

# EL Collaborative

September 24, 2020

[bit.ly/ELC1617](https://bit.ly/ELC1617)

Jenn Guerrero

EL Program Coordinator  
Title III EL Specialist, Region 1



# Welcome!



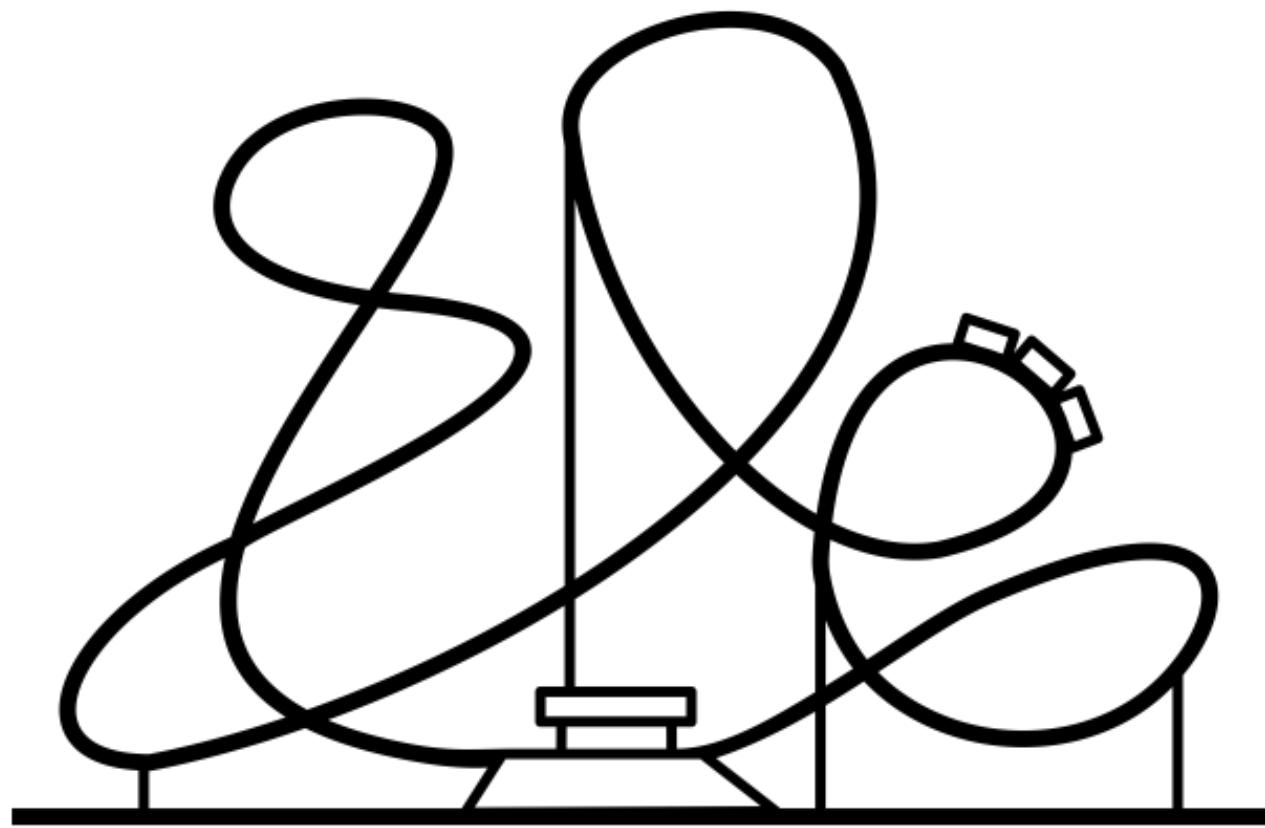


Sonoma County  
Office of Education

# How are you?

**JUST ONE WORD.**





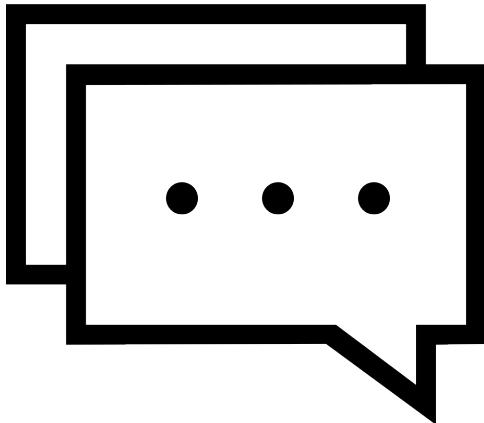
NO ONE BELONGS  
HERE MORE THAN  
YOU.

