California System of Support:
SELPA Content Lead:

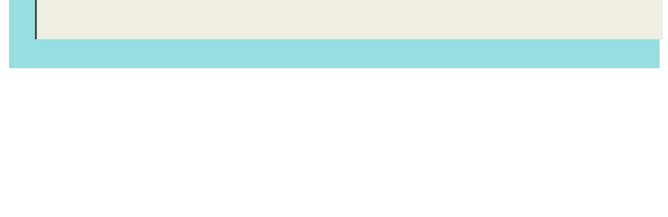
IMPROVING OUTCOMES FOR ENGLISH LEARNERS WITH DISABILITIES

2020 Fall/Winter Newsletter

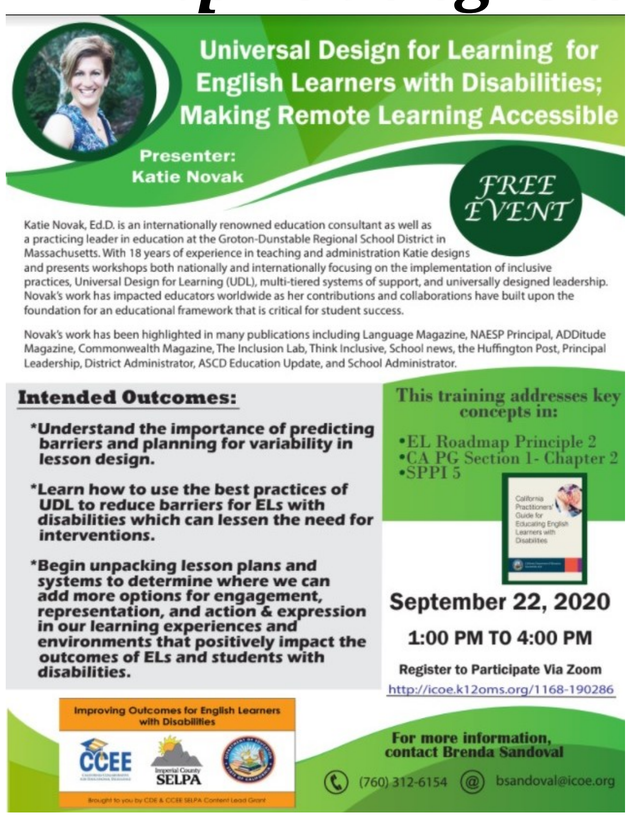
October 2020

In the recent months Special Education Local Plan Areas (SELPAs) have been working tirelessly to advocate on behalf of the special education community. SELPAs strive to ensure access and positive outcomes for student with disabilities, through consultation & technical assistance as provided to their respective local educational agencies (LEAs) and/or County Offices of Education (COEs).

The Imperial County *Improving Outcomes for English Learners with Disabilities* SELPA content-lead team continues to assist SELPAs, and their respective LEAs and COEs with technical assistance regarding the implementation of specialized services for English learner students (ELs) with disabilities during the COVID-19 pandemic. As students participate in Distance Learning, Hybrid learning, or in-person cohorts on school-sites, our commitment to the field is constant. The Imperial County *Improving Outcomes for English Learners with Disabilities* SELPA content-lead team is available to help practitioners in the field by providing collaborative consultative services and professional development. Keeping the varied needs of ELs with disabilities at the forefront of everyone's mind is our goal as we work to assist others with the implementation of effective evidenced-based practices. We hope that you will stay connected with us, by visiting our website: https://www.icoe.org/selpa/el-swd or by emailing our team: improvingoutcomes_EL_SWD@icoe.org

