LANGUAGE EDUCATION NETWORK

August 28, 2020

Santa Barbara
County Education Office
Susan C. Salcido, Superintendent

BILINGUAL COORDINATORS NETWORK (BCN)

UPDATES

FEDERAL PROGRAM MONITORING

Technical Assistance

Federal Program Monitoring (FPM)

- **September 2020 through January 2021 FPM Reviews:**
  - Will be conducted remotely

- **February through June 2021 FPM reviews:**
  - Will be determined in November if remote or in-person
  - December 9–11, 2020: Virtual training for spring FPM reviews

Questions? Contact the FPM Office by email at FPMoffice@cde.ca.gov

Regional Technical Assistance Meetings

- **August 27–28, 2020**: San Diego County Office of Education (COE)
- **September 9, 2020**: Santa Clara COE
- **September 15, 2020**: Los Angeles COE
- **September 30–October 1, 2020**: Riverside COE
- **October 7, 2020**: Butte COE
- **October 8, 2020**: Contra Costa COE
- **October 16, 2020**: San Joaquin COE
- **November 6, 2020**: Sonoma COE
- **December 4, 2020**: Kern COE

Regional Technical Assistance Schedule:
https://bit.ly/BCNDocuments

CDE ENGLISH LEARNER SERVICES DURING COVID 19 & RESOURCES

Frequently Asked Questions (FAQ)

California Context
Frequently Asked Questions

Providing Services to English Learners During the COVID-19 Outbreak Fact Sheet (May 2020)

- English Learner Entrance Requirements (Remote Identification)
- Annual Summative English Language Proficiency Assessments for California (ELPAC)
- Providing Services to English Learners
- Use of Title III Funds
- Reclassification (Exit) Procedures
- Parents of English Learners
- Resources

CDE English Learner Services During COVID-19 FAQs (Guidance Tab):
https://www.cde.ca.gov/sp/el/er/elservicescovid.asp

CDE Resources for COVID-19

CDE Coronavirus Response and School Reopening Guidance:
https://www.cde.ca.gov/ls/he/hn/coronavirus.asp



CDE Distance Learning:
https://www.cde.ca.gov/ci/cr/dl/index.asp

CDE English Learner Support Division (ELSD) COVID-19 Resources: https://www.cde.ca.gov/sp/el/er/covidelresources.asp

CDE English Learner Support Division and Parent Newsletters:
https://www.cde.ca.gov/sp/el/er/elnewsletters.asp

LEARNING CONTINUITY AND ATTENDANCE PLAN

Planning Tool from EL RISE (Californians Together)

California Department of Education, July 2020

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
[Insert LEA Name here]	[Insert Contact Name and Title here]	[Insert Email and Phone here]

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

[Respond here]

Due: September 30, 2020

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

[Respond here]

[A description of the options provided for remote participation in public meetings and public hearings.]

[Respond here]

Tool #1 for Learning Continuity Plan webinar

EL RISE! Reflection and Planning Tool for Administrators
"Developing Learning Continuity and Attendance Plans that Embrace our English Learners" webinar

Best practices for English learners in Distance Learning	*EL Roadmap Principle**	*Examples of Actions*	*Where it fits in the LCA Template*
Create schedules and resource allocation plans **prioritizing students with greatest needs - including English learners** – including additional learning time, in person assistance, ensuring provision of designated and integrated ELD	*2*	Dedicated Designated ELD time in all delivery models, and Integrated ELD in all delivery models Extra periods for small group designated ELD Targeted instructional support for students who have experienced learning loss through: learning hubs, individual tutoring, small group instruction, time set aside for assessing English proficiency, etc. Extended learning enrichment sessions in home language	Pupil Learning Loss Continuity of Learning: In-person instructional offerings, *and* Distance learning Pupil Learning Loss
Establish relationships and mechanisms for **ongoing stakeholder input and communication** to inform planning and improvement (with students, teachers and staff, families, community)	1	Translation/interpreters for DELAC meeting and input sessions Scheduled Student Listening sessions (in student home languages) at regular intervals in school year – how is it going Specific outreach to parents who did not connect initially. Find out what they need to be engaged and what they need from the district.	Pupil and Family Engagement and Outreach Stakeholder Engagement *Note: LEAs are expected to respond to the DELAC in writing regarding DELAC recommendations, including where those recommendations & responses appear in the*

DISTANCE LEARNING INSTRUCTION PLANNING GUIDANCE

California Department of Education

California Department of Education: Distance Learning Instruction Planning Guide
(released August 24, 2020)

Guidance Related to English Learner Programs and Services

1. For English learners, this means of checking for understanding should include opportunities to have oral conversations to elaborate on the language necessary to articulate what is understood and ask questions for clarifying what is not fully comprehended. (Pg. 4)

