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# Multilingual Updates Newsletter

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

*Issue 19, January 15, 2021*

## Monthly Format:

This is part of a **special series of COVID-19 Multilingual 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:

- **COVID-19 Response:** California's Safe Schools for All Plan
- **California State Board of Education (SBE):** January meeting: assessment and State Literacy Plan
- **Federal Update:** Additional stimulus
- **World Languages:** New CDE world languages web page
- **New Publication:** JFF (Jobs for the Future) brief *Designing Dual Enrollment to Reach English Learners: Boosting College Success for California Students*
- **New Resource:** Regional Educational Laboratory at WestEd (REL West) videos to support early learning and literacy
- **Webinars:**
  - Upcoming webinars
  - Past recorded webinars
- **Resources:**
  - Links to resources on the CDE COVID-19 web page relevant to English learners

## COVID-19

### California's Safe Schools for All Plan

Governor Gavin Newsom released the Safe Schools for All plan on December 30, 2020. This plan is built on four pillars (language below from Governor's Press Office):

- **Funding to support safe reopening:** The Budget will propose for immediate action in January 2021, \$2 billion to support safety measures—including testing, ventilation and personal protective equipment (PPE)—for schools that have resumed in-person instruction or phasing in of in-person instruction by early spring.
- **Safety and mitigation measures for classrooms:** To further ensure health and safety in the classroom, the administration will support implementation of key health measures. This will include frequent testing for all students and staff, including weekly testing for communities with high rates of transmission; masks for all students and staff, including distribution of millions of surgical masks for school staff; improved coordination between school and health officials for contact tracing; and prioritization of school staff for vaccinations.
- **Hands-on oversight and assistance for schools:** Dr. Naomi Bardach, a University of California, San Francisco pediatrician and expert on school safety, will lead the Safe Schools for All Team, a cross-agency team composed of dedicated staff from the California Department of Public Health (CDPH), the Division of Occupational Safety and Health (better known as Cal/OSHA), and educational agencies. The team will provide hands-on support to help schools develop and implement their COVID-19 Safety Plans. These supports include school visits and walk-throughs as needed, webinars and training materials, and ongoing technical assistance.
- **Transparency and accountability for families and school staff:** A state dashboard will enable all Californians to see their school's reopening status, level of available funding and data on school outbreaks. Additionally, a web-based "hotline" will empower school staff and parents to report concerns to the Safe Schools for All Team, which will lead to escalating levels of intervention beginning with technical assistance and ending with legal enforcement.

More information is available on the CDPH COVID-19 Summary: California's Safe Schools for All Plan web page at <https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/Safe-Schools-for-All-Plan-Summary.aspx>.

## SBE

### January Meeting: Assessment and State Literacy Plan

The SBE met on January 13 and 14, 2021. Among other topics, the SBE discussed assessment and the State Literacy Plan.

Item 3 is the California Assessment of Student Performance and Progress System and the English Language Proficiency Assessments for California: Approval of Proposed Goals and Priorities to be Included in the California Assessment System Request for Qualifications, Stage Three—Formal Written Submission, and an Update of Program Activities. This item includes the fall administration of the 2019–2020 Summative English Language Proficiency Assessments for California (ELPAC) and 2020–21 Initial ELPAC.

Item 6 is Comprehensive Literacy State Development Grant: State Literacy Plan Draft Review. On September 27, 2019, the CDE received a federal award in the amount of approximately \$37.5 million for the Comprehensive Literacy State Development (CLSD) grant program. This agenda item provides a draft of the State Literacy Plan, a key CLSD grant deliverable, and requests feedback from the SBE. The CDE will revise the State Literacy Plan based upon SBE input and present an updated draft to the SBE in March 2021 with a recommendation to approve the State Literacy Plan. The CDE recommends that the SBE review the draft State Literacy Plan and provide feedback. The draft State Literacy Plan is available on the CDE CLSD web page at <https://www.cde.ca.gov/pd/ps/clsd.asp>.