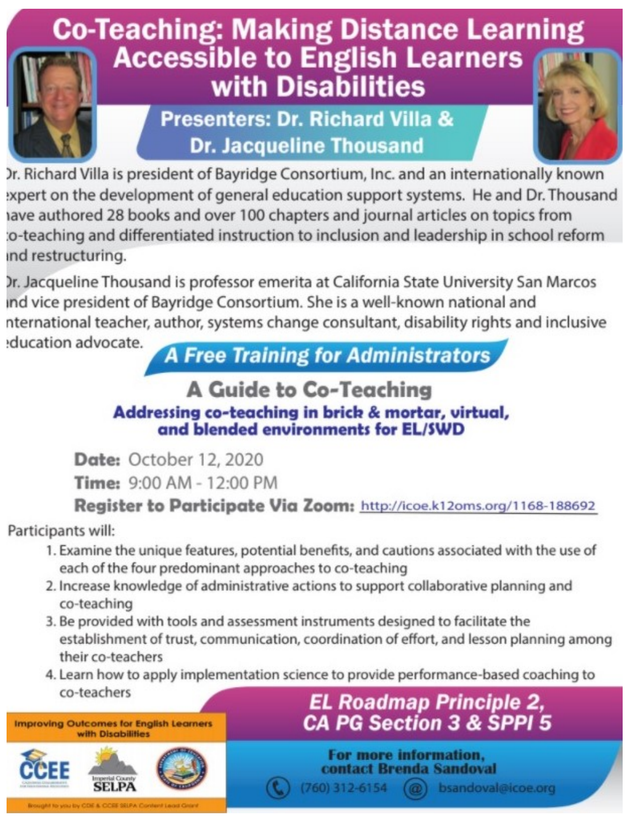


Recent events hosted by the *Improving Outcomes for ELs with Disabilities* team

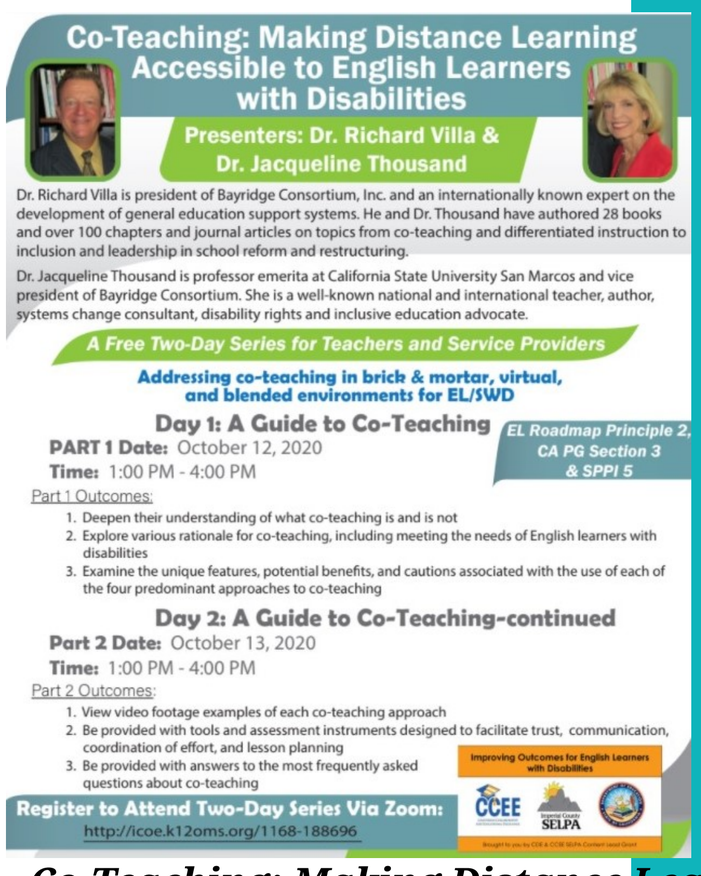


UDL for ELs with Disabilities: Making Remote Learning Accessible

To access the presentation materials & recording on our website, please use this link: https://bit.ly/ImperialUDLELL



Co-Teaching: Making Distance Learning Accessible to ELs with Disabilities for Administrators



Co-Teaching: Making Distance Learning Accessible to ELs with Disabilities for Teachers: 2 part series

To access the presentation materials & resources for all Co-Teaching sessions, please use this link: https://drive.google.com/drive/folders/1TYLIRahj1arKTkbvOKtBilclHVygflmJ?usp=sharing

California Department of Education (CDE):

California Assessment of Student Performance & Progress (CAASPP)
&
English Language Proficiency Assessments of California (ELPAC)

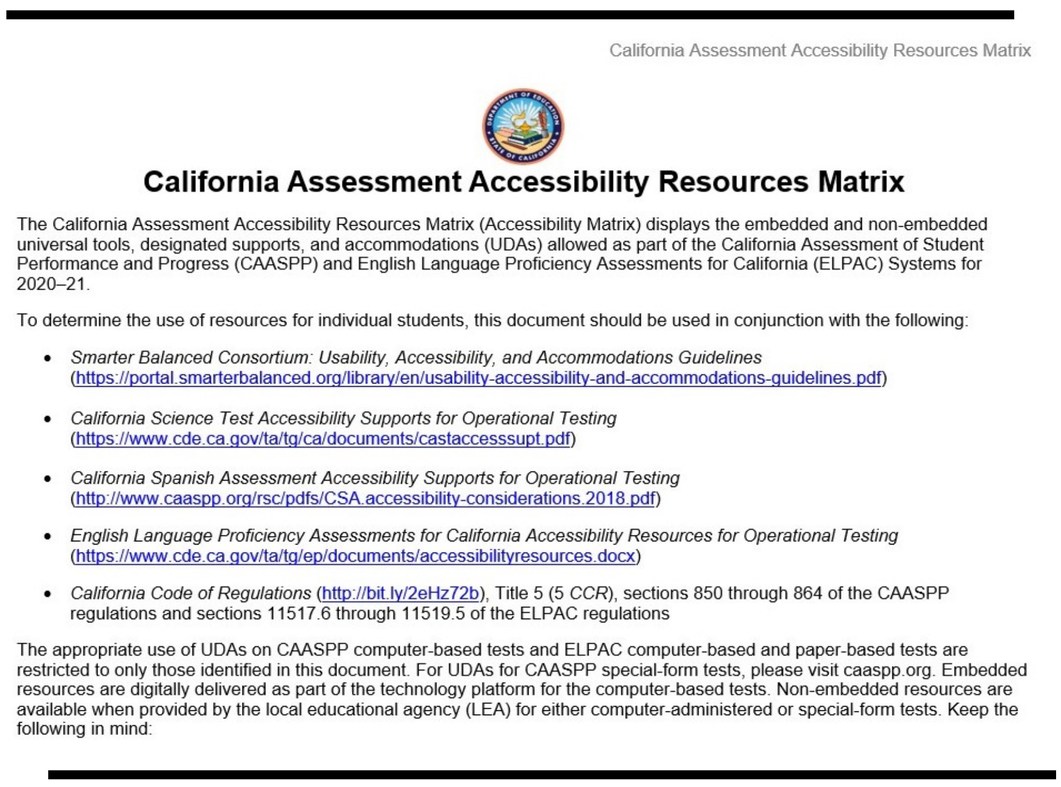
+UPDATES+

Visit caaspp.org
Click here >

Visit ELPAC.org
Click here >

[CAASPP Accessibility Resources]

