can be found on the [CAASPP Upcoming Training Opportunities web page](#) and the [ELPAC Upcoming Training Opportunities web page](#). After the modules are offered, a recording of each module, along with the presentation slides, will be posted on the [CAASPP Asynchronous Training Opportunities web page](#) and the [ELPAC Asynchronous Training Opportunities web page](#).

## **Test Security Audit Update**

The 2023-24 test security audit process has changed this year to a three-tiered process. The first tier involved an audit survey sent to approximately 200 schools and their respective LEAs on March 19<sup>th</sup>. Tier 1 surveys were to be completed by the site CAASPP and ELPAC coordinators, as well as the LEA CAASPP and ELPAC coordinators for the selected sites and were due on April 5. Failure to complete the survey results in an automatic tier 2 virtual meeting with the LEA. The following table displays the total number of surveys that were received and their respective completion rates. ETS and CDE are currently conducting tier 2 virtual meetings with LEA and Site Coordinators who did not return a survey.

	LEA CAASPP Coordinator s	LEA ELPAC Coordinator s	Site CAASPP Coordinator s	Site ELPAC Coordinator s	Total
<b>Total Surveys</b>	154	154	200	200	708
<b>Completed Surveys</b>	154	154	199	195	702
<b>Completion Rate</b>	100%	100%	99.50%	97.50%	99.15%

Under the new tiered process, tier 1 surveys are providing the CDE with more information from the LEAs and allowing for a quicker response time in addressing any necessary test security corrections. Additionally, the ability to compare site and LEA responses provides better insight into local communications and training, as well as the potential need for support from ETS.

**California Assessment Conference**

This year’s conference will focus on **Strategies for Success: Linking Assessment Tools and Data to Classroom Success.**

Registration for the 2024 California Assessment Conference (CAC) opened on April 17, 2024. On that same day, an email announcement was sent out to all coordinators and featured in the quarterly Site Administrator Newsletter. On April 19, an announcement was included in the Assessment Spotlight and released through social media. In May, this announcement was shared with Charter School Administrators in the monthly Charter Assessment Coordinator Network Newsletter.

Register now to join us in person on October 15–17, 2024 in Riverside, CA. This is a unique opportunity for educators to connect with peers, discover assessment tools, and explore strategies for improved learning and teaching.

For more information and registration, visit the [CAC website](#).

**CAASPP Only Update**

**Changes to CAASPP Regulations**

In September 2023, Governor Newsom signed Senate Bill (SB) 293, which amends California *Education Code* Section 60641 to require the CDE to make statewide summative CAASPP results publicly available on or before October 15 each year. To ensure that the CDE and its testing contractor, ETS, have sufficient time to complete all necessary post-administration processes prior to the public release of results on or

before October 15, the CDE has recommended that the CAASPP state testing window close no later than June 30 each year.

In March 2024, the State Board of Education (SBE) approved emergency regulations so that the 2023–24 CAASPP state testing window could be amended, and all results could be reported by the mandated October 15 deadline. During this meeting, the SBE also approved the commencement of permanent rulemaking so that all subsequent CAASPP state testing windows will close no later than June 30 each year. A 45-day public comment period began on April 5 and will close on May 21, 2024. More information can be found on the [CAASPP Proposed Rulemaking and Regulations web page](#).

### **California Science Test**

The CDE is applying for a Competitive Grant for State Assessments (CGSA), administered by the Office of Elementary and Secondary Education of the U.S. Department of Education. For more information, you may visit the program website at <https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/competitive-grants-for-state-assessments/>. This grant funds projects aimed at improving the technical quality of assessment systems—both the quality of individual State assessments and the overall field of State assessments. The CGSA prioritizes supporting effective instruction and building educator capacity through the development of high-quality assessments of student learning and strategies that allow educators to use data from assessments to inform instruction. The CDE application will build on the CAST Innovations Concept Paper, which was presented to the SBE in January, focusing on performance tasks embedded in learning to provide authentic, student-centered assessments incorporating science practices and ideas.