2. Educators will need to be especially in tune with language needs and provide sufficient language scaffolds to ensure the student can participate fully in the development of content and the development of the necessary linguistic structures to meet the language demands of the lesson. Integrated ELD is critical for English learners' access to the material and should be an integral part of the lesson planning and delivery process in all subjects. Structures may need to be in place to provide support for students that may not have an English-speaking adult or family member to support applied learning. (Pg. 4)

3. Some English learners may need materials in the primary language to support their independent learning. (Pg. 4)

4. In the context of a multilingual program, instructional minutes in each language should be aligned to the percentage of minutes dedicated to that language based on the program design. For example, if 80 percent of the instructional minutes in a dual-language immersion program are dedicated to Spanish, then 80 percent of the 230 instructional minutes in a third-grade classroom should be dedicated to Spanish instruction and interaction. (Pg. 4)

5. For example, provide a recorded lecture, two or three videos, and two readings about the topic. (Pg. 5)

6. It is also important to establish the ELD program expectations, schedules, and guidance as to how to make sure both designated and integrated ELD is provided consistently throughout all subjects. (Pg. 7)

7. Provide professional learning on integrated and designated ELD in the distance learning context and ensure that all staff are aware of the requirement that both integrated and designated ELD are provided to English learners. (Pg. 8)

8. Provide ongoing professional learning on integrated and designated ELD in the distance learning context and time for teachers to collaborate on addressing the needs of English learners (successes and next steps). (Pg. 9)

9. As a staff, use the ELA/ELD Framework and the ELD standards to ensure that instructional materials include both integrated and designated ELD for English learners. Integrated ELD should be provided in all subject areas. (Pg. 10)

RECLASSIFICATION

Criterion 4

Frequently Asked Question:

For those students who scored Overall Performance Level 4 on the 2018-2019 ELPAC, but the LEA was unable to complete the reclassification process prior to the 2019-2020 school closures, can the process be completed in 2020?

Yes, you may complete the process of reclassifying those students using those scores, the timeline has been extended until December 2020.

English Learners are Reclassified as Fluent English Proficient (RFEP) when targets in the following four criteria are met:

1. English Language Proficiency
2. Teacher Evaluation
3. Parental Opinion and Consultation
4. Student Performance on Basic Skills

Criterion 4: Basic Skills

Comparison of student performance in basic skills (compared against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age).

- How is “basic skills” defined?
- Who is in the comparison group?
- How often are tests administered and how often are comparisons made and adjusted?

Reclassification Criterion 4: *Basic Skills for 3rd Grade* & Reclassification Rates for 2019-2020

	Barstow Unified	San Francisco Unified	Bakersfield City
Criterion 4: Basic Skills	**Grades K-3rd:** English Language Arts: Grade Level Appropriate DRA Reading Level met or exceeds standards; Mathematics: Appropriate Grade Level Benchmark at a Score of 3 or better- Standard Met at 64% or higher	**3rd Grade:** Fountas & Pinnell (Meets Expectations, Approaches Expectations) or Reading Inventory (400-499, 500 and above)	**Grades 1-3:** nearly met, met, or exceeded on district ELA assessment
Reclassification Rate	7.8%	8.9%	14.7%

LONG-TERM ENGLISH LEARNERS

2019-2020 Data

2019–20 AR-LTEL and LTEL Data Reports

- For 2018–19, the criteria to use EL Proficiency assessment data could not be used to determine EL students who are considered AR-LTEL or LTEL because two years of English Language Proficiency Assessments for California (ELPAC) Summative Assessment results are required. For 2019–20, **two years** of ELPAC Summative results were available.