The *NEW* California Assessment Accessibility Resources Matrix (Accessibility Matrix) displays the embedded and non-embedded universal tools, designated supports, and accommodations (UDAs) allowed as part of the California Assessment of Student Performance and Progress (CAASPP) and English Language Proficiency Assessments for California (ELPAC) Systems for 2020–21.



California Assessment Accessibility Resources Matrix

California Assessment Accessibility Resources Matrix

The California Assessment Accessibility Resources Matrix (Accessibility Matrix) displays the embedded and non-embedded universal tools, designated supports, and accommodations (UDAs) allowed as part of the California Assessment of Student Performance and Progress (CAASPP) and English Language Proficiency Assessments for California (ELPAC) Systems for 2020–21.

To determine the use of resources for individual students, this document should be used in conjunction with the following:

- *Smarter Balanced Consortium: Usability, Accessibility, and Accommodations Guidelines* (https://portal.smarterbalanced.org/library/en/usability-accessibility-and-accommodations-guidelines.pdf)
- *California Science Test Accessibility Supports for Operational Testing* (https://www.cde.ca.gov/ta/tg/ca/documents/castaccesssupt.pdf)
- *California Spanish Assessment Accessibility Supports for Operational Testing* (http://www.caaspp.org/rsc/pdfs/CSA.accessibility-considerations.2018.pdf)
- *English Language Proficiency Assessments for California Accessibility Resources for Operational Testing* (https://www.cde.ca.gov/ta/tg/ep/documents/accessibilityresources.docx)
- *California Code of Regulations* (http://bit.ly/2eHz72b), Title 5 (5 *CCR*), sections 850 through 864 of the CAASPP regulations and sections 11517.6 through 11519.5 of the ELPAC regulations

The appropriate use of UDAs on CAASPP computer-based tests and ELPAC computer-based and paper-based tests are restricted to only those identified in this document. For UDAs for CAASPP special-form tests, please visit caaspp.org. Embedded resources are digitally delivered as part of the technology platform for the computer-based tests. Non-embedded resources are available when provided by the local educational agency (LEA) for either computer-administered or special-form tests. Keep the following in mind:

2020-21 Initial ELPAC

In September, Senate Bill 820 was signed by Governor Newsom, 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. Thus, 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. For more information, please visit the ELPAC website:
http://elpac.org/about/covid-19/

2020–21 ELPAC Information Guide

The new 2020–2021 ELPAC Information Guide is available on the CDE ELPAC web page at https://www.cde.ca.gov/ta/tg/ep under the “Resources and Communication Materials” heading. The guide includes a “What’s New” section, which covers the following topics:

- Alternate ELPAC
- Receiving ELPAC Results
- Using Initial and Summative Assessment Results
- Initial ELPAC Domains and Task Types
- Summative ELPAC Domain and Task Types

