



English Learner Updates Newsletter: COVID-19 Edition (12)

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

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Weekly Format:

This is the twelfth 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.

This Issue Includes:

- **Funding:**
 - Learning Loss Mitigation Funding
 - Digital Divide Task Force update
- **COVID-19 Guidance:**
 - EL Services during COVID-19 Frequently Asked Questions (FAQs)
 - US Department of Education (ED) Returning to School Toolkit for Principals
- **Parent Notification:** 2020–21 Initial and Annual Parent Notification Letters
- **Distance and Hybrid Learning:**
 - CDE Best Practices in Distance Learning Survey
 - English Language Development (ELD) Distance Learning FAQs
 - The New Teacher Project (TNTP) Supporting Multilingual Learners and English Language Learners during the COVID-19 Shutdown Toolkit
- **Accountability:** Learning Continuity and Attendance Plan Template and Instructions
- **Assessment:** English Proficiency Assessments for California (ELPAC) Remote Administration Guidance coming soon

Continued:

- **Immigrant Resources:**
 - Public Charge
 - State of California Help for Immigrants resources
- **Webinars:**
 - Upcoming webinars
 - Past recorded webinars
- **COVID-19 Resources:**
 - Links to resources on the CDE COVID-19 web page relevant to English learners

Funding

Learning Loss Mitigation Funding (LLMF)

The LLMF, authorized by the 2020–21 budget package, appropriates \$5,334,997,000 from three different funding sources to be allocated to local educational agencies (LEAs) in order to support transitional kindergarten through grade twelve pupil academic achievement and mitigate learning loss related to COVID-19 school closures.

The LLMF application is now available and was due by August 5, 2020, for inclusion in the first apportionment. LEAs must fill out the LLMF Assurances in order to receive funding. LEAs received an email with their individual password from Michelle Giese at MGiese@cde.ca.gov. Passwords were sent to the Superintendent or Charter Administrator listed in the California School Directory at <https://www.cde.ca.gov/SchoolDirectory/>.

For more information about the program and to access the application, visit the CDE LLMF web page at <https://www.cde.ca.gov/fg/cr/learningloss.asp>.

If you have questions about this topic, please contact the CDE Government Affairs Division at CARESAct@cde.ca.gov.

Digital Divide Task Force

State Superintendent of Public Instruction Tony Thurmond and the Closing the Digital Divide Task Force held a special webinar on August 5, 2020, to connect school districts to available technology during a time when most schools are starting the school year in distance learning and many are experiencing a shortage of computing devices.

The task force, co-chaired by Senator Connie Leyva (D-Chino), also provided an update on one-time funding available immediately to school districts to purchase devices. State law requires that schools have a plan for ensuring access to devices and connectivity for all students whenever distance learning occurs.

During the webinar, panelists provided more details about a landmark collaboration with Apple and T-Mobile to fulfill orders from districts—which could reach 100,000 students during the back to school period and up to 1 million students by the end of 2020—with discounted iPads already equipped with high-speed internet connectivity.

The Governor’s Office also offered additional guidance for school districts regarding the \$5.3 billion in one-time funding in the state budget for schools to strengthen distance learning heading into the same year (LLMF discussed above). These funds—a rare opportunity for districts to make short and long-term investments in student technology—can be used immediately for purchasing needed devices.

An archived broadcast of the August 5, 2020, task force meeting can be found on the CDE Facebook page at <https://www.facebook.com/CAEducation>.

COVID-19 Guidance

EL Services During COVID-19 FAQs

The English Learner Support Division recently created the EL Services During COVID-19 FAQs web page, which provides answers to FAQs about entrance requirements, providing of services to English learners, reclassification, and other important topics.

The FAQs are available on the CDE EL Services During COVID-19 FAQs web page at <https://www.cde.ca.gov/sp/el/er/elservicescovid.asp>.

If you have questions about EL services, contact the English Learner Support Division by email at ELSD@cde.ca.gov or by phone at 916-319-0938.

ED Returning to School: A Toolkit for Principals

The National Comprehensive Center published *Returning to School: A Toolkit for Principals in the Classroom, at Home, or Both—Reuniting and Moving Forward Together*, which is one in a series of eight resources to guide principals in their decision making. It is based on the toolkit developed for the Principal Leadership Academy (PLA) at the Bureau of Indian Education (BIE). The PLA is designed and managed by BIE personnel, with support from the Region 13 Comprehensive Center to provide intensive, tiered, job-embedded training and support for school leaders.

