



English Learner Updates Newsletter: COVID-19 Edition (7)

Information and Updates from the California Department of Education (CDE)
English Learner Support Division

Issue 9, May 15, 2020

Weekly Format:

This is the seventh of a **special series of COVID-19 English Learner (EL) Updates Newsletters focusing on school closures and services for English learners**. This newsletter will be disseminated **weekly** to keep you informed of new resources and guidance for supporting the English learners you serve.

This Issue Includes:

- **Accountability:**
 - COVID-19 Operations Written Report
 - Local Control and Accountability Plan (LCAP) Frequently Asked Questions (FAQs) Update
- **Professional Learning:** California Association for Bilingual Education (CABE) Virtual Community
- **School Meals:** Pandemic Electronic Benefit Transfer (P-EBT) program FAQs
- **English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC):** New ELAC and DELAC FAQs
- **Migrant Education:** New supplemental Migrant Education Program services FAQs
- **Webinars:**
 - Upcoming: California Teachers Association (CTA), with Region 15 Comprehensive Center Network and CDE, Webinar Series to Support English Learners
 - Upcoming: Californians Together Community of Practice Webinars
- **Resources:**
 - New: Californians Together EL Roadmap Resource Hub
 - Links to resources on the CDE COVID-19 web page relevant to English learners

Accountability

COVID-19 Operations Written Report

Overview

Executive Order (EO) N-56-20 was established on April 22, 2020, to address the impact of continued school closures in response to the COVID-19 pandemic and the local educational agencies' (LEAs') ability to conduct meaningful annual planning and to meaningfully engage stakeholders in these processes.

EO N-56-20 issued timeline and approval waivers for the LCAP and Budget Overview for Parents as well as waving certain budgetary requirements. The EO also established the requirement that an LEA adopt a written report (COVID-19 Operations Written Report) explaining to its community the changes to program offerings the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of such closures on students and families.

Guidance

The COVID-19 Operations Written Report must include:

- An overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.
- A description of how the LEA is meeting the needs of its English learners, foster youth, and low-income students.
- A description of the steps the LEA has taken to continue delivering high-quality distance learning opportunities.
- A description of the steps the LEA has taken to provide school meals while maintaining social distancing practices.
- A description of the steps the LEA has taken to arrange for supervision of students during ordinary school hours.

The descriptions provided should include sufficient detail yet be succinct to promote a broader understanding of the changes the LEA has put in place.

LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.

Requirements for the COVID-19 Written Report

The COVID-19 Operations Written Report must be adopted by the local governing board or body in conjunction with the adopted annual budget by July 1, 2020.

While the COVID-19 Operations Written Report does not need to be approved by the county superintendent of schools or the Superintendent of Public Instruction, the written report must be submitted in conjunction with the submission of the adopted annual budget.

Once adopted, the COVID-19 Operations Written Report must be posted on the home page of the LEA's website, if such a website exists.

LEAs are not required to use the COVID-19 Operations Written Report template developed by the CDE. The template was developed as an optional tool for LEAs to meet the COVID-19 Operations Written Report requirements established by EO N-56-20.

The COVID-19 Operations Written Report template is available on the CDE Coronavirus (COVID-19) web page at <https://www.cde.ca.gov/ls/he/hn/coronavirus.asp> under "Accountability."

If you have questions regarding the COVID-19 Operations Written Report, please contact the CDE Local Agency Systems Support Office (LASSO) by email at LCFF@cde.ca.gov or by phone at 916-319-0809.

Updated LCAP FAQs

The CDE Local Agency System Support Office (LASSO) has updated the LCAP EO FAQs web page at <https://www.cde.ca.gov/re/lc/lcapfaq.asp> to provide information regarding changes to the 2020–21 budget and LCAP in response to COVID-19.

The FAQs were updated in response to EO N-56-20 and include questions about the Operations Written Report, the 2020–21 LCAP Process and Template, the LCAP eTemplate, and Local Indicators.

If you have questions about the LCAP, please contact the CDE LASSO by email at LCFF@cde.ca.gov or by phone at 916-319-0809.

Professional Learning

CABE 2020 Virtual Community

The CABE 2020 Virtual Community at <https://cabe2020.gocabe.org> provides links to past webinars, a schedule of future webinars, and featured speakers video presentations. These resources can be helpful to multilingual educators and educators of English learners including paraprofessionals, teachers, teacher educators, and administrators.

School Meals

P-EBT Program FAQs

The CDE School and Child and Adult Day Care Meals web page at <https://www.cde.ca.gov/ls/he/hn/schoolmeals.asp#pandemicebt> has been updated to include information on the P-EBT program.