Brene Brown

# Today

- Nuts and bolts
- Focus on Instruction: Intentional Instruction of ELs
  - Breakout rooms
- Professional development opportunities
- Miscellaneous goodies
- Updates
- Closure

[bit.ly/ELC1617](http://bit.ly/ELC1617)



## Use the chat box

- questions
- comments
- resources
- joy and whimsy





THE EL COLLABORATIVE



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**STAY UPDATED**

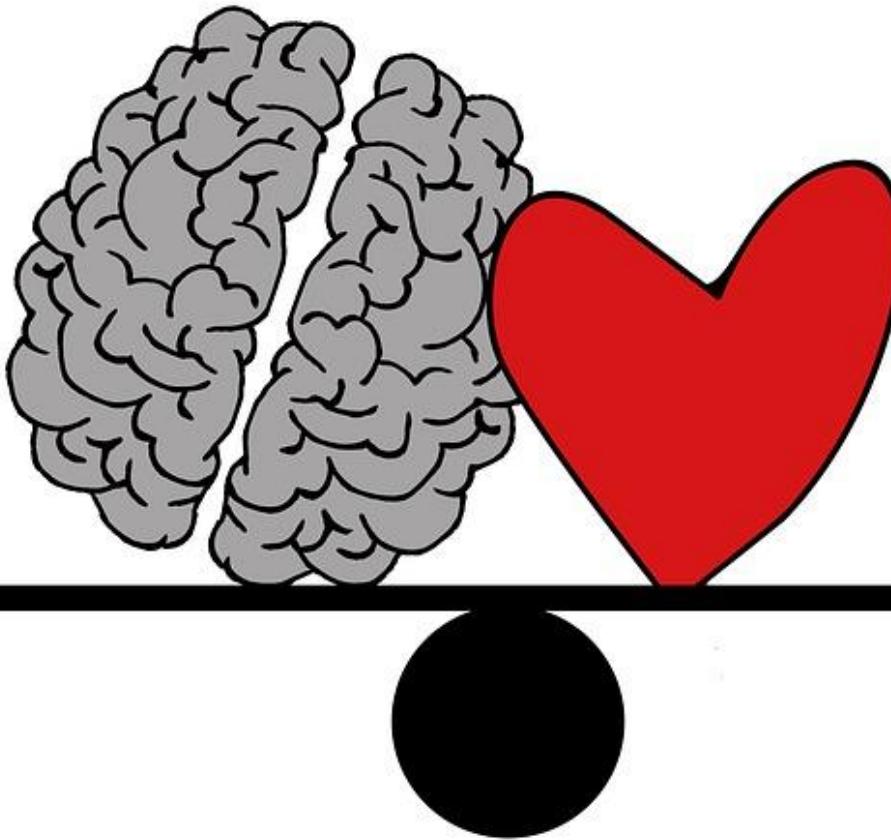
**STAY CONNECTED**

**IMPACT THE LIVES OF  
ENGLISH LEARNERS**



**Sonoma County**  
Office of Education

# Candid, curious conversations





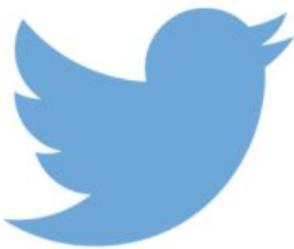
- Updates
- Miscellaneous Goodies
- Professional Learning Opportunities
- Focus on Instruction
- Fun!

**bare bones**





# Sonoma County Office of Education



@ELSCOE

[←](#) **Jenn Guerrero**  
1,788 Tweets



[Edit profile](#)

**Jenn Guerrero**  
@ELSCOE

Sonoma County Office of Education, English Learner Program Coordinator. I firmly believe in the limitless potential of EVERY child.

