



English Learner Updates Newsletter: COVID-19 Edition (10)

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

Issue 12, June 2020

Weekly Format:

This is the tenth 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 **monthly** to keep you informed of new resources and guidance for supporting the English learners you serve.

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- California Collaborative for Educational Excellence (CCEE) Continuity of Learning Playbooks
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- California Assessment of Student Performance and Progress (CAASPP) and English Language Proficiency Assessments for California (ELPAC) Coordinator Training
- ELPAC Fall Administration Frequently Asked Questions (FAQs)

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- New resources:
 - Multitiered Systems of Support (MTSS) for English Learners ED Briefs
- Links to resources on the CDE COVID-19 web page relevant to English learners

New Distance and Hybrid Learning Resources

CDE Guidance Document on Safe Reopening of California’s Public Schools

On June 8, 2020, State Superintendent of Public Instruction Tony Thurmond announced the release of comprehensive guidance that will support public school leaders across the state as they work with their local health officers to plan for the safe reopening of campuses and classrooms this fall.

Titled "Stronger Together: A Guidebook for the Safer Opening of California’s Public Schools," the guidance offers considerations and examples of solutions for schools as they work to implement public health recommendations in an educational environment. The CDE’s guidebook—which was developed using the most current information known at the time and may be updated as new data becomes relevant—covers health and safety practices; instructional programs and models, including for special education and English learners; professional relationships and learning; mental health and well-being for staff and students; community engagement and parental support; early learning and care; and school services such as transportation and meals.

The CDE guidance is informed by the technical assistance and advice of many health and safety organizations, including the Centers for Disease Control, the California Department of Public Health, the California Division of Occupational Safety and Health, and many health officers from counties across the state. The State Superintendent and CDE gathered additional input from focus group conversations with teachers, classified staff, child care providers, superintendents, and public health officials. Important voices were heard during virtual support circles with educators, parents, and students. And additional insight came from consultation with state superintendents, researchers, and experts from throughout the nation.

Superintendent Thurmond and the CDE recognize that in order to implement the guidance, school leaders will need steady revenue to rely upon for staffing and personal protective equipment and flexibility on instructional minutes.

The guidance document is available on the CDE Stronger Together web page at <https://www.cde.ca.gov/ls/he/hn/strongertogether.asp>

CCEE Continuity of Learning Playbooks

The CCEE created the Continuity of Learning Distance and Hybrid Learning Playbooks to support California local educational agencies (LEAs). These playbooks were created in collaboration with county offices of education (COEs), LEAs, and other technical assistance partners for planning a safe return to school that maximizes future equity outcomes and addresses the diverse needs of California's students while adapting to the challenges posed by COVID-19.

There are two playbooks available, one for distance learning and one for hybrid learning. Both playbooks include key questions for launching this type of learning plan with sections on setting goals, creating schedules, and communicating plans. The playbooks offer further guidance on assessment, trauma informed social and emotional learning, capacity building, English learners, special education, and support programs.

The playbooks are available on the CCEE Continuity of Learning web page at <https://k12playbook.ccee-ca.org/>.

If you have questions about the playbooks contact the CCEE by phone at 916-619-7494 or by email at ccee@ccee-ca.org.

The IRIS Center: Strategies for Parents on Supporting Learning During the COVID-19 Pandemic

The IRIS Center, funded by the ED Office of Special Education Programs, recently released a learning module titled, "Parents: Supporting Learning During the COVID-19 Pandemic." This resource offers parents tools and strategies for supporting their child's learning at home during school shutdowns caused by the COVID-19 pandemic. It is intended to help parents better understand their role in supporting their child's learning, how to prepare for learning at home, how to support learning in reading and math, ways to foster social and emotional wellness, and how to support learning for children with disabilities.

The module is available on the IRIS Center Parents: Supporting Learning During the COVID-19 Pandemic web page at <https://bit.ly/IRISParents>.

Haskins Global Literacy Hub Resource Library

The Haskins Literacy Hub Resource Library provides free, high-quality content for children and teens with different levels of reading proficiency. The resource library is designed for both parents and educators and allows the user to search by a specific skill or to browse by proficiency level.

The Resource Library is available on the Haskins Global Literacy Hub Resource Library web page at <https://haskinsglobal.org/resource-library>.

If you have questions about the Resource Library, contact the Haskins Literacy Hub by phone at 203-865-6163 or using the contact form on the Haskins Global Literacy Hub Contact Us web page at <https://haskinsglobal.org/contact>.