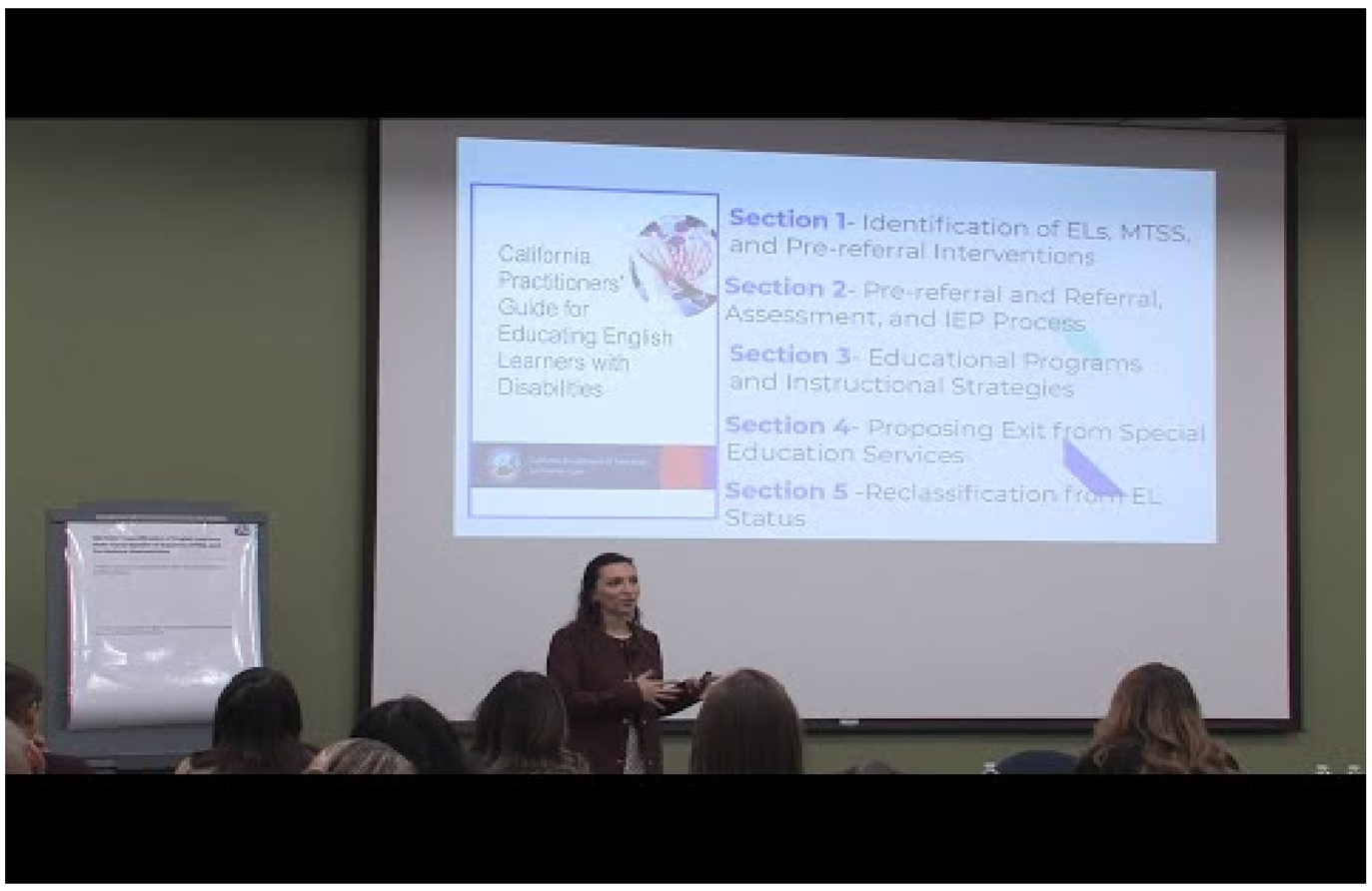
CDE Updates Continued

Alternate ELPAC Operational Field Test, *Coming Soon!* January 2021

California will have a statewide assessment of English proficiency for students with the most significant cognitive disabilities, giving them the opportunity to more accurately demonstrate their progress toward English language proficiency.

- The Alternate ELPAC is an online test aligned to Connectors adapted from the 2012 California English Language Development Standards.
- Alternate ELPAC Task type definitions can be found by clicking here.
- The Alternate ELPAC consists of an initial assessment used as a screener for incoming students to classify students as English learners & a Summative Assessment used to measure progress in developing English proficiency and to inform reclassification decisions.
- The ELPAC website now contains an Alternate ELPAC Frequency Asked Questions (FAQ)s page; visit the *NEW* Alternate ELPAC FAQ, by clicking here.
- LEAs, educators, and parents will be able to provide students better support using data from the Alternate ELPAC. Click here to review: CDEs Alternate Assessment IEP Team Guidance.
- The Alternate ELPAC will also help inform decisions on reclassification & assist in providing proper instruction to EL students with the most significant cognitive disabilities.
- Please click here, for the Alternate Assessment Decision Confirmation Worksheet.
- Please Note: LEAs will continue to use their locally determined Alternate English Language Proficiency assessments Fall of 2020.

If you are interested in learning more about the needs of ELs with significant cognitive disabilities, please watch the previously recorded professional development event: *Meeting the Needs of ELs with Moderate & Severe Disabilities*. To access the presentation materials, please click here.



California Department of Education (CDE):

English Learner Support Division (ELSD)

+Highlights+

View the Monthly CDE ELSD Newsletters
Click here >

Distance Learning:

Guidance on Best Practices for Distance Learning Instructional Planning

The CDE released a new tool—Guidance on Best Practices for Distance Learning Instructional Planning. The new guidance document offers suggestions in four key areas: clear definitions of instructional models and language, an overview of required daily minutes for the 2020–21 school year and considerations for instruction both with and without live interaction, research-based principles to consider in preparation for school re-opening, and ideas for how educators may structure learning. Other topic areas include digital platforms and assessments, along with ways to support families and staff. **This new guidance also includes information on the provision of ELD during distance learning.**

Webinar

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

The following topics are addressed in this archived webinar:

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

Link: Recording is available on the WestEd Webinars web page at http://bit.ly/OralLanguageWebinar



Links to Resources Relevant to English Learners

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.