 Joined March 2013

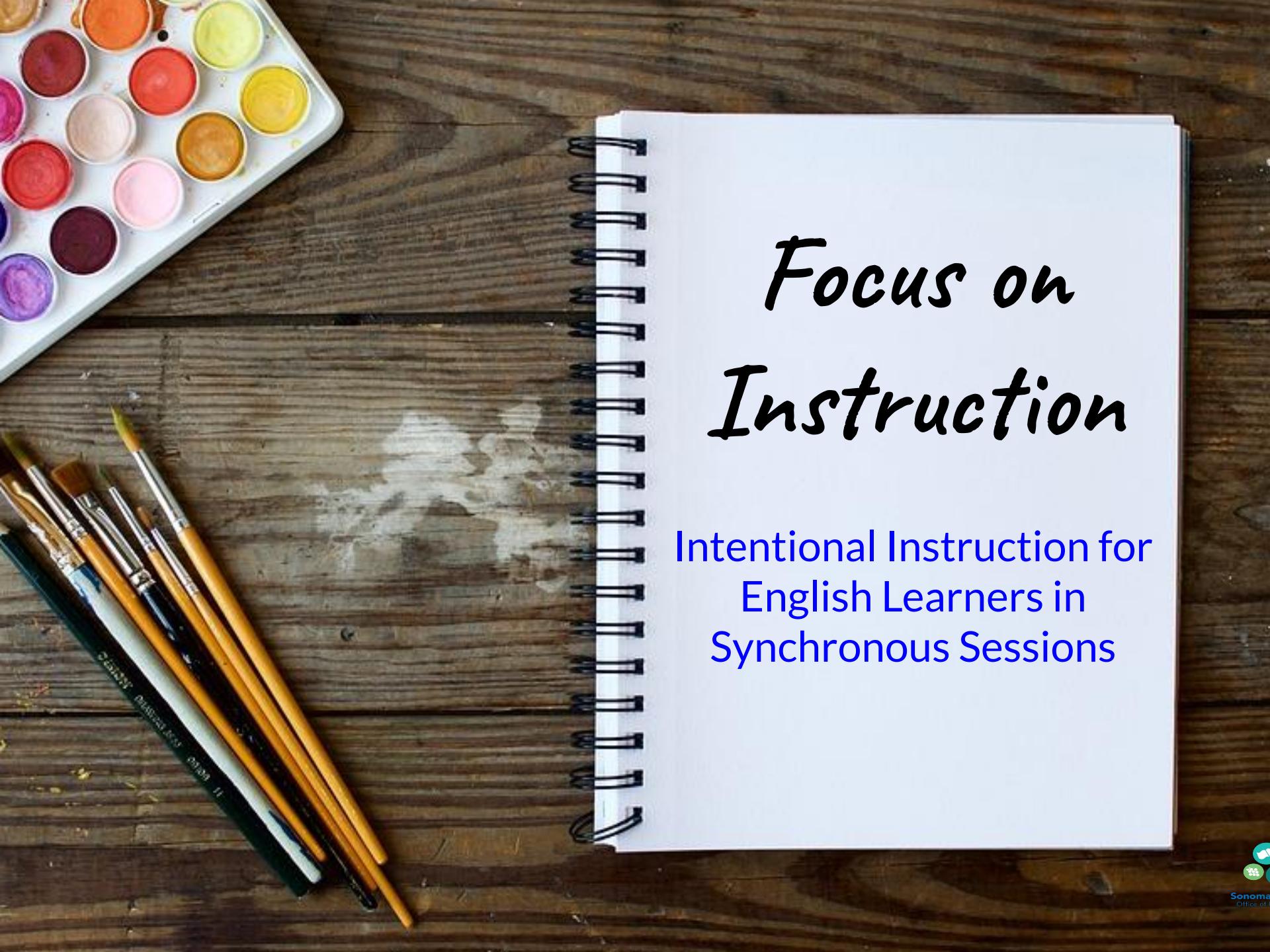
**1,611** Following   **1,108** Followers

# EL News Page



- As a member of the EL Collaborative you will now receive notifications in your email when a new item is posted on the EL News Page
- To access this page directly, go to [scoe.org/elnews](http://scoe.org/elnews)





# *Focus on Instruction*

Intentional Instruction for  
English Learners in  
Synchronous Sessions

# 2020



I miss my kids playing together. I want to watch them build a tower and laugh when it falls down and try to build it again. I miss the silly, spontaneous, innocent things they would say without needing to mute/unmute. I miss dance party Fridays.

Kindergarten teacher

I miss hearing their laughter and the audible noises they make when they learn something or have an aha moment. The silence feels so strange.

Middle school teacher



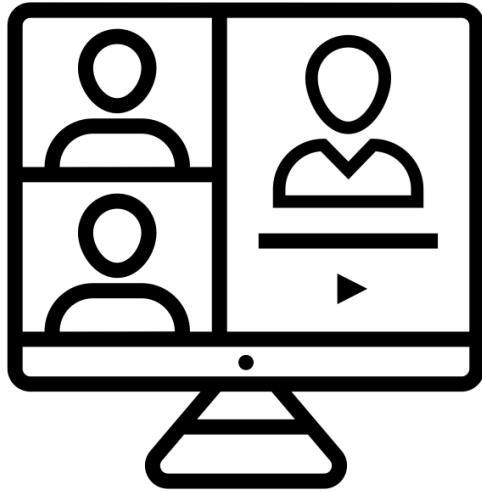


**ENGLISH Learners**  
**IT'S DIFFICULT TO**  
**need instructional**  
**concentrate on**  
**SUPPORT TO BOTH**  
**TWO DIFFERENT THINGS**  
**Learn ENGLISH AND**  
**at the same time.**  
**content knowledge.**



Language + Content

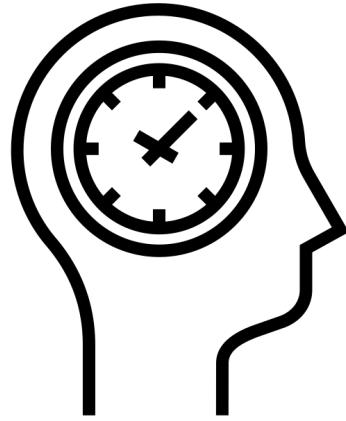
**Be a designer  
Not an assigner**



**Make sure that students  
can hear you clearly.**



**Be mindful of  
your rate of speech.**



# Use your voice and hand gestures to help support learning.

"When I'm comparing two really large numbers, I need to think through what my next steps are."