Californians Together Supporting Immigrant and Refugee Students Article

Californians Together published an article by Claudia Vizcarra on May 27, 2020, titled “Supporting Immigrant and Refugee Students: Considerations for School Leaders in Response to the COVID-19 Pandemic.” This article provides suggestions on addressing the needs of immigrant and refugee students and their families during the COVID-19 pandemic to ensure that these students have equitable access to educational opportunities.

The article is available on the Californians Together “Supporting Immigrant and Refugee Students: Considerations for School Leaders in Response to the COVID-19 Pandemic” web page at <https://bit.ly/CalTogImmigrantandRefugee>.

School Meals

P-EBT Application Now Open

The CDE Nutrition Services Division is excited to announce that phase two of the P-EBT process in California began on May 22, 2020. Families with children who are eligible for Free or Reduced-Price meals that have not yet received a P-EBT card in the mail can now apply for their P-EBT benefits online on the Apply for P-EBT website at <https://ca.p-ebt.org/en>. This information is also available in Spanish and Chinese by selecting the language in the top right of the page.

The phase two outreach toolkit is available now on the California Department of Social Services (CDSS) P-EBT web page at <https://www.cdss.ca.gov/home/pandemic-ebt>. Phase two flyers are available in English now, with Spanish and Chinese versions coming soon.

For a list of FAQs related to P-EBT, visit the CDE P-EBT FAQs web page at <https://www.cde.ca.gov/ls/nu/pandemicebtfaqs.asp>.

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

Families that require assistance with their P-EBT card can call the P-EBT Customer Service Center at 877-328-9677.

For updated information about COVID-19 emergency feeding, visit the CDE COVID-19 School and Child and Adult Day Care Meals web page at <https://www.cde.ca.gov/ls/he/hn/schoolmeals.asp>. This page is updated each Friday with new information.

Assessment

CAASPP and ELPAC Coordinator Training

The CDE has scheduled three check-in webinars in the 2020–21 school year for LEA CAASPP and ELPAC coordinators. These webinars will address common questions, provide assessment updates, and include an interactive question-and-answer section and will take place in November 2020, January 2021, and March 2021.

To register, visit the CAASSP 2020–21 Training Opportunities web page at <http://www.caaspp.org/training/caaspp/2020-21-training-opportunities.html>.

If you have questions about this topic, contact the CDE English Proficiency and Spanish Assessments Office by email at elpac@cde.ca.gov or by phone at 916-319-0784.

ELPAC Fall Administration FAQs

Question: If an LEA is not able to complete the English language proficiency (ELP) assessment for all English learners in spring 2020, should all English learners be kept in EL status for the fall, even if some of them may be proficient in English according to their teachers? May an LEA exit such students without administering the ELP assessment?

Answer: An LEA may not exit an English learner from EL status unless the student has demonstrated proficiency on a valid and reliable assessment that includes the four domains of listening, speaking, reading, and writing.

If an LEA that is not able to complete its ELP assessment for all English learners during the 2019–2020 school year due to the COVID-19 national emergency, the LEA may elect to try to complete that ELP testing in the fall of 2020 when possible. The CDE will provide additional guidance after the state budget is signed.

Question: If a student moves into a new LEA that is currently closed due to the COVID-19 national emergency, must staff at the enrolling LEA screen the student for EL identification within 30 days?

Answer: The LEA must screen new students to determine EL status remotely to the extent possible.

The LEA's online registration process may include the home language survey (HLS), or the LEA may also conduct the HLS by phone with interpreters, as needed.

Based on the outcome of the HLS, the LEA must provide EL services remotely until schools physically reopen and the Initial ELPAC can be administered to ensure proper identification and placement.

If you have questions about the ELPAC, contact the CDE English Language Proficiency and Spanish Assessments Office by email at elpac@cde.ca.gov or by phone at 916-319-0784.

Funding

CARS Update

The CARS will reopen the 2019–20 winter release from June 15– 30, 2020. The CARS will open for the 2020–21 application from July 6 through August 31, 2020.

If you have questions about the CARS, contact Geoffrey Ndirangu, Education Programs Consultant, Language Policy and Leadership Office, CDE, by phone at 916-323-5831 or by email at gndirang@cde.ca.gov.

Title III Preliminary Allocation Changes

There has been a change in the per pupil amount for the Title III EL Program Subgrant. Formerly, the allocation was \$116 per English learner. Now, the allocation is \$114.40 per English learner. This change represents a decrease of \$1.60 per English learner.

There have been no changes in the per pupil amount for the Title III Immigrant Program Subgrant, which remains at \$104.70.

Accountability

CSI FAQs

The FAQs below are from a collection of FAQs available on the CDE CSI web page at <https://www.cde.ca.gov/sp/sw/t1/csi.asp#accordionfaq>.

