



Multilingual Updates Newsletter

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

Issue 21, April 2021

Monthly Format:

This newsletter is part of a **special series of COVID-19 Multilingual Updates Newsletters focusing on school reopening and services for English learners and multilingual students**. Beginning with the April 2021 issue, this newsletter will be disseminated **every other month** to keep you informed of new resources and guidance for supporting the English learners and multilingual learners you serve.

This Issue Includes:

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 - California's Comprehensive State Literacy Plan approved
 - Ethnic studies guidance approved
- **Guidance:** New grading guidance for student progress in distance learning
- **Resources:**
 - California Assessment of Student Performance and Progress (CAASPP) and English Language Proficiency Assessments for California (ELPAC) quick links web page
 - ELPAC Remote Test Instructions for parents/guardians now available in Spanish
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 - Links to resources on the CDE COVID-19 web page relevant to English learners

SBE

Additional Spring Testing Flexibility Approved

On March 16, 2021, the SBE voted to give California school districts the opportunity to use either state tests or other standards-aligned assessments to gauge student learning this spring.

The SBE vote builds on the February 2021 SBE action to apply for the maximum flexibility offered by the U.S. Department of Education in testing, accountability, and reporting requirements and to seek further options that account for the impact of COVID-19 on educators, families, and schools.

The SBE is seeking to allow districts to use the best assessment tool available for the local context this spring, as many districts are still providing distance learning and working to reopen schools. Options for assessments include the state's Smarter Balanced Summative Assessments and California Alternate Assessments for English language arts and mathematics, the Smarter Balanced interim assessments, or other diagnostic, benchmark, or interim assessments that:

- are aligned with California Common Core State Standards for English language arts and math;
- are available to assess students in grades 3–8 and 11; and
- are uniformly administered across a grade span, school, or district.
- Provide results that can be reported to parents/guardians and educators about individual students and to the public by school and by district and are disaggregated by student group.

Diagnostic and interim/benchmark assessments help teachers identify student learning gaps and progress and adjust instruction throughout the year. As a condition of funding this year, districts were required to use such assessments and identify them in their learning continuity plans filed last fall. A CDE survey of schools and districts showed that the majority of districts use a diagnostic or interim test that would qualify with the parameters delineated by the SBE.

Giving districts the opportunity to use local diagnostic or interim tests to meet state and federal expectations for assessment and reporting purposes will help lessen concerns about students participating in extensive testing before they have a chance to re-adjust to in-person learning.

This additional flexibility would expand on California's previous federal flexibility request which would:

- Decouple state assessments from federal accountability requirements, as applicable. Instead, any data collected would be used to inform local educators and parents and align resources to student supports.
- Waive federal penalties for student testing participation rates of less than 95 percent on the state's Smarter Balanced English language arts and math assessments.

- Extend the window by which schools must complete test administration to July 30 for the ELPAC, which measures English learners' progress toward language proficiency, and for the Smarter Balanced assessments, as applicable.
- Waive administration of the state's science tests altogether for 2021.

Under the Every Student Succeeds Act, all states that receive federal funds for low-income students and English learners must assess annual learning progress in math, language arts, science, and English learner language proficiency, as applicable.

Last year, the federal government granted blanket waivers permitting states to opt-out of annual testing altogether. However, a federal state assessment compliance template released March 8, 2021, closed the door on that option for this year.

At its November 2020 meeting, the SBE approved shortened blueprints of the Smarter Balanced assessments in English language arts and math in order to administer shorter tests in these subjects.

In addition, federal guidance allows remote administration of all tests. California has permitted remote testing since last August.

With many students only beginning to return to in-person instruction, Board members emphasized—as the Federal guidance states—that students should not be brought back to in-person instruction solely for the purpose of standardized testing.

For additional information on this topic, see the **CDE News release U.S. Department of Education Approves California's Assessments Plan** at

<https://www.cde.ca.gov/nr/ne/yr21/yr21rel26.asp>, released April 7, 2021.