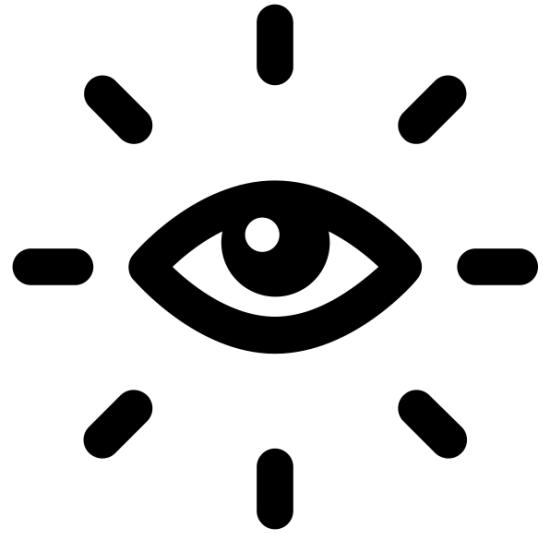
# Use visuals (but not too many)

**The Noun Project**  
Free Icon and Symbols



**Use sentence starters.**

**Make sure students  
can *see* them.**



The two liquids are **similar** because \_\_\_\_\_.

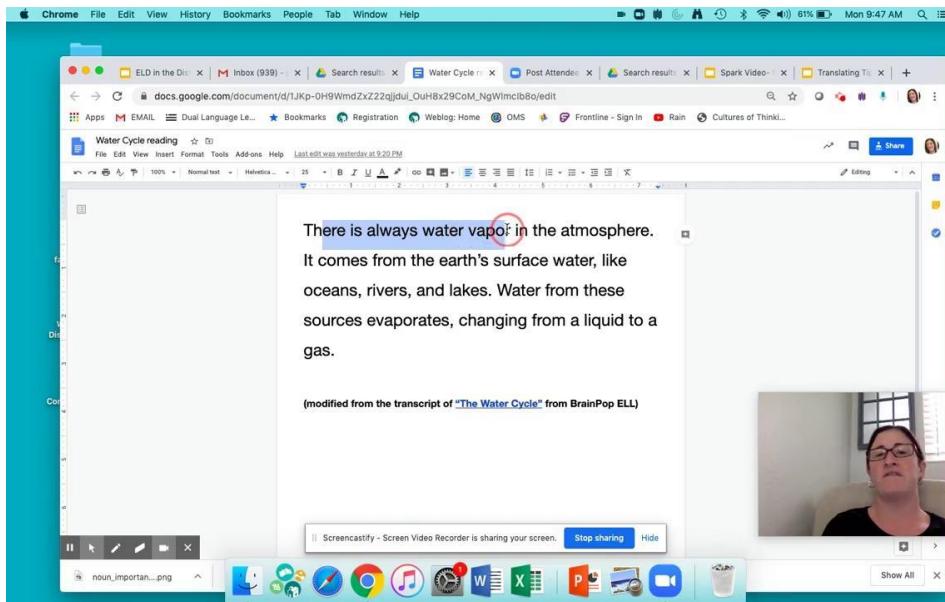


# Provide think time

(even though it might feel a bit awkward)



# Model thinking aloud





## Keep It Simple

Too much on a page can overwhelm the user.

Jack Hartmann

Subitizing

Counting

Sight Words



welcome to our  
virtual Classroom!

Agenda:

- [Math activity for 5/4](#)
- [Reading activity for 5/4](#)
- [Post your contest entry on ClassDojo by 3:00PM today!](#)



Class code  
6few6o5



Seesaw code is in your  
Dojo messages.



Hello families! This is a VIRTUAL CLASSROOM! I will post links to assignments, helpful videos, fun activities, and announcements on this virtual classroom page. You can click on almost anything on this page and it will send you somewhere new for reading, math, coloring games, anything! I will update this daily.

I can compare and contrast two stories



I can tell the time  
using a digital clock



**Don't let cute  
get in the way of clarity**



- Listening and reading at the same time can be very challenging.
- Chunking information helps ELs to understand the content more easily
- Utilize the “**object animation**” feature in Google Slides!!

A polar bear has thick fur. **Each hair is like** a tube. The hair has no color, **like** glass.

I **like** to play outside.