The California Department of Social Services (CDSS) will issue P-EBT benefits to children who are eligible for free and reduced-price school meals whose schools were closed for at least five consecutive days during the COVID-19 emergency.

Through the P-EBT program, each eligible child will receive up to \$365 in electronic food benefits. The CDE and CDSS estimate that this will provide more than \$1.4 billion to over 3.8 million school children throughout the state to address food insecurity during this emergency. P-EBT staff will never ask you for social security or a copy of the birth certificate. Please DO NOT provide this information.

For more information about P-EBT, you can visit the CDSS P-EBT web page at <https://www.cdss.ca.gov/home/pandemic-ebt>.

Highlighted P-EBT FAQs

Are children who are still receiving school meals through COVID-19 emergency feeding sites eligible to participate in P-EBT?

Yes. P-EBT benefits are in addition to, not in lieu of, free and reduced-price meal benefits. Children who receive P-EBT may still continue to receive meals at COVID-19 emergency sites.

How does P-EBT work for students attending schools that are providing meals through a Provision such as Community Eligibility Provision or Provision 2?

For the purposes of P-EBT, all students who attend a Provision school are considered free and reduced-price meal eligible. If students are directly certified, they do not need to apply and will automatically receive a P-EBT card in the mail. If students are not directly certified and do not receive a P-EBT card by May 22, 2020, they can apply for P-EBT online.

The complete School and Child and Adult Day Care Meals FAQs are available on the CDE School and Child and Adult Day Care Meals web page at <https://www.cde.ca.gov/ls/he/hn/schoolmeals.asp#faqs>.

If you have question about school meals please contact the CDE at 916-319-0800.

ELAC and DELAC

New ELAC and DELAC FAQs during COVID-19 Physical School Closures **Do ELAC and DELAC requirements, laws, and regulations still apply during the COVID-19 physical school closures?**

On March 17, 2020, Governor Gavin Newsom signed executive order N-29-20 stating that, subject to notice and accessibility requirements set forth in the order, “a local legislative body or state body is authorized to hold public meetings via teleconferencing and to make public meetings accessible telephonically or otherwise electronically to all members of the public seeking to observe and to address the local legislative body or state body.” On April 23, 2020, Governor Newsom signed executive order N-56-20, which extends this language about public meetings to ELACs and DELACs. This means that both ELAC and DELAC meetings, which are public meetings, may be held virtually, provided the LEA follows the requirements specified in N-29-20, including providing parents with advance notice of the meeting time, agenda, and teleconferencing information.

EO N-29-20 is available on the State of California website directly at <https://bit.ly/CAExecOrder2> (see paragraph 3) and EO N-56-20 is available at on the State of California website directly at <https://bit.ly/EO-N-56-20> (see paragraph 10)

Please note that prior to these two orders, Governor Newsom signed N-25-20, which addressed public meetings in paragraph 11. Although the language is similar, paragraph 3 of N-29-20 withdraws and supersedes the language in the previous order.

Are LEAs required to hold ELAC and DELAC meetings during the COVID-19 physical school closures?

Yes. LEAs should hold ELAC and DELAC meetings if the legally required tasks have not yet been completed for the 2019–20 school year. The ELAC and DELAC required tasks can be found on the CDE ELAC web page at <https://www.cde.ca.gov/ta/cr/elac.asp> and on the CDE DELAC web page at <https://www.cde.ca.gov/ta/cr/delac.asp>. 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.

May ELAC and DELAC meetings be held virtually?

Yes. 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. Information and assistance on obtaining internet access for parents can be found on the CDE Getting Internet Access: Available Plans web page at <https://www.cde.ca.gov/ls/he/hn/availableinternetplans.asp>.

How can LEAs document virtual meetings?

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.

Migrant Education

New Supplemental Migrant Education Program FAQs

The CDE Migrant Education Office (MEO) developed responses to FAQs related to supplemental Migrant Education Program services during school closures due to COVID-19. These FAQs are available on the CDE Migrant Program COVID-19 web page at <https://www.cde.ca.gov/sp/me/mt/mepcovidfaq.asp>.

Webinars

CTA, with Region 15 Comprehensive Center Network and CDE, Webinar Series to Support English Learners: Lesson Planning for English Learners in Distance Learning Environments: Elementary Educators

Date: May 18, 2020, at 4 p.m.

Description: Engaging elementary students in distance learning has particular challenges. Ensuring age-appropriate learning experiences that couple high challenge with high supports and promote language development requires teachers to shift how they design and plan instruction. This webinar will demonstrate how elementary educators can adapt and implement lessons in a distance learning environment to support English Learners and language development.

