



English Learner Updates Newsletter: COVID-19 Edition (14)

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

Issue 16, October 16, 2020

Monthly Format:

This is the fourteenth 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:

- **Assessment:**
 - Initial English Language Proficiency Assessments for California (ELPAC) Extension
 - Senate Bill 820 and the Initial ELPAC: How to Proceed
 - Updated ELPAC Directions for Administration
 - Alternate ELPAC Input Requested
 - California Spanish Assessment (CSA) Development: California Spanish Educators Needed!
- **New Resources:**
 - Distance Learning Attendance Tracking Resources
 - Parent Engagement Module Series
 - Dual Language Learners Professional Development
 - Ethnic Studies Virtual Series
 - Collaborative for Academic, Social, and Emotional Learning (CASEL) Social and Emotional Learning (SEL) Video Series
- **Literacy:** Comprehensive State Literacy Plan: Public Comment Period Now Open

Continued:

- **Initiatives:** New “Education to End Hate” Initiative
- **Webinars:**
 - Recorded webinar: Facilitating English Learners’ Oral Language Development While Engaging in Distance Learning
 - Recorded webinar series: Educator Workforce Investment Grant (EWIG) Multilingual California Project (MCAP) and English Learner Roadmap Implementation for Systemic Excellence (EL RISE!) webinars
- **COVID-19 Resources**

Assessment

Initial ELPAC Extension

On September 22, 2020, a communication was sent to all local educational agency (LEA) ELPAC coordinators, announcing that Governor Newsom had signed SB 820, allowing for a 45-calendar-day extension to the Initial ELPAC 30-calendar-day requirement. SB 820 allows LEAs a total of **75 calendar days** to administer the 2020–2021 Initial ELPAC, officially score it, and provide the results to parents and guardians.

SB 820 also affects another statewide assessment, suspending the administration of the Physical Fitness Test (PFT) for the 2020–2021 school year. In addition, this bill waives the passage of the CAASPP English language arts requirement for the State Seal of Biliteracy for students graduating in 2020–2021.

For the full text of this bill, visit the California Legislative Information website at <https://leginfo.legislature.ca.gov>.

If you have questions about the ELPAC, contact the CDE English Language Proficiency and Spanish Assessments Office by email at elpac@cde.ca.gov or by phone at 916-319-0784.

If you have questions about the State Seal of Biliteracy, contact Gina Garcia Smith, Education Programs Consultant, English Learner Support Division, by email at SEAL@cde.ca.gov or by phone at 916-319-0265.

SB 820 and the Initial ELPAC: How to Proceed

Prior to the approval of SB 820, any LEA that was unable to assess a student within the student’s first 30 calendar days of enrollment was directed to document its attempts to do so, including the reasons assessment was not feasible, in the student’s cumulative file or the LEA’s student information system. Now that the bill has been signed into law, LEAs should continue to administer the Initial ELPAC to all newly enrolled students. If an LEA is unable to administer the assessment to a student within the 75-calendar-days established for the 2020–2021 school

year, it should document, in the student's cumulative file or the student information system, its attempts to assess and the reasons it was unable to do so.

Please note that the Test Operations Management System (TOMS) is currently programmed to send reminder emails to LEAs at the 30-calendar-day mark if a student has not been assessed with the Initial ELPAC. At this point, it is not necessary to take immediate action if your LEA receives that notification; simply keep in mind that LEAs have a full period of 75 calendar days from the first day of enrollment to administer the 2020–2021 Initial ELPAC and remain in compliance with the requirements of the law.

Also note that LEA staff can view the breakdown of the number of days outstanding beyond the enrollment date when they log on to TOMS. To identify the students who have not completed Initial ELPAC testing, the LEA ELPAC coordinator can go to the reports tab, choose "Initial ELPAC Reports," and then select the "Initial ELPAC Student Eligibility Report" to view the list of students who still need to be tested (students with an English language acquisition status of "TBD"). This report contains a column that calculates the number of days past the student's enrollment date.

If you have questions about the ELPAC, contact the CDE English Language Proficiency and Spanish Assessments Office by email at elpac@cde.ca.gov or by phone at 916-319-0784.