Question: Is CSI waived for the 2019–2020 school year?

Answer: No, CSI is not waived for 2019–2020 school year. It is the expectation that LEAs and COEs will continue with their CSI work as much as is reasonable/practicable/necessary. LEAs and COEs are encouraged to think creatively and innovatively about how to accomplish school improvement work under the shelter-in-place order and to leverage local decision making about what is best for its learning community and how to continue to provide supports and interventions consistent with the LEA's CSI plan.

Question: Do schools identified for CSI in January 2020 still have to complete a School Plan for Student Achievement (SPSA)?

Answer: Schools identified for CSI in January 2020 are required to develop a CSI plan. Schools operating a Title I, Part A schoolwide program can maintain the use of the SPSA to meet both schoolwide and CSI planning requirements.

While there is no statutory deadline/timeline for development and approval of Title I, Part A schoolwide plans, CDE's guidance has been for CSI plan development and approval to be conducted prior to the start of the school year so that implementation of the CSI plan can begin by the first day of the school year. The CDE continues to work with the State Board of Education and ED on an adjusted 2020–2021 CSI Plan development and implementation timeline. The timeline below describes the proposed adjusted timeline to develop and implement the 2020–2021 CSI plan for schools identified with the 2019 Dashboard:

March 2020 to September/October 2020: CSI Plan Development Activities

October 2020/November 2020: School and LEA CSI Plan Approval/Adoption

December 2020/January 2021: CSI Plan Implementation Begins

The goal of the adjusted timeline is to provide maximum flexibility with CSI planning requirements while ensuring that schools continue to receive the resources, interventions, and supports needed to address student needs. As more information becomes available, the CDE will provide additional guidance to the LEA.

Additional questions regarding the SPSA can be sent to LCFF@cde.ca.gov and questions regarding CSI plans can be sent to SISO@cde.ca.gov.

2020–21 FPM Update

Earlier in 2020, LEAs were notified if they were selected for an FPM review in 2020–21. The information below is for LEAs that were selected for review.

All FPM reviews scheduled for September 2020–January 2021 will be conducted remotely.

In November 2020, CDE will decide on the format for reviews scheduled for February–June 2021.

FPM Resources

General information about the FPM process is available on the CDE Compliance Monitoring web page at <https://www.cde.ca.gov/ta/cr/> and links to participating CDE programs can be accessed on the CDE FPM Participating Programs web page at <https://www.cde.ca.gov/ta/cr/fpmpartprgms.asp>.

For a collection of 2019–20 FPM resources, please access the CDE Box at <https://cde.app.box.com/v/fpmtrainings1920>.

The COE Monitoring Leads are another resource that can assist and support LEAs during the FPM process. Access COE Monitoring Lead contact information on the CDE COE Monitoring Leads web page at <https://www.cde.ca.gov/ta/cr/caisleads.asp>.

2020–21 FPM Trainings

All FPM Trainings for 2020–21 will be conducted remotely on the following dates:

- July 29–31, 2020, for LEAs scheduled September 2020–January 2021; and
- December 9–11, 2020, for LEAs scheduled February–June 2021.

Later this month, designated FPM Review Coordinators from September–January LEAs will receive an invitation to the July 29–31, 2020, training which will include registration procedures and information regarding the 2020–21 program instruments. FPM Review Coordinators may then forward the invitation to the rest of the LEA's FPM team. In November 2020, designated FPM Review Coordinators from February–June LEAs will receive a similar invitation to the December 9–11 FPM Training.

If you have questions about the FPM process, contact the CDE FPM Office by phone at 916-319-0935 or by email at fpmoffice@cde.ca.gov.

Migrant Education Program

Fact Sheet from ED

The ED Office of Migrant Education's *Fact Sheet: Addressing the Risk of COVID-19 While Serving Migratory Children* can assist state education agencies and local operating agencies as they determine how to identify eligible migratory children and provide services to address their

needs, while taking into consideration the health, safety, and well-being of staff and migratory families.

The fact sheet, along with additional information and guidance related to the COVID-19 pandemic, is available on the ED COVID-19 (“Coronavirus”) Information and Resources for Schools and School Personnel web page at <https://www.ed.gov/coronavirus>.

If you have questions about the migrant education program, contact the CDE Migrant Education Office by phone at 916-319-0851.

