

Bilingual Coordinators Network(BCN)

October 2020



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Curriculum & Instruction



In the chat box, share a place you would love to visit and why...



English Learner Support Division Updates



2020-21 Changes in Law



**Senate Bill (SB)
98 & 820**

Budget Act
(final law by
Legislature and
Governor)

**Education
Code Section
Updates**

Major Changes in Budget Act

Changes to core instructional program requirements for 2020-21

- Delivery of instruction
- Instructional minutes
- Time accounting
- Apportionment
- LCAP cancelled for 2020–21, instead Learning Continuity Plan (LCP)

Distance Learning Education Code

Section 43503

(b) Distance learning shall include all of the following:

(1) Confirmation or provision of **access for all pupils to connectivity and devices adequate to participate in the educational program and complete assigned work.**

- (2) **Content aligned to grade level standards** that is provided at a level of **quality and intellectual challenge substantially equivalent to in-person instruction.**
- (3) Academic and other **supports designed to address the needs of pupils who are not performing at grade level**, or need support in other areas, such as **English learners, pupils with exceptional needs, pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.**
- (4) **Special education, related services, and any other services required by a pupil's individualized education program** pursuant to Section 56341, including the requirements of subparagraph (A) of paragraph (9) of subdivision (a) of Section 56345, **with accommodations necessary** to ensure that individualized education program can be executed **in a distance learning environment.**
- (5) **Designated and integrated instruction in English language development** pursuant to Section 11300 of Title 5 of the California Code of Regulations for English learners, **including assessment of English language proficiency, support to access curriculum, the ability to reclassify as fully English proficient**, and, as applicable, **support for dual language learning.**

FAQ: When do I offer Title III instructional services?

- Determine the district core schedule.
 - Most unions require teachers to work during their core work hours; asynchronous time in the afternoon is likely spent on planning, attending meetings and taping videos; it is not necessarily free to offer supplemental services
- Determine the students' schedule.
 - When do they receive live instruction?
 - How many minutes of live instruction do they receive?
 - What are they required to do throughout the day?
 - Determine additional needs: parent liaisons; accessing technology support, etc...

State Seal of Biliteracy (SSB)



Senate Bill 820 (signed by the governor on September 3, 2020) includes an update to the SSB requirements for 2021 graduates.

- *Education Code (EC)* Section 51461(d) now states, “...For pupils who are on track to graduate in 2021 and were unable to take the assessment identified in paragraph (2) of subdivision (a), the Superintendent may waive the requirement to pass that assessment.”
- The assessment in paragraph (2) of subdivision (a) is the California Assessment of Student Performance and Progress (CAASPP) English language arts (ELA).

State Seal of Biliteracy (SSB)



- For 2021 graduates:
 - The CAASPP ELA requirement is waived.
 - English proficiency may be demonstrated by completing all ELA requirements for graduation with an overall grade point average of 2.0 or above in those classes (*EC Section 51461[a][1]*).

CDE SSB web page: <https://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp>

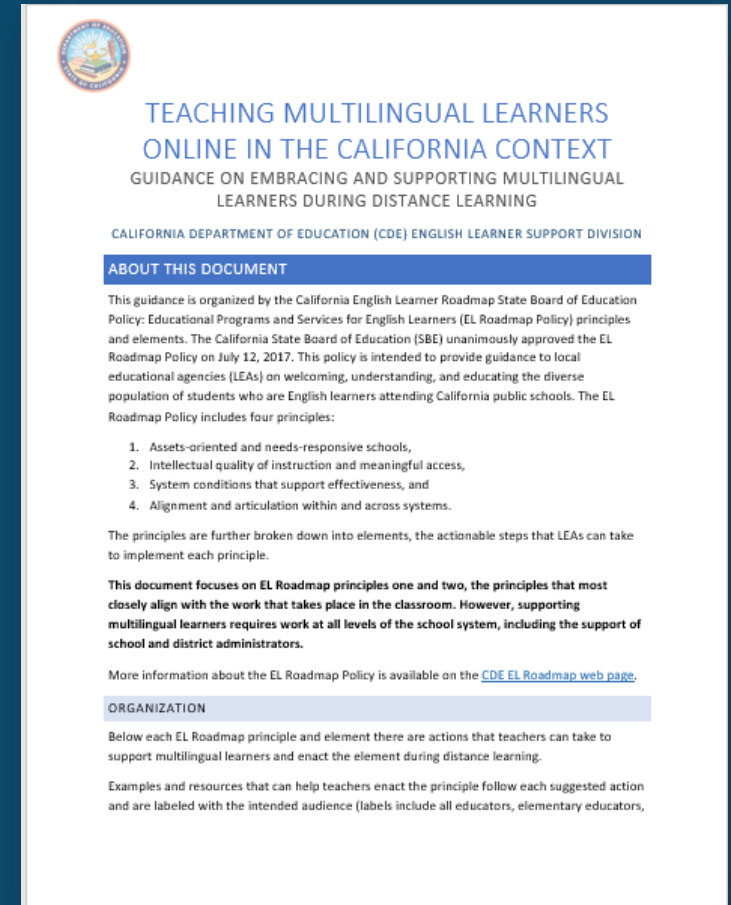
Contact:

Gina Garcia-Smith, Education Programs Consultant (EPC), ELSD Phone:
916-319-0265

Email: SEAL@cde.ca.gov

Teaching Multilingual Online Learners Document

- *Teaching Multilingual Learners Online in the California Context: Guidance on Embracing and Supporting Multilingual Learners during Distance Learning*
- Inspired by the WIDA *Teaching Multilingual Learners Online* guidance (2020)
- Aligned with the elements of principles one and two of the English Learner (EL) Roadmap Policy



CDE COVID-19 EL Resources web page at <https://www.cde.ca.gov/511262>

Structure

- EL Roadmap Principle
- Element
 - What teachers can do to engage multilingual learners related to this element
 - Resources and tools



Resource

- Resources that can support teachers to enact the element



Example

- Examples of the element in action, often from another LEA, including models, samples, and videos



Tech Tool

- Technology tools that teachers can use during distance learning



Guidance

- Official guidance from the CDE regarding distance learning



Webinar

- Recorded webinars that educators can view to continue their professional learning in this area

English Learner Roadmap Policy Implementation

CDE awarded two Educator Workforce Investment Grant (EWIG) English Learner Roadmap Policy Implementation grants in March 2020. The two EWIG EL Roadmap Policy Implementation grantees, Californians Together (CalTog) and the California Association for Bilingual Education (CABE), are available to bring research-based strategies and resources to administrators and educators as tools to address student, teacher, parent, and educational system needs, while pursuing a vision of powerful opportunities for learning multiple languages and receiving dual language instruction in California. Information regarding the work and resources of each grantee is available on the CDE [EWIG: EL Roadmap Policy Implementation](#) webpage.

COVID-19 English Learner Resources

Resources from the CDE English Learner Support Division (ELSD) are available to LEAs as they support EL, immigrant, newcomer, and migratory students during distance learning and the transition to reopening schools during the COVID-19 pandemic. The CDE [COVID-19 English Learner Resources](#) web page provides models, webinars, newsletters, guidance, and many links to CDE resources as well as outside resources. The collection of resources found on this web page will be updated as new guidance and information is available.

English Learner Updates Newsletters

The latest issue of the EL Updates Newsletter is now available. The newsletter focuses on school reopening and services for English learners. The issues provide information regarding distance and hybrid learning resources, assessment, reclassification, and more. This latest and all previous newsletter issues are available on the CDE [English Learner Updates Newsletters](#) web page. Please share this newsletter with educators, stakeholders, and community members and promote the upcoming webinars indicated in the newsletter!

If you have any questions about the content of this newsletter, please contact the ELSD by phone at 916-319-0938 or by email at ELSD@cde.ca.gov.

Distance Learning Newsletter for Parents

The latest issue of the Distance Learning Parent Newsletter is currently posted. The newsletter is translated into Spanish, Arabic, Chinese, Filipino, and Vietnamese. All parent newsletter issues are available on the CDE [English Learner Updates Newsletters](#) web page. Please share this parent newsletter with parents in your community.

Comprehensive State Literacy Plan

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 California Department of Education's (CDE) 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 State Literacy Development webpage at <https://www.cde.ca.gov/pd/ps/clsd.asp>. We welcome feedback and encourage you to both provide comment and share this opportunity with others who may be interested. 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.

