



English Learner Updates Newsletter: COVID-19 Edition (3)

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

Issue 5, April 17, 2020

New Weekly Format

This is the third of a **special series of COVID-19 English Learner (EL) Updates Newsletters focusing on school closures and services for English learners**. This newsletter will be disseminated **weekly** to keep you informed of new resources and guidance for supporting the English learners you serve.

This Issue Includes:

- **English Language Development (ELD):** Teaching ELD through distance learning: steps local educational agencies (LEAs) can take
- **District Spotlight:** Sanger Unified School District Distance Learning ELD Model
- **Funding:**
 - Title I And Title IV funding waiver request
 - Use of Title III grant funds during COVID-19
- **Grades and Graduation:** New guidance released (repeated from last week)
- **Resources:** Links to resources on the CDE COVID-19 web page relevant to English learners

ELD

Teaching ELD through Distance Learning: Steps LEAs Can Take

English learners must continue to receive designated and integrated ELD as part of their educational curriculum. LEAs have the flexibility to determine how services will be provided to English learners. The LEA can determine where, when, and what the students receive in order

to continue to make progress toward English language proficiency and meet grade level academic achievement.

Although there are no minimum number of minutes required, ELD is a required course of study for English learners.

- **Designated ELD:** Instruction provided during a time set aside during the regular school day for focused instruction on the state-adopted ELD standards to assist English learners to develop critical English language skills necessary for academic content learning in English.
- **Integrated ELD:** Instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. Integrated ELD includes specially designed academic instruction in English (SDAIE).

As teachers and districts are developing and implementing their distance learning plans, the question comes up: “**How do we teach ELD through distance learning?**”

Steps to take:

- Build designated ELD into the distance learning schedule as a core subject for English learners at all grade levels.
- Set time aside to work with small groups for ELD instruction.
- Follow up instruction with learning packets or choice boards (graphic organizers made up of squares, with each square representing an activity—see example from Sanger Unified School District below) to practice learned skills.
- Use formative assessment to determine what students need in continued instruction.

By providing ELD instruction for English learners as a part of distance learning, students will be able to continue to progress toward English proficiency and better access learning in their content areas.

For further resources on supporting English learners with distance learning, visit the CDE COVID-19 Resources that Support Distance Learning web page at <https://bit.ly/DistanceELD>.

District Spotlight: Sanger Unified School District

The Sanger Unified School District (SUSD) ELD Distance Learning Model

The SUSD has put together resources for ELD distance learning that may serve as a model for other districts. These resources are designed to be used by teachers and parents and include choice boards for ELD by grade level (transitional kindergarten through grade 12) with clickable links through Google docs. The ELD Choice Boards are also available in Spanish and can also be printed for students who do not have access to the internet.

When developing these resources, the SUSD gathered feedback from teachers to ensure that these resources meet their needs for distance learning. SUSD district and site administrators are also reaching out to teachers to provide support through Google hangout meetings as the district transitions to distance learning.

Resources:

- Designated ELD page on the <http://www.sangerlearns.com> site:
<https://www.sangerlearns.com/sanger-designated-eld.html>
- ELD Choice Boards: <https://bit.ly/choiceELDsanger>
- ELD Choice Boards Overview (Google slides explaining the ELD Choice Boards):
<https://bit.ly/choiceELDOverview>

If you have questions about these resources, please contact Theresa Blanchard, EL Program Specialist for the SUSD, at theresa_blanchard@sangerusd.net.

Thank you, SUSD, for being willing to share these resources with other LEAs!

Funding

Title I And Title IV Funding Waiver Request

A California Title I, Part A and Title IV, Part A Funding Flexibility Waiver was submitted to the US Department of Education (ED) on April 10, 2020. The CDE is collecting public comment on this waiver through May 1, 2020.

A copy of the letter that was sent to ED and the Waiver Request is located on the CDE Every Student Succeeds Act web page <https://www.cde.ca.gov/re/es/> under the sub-header "Waiver Requests."

Comments and questions regarding this Waiver Request should be emailed to ESSA@cde.ca.gov or submitted by mail to the CDE, Government Affairs Division, 1430 N Street, Suite 5602, Sacramento, CA 95814-5901.

Use of Title III Grant Funds During COVID-19

ED released a fact sheet on April 8, 2020, titled, “Select Questions Related to Use of Department of Education Grant Funds During the Novel Coronavirus Disease 2019” with several questions and responses that address the use of Title III funds during this time. The fact sheet is posted at the U.S. Department of Education web page at <https://www2.ed.gov/documents/coronavirus/factsheet-fiscal-questions.pdf>.

If you have additional questions related to the use of Title III funds during the COVID-19 crisis, please contact Geoffrey Ndirangu, Education Programs Consultant, Language Policy and Leadership Office, by phone at 916-323-5831 or by email at gndirang@cde.ca.gov.

Grading and Graduation

New Guidance Released

Local districts will decide their grading policies for distance learning. It is recommended that grading policies be made with equity in mind and with the primary goal of ensuring that grading policies do no harm to students.

Local grading policies should consider different student groups including English learners, homeless, foster youth, and those who do not have access to technology and materials. For students with disabilities, any changes to learning strategies or grading policies should, as appropriate, be done in conjunction with the student’s Individualized Education Program to ensure that the changes respond to their learning needs.

A class can be offered as credit/no credit, pass/fail, or a modified A–D. The university systems are willing to accept credit/no credit grades in lieu of letter grades for all courses, including A–G courses, completed in winter/spring/summer 2020 for all students.

It is expected that districts will enable students to complete graduation requirements through distance learning. More information on graduation requirements is available on the CDE Coronavirus (COVID-19) FAQs on Grading and Graduation Requirements web page at <https://www.cde.ca.gov/ls/he/hn/gradegraduationfaq.asp>.

COVID-19 Resources and Information

Links to Resources Relevant to English Learners on the CDE COVID-19 Web Page

Please visit the CDE Coronavirus (COVID-19) web page at <https://www.cde.ca.gov/ls/he/hn/coronavirus.asp> for the latest updates on information and resources regarding COVID-19 and California’s response

- New COVID-19 Guidance for K–12 Schools
<https://www.cde.ca.gov/ls/he/hn/guidance.asp>

Links on this web page include resources for distance learning, school meals, special education guidance, and child care and student supervision.

- **Getting Internet Access: Available Plans**
<https://www.cde.ca.gov/ls/he/hn/availableinternetplans.asp>
This web page provides a list of internet providers, including those offering free internet, with links to their web pages for more information.
- **NEW: Coronavirus (COVID-19) Webinars**
<https://www.cde.ca.gov/ls/he/hn/covid19webinars.asp>
This web page provides links to all CDE webinars related to COVID-19 including the April 9, 2020, English Learner Support Strategies Webinar.

For questions regarding English learner programs and services, please contact the Language Policy and Leadership Office by email at LPLO@cde.ca.gov or by phone at 916-319-0845. You may also visit the CDE EL 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.

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