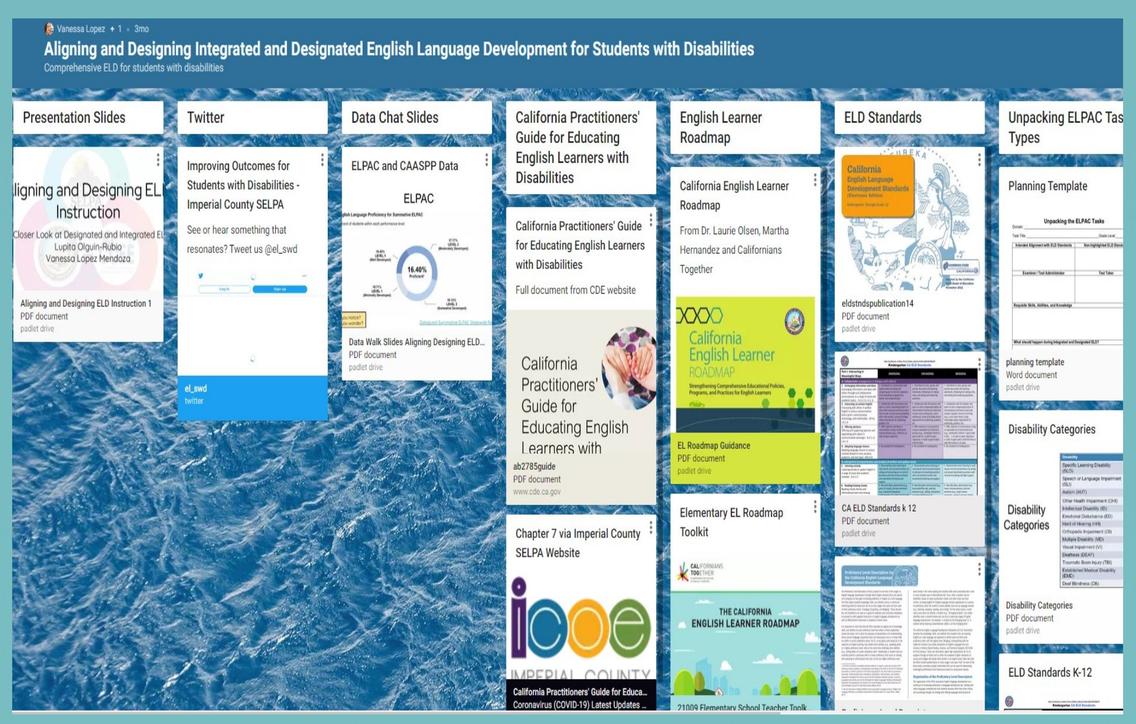
For questions regarding English learner programs and services, please contact the English Learner Support Division by email at ELSD@cde.ca.gov or by phone at 916-319-0938. You may also visit the CDE English Learners web page at https://www.cde.ca.gov/sp/el/.

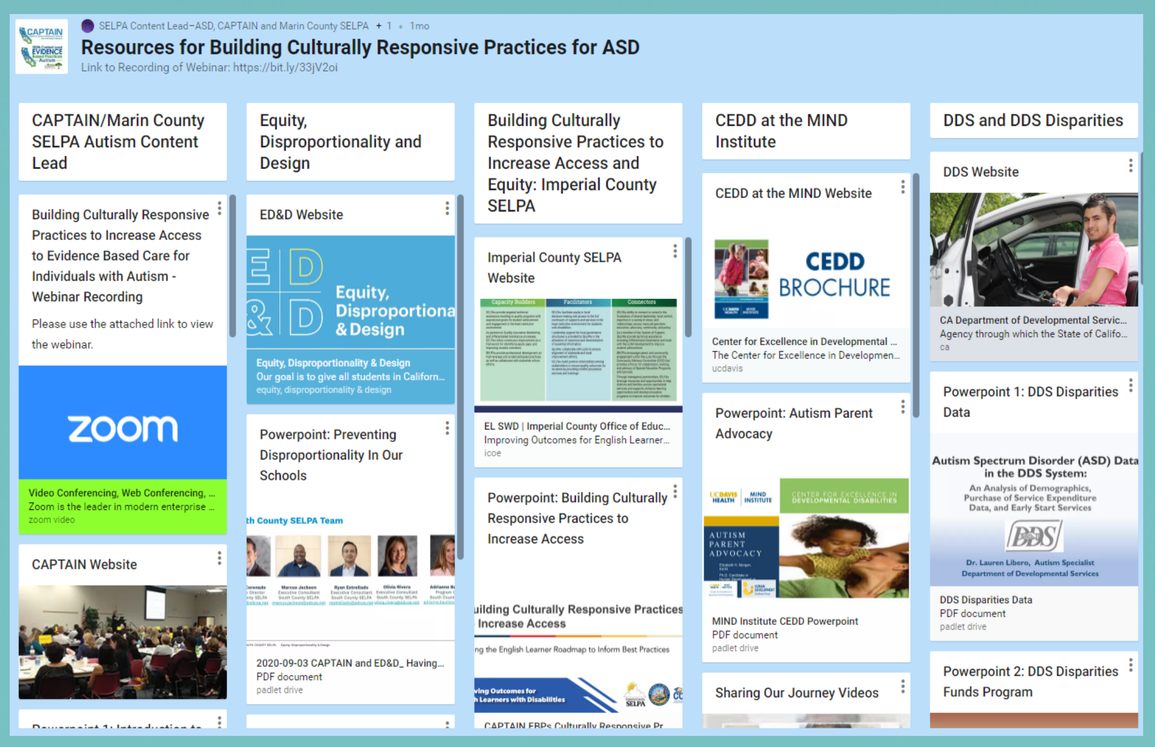
To subscribe to the EL Updates Listserv and receive there newsletters along with other updates, send a blank email to join-english-learner-updates@mlist.cde.ca.gov.