Updated ELPAC Directions for Administration

LEAs administering the computer-based Initial ELPAC to eligible students should be using the grade- or grade-span-specific Initial ELPAC *Listening, Speaking, Reading, and Writing Directions for Administration (DFAs)* as well as the *2020–2021 Initial ELPAC Online Test Administration Manual* available on the Initial ELPAC Test Administration web page at <http://elpac.org/test-administration/initial/>.

The speaking domain for all grades will be locally scored in the moment and then the test examiner will enter the student responses and scores into the Data Entry Interface (DEI). Test examiners have the option of entering speaking scores either directly into the DEI during the administration or entering the responses first on the score sheet during the administration and later into the DEI. The speaking score sheet, which is included on the same page as the writing score sheet in the kindergarten through grade two Writing Answer Book, should be stored in a secure location, and responses should be entered into the DEI as soon as possible. The new video available on the ELPAC Entering Student Responses and Scores into the DEI web page at <https://www.elpac.org/training/videos/entering-student-responses-and-scores-into-the-dei> provides guidance to test examiners in their role in the functions of the DEI.

LEA ELPAC coordinators were provided with access to the addenda to the DFAs in the Moodle Training Site. The addenda have been created to better support the consistent remote administration of the Initial ELPAC in kindergarten and grade one and the Summative ELPAC kindergarten Read-Along Story with Scaffolding test items. In the addenda, the instructions for items that ask students to identify the first word of a story or the direction in which the text should be read have been adapted for remote test administration.

To find all previous communications to LEA ELPAC coordinators, go to the ELPAC website at <https://www.elpac.org>, select the “Resources” tab, and then select “ELPAC Coordinator Emails.”

Alternate ELPAC Input Requested

Special education teachers who will administer the Alternate ELPAC Operational Field Test are needed to contribute to the Alternate ELPAC Standard Setting Meeting. Standard setting is an essential task where participating educators define specific expectations across the range of performance on the Alternate ELPAC standards and provide threshold-score recommendations, or cut scores, for each performance level on the Alternate ELPAC. This meeting will be held in two sessions:

- February 17–19, 2021, for kindergarten through grade two and
- February 22–24, 2021, for grades three through twelve.

Prior to the meeting, participants will be invited to participate in a brief pre-meeting to learn more about the process and to ensure everyone has the necessary technology for this remote meeting.

The validity of this assessment rests in this work. Your experience with the administration of the Alternate ELPAC is a necessary piece to fully participate in this task.

For more information on the standard setting process, visit the Educational Testing Service (ETS) Standard Setting: What Is it? Why Is It Important? web page at https://www.ets.org/research/policy_research_reports/publications/periodical/2008/guxo.

If you are interested in participating in the Alternate ELPAC Standard Setting Meeting or would like more information, contact Sue Vue at the Sacramento County Office of Education (SCOE) by phone at 916-228-2682 or by email at lvue@scoe.net.

CSA Development: California Spanish Educators Needed!

Are you a California Spanish educator? The CDE, in partnership with ETS and the SCOE, is recruiting California Spanish teachers for a series of opportunities related to assessment development. Educators who work with grades kindergarten through grade twelve and university educators are encouraged to apply. The next activity is right around the corner; the CSA Item Review Meeting, hosted by ETS, will run October 20 through 22, 2020. If you are interested in this professional development opportunity, apply as soon as possible!

The general minimum qualifications are as follows:

- Bachelor’s degree
- Knowledge of and at least three years of experience with the appropriate content area and student population

To apply, create an account in the CAASPP Opportunities to Get Involved web page at <https://caasppeducator.scoe.net>.

New Resources

Distance Learning Attendance Tracking Resources

The CDE is pleased to provide LEAs with a newly updated and optional resource to assist schools with meeting statutory requirements for tracking daily participation and engagement.

The new user guide for LEAs is available as a Word document for download from the CDE website directly at <https://www.cde.ca.gov/fg/aa/pa/documents/leaoptuserguide.docx>. This was developed in recent weeks in close collaboration with our partners in the Association of California School Administrators (ACSA), California Association of School Business Officials (CASBO), the California School Employees Association (CSEA), the California Federation of Teachers (CFT) and the California Teachers Association (CTA).