To view the agenda for the SBE January 2021 meeting and the full text of the items before the SBE at this meeting, visit the CDE SBE Agenda for January 2021 web page at <https://www.cde.ca.gov/be/ag/ag/yr21/agenda202101.asp>.

## **Federal**

### **Additional Stimulus**

Congress passed a new stimulus bill on December 21, 2020. This bill contains both omnibus funding for the remainder of federal fiscal year 2021 and new stimulus of \$81.8 billion. Governors will receive \$4.05 billion for a second round of Governors' Emergency Education Relief (GEER) funding, with \$2.75 billion going to private schools through services administered by State educational agencies. States and districts will receive a second round of Elementary and Secondary School Education Relief (ESSER) funding with an expanded list of allowable activities, this time including school ventilation and facility improvements and a non-exclusive list of activities to address learning loss.

More information on this topic will be provided as it becomes available.

## **World Languages**

### **New CDE World Languages Web Page**

The CDE Educator Excellence and Equity Division (EEED) has recently launched a comprehensive new CDE World Languages web page at <https://www.cde.ca.gov/pd/ca/wl/>. This new content area page provides the world languages community, including program administrators, teachers, and families, easy access to information and resources about world languages programs and practices.

In an ongoing response to the COVID-19 pandemic and the resulting adjustments made by schools and districts to the delivery of learning activities and instruction, this new web page

highlights key distance learning resources from the CDE and our state, national, and international partners in professional learning.

Together with the launch of the new web page, the EEED is releasing the 2020 summary report on the Professional Learning Needs Assessment Survey for World Languages Educators. This is the first needs assessment specifically addressing the professional learning priorities of the world languages community and was disseminated in December 2019. The report is intended for a broad audience and summarizes the data gathered by the survey to inform the field, in particular when considering provision of professional learning support to California's world languages educators. The report is available under the "Updates" tab on the CDE World Languages web page at <https://www.cde.ca.gov/pd/ca/wl/>.

If you have questions about this topic, contact Susie Watt, Education Programs Consultant (EPC), EEED, by phone at 916-323-5252 or by email at [SWatt@cde.ca.gov](mailto:SWatt@cde.ca.gov).

## **New Publication**

### ***JFF Brief Designing Dual Enrollment to Reach English Learners: Boosting College Success for California Students***

English learners have tremendous potential but too often are held back from participating in the courses that lead to postsecondary degree completion and career success. Dual enrollment can be a powerful tool to reverse this trend, especially if implemented with attention to English learners' unique assets and needs. The JFF brief *Designing Dual Enrollment to Reach English Learners: Boosting College Success for California Students* explores the current state of dual enrollment participation for English learners, highlights promising practices, and provides recommendations for creating a more seamless transition between high school and college for this sizeable group of California students.

The brief is available on the JFF Designing Dual Enrollment to Reach English Learners web page at <https://www.jff.org/resources/designing-dual-enrollment-reach-english-learners>.

## **New Resource**

### **REL West Videos to Support Early Learning and Literacy**

REL West has recently produced three short videos that include activities and ideas to support young children's language and literacy development. The strategies can be used or adapted for distance learning, and may be especially helpful for young dual language learners.

The videos are described by REL West as follows:

- **Interactive Writing Instruction Online with Young Children**

In this video, Professor Nell K. Duke (University of Michigan) demonstrates how she uses an online interactive whiteboard to teach children how to collaborative write a letter.

This video is available on the Institute of Education Sciences YouTube channel at <https://youtu.be/F64fcdzbEYk>.

- **Interactive Readalouds: Learning from Books Together**

This video models a readaloud process, shares tips for asking effective questions for on-the-surface and deeper-dive discussions of books, and introduces a writing activity.

This video is available on the Institute of Education Sciences YouTube channel at <https://youtu.be/eJcHzvmAcjY>.

- **A Teaching Routine for Academic Vocabulary in Grades Pre-Kindergarten–Grade 1**

Watch a teacher use a sample three-step routine for teaching new vocabulary to young children that includes lots of opportunities to practice using the new word in different ways.