For information and resources related to *Distance Learning & ELs with Disabilities*, *Aligning & Designing Designated & Integrated ELD for ELs with Disabilities* and *Resources for Building Culturally Responsive Practices for ASD*, view our Padlets by visiting the Resources page on our website.







For a brief video tour of how to navigate through the many resources found on our website, please click here.



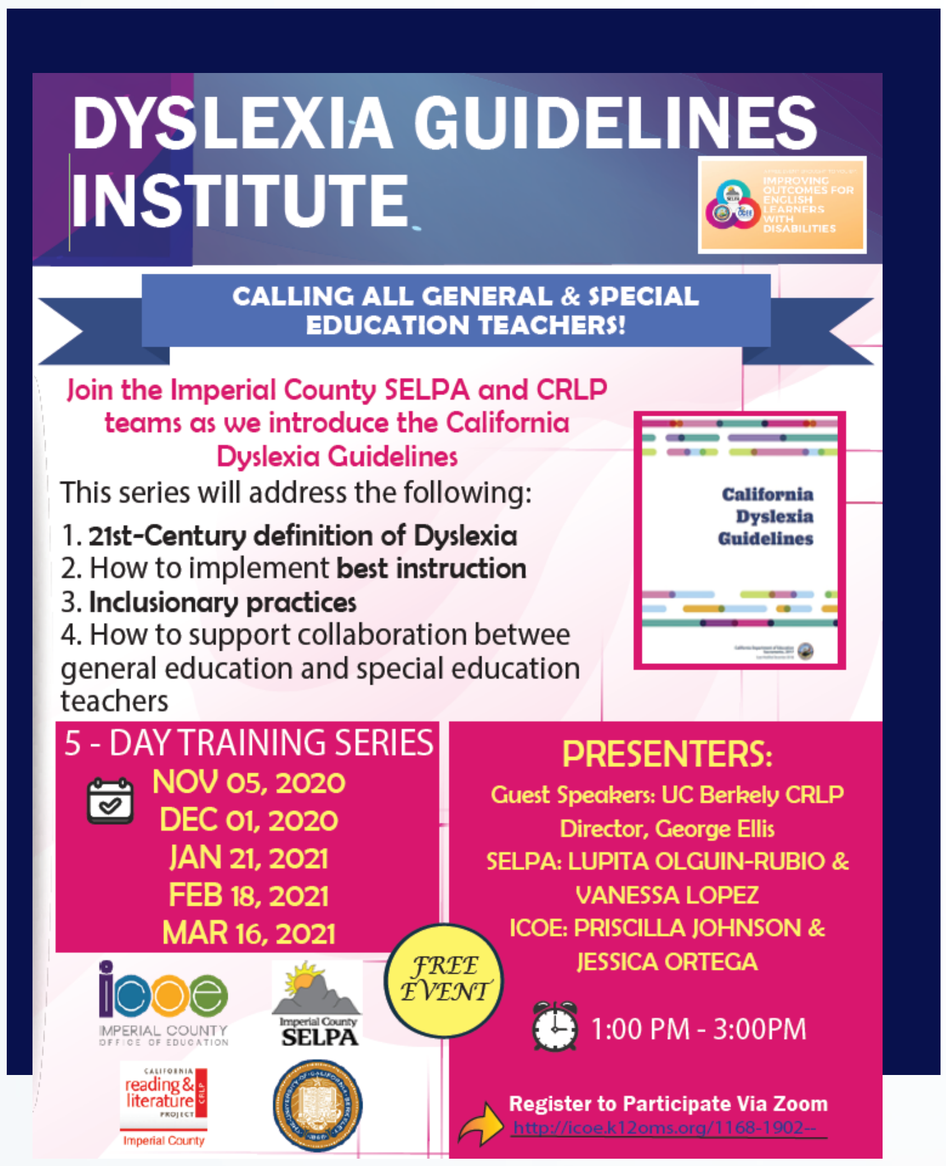
Subscribe to receive future Newsletters, event flyers & highlights from the *Improving Outcomes for English Learners with Disabilities* Imperial County SELPA content-lead team, please visit our website: https://www.icoe.org/selpa/el-swd/newsletter

Upcoming Events

Please join us! **October 27th & 29th for a 2-part series.**
Part 1 of the series is: ***Meeting the Needs of English Learners & English Learners with Disabilities***
followed by Part 2:
Literacy Development & English Learners with Disabilities.

To register please Click Here,
or use this link:
https://icoe.k12oms.org/1168-191547



