



Bilingual Coordinators Network English Learner Support Division



April 9, 2020



English Language Proficiency Assessments for California Update

Assessment Development
and Administration Division

April 9, 2020



2019–2020 Summative ELPAC Information

- Reminder that designation of a 2020–2021 local educational agency (LEA) coordinator was due April 1, 2020
- Hold all completed kindergarten through grade two Answer Books secure until further notice
- The Designated Entry Interface will remain available for LEAs to input students' scores for the Speaking domain



Current Reclassification Criteria

1. Assessment of English language proficiency (ELP), using an objective assessment instrument, including, but not limited to, the state test of ELPAC;
2. Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery;
3. Parent opinion and consultation; and
4. Comparison of student performance in basic skills against an empirically established range of performance in basic skills of English proficient students of the same age.



COVID-19 Guidance: Criterion One

- LEAs can use the results for students who completed the 2019–2020 Summative ELPAC in the spring to determine reclassification eligibility.
- CDE is looking at ways to offer an **optional Summative ELPAC administration window in the late summer/fall**, so that LEAs can administer the ELPAC to students who did not complete testing in the spring and use the results to meet criterion one eligibility for reclassification.



COVID-19 Guidance: Criterion Four

- For all grade levels, LEAs can use local assessments or the Smarter Balanced Summative English language arts assessments from 2018–2019 or 2019–2020, if available and applicable.



COVID-19 Initial ELPAC Guidance

- If students did not complete Initial ELPAC testing in spring 2020 due to COVID-19, ensure this reason is documented in the student's cumulative record or file.
- LEAs should administer the Initial ELPAC at the beginning of the 2020–2021 academic year when the students re-enroll into their new grade.
- LEAs will have 30 days from the first day of enrollment to complete testing, score, and notify parents of results.



2020–2021 Initial ELPAC

- Initial ELPAC administration window opens July 1, 2020
- Rotating Score Validation Study: LEAs will receive notification by May 2020
- Primary ordering window for K–2 materials opened on April 1, 2020, and closes May 29, 2020
 - multiple delivery dates depending on when LEAs ordered



2020–2021 Initial ELPAC Administration and Scoring Training

- In-person training has been cancelled and will now be made available in an online format with certification of completion.
- Online training will be available through the Moodle Training Site beginning in May 2020.
- One training binder will be provided to each LEA.



Resources

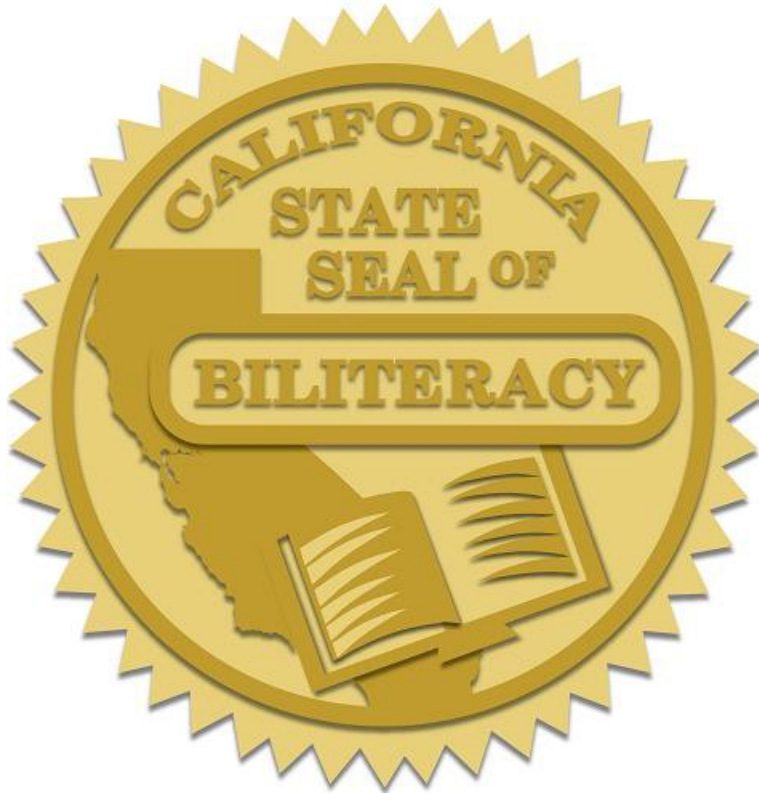
Email questions to ELPAC@cde.ca.gov.

All Assessment Spotlight issues are located on the CDE
Assessment Spotlight web page at:

<https://www.cde.ca.gov/ta/tg/sa/assessmentspotlight.asp>.



