



# Multilingual Updates Newsletter

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

*Issue 22, June 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** with new resources and guidance for supporting the English learners and multilingual learners you serve.

## This Issue Includes:

- **English Learners with Disabilities:** New CDE English Learners with Disabilities web page
- **Early Childhood:**
  - New CDE Preschool to Grade 3 (P–3) Alignment web page
  - Early Edge California interactive map showing current efforts to support dual language learners
- **Assessment:**
  - New Alternate English Language Proficiency Assessments for California (ELPAC) accessibility and accommodations guidelines
  - ELPAC New Coordinator Training
- **Biliteracy:** San Diego State University (SDSU) Awards First Global Seal of Biliteracy
- **Accountability:** Local Control and Accountability Plan (LCAP) Template, Annual Update and Expenditure Tables now available in Arabic, Chinese, and Spanish
- **Summer Learning:** WestEd Addressing the Impact of COVID-19 through Summer Learning and Enrichment webinar
- **Resources:**
  - Confronting COVID-19-Related Harassment in Schools Fact Sheet
  - U.S. Department of Education (ED) Office of English Language Acquisition English learner fact sheets
  - Californians Together Support for Immigrant and Refugee Students FreeCurriculum and Materials

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- **Webinars:** Upcoming
- **COVID-19 Resources and Information:**
  - Links to resources on the CDE COVID-19 web page relevant to English learners

## English Learners with Disabilities

### New CDE English Learners with Disabilities Web Page

The CDE Special Education Division created a new web page that provides information and resources on English learners with disabilities. This resource can be found on the CDE English Learners with Disabilities web page at <https://www.cde.ca.gov/sp/se/sr/elpracguideswd.asp>.

Primarily, this web page provides a variety of information and resources in support of the *California Practitioners' Guide for Educating English Learners with Disabilities* (2019). This guide provides information on identifying, assessing, supporting, and reclassifying English learners who may qualify for special education services and pupils with disabilities who may be classified as English learners. The guide can be directly downloaded as a portable document format from the CDE English Learners with Disabilities web page at <https://www.cde.ca.gov/sp/se/ac/documents/ab2785guide.pdf>.

This web page includes specific information and resources from the CDE Special Education Division, the Multilingual Support Division, and additional CDE-affiliated partners from across California and the United States on the following subjects:

- Distance learning resources for families;
- Resources for English learners with disabilities;
- Resources for students with disabilities;
- Resources for English learners; and
- Special education laws, regulations, policies, and rights.

If you have any questions regarding this subject, contact Patrick Garcia-Smith, Education Programs Assistant, Programs and Partnerships Unit, by email at [PGarciaSmith@cde.ca.gov](mailto:PGarciaSmith@cde.ca.gov).

## Early Childhood

### New CDE P–3 Alignment Web Page

The CDE Opportunities for All Branch is excited to announce the launch of a web page dedicated to P–3 Alignment on the CDE website. The goal is that this new section of the CDE website will support local educational agencies (LEAs) and their partners as they work to develop and implement short-term strategies to address the impacts of COVID-19 while building long-term solutions that will improve educational opportunities for our youngest learners for years to come.

The CDE seeks to elevate the role of high-quality, inclusive, and multilingual early education experiences, strong early intervention services, and the early elementary grades in ensuring the future of California's children and families. This effort is designed to bring together stakeholders across systems to identify, develop, and implement policy and practice solutions focused on ensuring developmentally-informed, rigorous, and joyful learning experiences are available to all children across the preschool and early elementary years. The new P–3 Alignment web page will be a critical outlet for CDE to share resources with our partners and stakeholders across the state.

The new CDE P–3 Alignment web page at <https://www.cde.ca.gov/ci/gp/p3/index.asp> defines this effort and includes information on inclusion and equity, individualized instruction, professional learning, leaders, and resources.

If you have questions about P–3 alignment, contact the Opportunities for All Branch by email at [P3-Alignment@cde.ca.gov](mailto:P3-Alignment@cde.ca.gov).

## **Early Edge California Interactive Map Showing Current Efforts to Support Dual Language Learners**

Early Edge California created an interactive map of California's current efforts to support dual language learners.