### **California Spanish Assessment**

This year, the CSA has been expanded to include the speaking domain and one full-write item for the writing domain. In spring 2024, the newly developed speaking and full-write items will undergo field testing before becoming operational for the 2024–25 test administration. To ensure the validity of the new test items, it is important to have substantial student participation on the speaking and writing items because these are constructed response items that are rubric scored. For the 2023–24 test administration, ETS will score the full test. LEAs will not be responsible for scoring any part of the 2023–24 test administration. More information can be found on the [California Spanish Assessment web page](#) on the [CAASPP website](#).

### **Tools for Teachers**

Tools for Teachers offers educators instructional and professional learning resources that incorporate formative assessment and accessibility strategies to support instruction and improve student learning in the classroom. The [Tools for Teachers website](#) (account required) is available to all California LEA staff.

During summer 2024, instructional resources for ELA, math, and science will be in development, along with professional learning resources for supporting English learner (EL) students in the classroom, to be included in Tools for Teachers in the fall. Educators will also notice updates to the Tools for Teachers website as the navigation, search features, and home page are being updated. Check out the next RAN Assessment Update in September for specific information on Tools for Teachers updates this fall.

## ELPAC Only Update

### Summative ELPAC and Summative Alternate ELPAC Testing Window Open

The Summative ELPAC and Summative Alternate ELPAC test administration windows **are open until May 31, 2024.**

#### Reclassification Reminder

Students who scored at Summative ELPAC Overall Performance Level (PL) 4 and students who scored at Summative Alternate ELPAC Overall PL 3 for the 2022–23 ELPAC administration should continue to be evaluated for reclassification before the end of the 2023–24 test administration window. Notifications of eligible students were sent during the last week of January to LEA ELPAC coordinators and continued through April 10, 2024. With the help of RAN members and EL Regional Specialists, LEAs were able to reclassify over 25,000 eligible students based on last year’s summative results during this 3-month period. Thank you for all your support. Visit the CDE [Reclassification web page](#) for more information as we prepare for 2023–24 Summative ELPAC results to be released at the end of May 2024.

Date List Sent of those that met 2022-23 results	Summative (Overall Level 4)	Summative Alternate (Overall Level 3)
Total (1/19/24)	59,883	3,763
Total (2/23/24)	42,423	3,076
Total (3/14/24)	37,989	2,836
Total (4/10/24)	35,348	2,665
Reclassified Since First Communication to field	24,535	1,098

#### Initial ELPAC and Initial Alternate ELPAC

There are still large numbers of eligible students who need to be tested on the Initial ELPAC and Initial Alternate ELPAC. Please access your Initial ELPAC and Initial Alternate ELPAC Student Eligibility Report to identify who still needs to be tested in TOMS by accessing the Initial ELPAC Reports tab. As students are tested, they will be removed from the list of eligible students.

LEA Reports Site Reports CaITAC Reports **Initial ELPAC Reports** Requested Reports

### Initial ELPAC Reports

Select a Report from the List of Available Reports

Available Reports

Initial ELPAC and Initial Alternate ELPAC LEA-Level Student Demographic Snapshot Report
Initial ELPAC and Initial Alternate ELPAC Parent/Guardian Letter Data File
Initial ELPAC and Initial Alternate ELPAC School-Level Student Demographic Snapshot Report
Initial ELPAC Score Comparison Report
<b>Initial ELPAC and Initial Alternate ELPAC Student Eligibility Report</b>
Initial ELPAC and Initial Alternate ELPAC Student Score Data File

**Initial ELPAC and Initial Alternate ELPAC Student Eligibility Report** ?

Indicates required field\*

Organization\*

-- Select Organization --

## Summative ELPAC Form Assignments

Additional test forms will be available for the 2023–24 Summative ELPAC administration. Aside from the previous six test forms and the Form 7 braille, Form 8 (Speaking), Form 9 (Speaking), and Form 10 (Writing) have been added. To confirm the LEA's form assignment for the 2023–24 Summative ELPAC administration, please refer to the [ELPAC Form Assignments for the 2023–24](#).

## Alternate ELPAC Form Assignments

As a reminder, it is not mandatory for secondary test examiners for the Alternate ELPAC to hold teaching credentials.