This new user guide is designed to provide LEAs a menu of options for tracking attendance and engagement. Most importantly, we hope this resource provides responsive solutions and reduces some stress at a time when educators need our support and flexibility.

If you have any questions about the user guide, please contact the CDE by email at attendanceaccounting@cde.ca.gov.

Parent Engagement Module Series

The CDE Migrant Education Office (MEO), in collaboration with WestEd, created the Parent Engagement Module Series for migratory parents to develop their capacity to support their children at school and at home. The MEO's State Service Delivery Plan, a framework for migrant education service delivery, identifies the need to support and increase parent and family engagement. All of the modules are intended to be presented by a facilitator but can also be viewed independently by parents.

The seven modules:

- Module 1: Facilitator Overview of Migrant Modules and Handouts
- Module 2: Using Positive Discipline to Be a More Effective Parent
- Module 3: Growing Self-Confident Children Through Goal Setting and Growth Mindset
- Module 4: School Systems and Multiple Cultures
- Module 5: Supporting Your Child to Be Successful in School
- Module 6: Understanding and Communicating with Your Teenager
- Module 7: Bullying—What It is and How to Help Your Child

The modules are available on the CDE Parent Engagement Modules Series web page at <https://www.cde.ca.gov/sp/me/mt/pem.asp>.

If you have questions about the modules, contact the Melissa Mallory, Education Programs Consultant, MEO, English Learner Support Division, by email at MMallory@cde.ca.gov or by phone at 916-319-0730.

Tools for Teachers Instructional Resources Website

On September 30, 2020, State Superintendent of Public Instruction Tony Thurmond announced the availability of Tools for Teachers from the Smarter Balanced Assessment Consortium, available on the Tools for Teachers website at <https://smartertoolsforteachers.org>. This easy-to-use website features lessons and strategies to support instruction, save teachers time in developing quality lessons, and help prepare students for college or career success.

The Tools for Teachers website focuses on the formative assessment process, which helps teachers identify where students are in their learning, where they are heading, and how they will reach their learning goals. More information on formative Assessment is available on the Tools for Teachers Understanding the Formative Assessment Process PDF available directly at <https://portal.smarterbalanced.org/library/en/formative-assessment-process.pdf>. All of the website's resources include recommended teaching strategies that support diverse learners and can be modified by teachers to meet instructional needs during in-person or distance learning.

This website was created in collaboration with hundreds of educators. It includes lessons, classroom activities, teaching strategies, professional learning, and links to additional Smarter Balanced resources. In addition, the website resources are designed in such a way that they can be used in conjunction with the Smarter Balanced Interim Assessment Blocks, which are optional assessments of students' progress toward meeting the English language arts/literacy and mathematics content standards.

Questions about the Tools for Teachers website should be referred to caaspp@cde.ca.gov.

Dual Language Learners Professional Development

The CDE Early Learning and Care Division (ELCD) offers the Dual Language Learners Professional Development Program (DLL-PD). State-funded early learning and care programs have access to this opportunity focused on DLL-PD. The funding for this professional development opportunity is from the Child Care and Development Fund (CCDF).

In response to the Budget Act of 2018, authorizing \$5 million for DLL-specific training activities, the CDE ELCD grants the funds to the following five professional development providers:

- Sobrato Early Academic Language (SEAL) A Pre-kindergarten–Grade Three Model
- Preschool Guided Language Acquisition Design (GLAD)
- Language Learning Project
- California State University, Channel Islands
- California Preschool Instructional Network (CPIN)

For information on these professional development opportunities, contact Luis Rios, Bilingual/Migrant Education Consultant, Learning Innovation and Improvement Office, ELCD, by phone at 916-445-4820 or by email at lurios@cde.ca.gov.

Ethnic Studies Virtual Series

On October 1, 2020, the State Superintendent announced that the CDE will build on the success of this summer's ethnic studies virtual classroom series with the launch of a second round of programming that will be broadcast live for thousands of students, families, and educators—and be provided to teachers across California as a package of online lessons that can be used in distance learning.