State Seal of Biliteracy



Logistics:

- The State Seal of Biliteracy (SSB) will still be offered in the 2019–20 school year.
- The process for requesting insignias has not changed.
- Visit the CDE SSB web page at <https://bit.ly/StateSealofBiliteracy> for the latest information and to order insignias.



SSB Requirements



Have the requirements for earning the SSB changed for the 2019–20 school year?

No. At this time please continue to use the requirements established in California *Education Code (EC)* Section 51461. Additional guidance is being developed and will be posted on the CDE SSB web page as soon as it is available.

The English Learner Support Division is seeking an Executive Order to be able to modify the requirements in *EC* Section 51461 for 2020 graduates in response to COVID-19 related school closures. No modifications can be made to the requirements until the Executive Order becomes effective.



Identifying Eligible Students



What should an LEA do if some students were identified as meeting all of the requirements but others who may be eligible were not identified prior to school closures?

LEAs may request insignias for the students who have met all of the requirements for earning the SSB as established by *EC* Section 51461. If the LEA identifies additional students who meet the requirements in the future, the LEA may submit an additional Insignia Request Form.

What if an LEA is not able to identify additional students who meet the requirements for the SSB until after graduation?

The LEA may still order insignias for students who meet the SSB requirements even after graduation. There is no deadline to order insignias and insignias may be awarded to students after graduation.



Recognizing Students



How can an LEA recognize students who are on track to earn the SSB but have not yet met all of the requirements due to school closures?

LEAs may recognize students who are on track to earn the SSB as "candidates for the SSB" during the graduation ceremony. LEAs may then mail insignias to students who meet all of the requirements at a later date or they may ask students to pick up insignias from the school or district office. Insignias should only be awarded to students who have met all of the SSB requirements established in *EC* Section 51461.



SSB Contact

Gina Garcia-Smith

Education Programs Consultant
English Learner Support Division
CDE

Phone: 916-319-0265

Email: SEAL@cde.ca.gov





English Language Development (ELD) During COVID-19 School Closure

- English learners **must continue to receive designated and integrated English Language Development (ELD)** as part of their educational curriculum.
- LEAs have the flexibility to determine how services will be provided to English learners.
- The LEA can determine where, when, and what the students receive in order to continue to make progress toward English language proficiency and meet grade level academic achievement.
- Although there are no minimum number of minutes required, ELD is a required course of study for English learners.



Curriculum

- Identify materials (sets of student texts, workbooks, etc.) to send home with students.
- Determine if the current curriculum has a digital integrated or designated ELD component.
- Keep in mind digital subscriptions the district may already have and make use of those.
- Contact your publishers and vendors to ask if free full access to components that support distance learning are available.



Equity of Access for English Learners

- Providing designated time for designated ELD within distance learning schedule for EL students.
- Importance for building scaffolds to continue providing integrated ELD within core subjects.
- Consider a hybrid model for at-home learning (virtual learning and/or assignment packets).
- Districts provide guidance on how and where to get internet access.
- Rural areas with no internet access: packets, t.v. resources, etc.



Example: Distance Learning In Action

Kern County Office of Education

- Aligns English Language Arts (ELA) standards with ELD content
- All content is online, is standards-aligned, and standards-driven
- Both designated and integrated ELD lessons are available
- Nine weeks of lessons until the end of the school year
- ELA/ELD and Math lessons are separated by grade and by week
- For more information, contact Katie Gregory, Kern County Office of Education, by email at kagregory@kern.org



Article: 6 Key Considerations for Supporting English Learners with Distance Learning

Six Key Considerations for Supporting English Learners with Distance Learning:
<https://seal.org/6-key-considerations-for-supporting-english-learners-with-distance-learning/>

ABOUT IMPACT PARTNERS NEWS RESOURCES CONTACT

March 30, 2020

6 Key Considerations for Supporting English Learners with Distance Learning

By Heather Skibbins

We find ourselves in unprecedented times as the COVID 19 pandemic has shut down our schools for an indefinite amount of time. As educators, we are scrambling to adapt to what distance learning means and how to best serve our students. In the past few weeks, many teachers have been bombarded with thousands of brilliant ideas and links for how to support distance learning, but there is a huge void of resources geared towards helping teachers support their English Learners.

At **SEAL**, our mission is for all English Learners in California to learn, thrive, and lead. During this moment, we need to ask the question, "What considerations for distance learning do teachers need to make in order to place English Learners at the forefront?" We hope this serves as a contribution to what will need to be an ever-growing conversation about how we serve our ELs in this crazy time.