California's Comprehensive State Literacy Plan Approved

On March 17, 2021, the SBE approved the final draft of California's Comprehensive State Literacy Plan, pending removal of some information regarding universal screening in the transitional kindergarten through grade five section of the plan. We anticipate this revision will be posted on the Comprehensive Literacy State Development Grant web page within the next week. The Comprehensive Literacy State Development Grant is authorized by Sections 2222–2225 of the Elementary and Secondary Education Act of 1965.

Barbara Murchison, Director of the Educator Excellence and Equity Division at the CDE, provided the SBE an overview of the edits made to the Comprehensive State Literacy Plan after the January 2021 SBE meeting. She also introduced the new online Literacy Resource Repository on the California Educators Together platform at

<https://www.caeducatorstogether.org/groups/comprehensive-literacy-state-development-grant-resource-repository>. This robust set of resources may be used by

LEAs for professional learning and literacy program planning, and includes a Local Literacy Planning Toolkit, current research regarding literacy instruction and examples, and videos featuring literacy experts sharing evidence-based practices.

The next step will be for the CDE to release a Request for Applications to select the seven Literacy Lead Agencies that will support the implementation and study of evidence-based

strategies to address the statewide literacy priorities, as presented in the Comprehensive State Literacy Plan, and focus on the literacy needs of economically disadvantaged and high-need students.

For more information on this topic and to view the Comprehensive State Literacy Plan, visit the CDE Comprehensive Literacy State Development Grant web page at <https://www.cde.ca.gov/pd/ps/clsd.asp>.

If you have questions about this topic, contact the Comprehensive Literacy State Development Grant Program by phone at 916-323-4630 or by email at CLSDP@cde.ca.gov.

Ethnic Studies Guidance Approved

On March 18, 2021, the SBE approved guidance to assist local high schools in developing ethnic studies courses, classes that researchers say can improve graduation and college-going rates among all students—and especially teens of color. The vote makes California the first state in the nation to offer a statewide ethnic studies model for educators.

The Ethnic Studies Model Curriculum is aimed at empowering students by illuminating the often-untold struggles and contributions of Native Americans, African Americans, Latino/a/x Americans, and Asian Americans in California. The document includes University of California and California State University A–G-approved ethnic studies course outlines and lessons that expand beyond the four traditional disciplines of ethnic studies to help local districts tailor a course to meet local student needs.

While its use is not mandated, the curriculum is intended to supply local school districts with the background, ideas, and examples to begin local discussions on expanding ethnic studies offerings.

The March 18, 2021, vote concludes four years of work to develop an ethnic studies guidance document aligned with California’s history/social science standards and curriculum frameworks, SBE guidelines, and state law. The model curriculum approved is the fourth draft and reflects revisions responsive to thousands of public comments.

For more information, visit the CDE Ethnic Studies Model Curriculum Guidelines web page at <https://www.cde.ca.gov/ci/cr/cf/ethnicguidelines.asp>.

If you have questions about this topic, contact the Curriculum Frameworks and Instructional Resources Division by phone at 916-319-0881 or by email at CFIRD@cde.ca.gov.

Guidance

New Grading Guidance for Student Progress in Distance Learning

On February 22, 2021, State Superintendent of Public Instruction Tony Thurmond released guidelines that address grading student progress and the ongoing issue of equity in distance and hybrid learning environments. Resources that support local control are included in the new guidance, allowing schools to make the best decisions for their respective student populations.

The new guidance includes research-based approaches to grading that may be especially helpful if students are not in class and have unequal access to technology and learning supports. These include replacing grading quantities, such as the extent to which students have completed assignments, with grading qualities in student work that reflect students' current achievement level at the time, and using flexibility in timing the collection of evidence for grading decisions so students are graded on the learning they do, not when they do it.

Resources for Making Local Decisions Regarding Grading Student Progress is located on the CDE Support tab on the CDE Distance Learning web page at <https://www.cde.ca.gov/ci/cr/dl/> under "Grading and Graduation."

If you have questions about this topic, contact the Curriculum Frameworks and Instructional Resources Division by phone at 916-319-0881 or by email at CFIRD@cde.ca.gov.