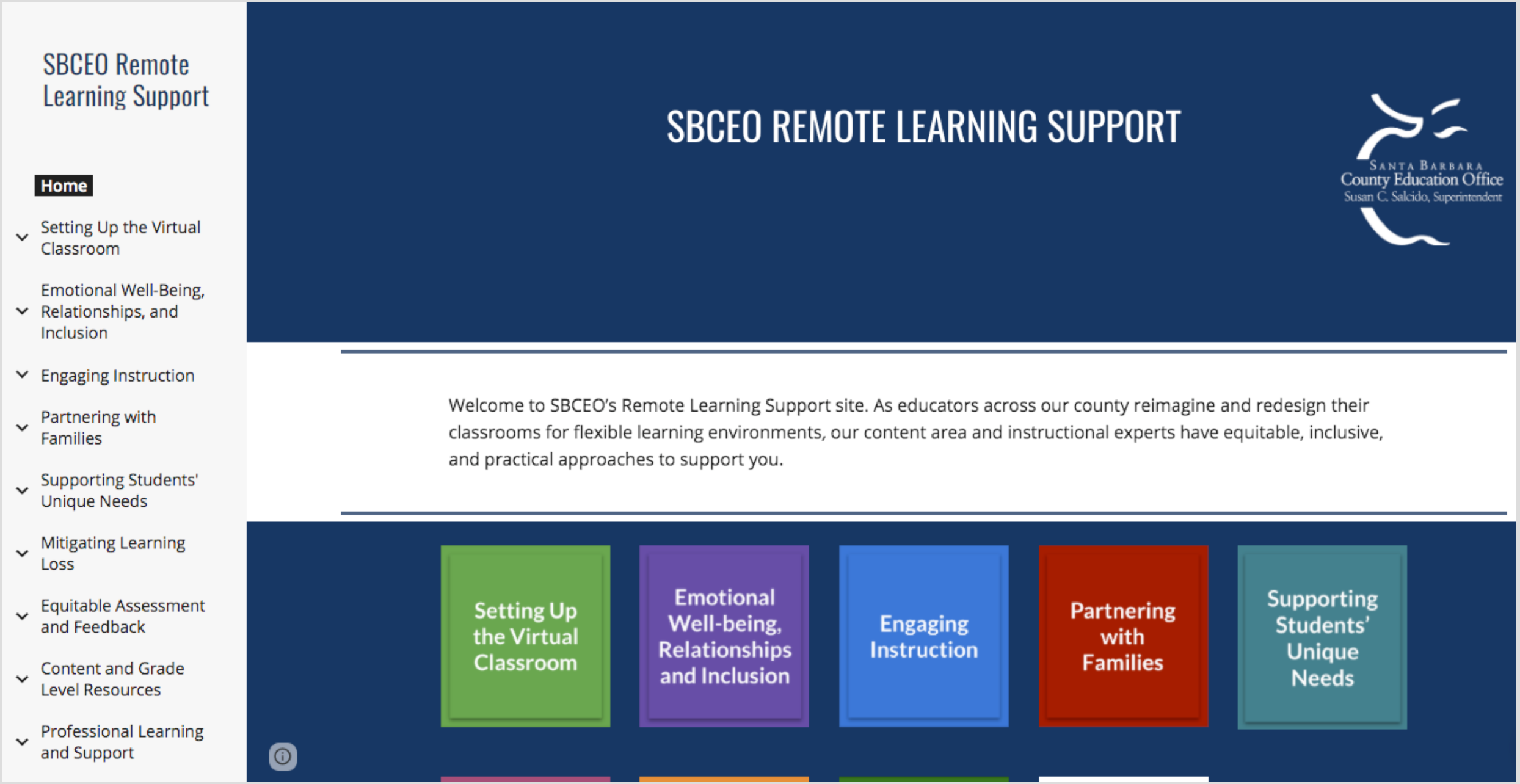
Statewide AR-LTEL and LTEL by Grade

- Dataquest report web page: https://dq.cde.ca.gov/dataquest/longtermel/EverElType.aspx?cds=00&agglevel=State&year=2019-20
- Downloadable data files web page: https://www.cde.ca.gov/ds/sd/sd/filesltel.asp

LTEL and AR-LTEL Counts By EL Type and Year

EL Type	2016–17	2017–18	2018–19	2019–20
LTELs	230,119	218,135	342,983	204,042
AR-LTEL	152,669	144,146	220,738	130,783
EL 4+ Years Not At-Risk or LTEL	265,929	250,479	24,379	236,394

PROFESSIONAL LEARNING OPPORTUNITIES & RESOURCES



https://tinyurl.com/sbceoremote

Fall Webinar Series for Teachers

Welcoming, Inclusive and Affirming Classrooms for English Learners: September 2, 2020, and September 9, 2020

Critical Conditions for English Learners in Distance Learning: September 16, 2020, and September 23, 2020

Creating and Sustaining Family Partnership in Distance Learning: September 24, 2020, and September 30, 2020

Register for webinars at: https://bit.ly/3fAt6Rj

For more information, contact Dr. Margarita Gonzalez-Amador, EL RISE! Project Administrator, at margarita@californianstogether.org.

Fall Webinar Series For Administrators

Supporting Families and Knitting Strong Home-School Partnerships in a Pandemic Era

- Tuesday September 29, 2020, 4–5:30 p.m.
- Register at https://bit.ly/3g8jGxr

Previously held webinars (recorded) will be available soon:

- Developing Learning Continuity and Attendance Plans that Embrace our English Learners
- Reopening School Districts: Embracing Our English Learners

For more information, contact Dr. Margarita Gonzalez-Amador, EL RISE! Project Administrator, at margarita@californianstogether.org.


THANK
YOU