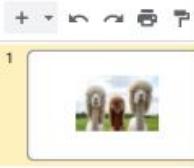


**like** = similar to something else A brown thumbs up emoji, indicating approval or like.

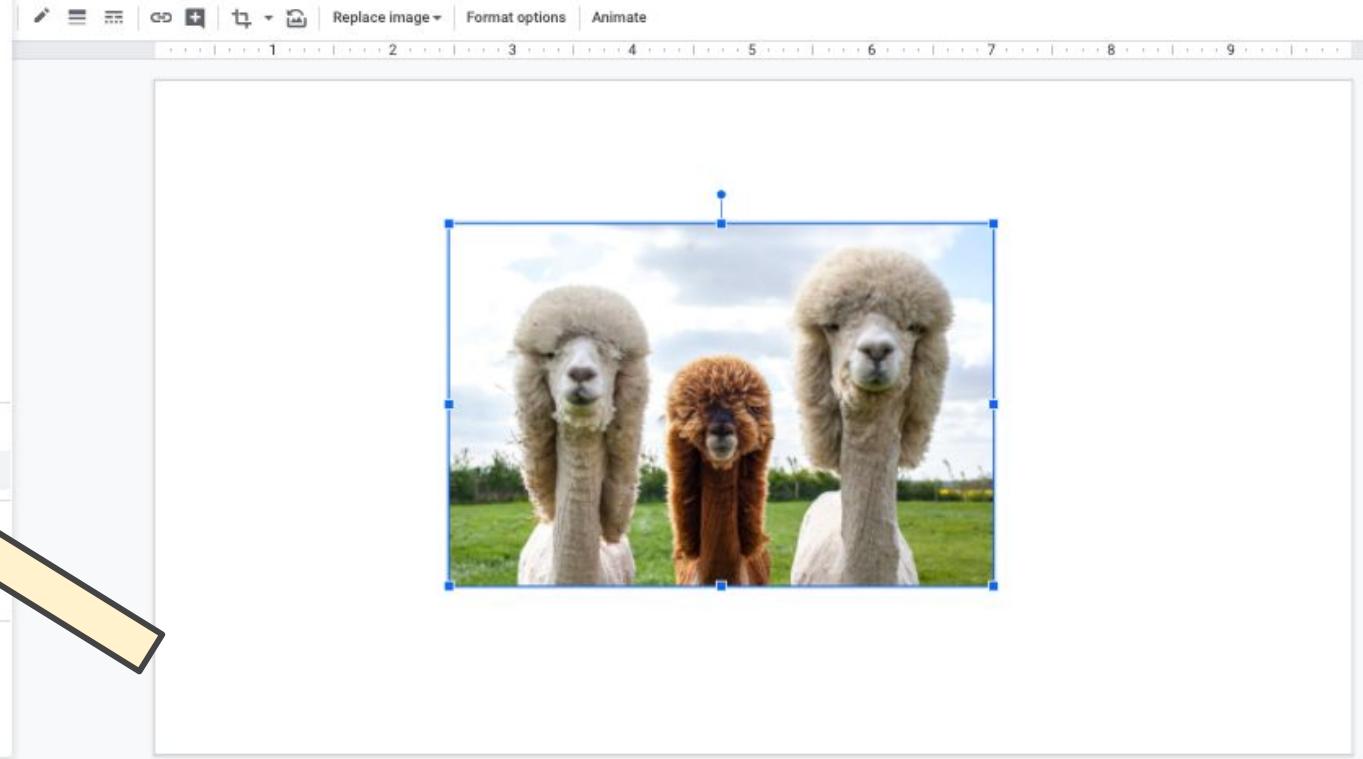
The hair has no color, like glass.

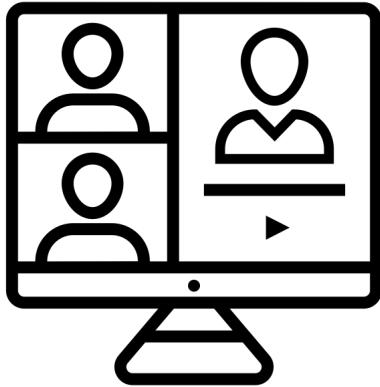
# Amazing Alpaca Hair 101

File Edit View Insert Format Slide Arrange Tools Add-ons Help All changes saved in Drive



- + Image
- Text box
- Audio
- Video
- Shape
- Table
- Chart
- Diagram
- Word art
- Line
- Special characters
- Animation
- Link
- Comment ⌘+Option+M
- New slide Ctrl+M
- Slide numbers
- Placeholder ▾





# Breakout rooms

- *What are your big takeaways?*
- *What questions do you have?*
- *How will you use the information you learned today? What are your next steps?*

# Welcome Back!

- *What are your big takeaways?*
- *What questions do you have?*
- *How will you use the information you learned today? What are your next steps?*





## Lead with love, not lessons



### Connection above content



### Offer grace



### Keep it simple

# Professional Learning Opportunities



# 2021 SCOE EL Leadership Conference



- The conference will now be held virtually
- It is currently listed for Friday January 8th. This date will be changed to a Wednesday in January.
- More information will be released very soon



**Friday, November 6th | 9:00am- 12:00pm**

## **Federal Program Monitoring Technical Assistance**

The California Department of Education will provide pertinent information regarding the following areas of Federal Program Monitoring: Title I (CE), English Learner (EL), and Fiscal Monitoring (FM). This virtual session will include an overview of each topic, small group collaboration with colleagues, and a question and answer portion from the CDE. LEAs do not need to currently be in an FPM in order to participate in this workshop, it is open to all.



# Educator Workforce Investment Grant Program

- Competitive grant funding to implement professional learning activities to implement the California English Learner Roadmap Policy
- The grant was awarded to two groups
  - Multilingual California
  - EL RISE!



