

# *Review of COVID-19 Operations Written Reports*



# Overview of Operations Written Reports

In April 2020, Governor Newsom issued Executive Order N-56-20, waiving adoption of a Local Control and Accountability Plan (LCAP) by Local Educational Agencies (LEAs).

Instead, LEAs were required to submit an **Operations Written Report**, along with their budget by July 1, 2020.

**Operations Written Reports** were meant to “provide an overview of changes to program offerings LEAs are making in response to the COVID-19 outbreak, the major impacts on students and families, and how the LEA is meeting the needs of unduplicated students.”

## COVID-19 Operations Written Report

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

**Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.**

Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

[Add text here]

Provide a description of how the LEA is meeting the needs of its English learners, foster youth and low-income students.

[Add text here]

Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

[Add text here]

Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.

[Add text here]

Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours.

[Add text here]

California Department of Education  
May 2020

# Overview of Sample Districts

**79 districts selected based on multiple factors\***

**35%** of all CA students

**44%** of CA English learners

**26** counties

## By District Size

Large (25,000 or more)	23
Medium (2,500 to under 25,000)	50
Small (Less than 2,500)	6

## By Locale Type

City	36
Suburban	32
Town	7
Rural	4

## By District Type

Unified	32
High	13
Elementary	34

\*Districts selected based on largest number of ELs (20), largest percentage of ELs (20), high EL achievement in Math or ELA (20), low EL achievement on Math or ELA (20), and districts selected in previous LCAP reports (38).

# Overview of Scoring Sheet

## Scoring Sheet Components

**1. Designated & Integrated English Language Development (ELD)**

**2. Live Interactive Instruction**

**3. Bridging the Digital Divide**

**4. Family Collaboration**

**5. Social-emotional Support**

**6. Early Childhood Education**

**Scoring on a scale of 1 to 4:**

1 = No Evidence

2 = Minimal Evidence

3 = Some Evidence

4 = Strong Evidence

*Provide evidence for scores of 2, 3, and 4.*



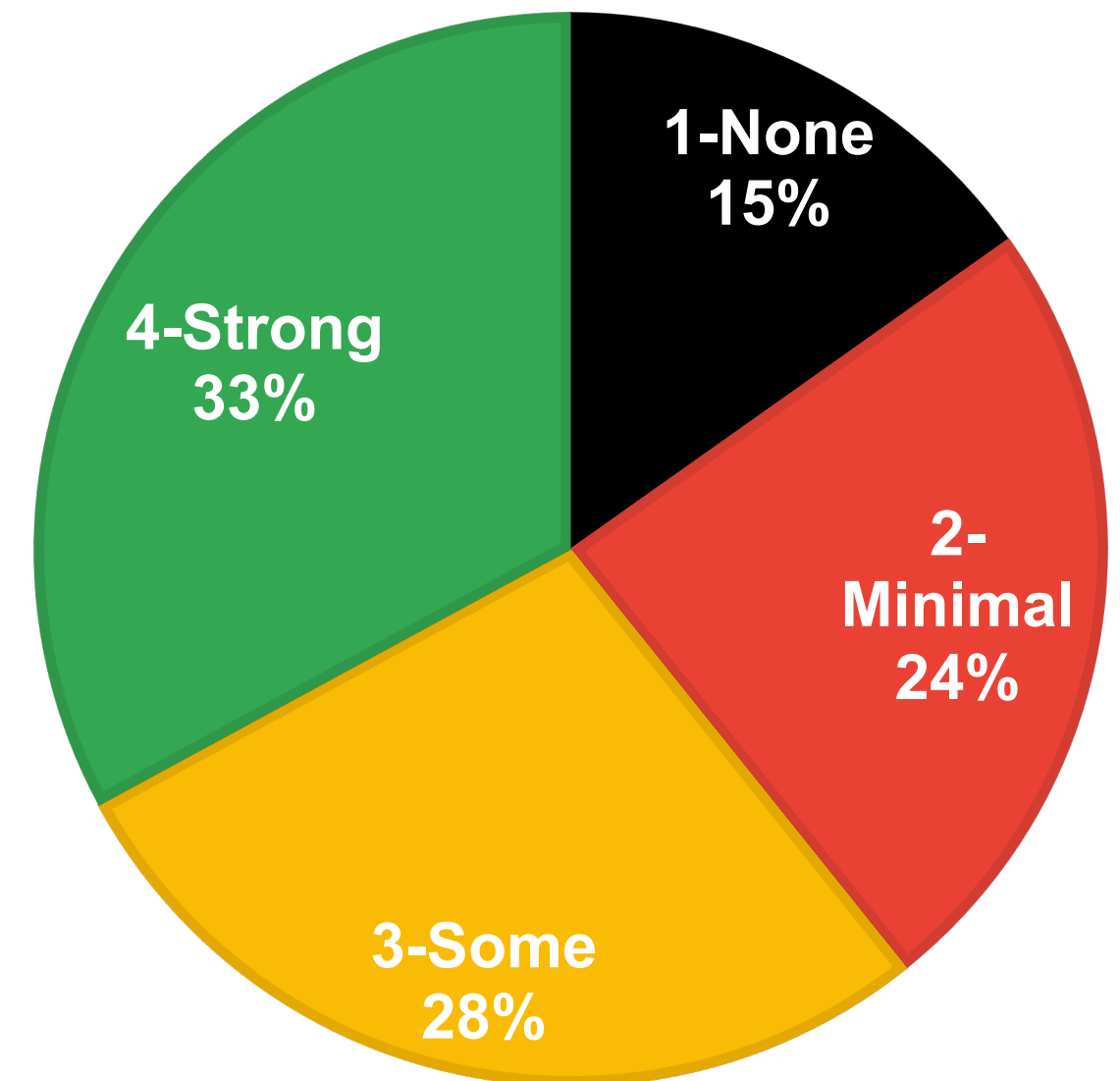
# 1. Designated and Integrated ELD

Ensure that ELs continue to have access to both designated and integrated ELD to ensure progress toward English proficiency and achievement in all other subjects. Designated and Integrated ELD may not be explicitly mentioned, but still be described.