The toolkit is available on the Comprehensive Center Network Resources web page at <https://www.compcenternetwork.org/resources>.

Parent Notification

2020–21 Initial and Annual Parent Notification Letters

The CDE has posted the 2020–21 Sample Initial and Annual Parent Notification letters. These letters are available in English, Spanish, Arabic, Tagalog, Chinese, and Vietnamese.

Each LEA using funds under Title I or Title III, to provide a language instruction educational program as determined under Title III shall, not later than 30 days after the beginning of the school year, inform parents of an English learner identified for participation or participating in such a program (20 United States Code Section 6312).

The sample letters are available on the CDE Parent Notification web page at <https://www.cde.ca.gov/sp/el/t3/lepparent.asp>.

Distance and Hybrid Learning

CDE Best Practices in Distance Learning Survey

The CDE wants to hear from teachers about their successes in distance learning during the 2019–20 school year. As the CDE supports educators in their next phase of virtual instruction, the CDE is tapping into the expertise of practitioners and looking for strategies to highlight across the state.

Last spring all educators pivoted quickly to teaching remotely and implemented successful innovations. Please share your experiences with the CDE in the short Google survey available at <https://forms.gle/mxq8b3MMbUfFuAsG7>.

The CDE may include what you have shared in its next guidance document for school districts.

Your name, district, and contact info are not required, but please include them if you would be interested in CDE reaching out to you for follow-up. We do ask that you please share your grade level.

ELD Distance Learning FAQs

The CDE has released responses to FAQs regarding designated and integrated ELD within distance learning instruction.

The FAQs highlighted below are just a few of the FAQs available on the CDE ELD Distance Learning FAQs web page at <https://www.cde.ca.gov/sp/el/er/eldfaqs.asp>.

The CDE has released responses to FAQs regarding reclassification during COVID-19 and are available at <https://www.cde.ca.gov/sp/el/er/elservicescovid.asp>.

If you have questions about ELD, contact the CDE Language Policy and Leadership Office by phone at 916-319-0845.

Highlighted ELD Distance Learning FAQs

Is designated ELD required on a daily basis during distance learning?

English learners must continue to receive designated and integrated ELD as part of their educational curriculum. While daily live interaction with certificated employees and peers is a required element of distance learning, LEAs have flexibility to determine how services will be provided to students in order for the students to make progress toward English proficiency and meet grade level academic achievement. Each LEA should have a plan for providing instruction aligned with its language acquisition program.

Is designated ELD required as a part of the regular school day?

Yes. The California Code of Regulations Section 11300(a) states that designated ELD is “instruction provided during a time set aside in the regular school day.” Designated ELD is part of the core curriculum, which is taught during an instructional day.

Is there a minimum number of minutes required for ELD instruction?

No. There is no set minimum for required minutes of ELD instruction. ELD is a required course of study for all English learners and instruction is provided to students based on their proficiency level. The needs of the student determine the number of minutes necessary for students to make progress toward English proficiency.

TNTP Supporting Multilingual Learners and English Language Learners During the COVID-19 Shutdown Toolkit

This guide, from the TNTP, has recommendations and tools teachers can use to help their students continue developing their language and literacy skills.

The guide is available on the TNTP COVID-19 School Response web page at <https://tntp.org/covid-19-school-response-toolkit/view/supporting-english-language-learners-during-school-closures>.

Accountability

Learning Continuity and Attendance Plan Template and Instructions

Senate Bill 98 established the Learning Continuity and Attendance Plan, which is intended to balance the needs of all stakeholders, including educators, parents, students, and community members, while streamlining meaningful stakeholder engagement and condensing several preexisting plans. In particular, it was important to combine (1) the intent behind Executive Order N-56-20, which required a written report and envisioned an off-cycle Local Control and Accountability Plan (LCAP) and (2) the ongoing need for LEAs to formally plan for the 2020–21 school year in the midst of the uncertainty caused by the COVID-19 pandemic. The Learning Continuity and Attendance Plan replaces the LCAP for the 2020–21 school year and supersedes

the requirements in Executive Order N-56-20. This plan is intended to memorialize the planning process that is already underway for the 2020–21 school year. All LEAs, which includes school districts, county offices of education, and charter schools are required to complete the Learning Continuity and Attendance Plan.