The following topics will be addressed in this session:

- Integrating activities that encourage students to discuss and interact with grade-level texts
- Grouping students to optimize instruction
- Providing options for synchronous and asynchronous learning

Link: <https://tinyurl.com/ELWebinarMay18>

CTA, with Region 15 Comprehensive Center Network and CDE, Webinar Series to Support English Learners: Secondary Educators: Communicating with Families of Newcomer English Learners During Distance Learning

Date: May 20, 2020, at 4 p.m.

Description: Communicating with families of newcomer English Learners in the secondary grades has its own distinct challenges. Teens who are in the process of separating from their parents and establishing their own identities as adolescents in a new culture are particularly uncomfortable with the idea of parent engagement in schools. By drawing from Chapter 5 of the U.S. Department of Education's Newcomer Toolkit, presenters will offer practitioners ideas for how to keep parents, guardians, and other family members engaged in supporting their students' learning trajectory at home.

The following topics will be addressed in this session:

- The need for home-school connections during distance learning
- The specific needs of newcomer English Learners

- Ideas for engaging parents, guardians, and other family members to support students' learning at home

Link: <https://tinyurl.com/ELWebinarMay20>

Californians Together Communities of Practice: Asian Languages Bilingual Instruction through Distance Learning

Date: May 19, 2020, at 4 p.m.

Description: Join Californians Together for a collaborative discussion about implementing Asian languages bilingual instruction through distance learning for transitional kindergarten through grade 5. Classroom teachers will share how they are able to continue their bilingual instruction through their distance learning experiences. A space will be created for teachers to share in a facilitated breakout session.

Link: <https://bit.ly/CalTogAsianLanguages>

Californians Together Communities of Practice: Supporting Immigrant and Refugee Students through Distance Learning

Date: May 26, 2020, at 4 p.m.

Description: Join Californians Together for a collaborative discussion about how to support immigrant and refugee students through distance learning. Educators will share how they are able to support immigrant and refugee students. A space will be created for educators to share in a facilitated breakout session.

Link: <https://bit.ly/CalTogImmigrant>

Resources and Information

Californians Together EL Roadmap Resource Hub

As California leads the way to protect families and uphold our values in response to COVID-19, it is more important than ever for us to come together and share resources to ensure all of our students, particularly dual language learners and English learners, thrive. Californians speak dozens of languages, and this diversity contributes to the best parts of our state—a vibrant culture, innovative spirit, and strong economy. The same is true in our schools, where one in five public school students is learning English in addition to the language(s) they speak at home. Everyone involved in our schools has a role to play to ensure equity of access and achievement for dual language learners and English learners. Fortunately, California's EL Roadmap Policy provides a clear path to make this happen.

Leading advocates have come together to advance the EL Roadmap's vision of honoring equity, ensuring meaningful access, and embracing the diversity that makes our state great. This week, seven organizations committed to advancing equity in education have launched the EL Roadmap Resource Hub to translate vision to action across California. The new Resource Hub gathers resources from across the field to help key audiences—including families, educators,

administrators, teacher educators, and policymakers—work toward effective implementation of the EL Roadmap.

Leveraging the strongest thinking and tools, we will create a future where all of California's students will receive equitable opportunities starting from early childhood. Visit www.elroadmap.org to learn more and find the latest resources from leading organizations across the field. Please contact info@elroadmap.org to submit additional materials to the Resource Hub for consideration.

Links to Resources Relevant to English Learners on the CDE COVID-19 Web Page

Please visit the CDE Coronavirus (COVID-19) webpage at <https://www.cde.ca.gov/ls/he/hn/coronavirus.asp> for the latest updates on information and resources regarding COVID-19 and California's response

- **COVID-19 Guidance for K–12 Schools** at <https://www.cde.ca.gov/ls/he/hn/guidance.asp>
Links on this web page include resources for distance learning, school meals, special education guidance, and child care and student supervision.
- **Getting Internet Access: Available Plans** at <https://www.cde.ca.gov/498321>
This web page provides a list of internet providers, including those offering free internet, with links to their web pages for more information.
- **Coronavirus (COVID-19) Webinars** at <https://www.cde.ca.gov/499850>
This web page provides links to all CDE webinars related to COVID-19 including the April 9, 2020, English Learner Support Strategies Webinar.

For questions regarding English learner programs and services, please contact the English Learner Support Division by email at ELSD@cde.ca.gov or by phone at 916-319-0938. You may also visit the CDE English Learners web page at <https://www.cde.ca.gov/sp/el/>.

To subscribe to the EL Updates Listserv and receive this newsletter along with other updates, send a blank email to join-english-learner-updates@mlist.cde.ca.gov.