Second Scoring is a mandatory task that must be completed. Failure to complete second scoring for all assigned schools this year may result in their obligation to undergo this process next year. Second Scoring provides information for ETS to conduct the annual analysis on interrater reliability. This analysis evaluates the ratings provided by primary and secondary scorers on constructed response items. Such evaluations play a crucial role in assessing the effectiveness of training and item writing in relation to scoring. Discrepancies in ratings between primary and secondary scorers could indicate flaws in scoring training or item construction. Ensuring accurate scoring is paramount, and these analyses contribute significantly to enhancing the reliability of the assessment. We appreciate your dedication to maintaining the quality and reliability of the Alternate ELPAC.

## Early Education Division

**Preschool / Transitional Kindergarten Learning Foundations (PTKLF) and Early Access to the Literacy and Math Foundation**

The Preschool / Transitional Kindergarten Learning Foundations (PTKLF) publication is on track to be released this summer. We have received some inquiries from local educational agencies (LEAs) about getting early access to the literacy and math foundations for Transitional Kindergarten to support planning for curricula and assessments for the 2024–25 school year. To meet this request, attached are the draft “Early” and “Later” foundation statements for literacy and math in the PTKLF. These do not include the extra developmental continuum detail and child examples that will be in the publication this summer, but we hope having a draft of the foundation statements will be helpful to LEAs.

### **Best Practices for Supporting Educators to Address Children’s Behaviors that Challenge Adults Webinar**

The Opportunities for All Branch (OFAB) in collaboration with Early Education Division (EED) at the California Department of Education (CDE) hosted a webinar on Tuesday, April 30, 2024, as part of the Preschool through Third Grade (P-3) webinar series, “Best Practices for Supporting Educators to Address Children’s Behaviors that Challenge Adults.” This webinar supported LEAs, community-based organizations, and their partners to understand the meaning behind children’s behavior and increased educators’ knowledge of positive behavioral supports to address behaviors that challenge them. Participants learned that children’s behavior is a form of communication and gained developmentally appropriate strategies to support inclusion of all children. This webinar emphasized the importance of establishing relationships with students and their peers. Finally, this webinar also elevated the voices of practitioners, who shared best practices they use to support California’s youngest learners from preschool through third grade and avoid exclusionary discipline practices.

### **Early Transitional Kindergarten Enrollment and Penalties**

Transitional Kindergarten (TK) Early Enrollment, which is when an LEA enrolls a student whose fourth birthday falls between June 3rd and September 1st preceding the school year. These students are referred to as “early enrollment children” and if they’re enrolled, certain statutory requirements must be met (e.g, 1:10 adult-to-student ratio, 20 student class size, etc). Failure to meet the requirements could result in an audit finding and its associated penalty.

The School Fiscal Services Division (SFSD) has several resources that address the requirements for enrolling Early Enrollment Children, including the penalties for not meeting the aforementioned requirements. Please see a list of resources and a summary of what they provide:

#### [Fiscal Year 2023-24 Attendance Accounting and Instructional Time Requirements Presentation](#)

- The School Fiscal Services Division (SFSD) hosted a webinar on September 26, 2023 to provide a general overview of instructional time requirements, the methods for claiming average daily attendance (ADA), the process for maintaining apportionment in the event of an emergency (Form J-13A), and the

conditions of apportionment for programs such as independent study and transitional kindergarten (TK).

- Slides 24-41 contain information concerning TK Early Enrollment requirements and the associated penalties.

SFSD has a new penalty calculator tool designed to assist Local Educational Agencies (LEAs) and auditors in estimating the cost of audit findings related to TK Early Enrollment.

- The TK Early Enrollment Calculator tracks the class size and adult-to-student ratio for TK classrooms with “early enrollment” students, and estimates the cost of the associated penalties for not meeting the TK early enrollment requirements in Fiscal Years (FY) 2023-24 and 2024-25 pursuant to *Education Code (EC) Section 48000.15*. TK classrooms without “early enrollment” students should reference the TK tabs within the Audit Finding Calculator for fiscal year 2022-23 and 2023-24.
- These calculators are now accessible on the California Department of Education’s [Penalty Calculators web page](#). The 2023-24 Audit Guide, including the Supplement to the 2023-24 Audit Guide can be found on the [Education Audit Appeals Panel web page](#).

SFSD has a [TK FAQs](#) webpage that contains information concerning the TK and TK Early Enrollment requirements and the associated penalties.