This video is available on the Institute of Education Sciences YouTube channel at <https://youtu.be/Tc5Dpks3UKY>.

If you have questions about these videos, contact REL West by email at [relwest@wested.org](mailto:relwest@wested.org).

## Webinars

### Upcoming Webinars

#### *Improving Education Publication Webinar Series*

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 following includes the webinar dates, times, and registration links:

- **January 13, 2021:** Overview and Chapter 1: The Power and Promise of California’s Multilingual Learners, 3:30–5:00 p.m. Pacific Standard Time (PST)  
Registration: <https://bit.ly/CDE-EL-01-13-21>
- **January 27, 2021:** Chapter 4: Early Learning and Care for Multilingual and Dual Language Learners Ages Zero to Five, 3:30–5:00 p.m. PST  
Registration: <https://bit.ly/CDE-EL-01-27-21>
- **February 17, 2021:** Chapter 1: The Power and Promise of California’s Multilingual Learners—A Deeper Dive for Administrators and Teachers New to the Field, 3:30–5:00 p.m. PST  
Registration: <https://bit.ly/CDE-EL-Feb-17-21>
- **March 3, 2021:** Chapter 5: Content Instruction with Integrated and Designated English Language Development in the Elementary Grades, 3:30–5:00 p.m. PST  
Registration: <https://bit.ly/CDE-EL-03-03-21>

- **March 17, 2021:** Chapter 2: Asset-Based Pedagogy: Student, Family, and Community Engagement for the Academic and Social-Emotional Learning of Multilingual Students, 4:00–5:30 p.m. PST  
Registration: <https://bit.ly/CDE-EL-03-17-21>
- **April 7, 2021:** Chapter 3: Multilingual Programs and Pedagogy: What Teachers and Administrators Need to Know and Do, 3:30–5:00 p.m. PST  
Registration: <https://bit.ly/CDE-EL-04-07-21>
- **April 21, 2021:** Chapter 7: Creating Schools and Systems That Support Asset-Based, High-Quality Instruction for Multilingual Learners, 3:30–5:00 p.m. PST  
Registration: <https://bit.ly/CDE-EL-04-21-21>
- **May 12, 2021:** Chapter 6: Content and Language Instruction in Middle and High School: Promoting Educational Equity and Achievement Through Access and Meaningful Engagement, 3:30–5:00 p.m. PST  
Registration: <https://bit.ly/CDE-EL-05-12-21>

If you have questions about this webinar series, contact Gustavo Gonzalez, EPC, Language Policy and Leadership Office (LPLO), by phone at 916-319-042 or by email at [ggonzalez@cde.ca.gov](mailto:ggonzalez@cde.ca.gov).

*English Learner Roadmap Implementation for Systemic Excellence (EL RISE!): English Learner Roadmap Aligned Local Control and Accountability Plan (LCAP) Toolkit Workshops: Using Research-based Tools to Promote Equity for English Learners (In partnership with the Center for Excellence for English Learners)*

This interactive workshop will help local educational agency (LEA) teams design an LCAP that is aligned to the research-based CA English Learner Roadmap Policy and focuses on identifying actions, services, programs, and resources that ensure equitable opportunities and outcomes for English learners. Participants will engage with the resources included in the toolkit and explore the ways they might be used to identify and analyze the needs of their English learners. The training will help LEA teams to identify the Dashboard data and how to use the additional features that are a click away to focus on the achievement of English learners, and more effectively understand the achievement and status of their English learners.

For more information or to register for these professional development opportunities, contact your local county office of education (see below), or Dr. Margarita Gonzalez-Amador, EL RISE! Project Administrator, at [info@elroadmap.org](mailto:info@elroadmap.org).

