



# Multilingual Updates Newsletter

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

*Issue 23, August 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**. This newsletter is 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:

- **Announcement:** The CDE Multilingual Support Division welcomes new director
- **Budget:** Highlights from the 2021–22 California State Budget Act provided by the CDE Opportunities for All Branch
- **State Seal of Biliteracy:** Updated guidance for 2022 graduates
- **Global Education:** New CDE global education and international studies and exchange web pages
- **California Educators Together Network:**
  - New California Educators Together website
  - Literacy knowledge building video series: supporting English learners with disabilities
- **Distance Learning:** Digital learning integration and standards guidance
- **Resources:**
  - Improving Education publication webinar series recordings now available
  - Integrated and designated English language development (ELD) video series webinar recordings now available
  - Updated English Language Proficiency Assessments for California (ELPAC) Correction for Classification Process At-a-Glance resource
  - Sobrato Early Academic Language (SEAL) Welcoming and Affirming Community Toolkit
- **Contact Information**

## Announcement

### The CDE Multilingual Support Division Welcomes New Director

On July 27, 2021, State Superintendent of Public Instruction Tony Thurmond announced that he has appointed Alesha Moreno-Ramirez as the new Director of the Multilingual Support Division at the CDE.

Moreno-Ramirez has worked in education for over two decades. From 1998–2002, she was a bilingual classroom teacher in Salinas, and from 2002–04 she was a multilingual literacy coach and family support and outreach facilitator before transitioning to an administrator role from 2004–2013 at the Fresno County Office of Education. Prior to joining CDE, Moreno-Ramirez was a multilingual language arts and English language development staff development and curriculum administrator for the Tulare County Office of Education. Moreno-Ramirez focused on the capacity-building efforts of educational leaders through professional learning and improvement science principles in preschool–grade 12 multilingual education and multilingual learner services.

Moreno-Ramirez holds a bachelor's degree in Modern Languages—Spanish from Santa Clara University and a master's degree in education curriculum and teaching from Fresno Pacific University. She replaces Veronica Aguila, who is now retired. Moreno-Ramirez started in her new position as Multilingual Support Division Director on July 1, 2021.

To view the complete news release, visit the CDE website at <https://www.cde.ca.gov/nr/ne/yr21/yr21rel52.asp>.

## Budget

### Highlights from the 2021–22 California State Budget Act Provided by the CDE Opportunities for All Branch

Sarah Neville-Morgan, the Deputy Superintendent of the CDE Opportunities for All Branch (OFAB), released the following information regarding the 2021–22 budget.

The budget includes historic new and expanded investments in education and, as you will see below, the CDE OFAB has all three of the universal education investments—preschool, expanded learning, and meals—in our branch along with transformative investments in special education, funding for dual language programs, and much needed rate increases for the California State Preschool Program.

We are excited about the interconnected nature of these investments and look forward to working with each of you to realize the vision of this budget and support districts, schools, and community-based organizations as they work to provide the highest quality educational opportunities to every student and preschooler. We are particularly excited about the opportunity to leverage these investments to build a coherent preschool to grade 3 (P-3) system and will be sharing more information about connections to the CDE P-3 Alignment Initiative in the coming months. More information on this initiative is available on the CDE P-3 Alignment web page at <https://www.cde.ca.gov/ci/gs/p3/>.

As a first step in what will be an ongoing effort to keep you informed and engaged in the implementation process, we are sharing the summary of investments below. The CDE OFAB will be following up with additional communications, including opportunities to get involved as our planning process takes shape and the work of implementation begins in earnest.

### *Early Learning*

**Universal Preschool (UPK):** The budget includes substantial funding to support a phase-in of UPK through a universally available transitional kindergarten (TK) program to complement existing prekindergarten programs beginning with a planning year and followed by a four-year expansion starting in 2022–23 to admit all children who will have their 4<sup>th</sup> birthday by September 1<sup>st</sup> of the school year. The budget also sets forth new conditions for receipt of apportionment for students in a TK program, including reduced group size and adult-to-student ratios and early childhood education units for credentialed TK teachers.