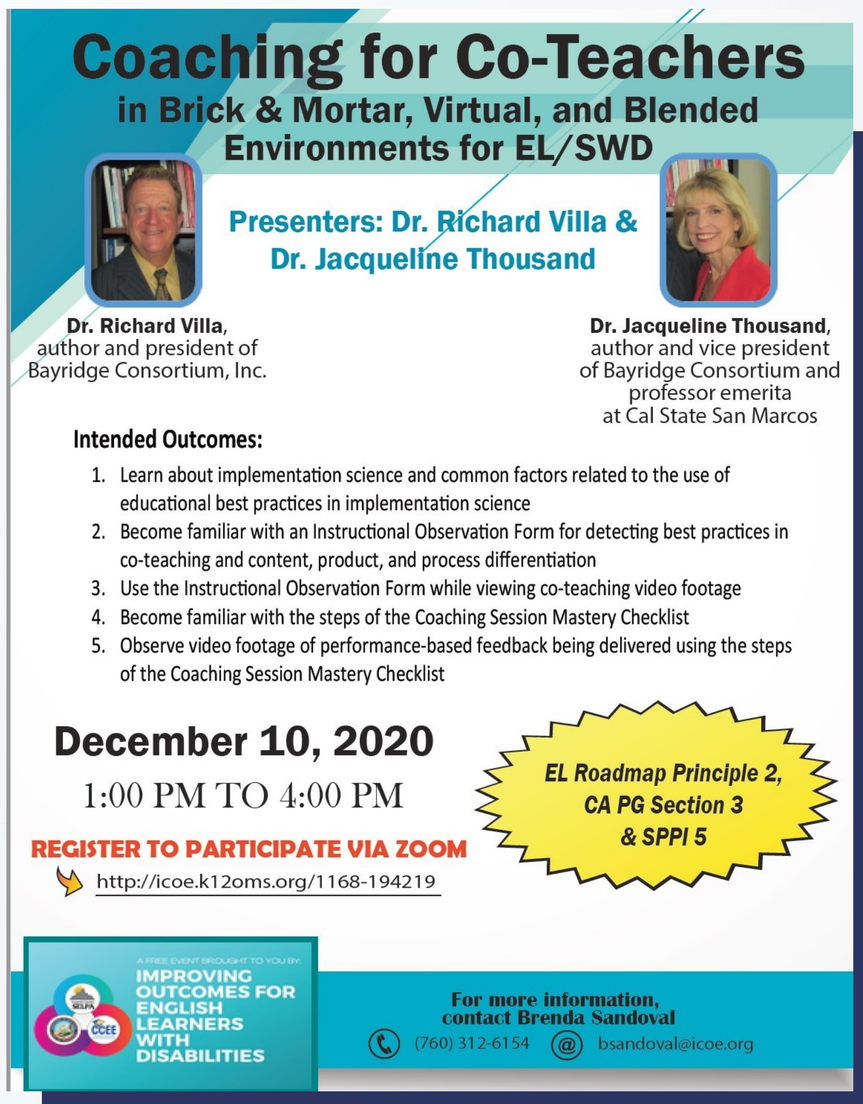


Beginning on **November 5th** the *Improving Outcomes for English Learners with Disabilities* Imperial County SELPA content-lead team, along with the Imperial County Office of Education Curriculum Department will host a 5-part series: **Dyslexia Guidelines Institute**; a focus on English Learners. Featured guest speaker is: George Ellis, of the CA Reading & Literacy Project (CRLP) at UC Berkeley.

To register please Click Here,
or use this link:
https://icoe.k12oms.org/1168-195028

On **December 10th** the *Improving Outcomes for English Learners with Disabilities* Imperial County SELPA content-lead team, will have the honor of hosting Dr. Villa & Dr. Thousand once more for: ***Coaching for Co-Teachers in Brick & Mortar, Virtual, and Blended Environments for English Learners with Disabilities***.

To register please Click Here,
or use this link:
https://icoe.k12oms.org/1168-194219



https://www.icoe.org/selpa/el-swd

5 Stops to Help Meet the Needs of English Learners with Disabilities

Need supports for individuals as well as teams in meeting the needs for dually identified students? Here are five stops on our website developed to support our collective commitment to meet the needs of all English learners with disabilities.

1 View our Training Modules

Our team has developed training modules as well as hosting experts in the field to speak on a variety of topics specific to English learners with disabilities.



2 Access the Practitioners' Guide

Navigate through the guide utilizing multiple entry points designed to meet the needs of practitioners depending on role and topic of interest in meeting the needs of dually identified students.

The Practitioners' Guide has a series of Frequently Asked Questions (FAQs) that align with the topics each chapter addresses! Access them HERE!