Educators are seeking ways to make public school a place where students can gain a more complete understanding of the contributions and experiences of our country's historically marginalized communities. State Superintendent Thurmond said that by building out a new and more comprehensive set of virtual lessons focused on the four core disciplines of ethnic studies—African American Studies, Asian American Studies, Chicano Latino Studies, and Native American Studies—teachers can begin introducing this instruction right away.

The next round of virtual ethnic studies sessions will feature live interactions between ethnic studies scholars and students demonstrating lesson plans broadcast on the CDE's social media accounts. Dates will be announced to school districts in the coming days.

After the live broadcasts, the archived videos will be posted on the CDE website with example lesson plans and sent to all school districts in California as a resource for any teacher that wants to use them as distance learning modules.

This resource is a continuation of the State Superintendent's virtual classroom program that began in July as a four-part series featuring civil rights icons, prominent ethnic studies instructors, and state leaders that engaged a diverse cross-section of students across California in the four core disciplines of ethnic studies.

The virtual classroom series may be found on the CDE Facebook page at <https://www.facebook.com/CAEducation>. The series includes the following recordings:

- July 7, 2020: Virtual classroom on African American Studies.
- July 14, 2020: Virtual classroom on Chicano Latino American Studies.
- July 21, 2020: Virtual classroom on Asian American Studies.
- July 28, 2020: Virtual classroom on Native American Studies.

CASEL SEL Video Series

CASEL has partnered with ThinkTV, the local Public Broadcasting Service (PBS) station in Dayton, Ohio, and the Montgomery County Educational Service Center (ESC) to create and share videos aimed at helping educators, students, parents, caregivers and community members. During a time of remote learning, these videos, available on the PBS Indicators for Schoolwide SEL web page at <https://www.pbslearningmedia.org/collection/schoolwide-sel>, are meant to increase awareness of and access to indicators of school-wide SEL. In addition to the school-wide indicators, the SEL video collection includes videos on the core competencies of SEL, available

on the PBS Core Competencies of SEL web page at <https://www.pbslearningmedia.org/collection/core-competencies-SEL>, and brain science videos with Bruce Perry, M.D., Ph.D., an international expert on trauma and its effects on the brain and behavior.

Support for this project comes from the Broadcast Educational Media Commission of Ohio, in partnership with the Ohio Department of Education.

To learn more, visit the PBS SEL web page at <https://thinktv.pbslearningmedia.org/collection/social-emotional-learning>.

Literacy

Comprehensive State Literacy Plan: Public Comment Period Now Open

The Instructional Quality Commission (IQC) has approved the draft Comprehensive State Literacy Plan for a public comment and review period. The draft plan, which is a key element of the CDE's work to implement a federal literacy grant, aligns and integrates state literacy initiatives, content standards, and state guidance documents to support teachers of students birth through grade twelve.

Interested parties may review the draft and complete a public comment survey on the CDE Comprehensive Literacy State Development Grant web page at <https://www.cde.ca.gov/pd/ps/clsd.asp>. The public comment survey will close on October 28, 2020. At its November 2020 meeting, the IQC will consider all feedback to inform potential revisions to the draft plan.

For questions about the Comprehensive State Literacy Plan, contact the Comprehensive Literacy State Development Grant Program by phone at 916-323-4630 or by email at CLSDP@cde.ca.gov.

Initiatives

New "Education to End Hate" Initiative

The State Superintendent announced a new, multifaceted "Education to End Hate" initiative designed to empower educators and students to confront the hate, bigotry, and racism rising in communities across the state and nation. Under a new effort outlined during a virtual press conference, the State Superintendent said that the CDE will lead a series of strategies—including educator training grants, partnerships with community leaders, and virtual classroom sessions—that leverage the power of education to create a more just society.

An archived broadcast of the full press conference can be viewed on the CDE's Facebook page at <https://www.facebook.com/CAEducation>.

Webinars

Facilitating English Learners' Oral Language Development While Engaging in Distance Learning

Date: Recorded September 1, 2020

Description: This archived webinar was sponsored by the Region 13 Comprehensive Center at WestEd, in collaboration with the New Mexico Public Education Department.