With the closure of schools, we have essentially withdrawn essential learning supports and exacerbated the challenge of equitable access to resources. Before we can dive into potential strategies or techniques, we need to ask ourselves: "What assumptions am I making about my students' learning environment? Access to resources and technology? Family support or other responsibilities at home during this time?" As we move into this new space of distance learning, we are primarily using three methods of delivery: 1) live online instruction by the teacher, 2) online material and classroom assignments that can be accessed individually, and 3) packets of activities, materials and reading. While most of the resources below make the assumption that students have access to technology, we have tried to include some ideas for those of you who are designing take-home packets for your families who don't have access to a computer and internet. This is a critical moment in which we need to devote time and planning to how we are going to scaffold learning to support ALL our students. We face a very real possibility that the next few months of learning will further stratify our educational system.

With that question of equity at the heart, we move into asking ourselves, "What does research tell us about teaching ELs and how can we use this information in distance learning?"

6 key research foundations for ELs	What does this mean for distance learning?
1. An explicit focus on complex, precise, rich and academic language is needed. This involves strategic choice of key vocabulary to teach, strategies for teaching vocabulary, selecting books and modeling the use of complex, precise and wonderful language in both the social and the academic realms.	<p>Learning new vocabulary is critical for our English Learners. Developing rich, powerful and precise language can still happen in a distance learning model.</p> <p>Making it happen:</p> <ul style="list-style-type: none">• Select vocabulary you want students to learn (content and tier II).• Teach language function words and phrases (describe, contrast, caused by, characteristic, etc.) or other language that they need in order to process and discuss the content.• Incorporate technology, images, videos, and total physical response to teach new vocabulary.• Create intentional Think Pair Share prompts or writing prompts that push students to use the new vocabulary.• Pre-teach vocabulary to ELs to support their comprehension and ability to access the content during lessons.
2. An emphasis on oral language is an essential element of an effective language and literacy development program. Children must be talking and actively producing	<p>Getting our English Learners to engage in oral language is something we need to get creative about in the distance learning space.</p> <p>Making it happen:</p> <ul style="list-style-type: none">• Emphasize oral language even in virtual spaces.• Conjure up your inner Mr. Rogers during videotaped read alouds: model thinking aloud, ask comprehension questions, leave time for



English Learner and Multilingual Parent and Teacher Resources (1)

<https://ca.pbslearningmedia.org/collection/recurso-s-de-prek-12-para-cierres-de-emergencia/>

Recursos de PreK-12 para Cierres de Emergencia



Collections > Recursos de PreK-12 para Cierres de Emergencia

In This Collection: *Media Gallery (20), Document (75), Interactive (11), Video (192), Interactive Lesson (1), Lesson Plan (1) for Grades PreK-13+*

Explore Collection

Recursos de PreK-12 para Cierres de Emergencia

Preescolar	+
Kindergarten	+
Primer Grado	+
Segundo Grado	+
Tercer Grado	+
Cuarto Grado	+
Quinto Grado	+
Sexto Grado	+
Séptimo Grado	+
Octavo Grado	+
Noveno grado	+
Décimo Grado	+
Undécimo Grado	+
Duodécimo Grado	+

Recursos de PreK-12 para Cierres de Emergencia



Share



Favorite



Google Classroom

Los maestros, los estudiantes y las familias se están preparando para el cierre de escuelas, y el equipo creador de las lecciones y los educadores de PBS LearningMedia se han unido para seleccionar una colección especial de recursos organizados por grado y materia. En la colección, hay videos, planes y actividades que apoyan el aprendizaje en el hogar. Regístrese con una cuenta gratis para guardar y organizar sus selecciones.

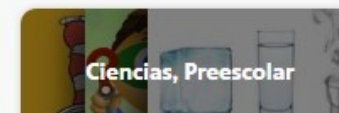
Los planes en esta colección contienen una contextualización completa con los recursos visuales incluidos. Planifique y use nuestras lecciones en maneras creativas, utilizando Lesson Builder, Google Classroom, Remind y más.

Muchos de estos recursos son bilingües. Para encontrar la versión en español, seleccione Español en el menú desplegable que se encuentra cerca de la imagen y la descripción del recurso.

Para los educadores de niñez temprana, tenemos paquetes de actividades que podrán bajar, imprimir y compartir con padres y estudiantes. Revise nuestro paquete [PreK-K](#) y los paquetes de [1er](#) y [2do](#) grado.

For English-language content, see our collection: [PreK-12 Resources for Emergency Closings](#).

Preescolar





Distance Learning Parent Newsletter

<https://www.cde.ca.gov/ls/he/hn/guidance.asp>

EDICIÓN 1 • 2 DE ABRIL DE 2020

PROGRAMA DE EDUCACIÓN A DISTANCIA BOLETIN PARA PADRES

División de Apoyo para Aprendices de inglés
Departamento de Educación de California

Una carta del Departamento de Educación de California
ESTIMADOS PADRES,

El Gobernador Gavin Newsom emitió una orden de estudio en el hogar para California. Todos están obligados a quedarse en casa, excepto para obtener alimentos, cuidar a un pariente o amigo, obtener atención médica necesaria, o ir a un trabajo esencial.