# Building the Pathway to Multilingualism Along the EL Roadmap Policy

A partnership between

- California Association of Bilingual Educators (CABE)
- San Diego State
- County Offices of Education

[Visit the MCAP website here](#)



**ELRISE!**

# **English Learner Roadmap Implementation for Systemic Excellence**

A partnership between

- Californians Together
- Center for Equity for English Learners (CEEL)
- Sobrato Early Academic Language (SEAL)
- County Offices of Education

**[Visit the EL RISE! website here](#)**



# Miscellaneous Goodies

# SCOE COVID-19 Technology Support Fund



- Grants of up to \$5,000 are available to public schools and charter schools to offset the costs of technology-related expenses related to the demands and challenges of distance learning (mobile hotspots, prepaid data plans, computers, and subscriptions to online learning plans, etc.)
- The fund will prioritize those districts and charters with the greatest needs based upon their student population and the impacts of the financial crisis on their operating budget
- Apply [\*\*here\*\*](#)

# A Pathway to Equitable Math Instruction

Resources and guidance to support Black, LatinX, and Multilingual  
students to thrive in grades 6-8

[Here](#)

**“White supremacy culture infiltrates math classrooms in everyday teacher actions. Coupled with the beliefs that underlie these actions, they perpetuate educational harm on Black, Latinx, and multilingual students, denying them full access to the world of mathematics.”**

#### STRIDE 1

### Dismantling Racism in Mathematics Instruction

Exercises for educators to reflect on their own biases to transform their instructional practice

#### STRIDE 2

### Fostering Deep Understanding

Methods for deepening content understanding and relevance through crafted math discussions

#### STRIDE 3

### Creating Conditions to Thrive

Environments and practices that support students' social, emotional and academic development

#### STRIDE 4

### Connecting Critical Intersections

The interconnectedness of English language learning and the development of mathematical thinking

#### STRIDE 5

### Sustaining Equitable Practice

Coaching structures that support math educators' in their ongoing centering of equity principles



# State Superintendent Tony Thurmond Launches New "Education to End Hate" Initiative to Combat Bias, Bigotry, and Racism

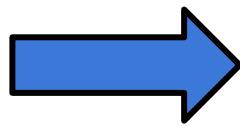
- Designed to empower educators and students to confront the hate, bigotry, and racism rising in communities across the state and nation.
- Organizations with extensive experience in leading related educator trainings—including [Equality California](#), the [National Equity Project](#), and the [Simon Weisenthal Center's](#) Museum of Tolerance are among those who are available partners for resources and professional development, LEAs may choose their own trainers or programs.
- Mini grants must be focused on providing professional learning on topics that address hate, bigotry, racism, or any form of bias or prejudice. Topics for training could include, but are not limited to, anti-racism, anti-Semitism, LGBTQ+ inclusivity, Islamophobia, bullying of Asian American students, and anti-hate focus areas.
- The first round of grants will be reviewed after **Monday, September 28, 2020**. After September 28, grants will be considered on a rolling basis, depending on available resources.

[Fill out the application here](#)



**Updates...**





**Sonoma County**  
Office of Education



EL Collaborative

Bilingual  
Coordinators  
Network  
(BCN)

# UPDATES AT EVERY TURN.





# ELPAC Administration

# ELPAC in 2020-2021

Assessment	Testing Window	Purpose
<b>Initial ELPAC*</b>  <small>*available in paper and pencil and computer-based</small>	July 1, 2020-June 30, 2020	To identify whether or not a student is an English learner
<b>Optional fall Summative ELPAC</b>	August 20, 2020-October 30, 2020	To support reclassification of students who were unable to complete Summative ELPAC testing in 2019-2020
<b>Summative ELPAC</b>	February 1, 2021-May 31, 2021	To measure the progress English learners are making toward English proficiency

# Three Options for Administering the Initial and Optional Summative ELPAC

- In-person
- Remote testing for online assessments
- Remote testing for paper-pencil assessments

[View the ETS ELPAC remote testing guidance here](#)

# In-Person Administration

“Counties in the state’s ‘Purple Tier’ are permitted to offer in-person instruction and services to small cohorts of students with special needs (e.g., students with disabilities, English learners, homeless youth, foster youth, etc.)”

**School Reopening Options**



Governor Newsom and the California Department of Public Health (CDPH) have released guidance related to reopening schools for the 2020-21 school year. Below are four options for schools to consider.