- See FAQ [#9](#) for specific information on penalties.

For audit questions on Early Enrollment Children, please contact the Audit Resolution Office at 916-323-8068 or by email at [LEAAudits@cde.ca.gov](mailto:LEAAudits@cde.ca.gov) for assistance. For TK funding questions, please contact the Principal Apportionment Section at 916-324-4541 or by email at [PASE@cde.ca.gov](mailto:PASE@cde.ca.gov) for assistance.

## **Expanded Learning Division**

### **System of Support for Expanded Learning**

Do you have local educational agencies that need support for the Expanded Learning Opportunities Program (ELO-P) or with the After School Education Safety Program (ASES) or 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC)?

The System of Support for Expanded Learning priorities are to support LEAs with program requirements and building quality programs statewide. Please see the contacts on our CDE web page at <https://www.cde.ca.gov/ls/ex/sosexplearncontacts.asp>.

### **Spring 2024 Expanded Learning Opportunities Program Academy: Workshop recordings now available!**

The California AfterSchool Network, in partnership with the Expanded Learning Division, excitedly offered the 2024 Spring Expanded Learning Opportunities Program Academy! The virtual four-day academy was designed to support CA educators with the Expanded

Learning Opportunities Programs (ELO-P). The recordings are now available at <https://www.afterschoolnetwork.org/2024-spring-expanded-learning-opportunities-convening>.

### **Reports to the Legislature**

The Expanded Learning Opportunities Program (ELO-P) Transitional Kindergarten (TK) & Kindergarten (K) Report was designed to capture data from LEA and learn how their ELO Program was designed to provide access to TK/K students. LEAs were asked to complete a survey about their third-party providers providing access to program to TK/K students at non-LEA sites for the 2023–24 school year and it can be found here: <https://www.cde.ca.gov/ls/ex/lreloptkkrrprt23.asp>.

### **UPK/TK Programming in Expanded Learning**

Universal Prekindergarten (UPK) planning and implementation in California requires a collaborative approach. As part of this effort, the CDE's Early Education Division and Expanded Learning Division, in partnership with the California Collaborative for Educational Excellence (CCEE), convened a small team in response to the growing need for ELO-P providers to serve California's younger children as Transitional Kindergarten (TK) is fully implemented. All the resources created from this work can be found at <https://www.afterschoolnetwork.org/serving-upktk>.

## **Multilingual Support Division**

### **Bilingual Teacher Professional Development Program (BTPDP) Request for Applications (RFA)**

The CDE Multilingual Support and Professional Learning Support Divisions released the BTPDP RFA on March 14, 2024, and applications were due on April 15, 2024. The Intent to Award for the BTPDP RFA will be posted the week of May 6, 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 SB 114, Section 44 of the General Fund, is up to \$20 million, to be awarded to a minimum of five grantees.

Per California *Education Code (EC)* Section 52202(b), the CDE shall allocate grant funding to eligible local educational agencies (LEAs), including county offices of education (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.

For more information about the BTPDP, please visit the CDE BTPDP web page at <https://www.cde.ca.gov/pd/ps/btpdp24.asp> and the CDE RFA BTPDP web page at <https://www.cde.ca.gov/fg/fo/r12/btpdp24rfa.asp>. If you have questions about the forthcoming BTPDP, please contact Gina Garcia-Smith, Education Programs Consultant, Multilingual Support Division by phone at 916-319-0265 or by email at [ggarciasmith@cde.ca.gov](mailto:ggarciasmith@cde.ca.gov).

### **State Seal of Biliteracy (SSB) Reminders and Resources**

As the school year is ending, please remember to order SSB insignias and report SSB numbers via the California Longitudinal Pupil Achievement Data System (CALPADS). To order SSB insignias, please submit an online Insignia Request Form available on the CDE State Seal of Biliteracy web page. There is no deadline to submit the Insignia Request Form as requests are processed on an ongoing basis. However, requests for insignias should be submitted at least four weeks prior to the earliest graduation date to ensure that the CDE has time to process the request and mail insignias and that the school has time to affix insignias to students' diplomas or transcripts. The CDE MSD asks that LEAs submit all forms for the 2023–24 school year by July 31, 2024, to be included in the data published in the fall. Please also indicate which students earned the SSB when exiting students from CALPADS. The SSB is one of the options an LEA may select for the College/Career Indicator for high schools. Students who earned the SSB will be reflected in the California School Dashboard.