Explore the unique challenges and tangible tools and processes for supporting oral interactions and language development in distance learning environments designed to promote literacy development.

The following topics are addressed in this webinar:

- Oral language development and its importance for English learners
- Modeling of ways to scaffold and support English learners' oral language development in distance learning

Link: Webinar recording available on the WestEd Webinars web page at <http://bit.ly/OralLanguageWebinar>

MCAP Fall 2020 Webinar Series

Part I: Designated English Language Development (ELD): Sentence Unpacking in Small Groups Promoting Equity for English Learners During Distance and Hybrid Instruction

Description: This session is focused on distance learning teaching strategies for kindergarten through grade twelve that can be implemented during designated ELD to actively engage English learners in grade level core content instruction. This session was recorded on September 23, 2020.

Links: Webinar recording available on the California Association for Bilingual Education (CABE) YouTube channel at <https://youtu.be/luHV3-R7KTU>.

Presentation slides available on the MCAP Google Drive at <https://drive.google.com/file/d/1itTLweFeWvIHl4nQB1UufBwr2b179xlb/view?usp=sharing>.

Part II: Promoting Oracy in Spanish Instruction

Description: This session is conducted fully in Spanish with a focus on oral language development in a dual language classroom. This session will present a strategy that will promote the strategic use of academic language in the classroom. This session was recorded on October 7, 2020.

Link: Recording Coming Soon

EL RISE! Communities of Practice Webinar Series for Administrators

Description: This three-part leadership webinar 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. Webinars were recorded in August and September 2020.

Part I: Developing Learning Continuity and Attendance Plans that Embrace our English Learners

Links: Webinar recording available on the Californians Together YouTube channel at <https://www.youtube.com/watch?v=Modclw9qbks>.

Presentation slides available on the EL RISE! Google Drive at <https://drive.google.com/file/d/1nDIQXYppFFa2NalAwmyPRAFu2YqRn3hi/view>.

Part II: Reopening School Districts: Embracing Our English Learners

Links: Webinar recording available on the Californians Together YouTube channel at <https://californianstogether.box.com/s/imjvkpzd494xyglw3zunltce4dnro1p9>.

Presentation slides available on the EL RISE! Google Drive at https://drive.google.com/file/d/1jnL_QvkCyDdtb_BnmbS86ZQ76V2ul4G3/view?usp=sharing.

Part III: Supporting Families and Knitting Strong Home-School Partnerships in Pandemic Era

Links: Webinar recording available on the Californians Together YouTube channel at <https://californianstogether.box.com/s/igqbe8g9azeostjsd5jta0xrsgt0hkqb>.

Presentation slides available on the EL RISE! Google Drive at <https://californianstogether.app.box.com/s/6dqq1knyyae0twgwojdme3y66pibdj4u>.

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

Description: This is a three-part teacher webinar series recorded in September 2020. 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.

Part I: Welcoming, Affirming, and Inclusive Classrooms for English Learners

Links: Webinar recording available on the Californians Together YouTube channel at <https://californianstogether.box.com/s/dhrqOfw6i1fkgefidx5rrdpbbapw23am>.

Presentation slides available on the EL RISE! Google Drive at <https://californianstogether.box.com/s/fbomg9dgtveogynzerggg1n8sm5aaw1i>.

Part II: Critical Conditions for English Learners in Distance Learning

Links: Webinar recording available on the Californians Together YouTube channel at <https://californianstogether.box.com/s/qwjzeaoos1po9s70hql7m66k0dvv54zw>.

Presentation slides available on the EL RISE! Google Drive at <https://californianstogether.box.com/s/d6zf2ndfx14f74m6fx07jrfmgsvnc6r2>.

Part III: Creating and Sustaining Family Partnerships in Distance Learning

Links: Webinar recording available on the Californians Together YouTube channel at <https://californianstogether.box.com/s/80yd2ohbzjs32s2zgo83us7l5bypms2x>.

Presentation slides available on the EL RISE! Google Drive at <https://californianstogether.box.com/s/p3dj85ydxfasjw5jwc3l47n9qfvmjp1o>.

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 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/>.

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.