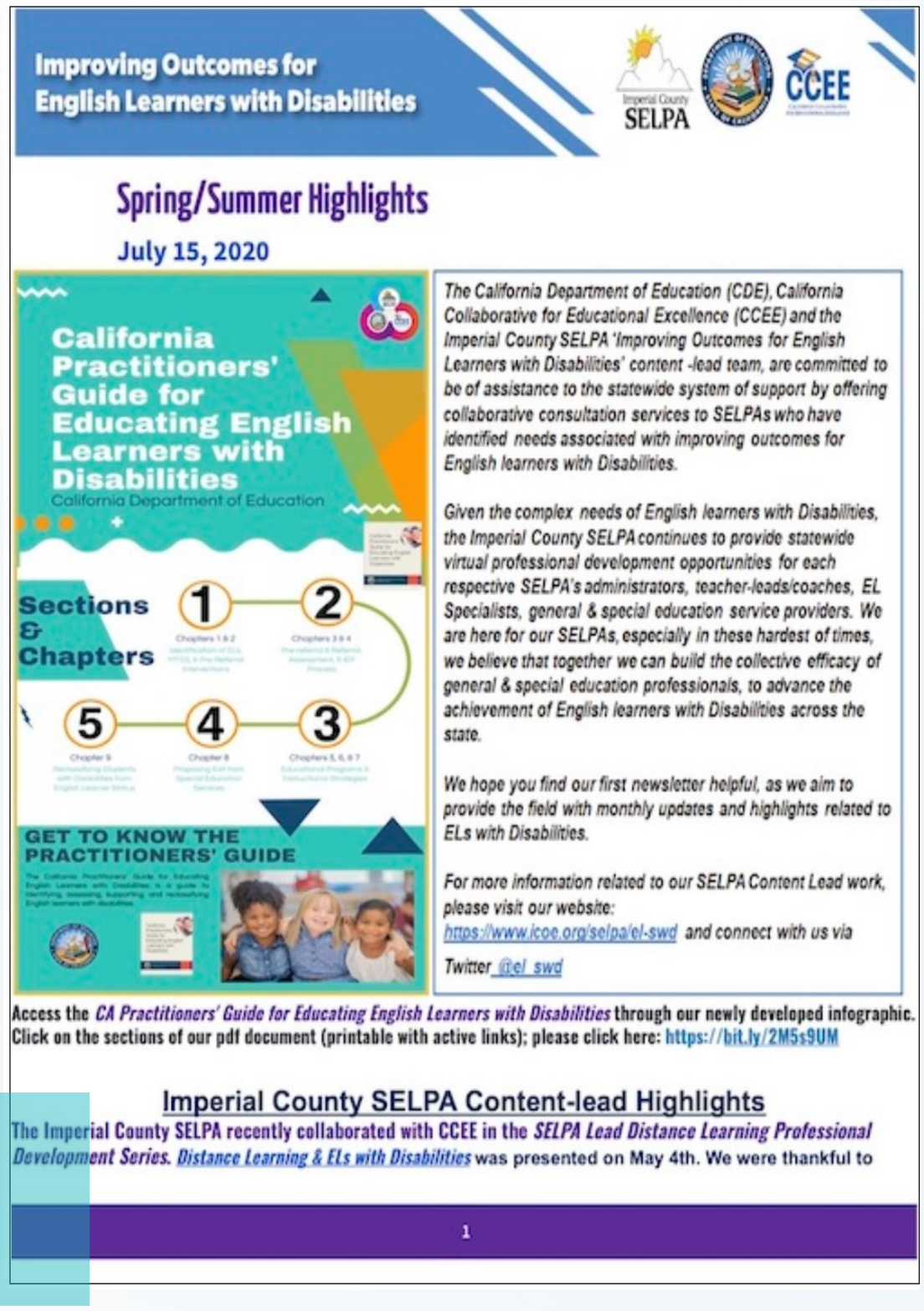
3 Additional Resources

Access resources aligned with our video modules in the shape of recorded webinars, how-to videos, interactive activities, and infographics to support the needs of practitioners in the field devoted to supporting the needs of English learners with disabilities.

Access our latest infographic to explore 5 stops on our website with resources to help meet the needs of English Learners with Disabilities.

Download and print the pdf version of this document.

In case you missed it...view our ***Spring/Summer Newsletter***


Improving Outcomes for English Learners with Disabilities

Imperial County SELPA

CCEE

Spring/Summer Highlights

July 15, 2020

California Practitioners' Guide for Educating English Learners with Disabilities

California Department of Education

Sections & Chapters

1 2 3 4 5

GET TO KNOW THE PRACTITIONERS' GUIDE

The California Department of Education (CDE), California Collaborative for Educational Excellence (CCEE) and the Imperial County SELPA 'Improving Outcomes for English Learners with Disabilities' content -lead team, are committed to be of assistance to the statewide system of support by offering collaborative consultation services to SELPAs who have identified needs associated with improving outcomes for English learners with Disabilities.

Given the complex needs of English learners with Disabilities, the Imperial County SELPA continues to provide statewide virtual professional development opportunities for each respective SELPA's administrators, teacher-leads/coaches, EL Specialists, general & special education service providers. We are here for our SELPAs, especially in these hardest of times, we believe that together we can build the collective efficacy of general & special education professionals, to advance the achievement of English learners with Disabilities across the state.

We hope you find our first newsletter helpful, as we aim to provide the field with monthly updates and highlights related to ELs with Disabilities.

For more information related to our SELPA Content Lead work, please visit our website: https://www.icoe.org/selpa/el-swd and connect with us via Twitter @el_swd

Access the *CA Practitioners' Guide for Educating English Learners with Disabilities* through our newly developed infographic. Click on the sections of our pdf document (printable with active links); please click here: https://bit.ly/2M5s9UM

Imperial County SELPA Content-lead Highlights

The Imperial County SELPA recently collaborated with CCEE in the *SELPA Lead Distance Learning Professional Development Series. Distance Learning & ELs with Disabilities* was presented on May 4th. We were thankful to

1

For general inquiries please contact our team:
improvingoutcomes_EL_SWD@icoe.org

Follow us on Twitter: @el_swd

To access our website, please use this link: https://www.icoe.org/selpa/el-swd

Subscribe to receive future Newsletters, event flyers & highlights from the *Improving Outcomes for English Learners with Disabilities* Imperial County SELPA content-lead team, please visit our website: https://www.icoe.org/selpa/el-swd/newsletter