**California Prekindergarten Planning and Implementation Grant Program:** The budget provides \$300 million to support planning and implementation costs to expand access to classroom-based prekindergarten programs at local educational agencies (LEAs). Of this amount, \$200 million will be allocated directly to LEAs, including a minimum base of \$100,000 to all LEAs that operate kindergarten programs, and a minimum base for each county office of education equal to 15 percent of the base grant allocation awarded to LEAs in their county to support planning and capacity building. The remaining \$100 million will support a competitive grant program for LEAs to increase the supply of highly-qualified teachers, and provide training to California State Preschool Program (CSPP), TK, and kindergarten classrooms on inclusive practices, culturally responsive instruction, supporting dual language learners, enhancing social-emotional learning, implementing trauma-informed and restorative practices, and eliminating exclusionary discipline.

**CSPP Expansion and Supports:** The budget includes nearly \$2 billion in funding to support the continued implementation of CSPP. The budget includes an additional \$103 million (\$210 million when fully implemented) for increased reimbursement rates for all CSPP programs including part-day, full-day, LEAs, and non-LEA programs. The budget also includes an additional \$130 million to support expansion of CSPP programs. Further, in recognition of the need to reduce administrative burden and increase flexibility for contractors, the budget provides \$20 million to support CDE and the California Department of Social Services (CDSS) in continuing the practice of transfers between CSPP and General Child Care and Development Program (CCTR) contracts, and \$6 million for a vendor contract to provide direct deposit to all CSPP contractors. Finally, the budget includes \$11.6 million to support family fee waivers for families in CSPP whenever waivers of subsidized childcare family fees are approved by the federal Administration for Children and Families.

**California Preschool Learning Foundations:** The budget provides \$10 million to update the California Preschool Learning Foundations to incorporate recent research in the field, including best practices to support dual language learners and inclusion of children with disabilities, and to develop curriculum and educator resources to implement those standards as well as to adapt the Desired Results Developmental Profile to reflect the updated standards, address preschool to second grade, and include direct assessment of literacy and math.

**Early Math Initiative:** The budget includes \$37 million for the Fresno County Office of Education to expand the statewide early math initiative.

### *Expanded Learning*

**Expanded Learning Expansion:** The budget includes a significant expansion of the Expanded Learning Opportunities Program to a total of \$1.7 billion to support before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of students. In addition, the budget sets out new student-to-staff member ratios for programs serving TK and kindergarten students. The budget also includes \$118 million specifically to expand summer learning programs and \$2 million to support After School Education and Safety (ASES) programs operating in rural districts.

**Rate Increases for Expanded Learning Programs:** The budget includes \$181 million in funding to support rate increases for both ASES Programs and 21st Century Community Learning Centers Programs.

### *Multilingual Support*

**Dual Language Immersion Grant Program:** The budget includes \$10 million to support a Dual Language Immersion Grant Program that will expand access to quality dual language learning programs and foster languages that English learners bring to California's education system.

### *Nutrition Services*

**School Meals for All Students (Universal Meals):** The budget establishes the first phase of a long-term investment in student nutrition and universal meals by providing \$54 million to leverage the federal meal reimbursement rates and program waivers in place for the entire 2021–22 school year. The budget further provides \$650 million in ongoing funding, starting in 2022–23 to support all schools in offering two school meals free of charge during each school day to all students regardless of their eligibility for a free or reduced-price meal.

**School Food Service Infrastructure and Training Grants:** The budget commits \$150 million in one-time funding to provide \$120 million in kitchen infrastructure grants to support and promote increased student access to quality, fresh, and nutritious school meals. The remaining \$30 million is intended for food service staff training to promote professional development and skill building in food preparation, healthy food marketing, and creating an inviting and engaging school dining experience and environment.

### *Special Education*

**Special Education Early Intervention Preschool Grant:** The budget includes \$260 million for the Special Education Early Intervention Preschool Grant. Funding will be distributed to school districts to provide services and supports in inclusive settings that have been determined to improve school readiness and long-term outcomes for infants, toddlers, and preschool pupils.

**Supporting Inclusive Practices Project Expansion:** The budget includes \$15 million to the Riverside County Office of Education and the El Dorado County Office

of Education to expand the Supporting Inclusive Practices project. The purpose of this additional funding is to increase opportunities for students with disabilities to meaningfully participate in the least restrictive environment and improve LEA outcomes on Individuals with Disabilities Education Act (IDEA) and California School Dashboard indicators.

