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# English Learner Updates Newsletter: COVID-19 Edition (11)

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

*Issue 13, July 17, 2020*

## **Weekly Format:**

This is the eleventh of a **special series of COVID-19 English Learner (EL) Updates Newsletters focusing on school reopening 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 Longitudinal Pupil Achievement Data System (CALPADs) and English Language Proficiency Assessments for California (ELPAC) changes
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## School Reopening

### Stronger Together Guidebook Video Overview

In this video, State Superintendent, Tony Thurmond and Dr. Stephanie Gregson, Chief Deputy Superintendent of Public Instruction for the CDE, provides an overview of the CDE guidance, "Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools."

The video is available on the CDE Stronger Together Guidebook Video Overview web page at <https://www.cde.ca.gov/504002>.

The guidebook is available on the CDE Stronger Together web page at <https://www.cde.ca.gov/505092>.

## Distance and Hybrid Learning Resources

### WIDA Teaching Multilingual Learners Online Guidance

Since many schools are moving to online instruction, WIDA reached out to educators in the WIDA International School Consortium to identify some of the unique opportunities and challenges for multilingual learners in online environments. This web page provides guiding principles and breaks down each principle with specific actions for teachers and multilingual learners as well as associated resources that can help educators enact each principle.

The guidance is available on the WIDA Teaching Multilingual Learners Online web page at <https://wida.wisc.edu/memberships/isc/newsletter/teaching-multilingual-learners-online>.

## SDCOE Units

The SDCOE Curriculum and Instruction, Multilingual Education and Global Achievement (MEGA), and Innovation Departments have collaborated to design distance learning units of study for kindergarten through grade twelve that are focused on grade level essential learnings in each content area. These units were purposefully designed to integrate content and provide flexibility and choice. The units of study connect content in the following areas: English language arts (ELA), English language development (ELD), mathematics, science, history/social science, arts, computer science, and physical education through integrated study in kindergarten through grade five and thematic units in grades six through high school.

**Assessment opportunities (formative and summative)** and student feedback are embedded and intentionally developed. These open-source units are being developed in Google to ensure maximum flexibility for districts to use them with their preferred distance learning instructional platform.

The units are available on the SDCOE Distance Learning Units of Study web page at <https://tinyurl.com/SDCOE-Learn>.

## COVID-19 Resources

### NCFH Resources

The NCFH has released a collection of COVID-19 resources for agricultural workers and employers that are available in a variety of languages including Spanish and indigenous languages.

The collection is available on the NCFH Resources on Novel Coronavirus COVID-19 web page at <http://www.ncfh.org/covid-19.html>.

## Assessment

### COVID-19 Assessment FAQs

The CDE Assessment Development and Administration Division received several questions during the April 2020 CDE Update webinar. Staff from the California Assessment of Student Performance and Progress (CAASPP), ELPAC, Physical Fitness Test, California High School Proficiency Examination, and High School Equivalency Tests programs have collaboratively answered those questions and created a COVID-19 Assessment FAQ web page. As more information becomes available, this web page will be updated.

All COVID-19 assessment FAQs, including those highlighted below, are available on the CDE COVID-19 Assessment FAQs web page at <https://www.cde.ca.gov/504238>.

If you have questions about assessments, contact the CDE Assessment Development and Administration Division at 916-319-0803. If you have questions about the ELPAC, contact the English Language Proficiency and Spanish Assessments Office by email at [elpac@cde.ca.gov](mailto:elpac@cde.ca.gov) or by phone at 916-319-0784.

### *Highlighted ELPAC FAQs*

#### **When will the 2019–20 spring scores be available?**

Local educational agencies (LEAs) will receive electronic Student Score Reports and LEA downloadable data files in two waves for students who completed all four domains of the 2019–20 Summative ELPAC during the spring administration: grades three through twelve in early July and kindergarten through grade two in late summer.

#### **Will Student Score Reports be developed for students who completed some but not all sections of the ELPAC?**

No. Student Score Reports will only be provided for students who completed all four domains in the spring.

#### **What requirements will be in place for notifying parents of the availability of Student Score Reports for completed tests?**

*California Code of Regulations*, Title 5, Article 2, Section 11518.15(b) requires LEAs to provide individual Summative ELPAC results to parents or guardians within 30 calendar days after they are received by the LEA.