The Learning Continuity and Attendance Plan Template and Instructions can be downloaded from the CDE Learning Continuity and Attendance Plan web page at <https://www.cde.ca.gov/re/lc/learningcontattendplan.asp>.

If you have questions about the Learning Continuity and Attendance Plan, contact the CDE Local Agency Systems Support Office by email at LCFF@cde.ca.gov or by phone at 916-319-0809.

Assessment

ELPAC Remote Administration Guidance Coming Soon

The CDE is exploring options for LEAs to administer the ELPAC remotely. In the meantime, the CDE has been working closely with testing contractor Educational Testing Service to develop remote testing guidelines and resources for LEA staff, parents, and guardians. With LEAs entering a new school year in the near future, the CDE Assessment Development and Administration Division is endeavoring to provide this information as soon as possible. Until that time, please refrain from making copies of the *Directions for Administration* and conducting any remote testing until the necessary guidelines have been approved and posted.

If you have questions about the ELPAC, contact the CDE English Language Proficiency and Spanish Assessments Office by email at ELPAC@cde.ca.gov.

Immigrant Resources

Public Charge

Under longstanding federal policy, the federal government may deny a non-US citizen entry into the United States, or adjustment to lawful permanent resident status (a green card), if the individual is determined likely in the future to become a public charge based on the totality of the individual's circumstances.

Last year, the federal government released a new public charge policy that changes how this determination is made. **Effective July 29, 2020, a federal court ruling prohibits the application and enforcement of this new public charge rule so long as there is a declared national emergency related to the COVID-19 pandemic.**

For more information about public charge, visit the California Immigrants Guide Public Charge web page at <https://immigrantguide.ca.gov/en/publiccharge/>.

For questions about a specific individual's case, visit the California Department of Social Services Public Charge Provider List web page at <https://www.cdss.ca.gov/benefits-services/more-services/immigration-services/immigration-services-contractors/public-charge->

[contact-list](#). This page includes the contact information for organizations by region that are able to assist individuals with questions about public charge.

State of California Help for Immigrants

The State of California Help for Immigrants web page includes information on the July 29, 2020, federal court ruling prohibiting the application and enforcement of the public charge rule; information on testing and treatment; information on the Housing for Harvest program for agricultural workers; how to avoid utility power shut-offs; and information on disaster relief assistance for immigrants.

This information is available on the State of California Help for Immigrants web page at <https://covid19.ca.gov/guide-immigrant-californians>. The page can be accessed in multiple languages by selecting a language in the upper right corner of the page.

Webinars

Upcoming Webinars:

*English Learner Roadmap Implementation for System Excellence (EL RISE!)
Communities of Practice Webinar Series for Administrators*

Dates: August 18, 2020; August 25, 2020; and September 29, 2020. All three webinars take place from 4 to 5:30 p.m.

Description: The Educator Workforce Investment Grant (EWIG) subgrantee, Californian's Together, and its partners, known collectively as EL RISE!, are hosting a three-part leadership webinar series. This series is designed to address immediate needs of school leaders and administrators in opening schools with a focus on meeting the needs of English learners in distance learning. Administrators may select to participate in one, two, or all three webinars. All webinars will be archived for asynchronous access.

Webinars in the administrator series:

- Developing Learning Continuity and Attendance Plans that Embrace our English Learners (August 18, 2020)
- Reopening School Districts: Embracing Our English Learners (August 25, 2020)
- Supporting Families and Knitting Strong Home-School Partnerships in Pandemic Era (September 29, 2020)

Registration: To register for one or more of the webinars in this series, fill out the EL RISE! Google form at <https://bit.ly/3g8jGxr>.