Migrant Education Office



Migrant Education Program (MEP)

- **State Migrant Parent Council:**
 - Virtual meeting with 20 migrant farmworkers in attendance
- **Migrant Education Culturally and Linguistically Responsive Teaching Professional Development Request for Proposals**
 - Maximum of \$149,999 available for contract
 - Contract tentative start date March 1, 2021
 - For more information, visit the CDE Request for Proposals web page at <https://www.cde.ca.gov/fg/fo/r28/responsiveteachng20rfa.asp>
- **Family Biliteracy Program:**
 - Adapted to distance learning
 - 2 pre-sessions train families to use the Zoom application

Parent Engagement Modules Series

The CDE Migrant Education Office (MEO), in collaboration with WestEd, created the Parent Engagement Module Series for parents to develop their capacity to support their children at school and at home. These seven parent modules were developed to provide parents and families with information and strategies to address important topics such as the use of positive discipline to support child development, ways to raise self-confident children, bullying at school, and more. The modules, available in English and Spanish, are found on the CDE [Parent Engagement Module Series](#) web page.

Sample: Family Biliteracy

Pre-Distance Learning:

- Two-hours of in-person instruction at a school site with various family members
- Teacher pull children to assess. Deliver first lesson for Book 1.

Now:

- Pre-session 1: Train families how to use technology
- Pre-session 2: Test technology use with families and assess students

Farmworkers and Food Processors

- **COVID-19:** testing took place week of September 14, 2020
- **Flu Shots:** Providing information encouraging farmworkers to get a flu shot
- **Preventative Care:** Disseminating information to undocumented and uninsured workers
- **California Occupational Safety and Health Administration:** Issuing COVID-19 citations to agricultural companies
- **Housing Inspections:** Taking place in Monterey, Ventura, and Santa Barbara in October 2020.
- **Personal Protective Equipment:** 4.9 million N95 masks have been distributed

Farmworkers and Food Processors

Department of Labor/Farmworker Support Services:

<https://www.labor.ca.gov/coronavirus2019/campo>

Contact number: 800-449-3699

COVID-19 Worker Protection Video: Infection Prevention for Agricultural Workers

- **Video:** <https://www.youtube.com/watch?v=jEXv1rdebPQ>
- **English** (video transcript): Posted May 20, 2020
- **Español** (transcripción de video en español): Posted May 29, 2020
- **Mixteco** (Mixteco video transcript): Posted June 5, 2020

See the [Cal/OSHA site](#) for more information about workplace safety.

Important CDE Listservs

Send a blank email to:

- **Assessment Spotlight:** subscribe-caaspp@mlist.cde.ca.gov
- **Local Control Funding Formula:** join-LCFF-list@mlist.cde.ca.gov
- **COVID-19 Updates from the CDE:** join-covid19-update@mlist.cde.ca.gov
- **State and Federal Program Directors:** join-state-and-federal-programs-directors@mlist.cde.ca.gov
- **English Learner Updates:** join-english-learner-updates@mlist.cde.ca.gov



Technical Assistance and Monitoring Office

Federal Program Monitoring (FPM)

- FPM telemonitoring for the 2020–21 cycle began September 8, 2020
- All reviews scheduled from November 30 through December 10, 2020 are now entered into the CDE Monitoring Tool (CMT)
- The FPM office will determine in November 2020 if telemonitoring will continue for FPM reviews during January through June 2021

Federal Program Monitoring (FPM)

- Contacts for the FPM office and each program are listed in the CMT
- For questions regarding the EL FPM, please contact your reviewer directly
- For questions regarding the CMT or the FPM process please contact the FPM office at FPMOffice@cde.ca.gov

Regional Technical Assistance Meetings

- **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 EL Specialists

- All currently submitted and substantially approved 2019–20 Local Control and Accountability Plan (LCAP) Federal Addenda received final approval by the State Board of Education (SBE) at the September 2020 board meeting
- Only the initial submission of the addendum requires SBE approval
- All LCAP addenda must be reviewed, updated, and (pending the Governor's signature) locally posted on an annual basis
- Title III Guidance document is available at the CDE Regional EL Specialists web page

CDE Regional EL Specialists web page:

<https://www.cde.ca.gov/sp/el/t3/t3leads.asp>

English Language Proficiency Assessments for California



ELPAC

Initial

- SB820 45-day extension (total of 75 calendar days)
- LEAs do your best to meet the November 13th date due to LCFF Funding