#### **Will students who did not complete or did not start the Summative ELPAC be able to test in the fall?**

Yes. Students who did not complete testing or did not take any portion of the Summative ELPAC will have the opportunity to take the optional Summative ELPAC during the extension of the window, beginning on August 20, 2020.

#### **Is a student eligible for reclassification if the student has completed the Summative ELPAC either this year or in the fall?**

Yes. A student may be eligible for reclassification if the student meets all four criteria, which includes an Overall Performance Level (PL) 4 on the Summative ELPAC.

#### **Will schools have any method for reclassifying English learners to fluent English proficient if the students completed the Summative ELPAC but not the Smarter Balanced ELA assessment?**

For all grade levels, the CDE has previously provided guidance to LEAs that they have the discretion to use local assessments or the Smarter Balanced Summative Assessments for ELA for meeting criterion 4, if available and applicable.

### **CDE Implementation Tool for Assessing Student Learning**

On July 7, 2020, State Superintendent of Public Instruction Tony Thurmond announced that the CDE has released a new implementation tool on diagnostic and formative assessments as a resource for schools. Being able to identify where students are in their learning within key

content areas when they return to school would support educators moving forward as they teach students who missed months of in-class instruction.

The new document—titled “Implementation Tool: Guidance on Diagnostic and Formative Assessments”—offers many tools and strategies for taking a snapshot of students’ learning, but none of the assessments are required.

This document describes how LEAs can use California’s approved assessments to evaluate where students are academically at the start of and throughout the school year. In addition to providing summative assessments for ELA, mathematics, science, and English language proficiency, the CAASPP and the ELPAC, assessment programs also provide important resource tools for teachers that are aligned with California standards.

These assessment tools include:

- Smarter Balanced assessment system, developed by the Smarter Balanced Assessment Consortium, which is freely available to all public school districts, schools, and teachers in California, focusing on:
  - Interim assessments, designed to support teaching and learning throughout the school year
  - Tools for Teachers, available on the Smarter Balanced Tools for Teachers web page at <https://www.smarterbalanced.org/tools-for-teachers>, is a website designed to support classroom-based formative assessment practices
- Practice and training tests for the CAASPP and ELPAC
- Diagnostic assessments approved for grade two which have the capacity to assess student progress across a longer continuum of performance, typically covering the ELA and mathematics domains in kindergarten through grade eight or kindergarten through grade twelve

In addition to assessments, teachers may use multiple measures from various data sources such as district, school, and classroom assessments; narrative report cards; essays; and class projects to determine where students are in their learning and identify areas in which they may need additional support.

The Implementation Tool: Guidance on Diagnostic and Formative Assessments for LEAs can be found on the CDE Guidance on Diagnostic and Formative Assessments web page at <https://www.cde.ca.gov/505175>.

## **CALPADS and ELPAC Changes**

Beginning July 1, 2020, the CALPADS will generate a nightly extract of students with an English language acquisition status (ELAS) of “to be determined” and the corresponding 2020–21 enrollment record (this includes a pre-enrollment) that is loaded into the Test Operations Management System (TOMS). Based on the data loaded from CALPADS, TOMS will maintain an

“Initial Eligible Student List,” viewable by LEAs, that lists all students who should be tested with the Initial ELPAC.

Also beginning on July 1, 2020, LEAs will no longer be able to submit the ELAS of English learner and initial fluent English proficient (IFEP) students to CALPADS (unless the student’s status is subsequently corrected to either EL or IFEP through a formal correction process). The student’s initial ELAS will be updated directly in CALPADS by the testing contractor when students complete the online version or data entry interface submission of the Initial ELPAC, which is scheduled to open on August 20, 2020.

If you have questions about this topic, contact the CDE CAASPP Office by email at [caaspp@cde.ca.gov](mailto:caaspp@cde.ca.gov) or by phone at 916-445-8765.