EL RISE! Beginning the Dual Language Journey in Distance Learning Contexts: Fall Webinar Series for Kindergarten and Grade One Teachers

Dates (Part I: Partnering with Families in the First Month of Dual Language Programs, Kindergarten/Grade One): August 19, 2020 or September 3, 2020

Description (Part I): The EWIG subgrantee, Californian’s Together, and its partners, known collectively as EL RISE!, are hosting a two-part teacher webinar series. At this critical moment in California’s history, we are at risk of losing the many significant gains we have made to build and expand our dual language immersion programs. As we work to welcome and integrate our kindergarten and grade one learners into a dual language immersion model, families are integral partners. This is especially true in this time of increased social and linguistic isolation, creating a heightened need for a focus on access and equity in distance learning. In this webinar, kindergarten and grade one dual language immersion teachers will receive support, strategies, and frameworks to deepen their work in partnering with families at the beginning of the school year. These will include ideas for creating family cohorts, involving families in the learning, building understanding and buy-in for the bilingual model, and supporting students with strengthening their bilingual identities. This webinar will focus on Spanish dual immersion programs, with consideration for both 90:10 and 50:50 models.

Dates (Part II: Planning for Biliteracy in Distance Learning: Spanish Dual Language Programs, Kindergarten/Grade One): August 26, 2020 or September 10, 2020

Description (Part II): The EWIG subgrantee, Californian’s Together, and its partners, known collectively as EL RISE!, are hosting a two-part teacher webinar series. Kindergarten and grade one dual language immersion teachers have an especially unique challenge and opportunity during distance learning when welcoming their youngest learners joyfully into the bilingual community. They are tasked with supporting their students in building biliteracy, many of whom are in the early stages of acquiring a second language. In this webinar, teachers will gain structures and examples of research-based best practices in planning for biliteracy, designated ELD, and teaching for transfer. Through a combination of oral language strategies and teacher examples we will look at the most effective ways to foster language development and positive bilingual identities for our students. Teachers will understand how dual language models, routines, and schedules transition to distance learning, and be prepared to plan accordingly.

Registration: To register, fill out the EL RISE! Google form at <https://bit.ly/31uzx3p>.

EL RISE! Meeting the Needs of English Learners in Distance Learning

Dates:

- September 2 or 9, 2020: Welcoming, Inclusive, and Affirming Classrooms for English Learners
- September 16 or 23, 2020: Critical Conditions for English Learners in Distance Learning
- September 24 or 30, 2020: Creating and Sustaining Family Partnership in Distance Learning

Description: The EWIG subgrantee, Californian’s Together, and its partners, known collectively as EL RISE!, are hosting a three-part teacher webinar series. This fall webinar series for kindergarten through grade six educators is designed to address the immediate needs of teachers in meeting the needs of English learners in distance or hybrid learning contexts. Teachers may select one, two, or all three webinars for participation.

Registration: To register for one or more of the webinars in this series, fill out the EL RISE! Google form at <https://bit.ly/3fAt6Rj>.

Past Recorded Webinars:

ED Office of English Language Acquisition (OELA) Back to School: Aligning Structural and Instructional Practices to Promote EL Success during the 2020–21 School Year webinar

Recorded: July 23, 2020

Description: Engaging English learners in any instructional setting requires alignment of classroom, school, and district level practices. This coherence becomes even more critical when schools need to pivot between a variety of possible scenarios of school operation. During this webinar, presenters from the OELA, Department of Justice (DOJ), and Regional Education Laboratories (REL) West engaged in a lively discussion on administering EL programs and instruction in preparation for the 2020–21 school year.

Panelists reviewed the Equal Educational Opportunities Act (EEOA) in the context of EL education; presented a theory of action (TOA) that reflected both the legislative context and foundations for EL education; presented a sample of evidence-based instructional practices for English learners that support rigorous teaching and learning; and addressed systemic actions and leadership strategies that participants may use to support educators within their contexts.

Materials and Recording: Webinar materials and a recording of the archived webinar are available on the National Clearinghouse for English Language Acquisition webinars web page at <https://ncela.ed.gov/Webinars>.

CDE Review of Updated School Guidance Webinar

Recorded: July 20, 2020

Description: During this webinar, officials from CDE and the California Department of Public Health provide LEAs, county offices of education (COEs), and all educational stakeholders a detailed overview of the Governor's updated COVID-19 guidance for schools and answer questions as districts and educators navigate implementation.

Materials and Recording: Webinar materials and a recording of the archived webinar are available on the CDE Review of Updated School Guidance Webinar July 20 web page at <https://www.cde.ca.gov/ls/he/hn/reop20200720.asp>.

COVID-19 Resources and Information

Links to Resources Relevant to English Learners from the CDE

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>.

- **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/>.

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