**Family Empowerment Centers on Disability Expansion:** The budget provides an additional \$6.6 million to expand Family Empowerment Centers on Disability (FEC) across the state, as well as support resources to reconfigure related grant and data collection processes.

**Special Education COVID-19 Funding:** The budget provides \$100 million in one-time funding for Special Education Local Plan Areas (SELPA) to support LEAs in conducting dispute prevention and voluntary alternative dispute resolution activities to prevent and resolve special education disputes resulting from COVID-19 school disruptions in a collaborative and equitable manner. The budget also includes \$450 million in one-time funding for SELPA to provide learning recovery support to pupils with disabilities associated with impacts to learning due to school disruptions stemming from COVID-19.

**Study of Nonpublic School or Agency Placements:** The budget provides \$500,000 in federal IDEA funds for the CDE and State Board of Education (SBE) to contract for a study of nonpublic school and agency placements to examine how California compares to other states in serving students with complex support needs.

**Individualized Education Program (IEP) Facilitation Network Model:** The budget provides \$300,000 for the CDE to provide a contract for the development of a model IEP facilitation network.

**Special Education Technical Assistance and Support for LEAs:** The budget provides \$10 million in one-time funding for technical assistance and support to LEAs in developing and administering comprehensive IEPs, and to develop tools and resources to assess and address learning and service needs for students with disabilities stemming from COVID-19 during the 2021–22 fiscal year.

### *Special Education Funding Changes*

The 2021 Budget Act makes several changes impacting special education funding and associated allocation methodologies including adjusting allocation formulas to increase the SELPA base rate and updating the out-of-home care funding formula.

### *Other Investments*

There also are quite a few related investments in programs that are not operated by the OFAB but will impact LEAs and other stakeholders and require close partnership with other branches. This budget includes a total of \$123.9 billion to reduce barriers and increase opportunities from transitional kindergarten through community college. In addition to the investments outlined above, the budget includes many of State Superintendent Tony Thurmond's priority areas with critical investments in mental health, ethnic studies, LGBTQ+ cultural competency, professional learning, broadband infrastructure, anti-bias curriculum, and Holocaust and genocide education. The budget will also fund thousands of full-service

community schools with wraparound mental health, social, and family services; support for educators working with the most vulnerable students; and improved student-to-staff ratios.

There are also critical investments that will directly impact programs under the administration of the OFAB, which will require working hand in hand in partnership with other state agencies. A few of these investments are described below.

**California Preschool, TK, and Full-Day Kindergarten Facilities Grant Program:** Under the administration of the State Allocation Board, the budget establishes a program to provide \$490 million in one-time grants to LEAs to construct new school facilities or retrofit existing school facilities for TK, full-day kindergarten classrooms, and preschool classrooms.

**California Classified School Employee Teacher Credentialing Program and Golden State Teacher Grant Program:** The budget includes substantial investments to expand the California Classified School Employee Teacher Credentialing Program and the Golden State Teacher Grant Program. These investments are intended, at least in part, to support a pipeline of highly qualified teachers in TK classrooms. The CDE is excited to partner with the agencies who administer these programs (California Commission on Teacher Credentialing [CTC] and the California Student Aid Commission [CSAC], respectively), to support their efforts.

**Credential Fee Support and TK Credential Stakeholder Workgroup:** The budget also provides \$20 million to relieve the burden of credentialing fees on prospective teachers and established a CTC-led TK credential workgroup to assess how current transitional kindergarten credentialing requirements are being implemented and align with the recently released Master Plan for Early Learning and Care. The CDE is eager to participate and support CTC in their work on this critical issue.

**Teacher Residency Grant Program:** The budget includes \$350 million from the General Fund for the CTC to provide grant funding for residency programs to address staffing shortages and additional requirements for staffing ratios required in TK classrooms (12:1 for the 2022–23 school year and 10:1 for the 2023–24 school year).

## State Seal of Biliteracy

### Updated Guidance for 2022 Graduates

The CDE will continue to award the State Seal of Biliteracy (SSB) during the 2021–22 school year. As always, LEAs may order insignias through the online Insignia Request Form located under the Procedures, Requirements, and Forms tab on the CDE SSB web page at <https://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp>.