## Legislation

### Omnibus Trailer Bill, SB 98

Omnibus trailer bill, SB 98, signed by the governor on June 29, 2020, contains information that provides needed flexibilities in the following areas:

#### *Learning Continuity Plan*

SB 98 establishes California *Education Code (EC)* Section 43509 and the requirement that LEAs create a Learning Continuity Plan for the 2020–21 school year. The Learning Continuity Plan template will be developed by the CDE in consultation with the Executive Director of the State Board of Education on or before August 1, 2020.

The Learning Continuity Plan must be adopted by September 30, 2020, and filed within five days after adoption.

LEAs shall consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and pupils while developing the Learning Continuity Plan and shall solicit recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the Learning Continuity Plan.

For more information on the Learning Continuity Plan and the specific requirements for stakeholder engagement, visit the CDE Tuesdays @ 2 Webinar Series web page at <https://www.cde.ca.gov/fg/aa/lc/tuesdaysat2.asp> and open the June 30, 2020, Overview of SB 98 and Overview Comparison of the Learning Continuity Plan and Local Control and Accountability Plan PDFs posted there.

#### *SSB*

The requirements for earning the SSB, codified in *EC* Section 51461, have been amended for the 2019–20 and 2020–21 school years in response to school closures due to the COVID-19 outbreak. This guidance is based on the Omnibus trailer bill, SB 98, which included various statutory changes, including the addition of *EC* Section 51461(d). The new statutory language affects the requirements around ELA and world language coursework, the CAASPP, and the ELPAC.

The letter titled “Updated Guidance for Awarding the SSB, 2019–20 and 2020–21: COVID-19 School Closures” is available on the CDE SSB web page under the “Procedures, Requirements, and Forms” tab at <https://www.cde.ca.gov/sp/el/er/sealofbilitery.asp>.

The guidance regarding updated requirements for the 2019–20 and 2020–21 school years is available under the heading, “Coronavirus (COVID-19) FAQs” on the CDE SSB FAQs web page at <https://www.cde.ca.gov/sp/el/er/ssbfaq.asp>.

If you have any questions regarding the SSB, please contact Gina Garcia-Smith, Education Programs Consultant, English Learner Support Division, CDE, by phone at 916-319-0265 or by email at [SEAL@cde.ca.gov](mailto:SEAL@cde.ca.gov).

### Highlighted SSB COVID-19 FAQs

#### **Have the requirements for earning the SSB changed for the 2019–20 and 2020–21 school years?**

Yes. *EC* Section 51461(d) states that the State Superintendent of Public Instruction may provide alternatives to demonstrating attainment of a high level of proficiency in one or more languages in addition to English for 2020 or 2021 graduates who were unable to take the CAASPP or ELPAC or who did not receive a letter grade due to COVID-19 related school closures. Please see below for the alternatives that the State Superintendent of Public Instruction has provided.

#### **How should the grade point average (GPA) for ELA coursework and world language coursework be calculated to determine if students are eligible for the SSB?**

LEAs decide locally whether to require graded work from students during distance learning, taking a variety of factors into consideration. LEAs should review their grading policies with the lens of equity and with the primary goal of doing no harm to students. The university systems are willing to accept credit/no credit grades in lieu of letter grades for all courses, including A–G courses, completed in winter/spring/summer 2020 for all students. Grades of credit/no credit will not affect the University of California or California State University (CSU) GPA calculations. Therefore, LEAs should refer to their local distance learning grading and GPA calculation policies when awarding the SSB during the 2019–20 school year. For more information on grading, please see the CDE FAQs on Grading and Graduation Requirements web page at <https://www.cde.ca.gov/ls/he/hn/gradegraduationfaq.asp>.

#### **Are 2020 graduating seniors exempt from the CAASPP requirement for the SSB?**

No. *EC* Section 51461(a)(2) states that students must pass “the California Assessment of Student Performance and Progress for English language arts, or any successor test, administered in grade 11, at or above the ‘standard met’ achievement level” to earn the SSB. Since students take the CAASPP during grade 11, students graduating in 2020 were administered this assessment during the 2018–19 school year. Therefore, CAASPP testing

was unaffected by school closures for students graduating in 2020 and students will still need to meet this requirement to earn the SSB.