**Contra Costa (January 26 and February 2, 2021)**

Contact Sonia Trujillo, EL Specialist Coordinator, Title III, Region IV, at [strujillo@cccoe.k12.ca.us](mailto:strujillo@cccoe.k12.ca.us)

**Kern COE (February 18 and 23, 2021)**

Contact Lisa Vargas, Title III/EL Coordinator, Curriculum and Instruction, Accountability, [anvargas@kern.org](mailto:anvargas@kern.org)

**Riverside (January 22 and March 19, 2021)**

Contact Lisa Winberg, Administrator, at [lwinberg@rcoe.us](mailto:lwinberg@rcoe.us)

**Sacramento (January 14 and 21, 2021)**

Contact Graciela Garcia-Torres, Curriculum Specialist, at [gtorres@scoe.net](mailto:gtorres@scoe.net)

**San Diego (January 29 and February 1, 2021)**

Contact Izela Jacobo, Coordinator, at [izela.jacobo@sdcoe.net](mailto:izela.jacobo@sdcoe.net)

**San Mateo (January 26 and February 2, 2021)**

Contact Gracie Hough, Coordinator, at [ghough@smcoe.org](mailto:ghough@smcoe.org)

**Tulare (February 4 and 11, 2021)**

Contact Alesha Moreno-Ramirez, Staff Development & Curriculum Specialist, [alesha.ramirez@tcoe.org](mailto:alesha.ramirez@tcoe.org)

**Ventura (February 9 and 16, 2021)**

Contact Leticia Ramos, Director, English Learner and Dual Language, at [leramos@vcoe.org](mailto:leramos@vcoe.org)

*EL RISE!: ELD for Elementary Teachers and Administrators Institute (In partnership with Sobrato Early Academic Language)*

These four sessions, with embedded pre-work, will support teachers in designing responsive Designated English language development (ELD) lessons that build upon students' knowledge across the disciplines. Teachers will expand their understanding of backward planning to identify English earners' strengths and needs to provide targeted language instruction. Scaffolds and supports presented in these sessions include language functions, graphic organizers, differentiated frames, language transfer strategies, and formative assessments that ensure students to effectively engage with complex texts and tasks.

To support deep learning and application of concepts, the county offices of education will facilitate two Communities of Practice (CoPs) to develop a network of practitioners in order to engage in discussing, sharing, applying, and reflecting best practices to build a repertoire of resources and ideas that apply to your local context. These CoPs will take place in between synchronous learning sessions.

For more information or registration on these professional development opportunities, contact your local county office of education (see below), or Dr. Margarita Gonzalez-Amador, EL RISE! Project Administrator, at [info@elroadmap.org](mailto:info@elroadmap.org).

**Riverside (January 21, February 10, March 3, and April 6, 2021)**

Contact Lisa Winberg, Administrator, at [lwinberg@rcoe.us](mailto:lwinberg@rcoe.us)

**Sacramento (December 15, 2020; January 12, February 16, March 9, 2021)**

Contact Graciela Garcia-Torres, Curriculum Specialist, at [gtorres@scoe.net](mailto:gtorres@scoe.net)

**Santa Cruz (January 13, February 3 and 24, and March 13, 2021)**

Contact Sofia Sorensen, Multilingual Coordinator, at [ssorensen@santacruzcoe.org](mailto:ssorensen@santacruzcoe.org)

**Tulare (January 25, February 18, April 8, and May 6, 2021)**

Contact Alesha Moreno-Ramirez, Staff Development & Curriculum Specialist, [alesha.ramirez@tcoe.org](mailto:alesha.ramirez@tcoe.org)

**Yolo (December 15, 2020; January 12, February 16, March 9, 2021)**

Contact Deborah Bruns, Director, Curriculum and Instruction, at [deborah.bruns@ycoe.org](mailto:deborah.bruns@ycoe.org)

*EL RISE!: Leading School Improvement with English Learners at the Heart: The English Learner Roadmap for Administrators Strand of Five Modules (In partnership with Californians Together)*

This series of five modules (over a two-year period) is designed to support district and site administrators as they take up the challenge of doing all of this to enact the comprehensive English Learner Roadmap. Each module of the Leadership/Administrator Strand involves participants in specifically examining their role in leading improvement processes and supporting evidence-based practice and results in a plan for inquiry and implementation to pursue before the next module. Each module also provides a volume of The EL Roadmap Administrators Toolkit with tools, readings, resources, and activities.