Resources

CAASPP and ELPAC Quick Links Web Page

CAASPP and ELPAC coordinators may want to bookmark the new CAASPP and ELPAC Quick Links web page at <https://linktr.ee/caloutreach>. The CDE and Educational Testing Service created this web page to provide local educational agency (LEA) staff with quick access to testing-related information. This web page lists the most frequently used CAASPP and ELPAC links in a single location including direct links to help sites, the YouTube channel, training opportunities, resources from the CDE Office Hours sessions, and more.

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

ELPAC Remote Test Instructions for Parents/Guardians Now Available in Spanish

The "ELPAC Grades 3–12 Directions for Remote Testing for Parents/Guardians and Students" document is now available in Spanish!

The Spanish document is available directly as a PDF at <https://ca-toms-help.ets.org/s/pdf/2021-Summative-ELPAC-Instructions-for-Students-SP.pdf>. This document can also be found on the Moodle Training Site at <https://moodle.elpac.org> and on the Test Operations Management System (TOMS) Spring Administration Information for Parents/Guardians web page at <https://ca-toms-help.ets.org/spring-21-parents-guardians/#main-content>. These instructions also encourage parents and guardians to access the additional Spanish videos regarding remote testing, which are also located on the TOMS Spring Administration Information for Parents/Guardians webpage.

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

The State Seal of Biliteracy and Global California 2030: Ideas from the Field

The CDE has made available a record of ideas for supporting, promoting, and expanding participation in the State Seal of Biliteracy and the California Global 2030 Initiative (Global 2030). The suggestions were submitted in response to prompts on the CDE 2020 Professional Learning Needs Assessment Survey for World Languages Educators (WL Survey).

These suggestions from the world language educators' community can serve the field as a starting point for adoption, adaptation, and inspiration to implement further local action and achieve goals of multilingualism. The suggestions are reproduced as received, with only minimal copy editing for consistent format, while retaining original content.

The State Seal of Biliteracy suggestions are available on the CDE State Seal of Biliteracy: Ideas from the Field web page at <https://www.cde.ca.gov/pd/ca/wl/ssbsuggestions.asp>.

The Global California 2030 suggestions are available on the CDE Global California 2030: Suggestions from the Field web page at <https://www.cde.ca.gov/pd/ca/wl/global2030suggestions.asp>.

To learn more about the WL Survey, access the summary report from the Updates tab on the CDE World Languages web page at <https://www.cde.ca.gov/pd/ca/wl>.

Library Resource Access

Did you know that every public school and student in the state has unlimited access to Britannica, ProQuest, and TeachingBooks resources? The California State Library and Proposition 98 fund these resources, training, and access for all.

See the California State Library California's K–12 Online Content Project flyer available directly as a PDF at <https://www.teachingbooks.net/content/CAK12ResourcesFlyer.pdf> for more information.

If you would like to learn more; explore training for your team; or if you have strategies for helping all of our schools, teachers, and families know how to integrate these materials into instruction, contact the TeachingBooks setup and implementation coordinator Nick Glass by phone at 510-239-7391 or by email at nick@TeachingBooks.net.

First 5 California and AIR Dual Language Learner Pilot Study: Challenges in Assessing California's Diverse Dual Language Learners Paper

The First 5 California and AIR Dual Language Learner Pilot study focuses on understanding and evaluating best practices for dual language learners in instructional practices, professional development, and family engagement.

In February 2021, First 5 California and AIR published the Challenges in Assessing California's Diverse Dual Language Learners paper. This paper explains the challenges of conducting research with dual language learners without high-quality, validated assessments in multiple languages and proposes possible next steps.

The document *Challenges in Assessing California's Diverse Dual Language Learners* is available on the First 5 California Dual Language Learner Pilot Study Reports and Documents web page at <https://californiadllstudy.org/reports>.

If you have questions about this study or paper, you can submit your question using the online form on the First 5 California Dual Language Learner Pilot Study Contact Us web page at <https://californiadllstudy.org/contact-us>.