Social Justice and Anti-Bias Resources

Parent Resources

- The **Head Start Early Learning and Knowledge Center Children’s Responses to Crises and Tragic Events** web page at <https://edlkc.ohs.acf.hhs.gov/publication/childrens-responses-crises-tragic-events> includes a printable tip sheet with information on how young children may respond to tragic events and crises.
- The **American Psychological Association Talking to Kids about Discrimination** web page at <https://www.apa.org/topics/kids-discrimination> provides practical tips for talking to kids about diversity and discrimination.

Educator Resources

- The **National Association for the Education of Young Children Anti-Bias Resources** web page at <https://www.naeyc.org/resources/topics/anti-bias> includes articles about culturally responsive teaching and equity.
- The **Teaching Tolerance Classroom Resources** web page at <https://www.tolerance.org/classroom-resources> includes lesson plans, student texts and tasks, teaching strategies, film kits, and more. Resources are searchable by grade level (kindergarten through grade twelve), social justice domain, subject, and topic.

Webinars

Upcoming Webinars

Leveraging Distance Learning Plans to Support Blended Learning

Date: June 22, 2020

Description: As educators prepare for the transition back into the classroom, certain re-entry strategies need to be addressed (e.g., opportunity and achievement gaps). This presentation from Caitlin Tucker will help educators plan for a blended learning approach to instruction that builds upon the expertise gained through distance learning and supports educators moving forward supporting students with twenty-first century skills.

Link: Leveraging Distance Learning Lesson Plans to Support Blended Learning Zoom meeting registration web page at <https://bit.ly/LeveragingDistanceLearning>

Planning for Hybrid Learning with an Equity Lens

Date: June 23, 2020, 1 to 2 p.m.

Description: If you are planning to have students both on-site and engaging in remote learning, join the CCEE, Riverside COE, San Diego COE, and Copernicus Coaching and Consulting for a deep dive into the Hybrid Learning Playbook. This webinar will walk through various tools from the Playbook to support your team in planning for the upcoming school year, with a focus on equity and strong teaching and learning.

Link: CCEE webinar registration web page at <https://bit.ly/HybridLearningWebinar>

Engaging English Learners and Families through Distance Learning

Date: June 24, 2020, at noon

Description: This webinar is offered by the ED Office of English Language Acquisition (OELA) and features Gabriela Uro from the Council of Great City Schools and Shelly Spiegel-Coleman from Californians Together. Family and community engagement is an essential part of student success. With COVID-19 related school closures and the transition to distance learning, many schools are working to sustain engagement with EL families and communities, and to ensure two-way communication to build school and community capacity. The panelists will share recommendations and examples of EL family engagement activities during remote learning.

Link: OELA webinar registration web page at https://zoom.us/webinar/register/WN_OdbUj107ShycpunJQod-Cg

Developing Structures to Support Family Partnerships

Date: June 24, 2020, noon to 1 p.m. (Spanish) and 2 to 3 p.m. (English)

Description: This webinar is offered by Early Edge California. Preschool educators are cognizant of the importance of ongoing two-way communication between families and school. Families are our biggest allies and should be seen as partners in the development of their children. In this webinar, participants will learn how to structure distance learning family workshops that support strong oral language development at home. It will offer a variety of fun and easy strategies that families can easily fold into their home lives.

Link: Zoom webinar registration web pages at <https://bit.ly/EarlyEdgeWebinar> (English) and <https://bit.ly/EarlyEdgeWebinarSpanish> (Spanish)

Past Webinars (Posted)

CDE Response to COVID-19 Webinars for LEAs and COEs that Receive CSI Grants

The Response to COVID-19 Webinars for LEAs and COEs that receive CSI Grants are now posted to the CDE Comprehensive Support and Improvement web page at <https://www.cde.ca.gov/sp/sw/t1/csi.asp>. Click on the "Technical Assistance" tab and scroll down to the "Resources" section to locate the webinars.

WestEd Webinars

Past webinars from WestEd are available on the WestEd Webinars web page at <https://www.wested.org/webinars-home/#>.

The collection of webinars includes Improving English Learner Achievement by Building Systems of Support, Engaging Parents and Students from Diverse Populations in the Context of Distance Learning, Effective Questioning in Grades K–2: The Development of Oral Language in a Distance Learning Environment, and many more.

COVID-19 Resources and Information

New Resources

MTSS for English Learners

The ED Office of Special Education Programs released model demonstration research including briefs on meeting the needs of English learners and effective practices for English learners.

The briefs are available on the ED MTSS for English Learners web page at <https://www.mtss4els.org/resources/briefs>.

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

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

- **COVID-19 Guidance for K–12 Schools** at <https://www.cde.ca.gov/ls/he/hn/guidance.asp>
Links on this CDE 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 CDE 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 CDE web page provides links to all CDE webinars related to COVID-19.

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.