The interactive map is available on the Early Edge California California's Current Efforts to Support Dual Language Learners web page at <https://earlyedgecalifornia.org/resources/efforts-to-support-dlls>. This web page also includes intro video and information on how to use the map.

If you have questions about this work, contact Early Edge California by phone at 310-695-5481 or by email at [info@earlyedgecalifornia.org](mailto:info@earlyedgecalifornia.org).

## **Assessment**

### **New Alternate ELPAC Accessibility and Accommodations Guidelines**

The CDE is pleased to announce that the new *Alternate ELPAC Accessibility and Accommodations Guidelines* is available on the ELPAC website at <http://elpac.org>. A companion to the *ELPAC Accessibility Resources for Operational Testing*, this document provides educators with additional guidance on maximizing accessibility for the Alternate ELPAC as well as support the selection of accessibility resources available for test administration. Educators will find this document highly useful during individualized education program meetings as they prepare for the 2021–22 Alternate ELPAC field test, which begins on November 1, 2021.

If you have questions about the ELPAC, contact the 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).

## **Biliteracy**

### **SDSU Awards First Global Seal of Biliteracy**

SDSU awarded the first SDSU Global Seal of Biliteracy in 2021. The Global Seal of Biliteracy is a digital badge that is awarded to SDSU students who demonstrate proficiency in a language other than English. Students seeking this distinction must demonstrate proficiency in the language through a standardized test that includes reading, writing, listening, and speaking and must also participate in a cultural and linguistic immersion experience.

For more information on the award and the first student to earn this distinction, see the article “Fowler Student First to Earn SDSU Global Seal of Biliteracy” available on the SDSU Fowler College of Business website at <https://business.sdsu.edu/about/news/articles/2021/03/fowler-student-first-to-earn-sdsu-global-seal-of-biliteracy>.

For more information on the Global Seal of Biliteracy visit the SDSU Global Seal of Biliteracy web page at <https://www.sdsu.edu/internationalaffairs/globalseal>.

## **Accountability**

### **LCAP Template, Annual Update and Expenditure Tables Now Available in Arabic, Chinese, and Spanish**

The LCAP Template, Annual Update and Expenditure Tables have been translated and are now available to download in the following languages: Arabic, Simplified Chinese, Traditional Chinese, and Spanish.

Please visit the CDE Local Control and Accountability Plan web page at <https://www.cde.ca.gov/re/lc/> to download these templates. Please note that the translations include the instructions for the LCAP and Annual Update Template.

The CDE would like to thank the California Association for Bilingual Education (CABE), with funding from the Sobrato Foundation, for their assistance with the translations.

For questions regarding the template translations, please email [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

## **Summer Learning**

### **Addressing the Impact of COVID-19 through Summer Learning and Enrichment**

On March 29, 2021, WestEd recorded a webinar hosted by ED and the Center to Improve Social and Emotional Learning and School Safety at WestEd.

The webinar’s focus was summer learning and enrichment that can be beneficial in meeting the social, emotional, mental health, and academic needs of students.

This archived online discussion, intended to elevate evidence-based components of high-quality summer learning and enrichment programs, describes how American Rescue Plan funds can be used to support program design and implementation, and how these opportunities can be

available this summer and beyond by building district capacity, which includes philanthropy and community-based partnerships.

To access the recorded webinar, visit the WestEd Webinars Addressing the Impact of COVID-19 through Summer Learning and Enrichment web page at

<https://www.wested.org/resources/addressing-the-impact-of-covid-19-through-summer-learning/#>.

## Resources

### Confronting COVID-19-Related Harassment in Schools Fact Sheet

The ED and the Department of Justice released *Confronting COVID-19-Related Harassment in Schools*, a fact sheet for students and families.

As President Biden wrote at the start of his presidency, in his Memorandum Condemning and Combating Racism, Xenophobia, and Intolerance Against Asian Americans and Pacific Islanders in the United States, “The Federal Government should combat racism, xenophobia, and intolerance against Asian Americans and Pacific Islanders and should work to ensure that all members of AAPI communities—no matter their background, the language they speak, or their religious beliefs—are treated with dignity and equity.”