For more information about the SSB, including the link to the Insignia Request Form, visit the CDE State Seal of Biliteracy web page at <https://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp>.

For questions about the SSB, Gina Garcia-Smith, Education Programs Consultant, Multilingual Support Division by phone at 916-319-0265 or by email at [ggarciasmith@cde.ca.gov](mailto:ggarciasmith@cde.ca.gov).

### **Migrant Statewide Speech and Debate Tournament**

The Migrant Education Program 2023–24 Statewide Speech and Debate Tournament was held in Monterey, CA on May 3–5, 2024. Migratory students from all over California will participate in the speech (English and Spanish) and debate (English only) competitions. The Migrant Education Office staff will be present to offer guidance and support to the MEP debate facilitators and competitors.

### **Regional English Learner Specialists Meeting**

On May 1, 2024, the CDE, Multilingual Support Division (MSD) hosted a meeting with the Regional English Learner Specialists (RELS). The RELS heard presentations from

MSD staff regarding the Observation Protocol for Teachers of English Learners, the Dual Language Program Implementation Network, and the work of Imperial County Special Education Local Plan Area. RELS participants also had time to collaborate in their Community of Practice groups to further their regional work for EL students. The next RELS meeting will be held on August 20, 2024, information regarding the RELS is available on the CDE Regional COE English Learner Specialist web page at <https://www.cde.ca.gov/sp/el/t3/t3leads.asp>.

### **Bilingual Coordinators Network**

The final 2023–24 Bilingual Coordinators Network (BCN) meeting of the fiscal year took place in-person on Thursday, May 2, 2024, from 9:00 a.m. to 5:00 p.m., and on Friday, May 3, 2024, from 8:30 a.m. to noon. Information regarding the BCN is available on the CDE BCN web page at <https://www.cde.ca.gov/sp/el/t3/bcn.asp>.

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

### **English Language Development Standards Webinar Series**

On Wednesday, May 22, 2024, from 3:30–5:00 p.m., the CDE, MSD will host the fifth session of the California English Language Development Standards (CA ELD Standards) webinar series. This webinar will provide 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 unfamiliar with Part II of the ELD standards or those wanting to revisit Part II of the standards. Register at

[https://us02web.zoom.us/meeting/register/tZAoc-2urj4sGtKC6\\_C8VJtVa869vmcJfLP6](https://us02web.zoom.us/meeting/register/tZAoc-2urj4sGtKC6_C8VJtVa869vmcJfLP6).

## **Career & College Transition Division (CCTD)**

### **California Community Schools Partnership Program (CCSPP)**

In 2020, the state invested \$45 million of the Elementary and Secondary School Emergency Relief Fund (ESSER) funds to expand and sustain existing community schools, and funded 20 grants to local educational agencies (LEAs) serving 156 community school sites.

In 2021 the California Legislature allocated \$3,015,997,000 for the CCSPP to establish new, and expand existing, community schools and to create a statewide technical assistance (TA) infrastructure to create and sustain community school implementation and programming. In 2022, the Legislature allocated an additional \$1,132,554,000 to further expand access to the CCSPP. State law and the SBE-adopted California Community Schools Framework establish the CCSPP as a critical equity program rooted in the four pillars of community schools: (1) integrated supports services, (2) family and community engagement, (3) collaborative leadership and practices for educators and administrators, and (4) extended learning time and opportunities. The

program prioritizes schools with more than 80 percent unduplicated students (low-income students, English language learners, and youth in foster care) for grantmaking to implement community schools. The assets-based and justice-driven core practices that guide the community school strategy seek to address longstanding opportunity gaps and disparities in student academic outcomes.