Webinars

Improving Education for Multilingual and English Learner Students: Research to Practice Webinar Series

Series Description: The CDE Multilingual Support Division and the Region 15 Comprehensive Center at WestEd will host a series of webinars on the new CDE publication, *Improving Education for Multilingual and English Learner Students: Research to Practice*. The webinar series is designed to engage the field and support educators in incorporating the publication in professional learning settings. The publication chapter authors will be the featured presenters

for each webinar. The webinar series registration is now open.

Chapter 7 Creating Schools and Systems That Support Asset-Based, High-Quality Instruction for Multilingual Learners

Date: April 21, 2021, 3:30 to 5 p.m.

Link: <https://bit.ly/CDE-EL-04-21-21>

Chapter 4: Early Learning and Care for Multilingual and Dual Language Learners Ages Zero to Five

Date: May 4, 2021, 3:30 to 5 p.m.

Link: <http://bit.ly/CDE-EL-05-04-21>

Chapter 6: Content and Language Instruction in Middle and High School: Promoting Educational Equity and Achievement Through Access and Meaningful Engagement **Date:** May 12, 2021, 3:30 to 5 p.m.

Link: <https://bit.ly/CDE-EL-05-12-21>

Multilingual California Alliance Project (MCAP) Innovations

Between February and July 2021, LEAs can explore eight research-based Professional Learning Innovations offered by the California Association for Bilingual Education (CABE) and five county offices of education. Based on the initial identification of equity gaps through the Liberatory Design framework, LEAs will learn how to implement key Professional Learning Innovations (supporting Principles 1 and 2 of the English Learner [EL] Roadmap) to address gaps in EL opportunities and achievement across the PK–16 pipeline. The MCAP is part of the Educator Workforce Investment Grant (EWIG) awarded by the CDE.

For questions regarding MCAP Innovations, visit the MCAP Innovation Offerings web page at <https://mcap.gocabe.org/innovation-page> or email MCAP staff at mcap@gocabe.org.

Parent and Family Engagement Leadership Building Multilingual and Multicultural Communities

This program includes four modules that build leadership capacity in families and draw upon community funds of knowledge to inform, support, and deepen relationships in a multicultural and multilingual community.

Dates: June 12 and July 10, 2021, 9 a.m. to noon each

Link: <https://mcap.gocabe.org/innovation-parent-family-engagement-leadership-building-multilingual-and-multicultural-communities>.

Bilingual Teacher Pathway

This program includes six webinars for bilingual paraprofessionals in California that are interested in becoming bilingual teachers. Online courses that act as prerequisites to the credential program and/or exam support are offered.

Dates: April 29 and May 6 and 20, 2021, 3:30 to 5 p.m. each day

Link: <https://mcap.gocabe.org/innovation-bilingual-teacher-pathway>.

Dual Language Preschool

In partnership with the Fresno County Superintendent of Schools Office (FCSS), First 5 Fresno County built the Lighthouse for Children. FCSS will offer five professional learning modules for those interested in designing a high-quality dual language preschool program and best practices for developing language in early learners.

Dates: To be determined

Link: <https://mcap.gocabe.org/innovation-dual-language-preschool-preschool-early-literacy-development>.

Project Guided Language Acquisition Design (GLAD®)

The Project GLAD® National Training Center has provided exemplary training for educators both nationally and internationally, resulting in increased student access to quality education and high levels of success. Educators, coaches, and administrators develop deep cognition through well-designed lessons that build upon biliteracy, second language acquisition, and reading and writing research.

Dates: To be determined

Link: <https://mcap.gocabe.org/innovation-project-glad>

Writing Redesigned for Innovative Teaching and Equity (WRITE)

This innovation focuses on an equity-centered, culturally and linguistically responsive K–12 instructional literacy approach in English and Spanish. This national academic excellence model for professional development supports schools and districts to implement an approach to prepare students for college, career, and civic participation.