This resource is one part of ED’s work to counter racism and ensure equity and equal opportunity for all.

This resource is available on the Office for Civil Rights website at

[https://www2.ed.gov/about/offices/list/ocr/newsroom.html?utm\\_content=&utm\\_medium=email&utm\\_name=&utm\\_source=govdelivery&utm\\_term](https://www2.ed.gov/about/offices/list/ocr/newsroom.html?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term) in English, Chinese-simplified, Chinese-traditional, Korean, Tagalog, and Vietnamese, with additional translations expected later this month.

### ED Office of English Language Acquisition English Learner Fact Sheets

The ED Office of English Language Acquisition released fact sheets on English learners by language and demographics. There are fact sheets on a variety of topics including English learners by language group, English learners with disabilities, educational outcomes, etc.

The new fact sheets that have been recently added are:

- Infographic: English Learners Who are Black
- English Learner Population by LEA
- English Learners in Gifted and Talented Programs
- Profile of English Learners in the United States.

You can access all of the fact sheets on the National Clearinghouse for English Language Acquisition Fact Sheets web page at <https://ncela.ed.gov/fact-sheets>.

## Californians Together Support for Immigrant and Refugee Students Free Curriculum and Materials

Californians Together published two phases of classroom lesson modules: (1) Fostering a Safe and Inclusive Learning Environment in California's PreK-12 Schools and (2) Supporting Resilience and Social Emotional Learning. These modules are designed to equip educators with instructional practices to provide students a foundation in social-emotional wellbeing. By applying the principles of a trauma-informed approach, the goal of our Phase II materials is to facilitate or begin the healing process among students who experience trauma.

Each classroom lesson module includes two lessons designed to engage students in:

1. Developing resilience, and
2. Participating in literature-based discussion centered on social and emotional learning themes.

The Classroom Lesson Modules for grades K–2, 3–5, and 6–12 are available now for free download on the Californians Together Support for Immigrant and Refugee Students: Fostering a Safe and Inclusive Learning Environment in California's PreK–12 Schools web page at [https://www.californianstogether.org/support-immigrant-refugee-students-2/?mc\\_cid=72055c3dfd&mc\\_eid=198a7ee687](https://www.californianstogether.org/support-immigrant-refugee-students-2/?mc_cid=72055c3dfd&mc_eid=198a7ee687).

## Webinars

### ***Improving Education for Multilingual and English Learner Students: Research to Practice Webinar, Chapter 4: Early Learning and Care for Multilingual and Dual Language Learners Ages Zero to Five***

**Date:** Tuesday, June 22, 2021, 3:30–5 p.m.

**Description:** The CDE Multilingual Support Division and the Region 15 Comprehensive Center at WestEd are hosting 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 are the featured presenters for each webinar. Webinar series information is available on the Improving Education: Research to Practice web page at <https://www.cde.ca.gov/sp/el/er/improvingmleeducation.asp>.

The recordings of webinars one through four in the series will be posted at a later date.

**Link:** To register for the final webinar in the series, go to <https://bit.ly/CDE-EL-06-22-21>.

## Multilingual California Alliance Project (MCAP) Innovations

Between February and July 2021, LEAs can explore eight research-based Professional Learning Innovations offered by the CABE and five county offices of education. Based on the initial identification of equity gaps through the Liberatory Design framework, LEAs will learn how to implement key Professional Learning Innovations (supporting Principles 1 and 2 of the English Learner [EL] Roadmap) to address gaps in EL opportunities and achievement across the PK–16

pipeline. The MCAP is part of the Educator Workforce Investment Grant (EWIG) awarded by the CDE.

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

### *Parent and Family Engagement Leadership Building Multilingual and Multicultural Communities*

**Date:** July 10, 2021, 9 a.m. to noon

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

**Link:** For session and registration information, please visit the MCAP website at <https://mcap.gocabe.org/innovation-parent-family-engagement-leadership-building-multilingual-and-multicultural-communities/>.

## **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/>.**

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