COLOR CODE	SCHOOL STATUS	OPERATIONAL PRACTICES
PURPLE TIER	<b>ELEMENTARY WAIVER</b> <a href="#">Click HERE for complete guidance</a>  Schools may reopen for instruction under a County Health waiver for TK-6. The California Department of Public Health recommends against granting waivers when the case rate per 100,000 is 200 or higher. The waiver request will be considered once the county has reached the benchmark rate set by Sonoma County Department of Health Services (SCDHS) after consulting and confirming with:  <b>SPECIAL NEEDS</b> <b>SMALL COHORTS EXEMPTION</b> <a href="#">Click HERE for complete guidance</a>  Counties in the state's "Purple Tier" are permitted to offer in-person instruction and services to small cohorts of students with special needs (e.g. students with disabilities, English learners, homeless youth, foster youth, etc.).  This guidance is not a substitute for reopening schools.  Does not require approval from SCDHS. (Local school board decision)	<ul style="list-style-type: none"><li>All public health criteria listed for hybrid and traditional reopening need to be in place. (See below)</li><li>School superintendent must submit to Sonoma County Public Health evidence of (1) consultation with labor and parent organizations and (2) publication of the elementary school reopening plans on the school website.</li><li>Waiver application and supporting documents must be submitted directly to Sonoma County Public Health at least 14 days prior to the school's desired opening date.</li><li>Must include plans for testing students and staff for COVID-19.</li></ul> <b>MUST MAINTAIN PROPER PHYSICAL DISTANCING, MASKING, CLEANING AND OTHER SAFETY MEASURES.</b>  A school's cohorting site plan should be available on the school's public website.  Students with disabilities should be prioritized.  Cohorts cannot exceed 16 students and adults combined.  The number of students on a given school site should generally not exceed 25% of the school's student enrollment.  Individuals in cohorts cannot be mixed. However, one-to-one special education services can be provided to a child by a support service provider that is not part of the child's cohort.
RED TIER	<b>WITH SMALL COHORTS TO REOPEN</b>  "Small Cohorts: 6 ft social distancing between students and teachers within a classroom."  Schools may re-open for in-person instruction when Sonoma County has been in the state's "Red Tier" for at least two weeks. The Red Tier is California's second highest risk level and is defined by a county having a positivity rate of less than 8% and between 4-7 daily cases per 100K county residents.  Does not require approval from SCDHS. (Local school board decision)	<ul style="list-style-type: none"><li>Daily health screenings of students and staff. Contact tracing protocol with trained staff needs to be in place.</li><li>Face coverings are required for all staff and all students in grades 3-12; encouraged for students in grades TK-2.</li><li>Those who present COVID symptoms are isolated and sent home.</li><li>Staff members must maintain 6ft distance from each other and students. Students must maintain 6ft distance as practicable.</li><li>Enhanced cleaning.</li><li>Periodic surveillance testing of students/staff recommended.</li></ul>
ORANGE TIER	<b>TRADITIONAL REOPENING</b> <b>WITH MODIFIED COHORTS TO REOPEN</b>  "Modified Cohorts: reduced social distancing between students may be permitted (to be determined by public health officials). 6ft between teachers and students within a classroom." <a href="#">Click HERE for complete guidance</a>  Does not require approval from SCDHS. (Local school board decision)	<ul style="list-style-type: none"><li>Public Health works with COVID-19 Liaison to conduct contact tracing and notify exposed children/staff following FERPA protocol for student information.</li><li>Public Health determines whether quarantine and testing is necessary based on length of exposure, number of people exposed, closeness to contact.</li></ul>

[Click here for graphic above](#)

# In-Person Administration of the ELPAC

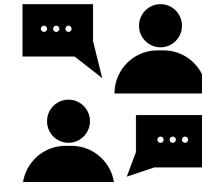
- Arrangements can be made for one on one appointments or small cohorts for Initial ELPAC and Optional ELPAC Summative testing.
- No waiver is needed, but LEAs must follow the [Cohorting Guidance](#) issued by the California Department of Public Health (CDPH).
- Educational Testing Systems and the CDE have released [Suggested Guidelines for Physically Distancing During Test Administration](#)



# How is ELPAC administration going?

- What's working?
- What's *not* working?
- What lessons have you learned?

# ELPAC Remote Testing Meet-Up



**Wednesday, September 30th 9:00am-10:00am**

- Join colleagues for a time to check-in on remote testing, share ideas, troubleshoot, and brainstorm
- No registration required

**<https://zoom.us/j/94283670065>**

Meeting ID: 942 8367 0065

One tap mobile  
1 669 900 6833

# Remote Testing: DFA Changes for Kindergarten & First Grade

Last week, local educational agencies (LEAs) were advised to delay remote, computer-based administration of the following assessments:

- Initial ELPAC kindergarten and grade one Reading domain
- Optional Summative ELPAC kindergarten Reading domain
- Optional Summative ELPAC grade one Reading domain for LEAs assigned to Form 4
- The addenda to the Directions for Administration (DFAs) are now available to better support consistent remote administration of the *Read-Along Story with Scaffolding* test items.
- The DFA addenda are available on the ELPAC Administration and Scoring [Moodle Training Site](#).

[To view the email sent to LEA ELPAC Coordinators, click here](#)

# **Alternate ELPAC**

The Alternate ELPAC will replace all locally determined alternate assessments once operational and provides a consistent, standardized measurement of ELP across the state for students with the most significant cognitive disabilities.