Dates: May 3 and June 1, 2021, 3:30 to 5:30 p.m. each day

Link: <https://mcap.gocabe.org/innovation-writing-redesigned-for-innovative-teaching-and-equity-write-institute>.

Culturally Sustaining Pedagogy: Creating the Conditions for English Learners to Thrive (in partnership with Sobrato Early Academic Language [SEAL])

This webinar series is made available by EL Roadmap Implementation for Systemic Excellence! (EL RISE!). EL RISE! is part of the Educator Workforce Investment Grant (EWIG) awarded by the CDE.

Creating an inclusive, linguistically, and culturally affirming classroom community is a central priority for effectively serving English learners. By providing students with mirrors to positively reflect their intersectional identities and windows to embrace the diversity of our world, we can create classrooms and communities that respond to our students' strengths, needs, socio-emotional health and identities. This two-session webinar series, with embedded pre-session work and follow-up reflection and application, focuses on how teachers can enact Principle 1 of the EL Roadmap in their virtual or in-person classrooms. Teachers will learn specific skills and strategies for leveraging their students' and families' cultural and linguistic assets, celebrating and affirming identity, strengthening classroom community, and facilitating collaborative learning spaces.

For more information or registration on these professional development opportunities, please contact your local County Office of Education (see below) or Dr. Margarita Gonzalez-Amador, EL RISE! Project Administrator, at info@elroadmap.org.

Imperial (April 22 and May 6, 2021)

Erika Morquecho, Director of District and School Support at erika.morquecho@icoe.org

Los Angeles (April 26, 2021)

Contact Malane Morales Van Hecke, Coordinator II/Multilingual Support Unit, at morales_malane@lacoed.edu

San Diego (April 29 and May 24, 2021)

Contact Izela Jacobo, Coordinator, at izela.jacobo@sdcoe.net

Structuring District and School Site Support for Newcomer Students (in partnership with Californians Together)

Every year, at all points in the school year, immigrant students enroll in California schools as newcomers. These newly arrived students from other nations enter our schools with a set of unique needs. This workshop, designed for site and district administrators and EL directors/coordinators, provides an overview of who these newcomers are, their needs, and effective school and district responses. Learn about newcomer program models, supporting

effective instruction, approaches to assessment and placement, and creating safe havens. Tools and resources will be provided for inquiry, planning, and strengthening services.

For more information or registration on these professional development opportunities, please contact your local County Office of Education (see below) or Dr. Margarita Gonzalez-Amador, EL RISE! Project Administrator, at info@elroadmap.org.

Tulare (May 3 and 18, 2021)

Contact Alesha Moreno-Ramirez, Staff Development and Curriculum Specialist, at alesha.ramirez@tcoe.org

EL Roadmap 101 for Parents and Families (in partnership with SEAL)

Families play a crucial role in the success of their children's academics. Ensuring they are informed about the EL Roadmap will serve as an important bridge to foster stronger school relationships, personal investment, and robust implementation of the EL Roadmap. In this session, district and school site personnel will be prepared to deliver EL Roadmap workshops to their families so they are:

- Familiar with the EL Roadmap context, policy, and principles; and
- Poised to understand their role in effective implementation of the EL Roadmap at their child's school.

All print and media resources will be provided in English and Spanish so district and school site personnel are able to empower families to support schools in centralizing the needs of English learners.

For more information on these professional development opportunities or to register, please contact your local County Office of Education (see below) or Dr. Margarita Gonzalez-Amador, EL RISE! Project Administrator, at info@elroadmap.org.

San Mateo (April 22, 2021)

Contact Erica Ng, EL Coordinator, at eng@smcoe.org

Ventura (May 13, 2021)

Contact Leticia Ramos, Director, English Learner and Dual Language, at leramos@vcoe.org

COVID-19 Resources and Information

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 Response and School Reopening Guidance web page at <https://www.cde.ca.gov/ls/he/hn/coronavirus.asp>.

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

To subscribe to the Multilingual Updates Listserv and receive this newsletter along with other updates, send a blank email to join-multilingual-support-division-updates@mlist.cde.ca.gov.