The requirements for earning the SSB, codified in California *Education Code (EC)* Section 51461, have been amended for the 2021–22 school year in response to spring 2021 testing flexibility. In March 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 during the spring 2021 summative assessment administration. The SSB requirements for 2022 graduates who took the California Assessment of Student Performance and Progress (CAASPP) or another

standards-aligned assessment during the 2021–22 school year in grade 11 have been amended in response to this flexibility.

This guidance is based on the TK-12 Public Education Omnibus Budget Trailer bill, Assembly Bill 130, signed by the governor on July 9, 2021, which included various statutory changes, including the addition of *EC* Section 51461(f). The new statutory language affects the requirement to demonstrate English proficiency for the SSB by passing the CAASPP English language arts at the “standard met” level or above. For 2022 graduates who attended schools opting to administer another standards-aligned assessment rather than the CAASPP during the 2021–22 school year, that assessment may be used to demonstrate proficiency in English provided the assessment meets the criteria adopted by the SBE (*EC* Section 51461[f]).

The guidance regarding updated requirements for the 2021–22 school year is available under the heading, Coronavirus (COVID-19) Frequently Asked Questions (FAQs) on the CDE SSB FAQs web page at <https://www.cde.ca.gov/sp/el/er/ssbfaq.asp>.

The guidance regarding the requirements for assessments that LEAs were able to use in place of the CAASPP for the 2021 spring summative assessment administration is available on the CDE COVID-19 Assessment FAQs web page at <https://www.cde.ca.gov/ta/tg/ca/covid19assessmentfaq.asp>.

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

## **Global Education**

### **New CDE Global Education and International Studies and Exchange Web Pages**

The CDE Educator Excellence and Equity Division (EEED) has launched a comprehensive new Global Education web page at <https://www.cde.ca.gov/pd/ca/hs/globaled.asp>. This resource provides support for global education programs and practices across all content areas.

The updated Global Education web page highlights resources from the CDE as well as from our state, national, and international partners promoting global citizenship and global competence. Explore the Instructional Supports tab to locate links to key resources such as the California Global Education Network Global Competence Indicators and Benchmarks. Sign up to receive the quarterly Global Education Update under the Updates tab.

In addition, the EEED has updated the CDE International Studies and Exchange web page at <https://www.cde.ca.gov/pd/ca/hs/globaled-intlstudres.asp>, which provides information regarding study abroad opportunities for California students as well as study opportunities in California for international students.

If you have questions about these topics, contact the CDE Professional Learning Innovations Office by phone at 916-323-6269 or by email at [PLIO@cde.a.gov](mailto:PLIO@cde.a.gov).

## California Educators Together Network

### New California Educators Together Website

The CDE wants educators to know there is an exciting and new way to connect with colleagues statewide. The CDE, in collaboration with the Californians Dedicated to Education Foundation, has launched California Educators Together, an online platform designed to streamline communication between educators and allow them to access and share a vast library of content, resources, strategies, and supports.

When a teacher joins California Educators Together, the site organizes them in relation to their job assignment and roles and places them within their education agency (site/district/county). A personalized dashboard based on this profile helps users see communication from teams and their selected subject and grade level groups. Users can share lesson plans, curriculum, and other resources with each other in addition to accessing resources for such topics as literacy and mental health and event updates from their respective school districts.

The California Educators Together platform is available on the California Educators Together website at <https://www.caeducatorstogether.org/>.

### Literacy Knowledge Building Video Series: Supporting English Learners with Disabilities

As part of the Comprehensive Literacy State Development Grant, the State Literacy Team that helped the CDE draft the State Literacy Plan is also helping to develop a Literacy Knowledge Building Video Series. This series is a collection of videos on critical topics in literacy, birth through grade twelve. The videos are housed on the California Educators Together platform within the Literacy Resources Repository available on the California Educators Together Comprehensive Literacy State Development Grant Resource Repository web page at <https://www.caeducatorstogether.org/groups/hmdnyg/comprehensive-literacy-state-development-grant-resource-repository>. Many videos are accompanied by discussion questions to guide deeper learning. Viewers can start anywhere in the series, depending on their needs or interests.

This month's feature is a video on Supporting English Learners with Disabilities that is available on the California Educators Together Supporting English Learners with Disabilities web page at <https://www.caeducatorstogether.org/collections/supporting-english-learners-with-disabilities>. The presentation builds upon the 2019 CDE publication, *California Practitioners' Guide for Educating English Learners with Disabilities*, available directly as a PDF at <https://www.cde.ca.gov/sp/se/ac/documents/ab2785guide.pdf>, and may be adapted to fit a variety of presentation purposes, audiences, and timeframes. The presentation is accompanied by a handout to help viewers engage more deeply in the topic. We hope you enjoy exploring these resources!