## **Statewide Alternate ELPAC Operational Field Test**

January 12, 2021 - February 16, 2021

## **First Operational Initial Alternate ELPAC Administration**

July 1, 2021 - June 30, 2022

## **First Operational Summative Alternate ELPAC Administration**

February 1, 2022 - May 31, 2022

**For more information on the Alternate ELPAC, please see here**





# Parent Notification: *Initial Identification*

# 30 Day Window EXTENDED!



- Senate Bill 820 was approved and signed by Governor Newsom on September 18, 2020.
- This bill allows for a 45-day extension to the Initial ELPAC 30-calendar-day requirement.
- Local educational agencies will now have a total of **75 calendar days** from the first day of enrollment to **administer** the 2020–21 Initial ELPAC, officially **score** it, and **provide the results** to parents and guardians.

# CALPADS Implications

- Students who are enrolled on or before October 7, 2020, will be included in the 2020–2021 census data reporting. If Initial ELPAC testing is completed before November 13, 2020, CALPADS will be updated with the student's English Language Acquisition Status, which will be reported for 2020–2021.
- **Testing and scoring should be completed no later than November 12, 2020, to have CALPADS updated by November 13, 2020. This will impact LCFF funding.**





# Reclassification



# 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.

# Criterion One

- LEAs can use the results for students who completed the 2019–2020 Summative ELPAC to determine reclassification eligibility.
- The optional Summative ELPAC administration window is available through October 30th and is to be used for criterion one eligibility for reclassification.

# Criterion One

- Students that met Criterion 1 in 2018–19 by obtaining an Overall ELPAC proficiency level 4, have until December 2020 to complete the process of reclassification as the timeline has been extended to allow for the other local criteria to be completed.

# 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.



# Optional Summative ELPAC

# Optional Summative Assessment

- The purpose of the optional summative assessment is for students who would most benefit from its administration and support reclassification.
- The testing window closes on October 30th
- The Initial ELPAC is required, whereas the fall Summative is Optional. LEAs need to ensure that the Initial ELPAC is prioritized.
- Test examiners do not need to be trained again unless they are administering a grade level they weren't calibrated on during 2019-20
- Students will take the assessment for the grade level they were enrolled in during 2019-20.
- Partially completed tests will follow the students into the fall.





# ELAC & DELAC



Sonoma County  
Office of Education

# ELAC & DELAC

- ELAC and DELAC meetings, which are public meetings, may be held virtually.
- LEA must follow the requirements specified in N-29-20 (paragraph 3), including providing parents with advance notice of the meeting time, agenda, and teleconferencing information.

# ELAC & DELAC (continued)

- LEAs should hold ELAC and DELAC meetings if the legally required tasks have not yet been completed for the 2020–21 school year. The ELAC and DELAC required tasks can be found on the CDE [ELAC web page](#) and on the CDE [DELAC web page](#).
- While ELAC and DELAC meetings are public meetings, only elected ELAC representatives and officially designated DELAC representatives from each school are required to participate in order to meet the required tasks.

# ELAC & DELAC (continued)

- Meetings may be conducted remotely (e.g. landline phone) or via any virtual platform accessible on participants' mobile phones, tablets, and/or computers. This includes social networking platforms, which may be more accessible than virtual meeting technology for some parents.
- Evidence of meetings and attendees may be in the form of a recorded audio/video file of the meeting itself, recording the names of participants from verbal roll call in meeting minutes, or a screenshot, a printout of participants signed in to the meeting platform, or a combination of these formats.

# Zoom Interpretation Option

Separate Audio Channel for Interpreters during meetings

- Meeting hosts can select the interpretation feature, which will give the interpreters access to their own audio channels.
- Attendees can select an audio channel to hear their language of choice.
- Attendees will hear the translated audio and can choose if they want to hear the original audio at a lower volume.



# ELD



# ELD

- 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.

# ELD Instruction

ELD instruction can take place in two ways

- Distance learning
- In-person
  - If an LEA chooses to provide ELD in-person, they must follow the [Cohorting Guidance](#) issued by the California Department of Public Health (CDPH).





Sonoma County  
Office of Education

# CDE FAQs

**English Learner Services During COVID-19**

**ELAC & DELAC**

**ELD in Distance Learning**

# EL Collaborative 2020-2021



- All virtual sessions will be recorded and posted
- Update sessions will be scheduled as needed

Date	Type of Meeting	Timing
Thursday, December 10th	Virtual Session	3:00pm-4:30pm
Thursday, March 11th	TBD!	9:00 am-12:00 pm in-person 3:00 pm -4:30 pm virtual
Tuesday, May 18th	TBD!	9:00 am-12:00 pm in-person 3:00 pm -4:30 pm virtual

# Thank you!

Jenn Guerrero

[jguerrero@scoe.org](mailto:jguerrero@scoe.org)



SOMETIMES THE BRAVEST  
AND MOST IMPORTANT  
THING YOU CAN DO IS  
*JUST SHOW UP.*

Brene Brown

**QUICK** feedback?  
Pretty please?!

[bit.ly/9242020](https://bit.ly/9242020)