**Are the 2021 graduating seniors who were not able to take the CAASPP during grade 11 due to school closures still able to earn the SSB?**

Yes. *EC* Section 51461(d) states, “for those pupils on track to graduate in 2020 or 2021, who were unable to take the assessments identified in subdivisions (a)(2) or (b)(1), or who did not receive a letter grade as in English language arts to satisfy subdivision (a)(1), the State Superintendent of Public Instruction may provide alternatives to demonstrating attainment of a high level of proficiency in one or more languages in addition to English.” The CDE will provide additional guidance about how 2021 graduates can meet the CAASPP requirement and earn the SSB in the future.

**Are 2020 high school graduates currently classified as English learners still eligible to earn the SSB if they were not administered the summative ELPAC due to school closures?**

Yes. *EC* Section 51461(b) states, “If the primary language of a pupil in any of grades 9 to 12, inclusive, is other than English, the pupil shall...Attain the level demonstrating English language proficiency on the English Language Proficiency Assessments for California, or any successor English language proficiency assessment, in transitional kindergarten, kindergarten, or any of grades 1 to 12, inclusive.” This means that students who are currently classified as English learners during their senior year must demonstrate English proficiency on the ELPAC by earning an overall PL 4 to earn the SSB and meet all other SSB requirements. If a student was not administered the summative ELPAC during the spring of 2020 due to school closures, the LEA may decide to award the SSB based on the student’s prior ELPAC score and consultation with the student’s teachers. The student would still need to meet all of the other requirements in *EC* Section 51461.

Students who reclassified at any time prior to their senior year do not need to meet the requirement of *EC* Section 51461(b).

### *ELPAC*

SB 98 provides needed flexibilities for the ELPAC. The 2019–20 ELPAC guidance is posted on the CDE ELPAC web page at <https://www.cde.ca.gov/ta/tg/ep/>. The 2020–21 guidance that addresses changes brought about by SB 98 will be posted to this same page in August 2020. For the latest ELPAC updates and information, join the EL Updates Listserv by sending a blank email to [join-english-learner-updates@mlist.cde.ca.gov](mailto:join-english-learner-updates@mlist.cde.ca.gov).

### *OPTEL*

The deadline for developing the OPTEL, as required by *EC* Section 313.3, has been extended from June 30, 2020, to December 31, 2021.

For more information on the OPTEL, visit the CDE OPTEL web page at <https://www.cde.ca.gov/sp/el/t3/optel.asp>.

## Reclassification

### COVID-19 Reclassification Guidance for 2019–20 and Fall Administration

The COVID-19 Reclassification Guidance for 2019–20 and Fall Administration letter to county and district superintendents and charter school administrators is available on the CDE Reclassification web page under the “Letters to the Field” tab at <https://www.cde.ca.gov/sp/el/rd/>. The information provided below is from that letter.

#### *Existing Reclassification Criteria*

The reclassification criteria set forth in California *EC* Section 313 and Title 5 *California Code of Regulations* Section 11303 remain unchanged. LEAs should continue using the following four criteria to establish reclassification policies and procedures:

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.

ELPAC Overall PL 4 has been established as the statewide standardized ELP criterion (1), and LEAs shall use Overall PL 4 to determine whether a student has met that criterion. All other reclassification criteria (2–4) remain locally determined.

#### *COVID-19 Reclassification Guidance*

Due to the school closures aforementioned and resulting circumstances caused by COVID-19, the 2019–20 Summative ELPAC was suspended for accountability purposes. The CDE is providing the following reclassification guidance for criteria 1 and 4:

- **Criterion 1:** For those students who completed testing in 2019–20, LEAs will use the results from the 2019–2020 Summative ELPAC to determine reclassification eligibility. For those students who did **not** complete testing in the spring of 2019–20, an optional fall Summative ELPAC window will be open and available between August 20–October 30, 2020. During this window, LEAs can administer the optional fall Summative ELPAC and use the results to meet criterion 1 eligibility for reclassification. The optional fall Summative ELPAC is highly recommended for all English learner students who have already met all other criteria in 2019–20 except for criterion 1, particularly in grades four to eleven.

- **Criterion 4:** For all grade levels, LEAs can use most recent local assessments or the Smarter Balanced Summative ELA assessments.