Las escuelas y los distritos locales se comunicarán con los padres, si no lo han hecho para brindarles más información sobre el programa de educación a distancia durante el cierre de escuelas relacionado con Coronavirus (COVID-19).

Además de los recursos que su escuela o distrito escolar les proporcionará, el Departamento de Educación de California también compartirá recursos para apoyar a familias con el programa de educación a distancia en este boletín semanal. Cada edición se enfocará en recursos para diferentes áreas temáticas, temas, o diferentes grupos de estudiantes.

Recursos Informativos
Orientación COVID-19

Visite el sitio web de California COVID-19 en <https://covid19.ca.gov/> para obtener las últimas actualizaciones e información. Esta página web está disponible en varios idiomas usando el botón "traducir" en la parte superior de la página.

Información Sobre el Almuerzo Escolar: CA Meals for Kids App

Los padres y estudiantes pueden recoger almuerzos escolares durante los cierres escolares relacionados con COVID-19. Pueden utilizar la aplicación móvil "CA Meals for Kids" para buscar comida o pueden comunicarse directamente con su distrito escolar para obtener más información. [News Release: CA Meals for Kids App Update](#)

Recursos para Aprendizaje en el Hogar:

A continuación, encontrará recursos recomendados gratuitos que puede usar con sus hijos en casa o que pueden hacer por su cuenta.

Starfall
Juegos de aprendizaje para estudiantes de preescolar a tercer grado
<https://www.starfall.com/h/>

BrainPop
Juegos de aprendizaje para estudiantes de kinder a doceavo grado
<https://bit.ly/BrainPopHome2School>

Obtener Acceso de Internet:

Si no tiene acceso al internet en casa, hay varias compañías que ofrecen servicios a familias. Póngase en contacto con las compañías que aparecen en el siguiente enlace para analizar el mejor plan para su familia.
Información disponible: [Getting Internet Access: Available Plans](#)

DEPARTAMENTO DE EDUCACIÓN DE CALIFORNIA

PROGRAMA DE EDUCACIÓN A DISTANCIA BOLETIN PARA PADRES

ISSUE 1 • APRIL 2, 2020

DISTANCE LEARNING NEWSLETTER FOR PARENTS

English Learner Support Division
California Department of Education

A Letter from the California Department of Education
DEAR PARENTS,

Governor Gavin Newsom has issued a stay at home order for California. Everyone is required to stay home except to get food, care for a relative or friend, get necessary health care, or go to an essential job.

Local schools and districts will be reaching out to parents if they have not already done so to provide further information about distance learning during Coronavirus (COVID-19) related school closures.

In addition to the resources your local school or district will provide, the California Department of Education will also share resources to support families with distance learning in this weekly newsletter. Each issue will focus on resources for a different subject area, topic, or student group.

Home Learning Resources:

Below are free recommended resources that you can use with your children at home or they can do on their own.

Starfall
Learning games for pre-kindergarten through grade 3 students
<http://www.starfall.com/h/>

BrainPop
Learning activities for kindergarten through grade 12 students
<https://bit.ly/BrainPopHome2School>

Getting Internet Access

If you do not have access to the internet at home, there are several companies offering service to families. Contact the companies listed on the link below to discuss the plans available to you. Information available: [Getting Internet Access: Available Plans](#) (Added 18-Mar-2020).

COVID-19 Guidance

Please visit the California COVID-19 website at <https://covid19.ca.gov/> for the latest updates and information. This web page is available in multiple languages using the "translate" button at the top of the page.

School Lunch Information: CA Meals for Kids App

Parents and students can still pick up school lunches during COVID-19 school closures. You can use the "CA Meals for Kids" mobile food meals or you can contact your school district directly for information. [News Release: CA Meals for Kids App Update](#) (Added 18-Mar-2020).

DISTANCE LEARNING PARENT NEWSLETTER

California Department of Education



Crisis del Corona Virus

RECURSOS
PARA
FAMILIAS

APRENDIENDO
EN CASA



English Learner COVID-19 Parent Resources

estamos contigo... con los recursos
que necesitas

Alas y Voz: <https://www.californianstogether.org/alas-y-voz/>



Grading, Graduation, and Financial Aid

- Allows Pass/Fail or Credit/No Credit for A–G courses
- Will reconsider financial aid needs for families whose circumstances have changed
- Describes flexibilities associated with official transcripts
- Provides flexibility and support for students enrolled in dual enrollment courses
- Addresses Community college students seeking to transfer to a four-year university

CDE College Admissions, Grading, and Graduation Requirements web page:
<https://www.cde.ca.gov/ls/he/hn/collegereqsinformation.asp>