Summative

- Delay remote, computer-based administration of...
 - Optional Kindergarten reading domain
 - Optional 1st grade reading domain for LEAs assigned to Form 4

Alternate

- See CDE presentation with notes

For full text of the bill, visit the [California Legislative Information website](#)

2020–21 ELPAC Information Guide

The new 2020–21 English Language Proficiency Assessments for California (ELPAC) Information Guide is available on the CDE [ELPAC](#) web page. If you have questions about the ELPAC, contact the CDE English Language Proficiency and Spanish Assessments Office by phone at 916-319-0784 or by email at ELPAC@cde.ca.gov.



Student Achievement and Support Division

Senate Bill 98

- On June 29 Governor Newsome approved Senate Bill (SB) 98
- The intent of SB 98 is to provide LEAs with flexibility to respond to the impact of the COVID-19 pandemic on their local community and to clarify requirements for LEAs.
- Among other things, SB 98 created the requirement for school districts, county offices of education, and charter schools (LEAs) to develop a Learning Continuity and Attendance Plan (Learning Continuity Plan) for the 2020-2021 school year
- The Learning Continuity Plan should be developed with the totality of Senate Bill 98 in mind.

The Learning Continuity Plan

- The Learning Continuity Plan is a vehicle to:
 - Clarify and communicate thinking around how the LEA is supporting its students and families.
 - Reflect on planning and stakeholder engagement that has taken place.
 - Communicate with stakeholders through meaningful engagement.
- The requirements of what must be included in the Learning Continuity Plan are provided within the plan template and instructions.
- The Learning Continuity Plan Template and Instructions as posted on the California Department of Education's (CDE's) Learning Continuity and Attendance Plan web page:

<https://www.cde.ca.gov/re/lc/learningcontattendplan.asp>

Due date

- The Learning Continuity Plan is required to be adopted by an LEAs governing board or body on or before September 30, 2020.
- LEAs are strongly encouraged to adopt the Learning Continuity Plan by the September 30th deadline. It is anticipated that the CDE and LEAs will be audited on Learning Loss Management (LLM) funding by the US Department of Education and the California State Auditor.
- Failure to adopt the Learning Continuity Plan by the September 30th deadline may be viewed as a program compliance issue which may require the CDE to invoice LEA's who have not met program compliance requirements tied to LLM funding.

LCAP Federal Addendum



Approval

- On September 10, 2020 the State Board of Education approved the Local Control and Accountability Plan (LCAP) Federal Addendum (Addendum) of 1732 LEAs.
- SASD is in the process of creating and sending individual letters to each LEA notifying them of the approval of their Addendum.
- The letter reminds LEAs of their obligation to annually review their Addendum and to revise their plan, as necessary.

Posting Requirement

- SB 820 amends *Education Code* Section 52065(a)(1) to require school districts to prominently post on the homepage of the school district website any LCAP and any updates, revisions, or addenda, to an LCAP, including those to comply with federal law.
- The Addendum approval letters notify LEAs of the requirement to post the Addendum.



2020-21 Budget Overview for Parents

Impact of Senate Bill 98

- Senate Bill 98 added EC Section 43509, which changed the adoption date for the Budget Overview for Parents for the 2020–21 school year.
- For 2020–21, local governing boards or governing bodies are required to adopt and submit the Budget Overview for Parents on or before December 15, 2020, in conjunction with the LEA's first interim budget report.

Impact of Senate Bill 820

SB 820 added subsection (g) to *EC* Section 43509, which requires the Superintendent, subject to the approval of the Executive Director of the State Board of Education (SBE), to make specific updates to the template and instructions for the Budget Overview for Parents by September 15, 2020.

Accessing the Template

The 2020-21 Budget Overview for Parents Template is available for download from the CDE's Local Control and Accountability Plan web page at <https://www.cde.ca.gov/re/lc/documents/budgetoverviewparents.xlsx>.

Additional Updates

- SB 820 requires the CDE to make revisions to the Annual Update portion of the LCAP template for the 2021-22 school year.
- On Tuesday, October 27, 2020 at 2 p.m. there will be a webinar to solicit stakeholder input on proposed revisions to the Annual Update portion of the LCAP template.

¡Muchas gracias! Thank you!