More information regarding the details of the optional fall 2020 administration of the Summative ELPAC for reclassification purposes will be provided at a later date through the LEA ELPAC coordinators.

For questions related to reclassification, contact the CDE Language Policy and Leadership Office by phone at 916-319-0845. For questions related to the ELPAC, contact the CDE English Language Proficiency and Spanish Assessments Office by email at [ELPAC@cde.ca.gov](mailto:ELPAC@cde.ca.gov).

## SBE

### Updates from July 2020 Meeting

The SBE met on July 8 and 9, 2020. The meeting included:

- Item 2: Implementation of the Integrated Local, State, and Federal Accountability and Continuous Improvement System: Update on the California School Dashboard, the Possible Student-Growth Models to Communicate Smarter Balanced Results, and the Release of the Five-Year Graduation Rate Detailed Report
- Item 3: *2020 Arts Education Framework for California Public Schools, Transitional Kindergarten Through Grade Twelve (Arts Framework):* Public Hearing and Adoption (adopted)
- Item 4: *2020 World Languages Framework for California Public Schools, Kindergarten Through Grade Twelve (WL Framework):* Public Hearing and Adoption (adopted)

The SBE adopted new guidance for kindergarten through grade twelve educators to provide high-quality instruction in the arts disciplines of dance, media arts, music, theatre, and visual arts and for educators to provide high-quality world languages instruction and make classrooms more inclusive. These guidance documents, which are called frameworks, are the result of an exhaustive public vetting process overseen by the SBE and the CDE. Chapter three of the *WL Framework* addresses pathways to multiliteracy and chapter nine addresses proficiency ranges. This newly adopted framework addresses multilingual learners.

The *WL Framework* is available on the CDE *WL Framework* web page at <https://www.cde.ca.gov/ci/fl/cf/> and the *Arts Framework* is available on the CDE California Arts Framework web page at <https://www.cde.ca.gov/ci/vp/cf/>.

The agenda, minutes, and a recording of the meeting will be posted to the CDE SBE Meeting for July 2020 web page at <https://www.cde.ca.gov/be/ag/ag/main202007.asp>.

## Research and Articles

### “Language, Education, and Social Justice: International Strategies for Systems Change in Multilingual Schools” Report

The report “Language, Education, and Social Justice: International Strategies for Systems Change in Multilingual Schools,” by Emma Cleave and published by the Bell Foundation, the Winston Churchill Memorial Trust, and the Lindbury Trust, highlights California for its English Learner Roadmap Policy and its SSB program. This report presents practical ideas on how to design more equitable, inclusive, and coherent education systems in England with better outcomes for multilingual learners.

The full report is available on the Winston Churchill Memorial Trust Language, Education, and Social Justice: International Strategies for Systems Change in Multilingual Schools web page at <https://bit.ly/LanguageEducationReport>.

### “Helping English Learners Succeed Should Be a Top Priority for Schools Amid the Pandemic” Article

This article, by Sobrato Early Academic Language (SEAL) Executive Director Anya Hurwitz, makes the case for prioritizing English learners and teacher professional development during school reopening.

The article is available on the EdSource Helping English Learners Succeed Should Be a Top Priority for Schools Amid the Pandemic web page at <https://bit.ly/EdSourceELSucceed>.

### “A Vision for California’s Schools this Fall” Brief

This brief is a joint publication of a group of organizations committed to educational equity for California’s dual language learners and English learners. The organizations that published this report are: Advancement Project California, California Association for Bilingual Education, Californians Together. The Center for Equity for English Learners at Loyola Marymount University, Early Edge California, SEAL, and the Education Trust-West.

The brief is available on the Californians Together A Vision for California’s Schools this Fall web page at <https://www.californianstogether.org/a-vision-for-californias-schools-this-fall>.

## Webinars

### CDE Virtual Classroom in Ethnic Studies: Asian American Studies

**Date:** July 21, 2020, at 3 p.m.

**Description:** State Superintendent of Public Instruction Tony Thurmond convened a series of virtual classroom events on ethnic studies. As the CDE prepares to submit a revised Ethnic Studies Model Curriculum for public review, these webinars will help students, educators, and families familiarize themselves with the core areas of ethnic studies, including how different groups have struggled and worked together, as well as key concepts such as equality, justice, race, ethnicity, and indigeneity.