## Distance Learning

### Digital Learning Integration and Standards Guidance

Section 121 of Senate Bill 98, Education Finance: Education Omnibus Budget Trailer Bill (Chapter 24, Statutes of 2020) called for the development of draft distance learning curriculum and instructional guidance for mathematics, English language arts, and ELD to be adopted by the SBE by May 31, 2021. For more information, see the Funding Result of Award Notification to Sacramento County Superintendent of Schools available on the CDE Funding Results web page at <https://www.cde.ca.gov/ci/cr/dl/dlfundingresults.asp>.

The California Digital Learning Integration and Standards Guidance was adopted by the SBE at their meeting on May 12–13, 2021. To download the pre-publication version approved by the SBE, or excerpts of the full document, visit the CDE Digital Learning Integration and Standards Guidance web page at <https://www.cde.ca.gov/ci/cr/dl/dlintergstdsguidance.asp>.

If you have questions about this topic, contact the CDE Curriculum Frameworks and Instructional Resources Division by phone at 916-319-0881 or by email at [cfird@cde.ca.gov](mailto:cfird@cde.ca.gov).

## Resources

### Improving Education Publication Webinar Series Recordings Now Available

Archived recordings of the CDE Improving Education for Multilingual and English Learner Students: Research to Practice Webinar Series are available on the WestEd website at [https://www.wested.org/wested\\_event/improving-education-for-multilingual-and-english-learner-students-webinar-series/](https://www.wested.org/wested_event/improving-education-for-multilingual-and-english-learner-students-webinar-series/). This webinar series was designed to engage and support educators in incorporating the publication in professional learning settings.

If you have questions regarding the webinar recordings, contact Gustavo Gonzalez, Education Programs Consultant, Language Policy and Leadership Office, by email at [ggonzalez@cde.ca.gov](mailto:ggonzalez@cde.ca.gov).

### Integrated and Designated ELD Video Series Webinar Recordings Now Available

Archived recordings of the CDE Integrated and Designated ELD Video Series webinars are available on the WestEd website at [https://www.wested.org/wested\\_event/webinar-series-integrated-designated-eld-video-series/](https://www.wested.org/wested_event/webinar-series-integrated-designated-eld-video-series/). These webinars were designed to engage and support educators in incorporating the Integrated and Designated ELD Videos Series into professional learning settings.

If you have questions regarding the webinar recordings, contact Gustavo Gonzalez, Education Programs Consultant, Language Policy and Leadership Office, by email at [ggonzalez@cde.ca.gov](mailto:ggonzalez@cde.ca.gov).

## Updated ELPAC Correction for Classification Process At-a-Glance Resource

In response to feedback from the field, the CDE has reorganized the resource Correction of Classification Process At-a-Glance to include the California Longitudinal Pupil Achievement Data System correction code for each process. This tool is available directly as a PDF at <https://www.cde.ca.gov/ta/tg/ep/documents/correctelpacatglance.pdf>. This handy resource presents three correction of classification processes that can be used to correct a student's current English Language Acquisition Status before the administration of the Summative ELPAC. It is located on the CDE Initial ELPAC web page at <https://www.cde.ca.gov/ta/tg/ep/initialelpac.asp>.

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](mailto:elpac@cde.ca.gov).

## SEAL Welcoming and Affirming Community Toolkit

SEAL developed the Welcoming and Affirming Community Toolkit for use in any California public elementary school.

These Toolkits are designed to centralize the needs of English learners by providing rigorous language based instructional units that attend to both the socio-emotional needs of students and prioritize strong family partnerships. There are resources for administrators to use with their staff and full school community. The four-week instructional classroom units are based on California state standards, are aligned across TK–grade 6 and include materials for bilingual classrooms.

The toolkit is available on the SEAL Welcoming and Affirming Community Toolkit web page at <https://sites.google.com/seal.org/welcomingandaffirmingcommunity/>.

## Contact Information

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](mailto: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](mailto:join-multilingual-support-division-updates@mlist.cde.ca.gov).