For more information or registration on these professional development opportunities, contact your local county office of education (see below), or Dr. Margarita Gonzalez-Amador, EL RISE! Project Administrator, at [info@elroadmap.org](mailto:info@elroadmap.org).

**Kern COE (January 22 and 29, March 24, and April 9, 2021)**

Contact Lisa Vargas, Title III/EL Coordinator, C & I, Accountability, [anvargas@kern.org](mailto:anvargas@kern.org)

**Los Angeles (January 28, February 17, March 10 and 23, 2021)**

Contact Mirna Miranda-Welsh, Coordinator II/Title III EL Specialist, [Miranda-Welsh\\_Mirna@lacoedu](mailto:Miranda-Welsh_Mirna@lacoedu)

**Riverside (January 21, February 10, March 3, and April 6, 2021)**

Contact Lisa Winberg, Administrator, at [lwinberg@rcoe.us](mailto:lwinberg@rcoe.us)

**Sacramento (January 26 and 29, February 16, and March 12, 2021)**

Contact Graciela Garcia-Torres, Curriculum Specialist, at [gtorres@scoe.net](mailto:gtorres@scoe.net)

**San Diego (January 13, February 13, April 1 and 27, 2021)**

Contact Izela Jacobo, Coordinator, at [izela.jacobo@sdcoe.net](mailto:izela.jacobo@sdcoe.net)

**Tulare (January 20 and 27, March 2, and April 29, 2021)**

Contact Alesha Moreno-Ramirez, Staff Development & Curriculum Specialist, [alesha.ramirez@tcoe.org](mailto:alesha.ramirez@tcoe.org)

### *Integrated and Designated ELD Video Webinar Series*

The CDE Multilingual Support Division and the Comprehensive Center at WestEd will host a series of webinars presenting the Integrated and Designated ELD Video Series. The webinars are designed to support educators in the implementation of the ELD Videos during ELD professional learning activities. The following are the **tentative** webinar dates:

- **January 19, 2021:** ELD Video Series Overview, 3:30–4:30 p.m.
- **February 2, 2021:** Engaging in Professional Learning Using Grades 9–12 ELD Videos, 3:30–4:30 p.m.
- **February 23, 2021:** Engaging in Professional Learning Using Grades 7–8 ELD Videos, 3:30–4:30 p.m.
- **March 9, 2021:** Engaging in Professional Learning Using Grades 4–6 ELD Videos, 3:30–4:30 p.m.
- **March 30, 2021:** Engaging in Professional Learning Using Transitional Kindergarten/Kindergarten–Grade 3 ELD Videos, 3:30–4:30 p.m.

Registration information will be sent to the Multilingual Updates listserv when available. 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).

Access the videos, resources, guidance, and more on the ELD Video Series tab on the CDE English Language Development Standards web page at <https://www.cde.ca.gov/sp/el/er/eldstandards.asp>.

If you have questions about this webinar series, contact Gustavo Gonzalez, EPC, LPLO, by phone at 916-319-0420 or by email at [ggonzalez@cde.ca.gov](mailto:ggonzalez@cde.ca.gov).

### **Past Recorded Webinars**

#### *MCAP Universal Design for Learner (UDL)/EL Webinar Series 2020*

#### **Understanding the Core Concepts and Principles of UDL to Support English Learners Virtually (December 8, 9, and 10, 2020)**

Participants will take away a snapshot of the history of universal design, the core concepts and design process of UDL, and explore strategies connected to the framework to support English learners in a distance learning environment.

- Webinar recording available at <https://youtu.be/8fhRiwGDDNc>
- Presentation slides available at [https://mcap.gocabe.org/wp-content/uploads/2020/12/MCAP\\_WRITE.pptx.pdf](https://mcap.gocabe.org/wp-content/uploads/2020/12/MCAP_WRITE.pptx.pdf)

## 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](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).