This virtual classroom focuses on Asian American studies and is hosted by Karen Korematsu, an educator, civil rights advocate, and daughter of late civil rights icon Fred Korematsu.

**Link:** The live events and archived broadcasts of previous webinars in this series (on Chicano Latino studies and African American studies) are available on the CDE Facebook page at <https://www.facebook.com/CAEducation>.

## **CDE Virtual Classroom in Ethnic Studies: Native American Studies**

**Date:** July 28, 2020, at 2 p.m.

**Description:** Superintendent Thurmond convened a series of virtual classroom events on ethnic studies. As the CDE prepares to submit a revised Ethnic Studies Model Curriculum for public review, these webinars will help students, educators, and families familiarize themselves with the core areas of ethnic studies, including how different groups have struggled and worked together, as well as key concepts such as equality, justice, race, ethnicity, and indigeneity.

This virtual classroom focuses on Native American studies and is hosted by Assemblymember James C. Ramos, co-founder of the San Manuel Band of Mission Indians' Cultural Awareness Program and director of the California Indian Cultural Awareness Conference at CSU, San Bernardino.

**Link:** The live events and archived broadcasts of previous webinars in this series (on Chicano Latino studies and African American studies) are available on the CDE Facebook page at <https://www.facebook.com/CAEducation>.

## **WestEd Perspectives on English Language Learning: Aída Walqui in Conversation with Leading Scholars**

**Dates:** Series from July 14, 2020, to August 20, 2020, at 9 a.m. on Tuesdays and Thursdays

**Description:** WestEd presents this free webinar series that will take place on Tuesdays and Thursdays at 9 a.m. (interviews with Australian scholars will be at 3 p.m.) starting on Tuesday, July 14, 2020, and concluding on Thursday, August 20, 2020. Teachers, education leaders, teacher educators, teacher professional developers, and researchers are encouraged to attend. Register for each webinar in the series separately at the link below.

**Link:** Register on the WestEd Perspectives on English Language Learning: Aída Walqui in Conversation with Leading Scholars web page at <https://bit.ly/WestEdPerspectivesWebinars>.

## **CSU Systemic Inequities Webinar**

**Date:** August 14, 2020, at 10 a.m.

**Description:** The CSU is sponsoring a series of four live webinars that are appropriate for all educator preparation faculty, supervisors, and current educators. All live webinars take place from 10 to 11:30 am. The webcasts will be recorded.

This webinar is facilitated by Dr. Zulmara Cline, the statewide California Academic Partnership Program director, and focuses on dismantling systemic inequities in our schools and building schools that work for all students.

**Link:** Register on the CSU Educator Preparation and Public School Programs Live Webcasts Registration page at <https://bit.ly/CSUwebinars>.

## CSU Retaining Educators of Color Webinar

**Date:** August 21, 2020, at 10 a.m.

**Description:** The CSU is sponsoring a series of four live webinars that are appropriate for all educator preparation faculty, supervisors, and current educators. All live webinars take place from 10 to 11:30 am. The webcasts will be recorded.

This webinar is facilitated by Dr. Ernest Black, the systemwide director for CalState TEACH, and focuses on lessons learned from the field.

**Link:** Register on the CSU Educator Preparation and Public School Programs Live Webcasts Registration page at <https://bit.ly/CSUwebinars>.

## COVID-19 Resources and Information

### New Resources

#### *California Department of Public Health California Coronavirus COVID-19 Resources Toolkit*

COVID-19 is still circulating throughout California and the best way to slow the spread is to wear a mask whenever you leave the house. That's why the state is calling on all Californians to wear a mask or face covering when in public and unable to maintain a distance of at least six feet from others.

The California Department of Public Health has published videos and other resources, available in English and Spanish, to educate the public on how to correctly wear a mask and protect those around you from COVID-19.

California Coronavirus COVID-19 Resources Toolkit is available on the California Coronavirus COVID-19 Response Toolkit website at <https://toolkit.covid19.ca.gov/>.

### 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](mailto: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](mailto:join-english-learner-updates@mlist.cde.ca.gov).