### CCSPP Grantmaking to LEAs

State law establishes grant opportunities starting in the 2021–22 program year through the 2030–31 program year, as follows:

- Planning grants (at least 10 percent of 2021 funding = \$287,416,400) for the 2021–22 and 2022–23 program years. Grants are up to \$200,000 per qualifying entity for LEAs with no community schools. Planning grants have a matching requirement of one-third, with grant periods of up to two years. Any remaining planning grant funding after 2022–23 shall be made available for implementation grants. A total of \$83,294,554 was awarded to 419 LEAs for planning grants:
- In 2021–22, the SBE approved \$38,200,122 to 192 LEAs (<https://www.cde.ca.gov/be/ag/ag/yr22/documents/may22item02a1rev.docx>). Subsequently, one LEA appealed and was awarded a planning grant, bringing the total number of planning grants to 193 and \$38,400,122.
- In 2022–23, the SBE approved \$44,894,432 to 226 LEAs (<https://www.cde.ca.gov/be/ag/ag/yr23/documents/mar23item09a1rev.docx>). Implementation grants (up to 70 percent of 2021 funding = \$2,191,251,800) for the 2021–22 through 2030–31 program years. Annual grants between \$100,000 and \$500,000 per school are available for new, expanded, or continuing community schools, with a matching requirement of one-third, with grant periods of five years.
- In 2021–22, the SBE approved \$625,575,000 to 76 LEAs, supporting 458 school sites (<https://www.cde.ca.gov/be/ag/ag/yr22/documents/may22item02a2rev2.docx>). Of these school sites, 447 were at or above the 80 percent Unduplicated Pupil Count (UPC) preference set in statute, and 11 were in rural LEAs serving between 70–80 percent UPC.

In 2022-23, the SBE approved \$750,500,000 to 128 LEAs, supporting 570 school sites (<https://www.cde.ca.gov/be/ag/ag/yr23/documents/may23item09a1.docx>). Of these school sites, 551 are at and above 68 percent UPC, 15 are rural schools serving between 58–68 percent UPC, and four school sites have 58 percent and above Non-Stability Rate (a student is considered non-stable when they are continuously enrolled for less than 245 days or when they exit the school with a disqualifying exit).

- Extension grants (at least 20 percent of 2021 funding = \$574,832,800) for the 2024–25 through 2030–31 program years. Grants are intended to extend implementation funding from five to seven years. LEAs may receive up to \$100,000 annually per community school with a one-to-one matching funds requirement.
- Implementation and Extension Grant Note: The 2022–23 Budget Act increased the total amount for Implementation Grants and Extension Grants from \$2,766,084,600 (the grant amounts from 2021) to \$3,758,638,600 (with the additional \$1,132,554,000 and subtracting the \$140,000,000 for county coordination grants, described below). This additional allocation will allow the CDE to fund implementation grants at a greater number of priority schools, ensure sufficient funding for eligible planning grantees to receive implementation grants, and ensure eligible implementation grantees receive extension grants.

For 2023–24, the CDE received 352 implementation grant applications that passed the initial screening, as follows:

- 113 Charter Schools
- 24 COEs
- 215 School Districts

Every application was read and scored by at least two trained readers. After this process, 288 eligible applicants are recommended for the implementation grant for a total of \$1,292,007,500 funding 995 school sites. These schools represent 836 schools that serve 80 percent or more unduplicated students, 34 rural schools that serve 70 percent or more unduplicated students, 8 schools with a non-stability rate of 80 percent or higher, 59 schools whose LEA was a planning grantee and that serve 70 percent or more unduplicated students, and 58 rural schools whose LEA was a planning grantee and that serve 60 percent or more unduplicated students.

This adjustment to award current planning grantees with schools serving 70 percent or more unduplicated students is consistent with the approach set forth in the May 2023 item, which articulated CDE’s intent to award planning grantees this year at a similar rate as last year, and which forecast both the possibility of limiting future remaining funding to current planning grantees or other applicants above last year’s unduplicated pupil count funding thresholds.

## **Information Technology**

In accordance with State Superintendent Tony Thurmond's professional learning initiative, serving educators by committing to keeping them up to date with emerging technology, the CDE is committed to supporting artificial intelligence (AI) focused professional learning for administrators and educators regarding the benefits and limitations of AI. Educators can now download a newly released AI resource kit PDF

featured as a link on the top of CDE's Learning With AI, Learning About AI web page.  
<https://www.cde.ca.gov/pd/ca/cs/aiincalifornia.asp>