<b>None-1</b>	<b>Minimal-2</b>	<b>Some-3</b>	<b>Strong-4</b>
No mention of ELD.	Mentions ELD in general but does not provide specific language about how it was provided.	Mentions designated ELD strategies with specific language about how it was provided.	Mentions both integrated and designated ELD strategies with specific language about how it was provided.

## BEST PRACTICES

Ontario-Montclair School District had teachers develop a weekly Student Learning Plan which “was a guide for students and their families” and “outlined the variety of tasks and assignments, in multiple curricular areas including ELD, for the week.” The district embedded “designated and integrated ELD into the online and paper curriculum templates.” “The Distance Learning portal for teachers included resources and strategies for English learners for ELD, Dual Immersion, English learner intervention, and Bilingual.”



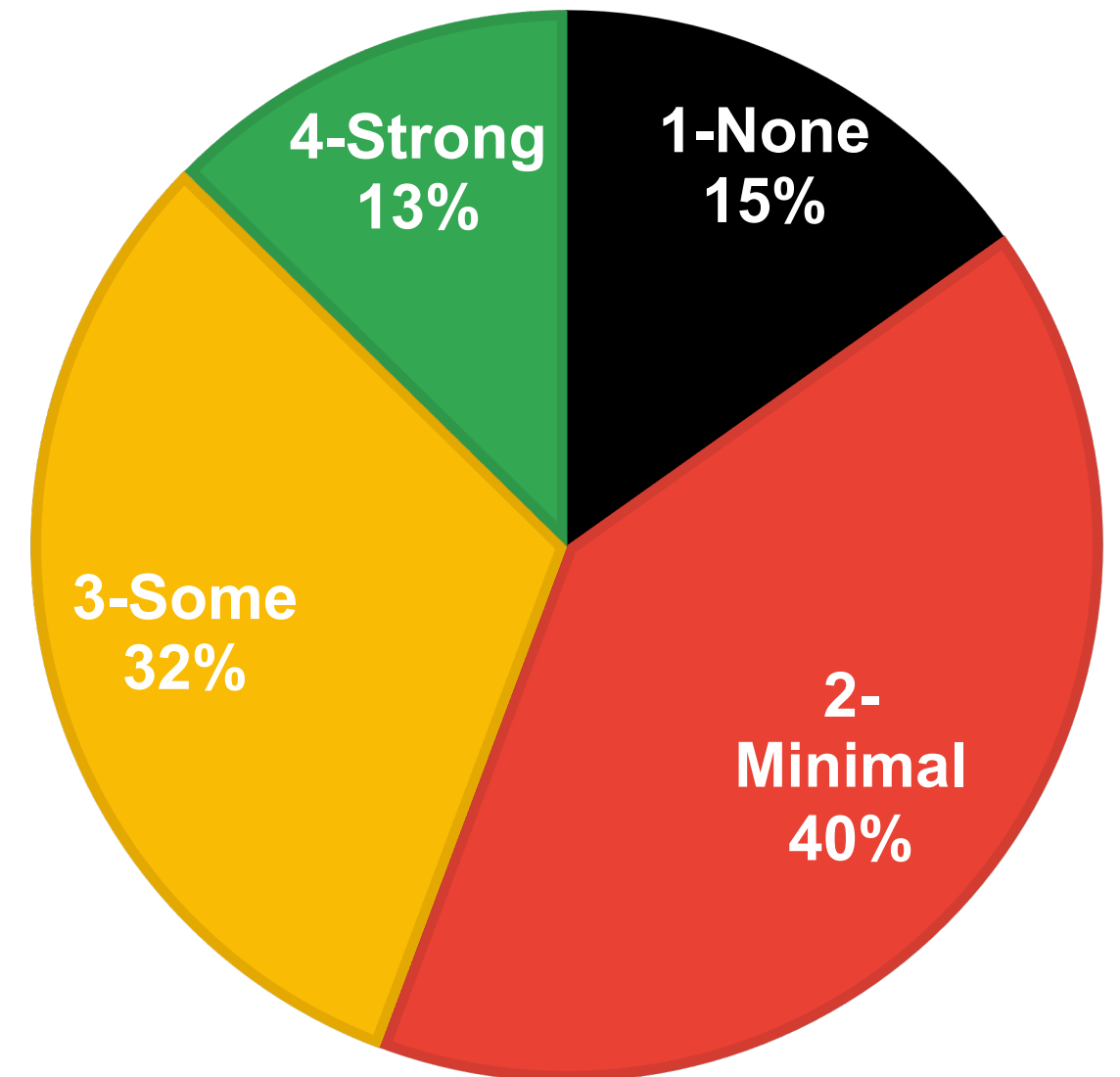
## 2. Live Interactive Instruction (In-Person or Virtual)

Ensure that all students have a guaranteed minimum amount of daily live interactive instruction with additional interaction for ELs.

None-1	Minimal-2	Some-3	Strong-4
No mention of live interaction.	Mentions live interaction with students.	Mentions live interaction with students and synchronous instruction.	Mentions live interaction with students and synchronous instruction specific for ELs.

### BEST PRACTICES

Parlier USD scheduled “face to face virtual chats three days a week for teachers to speak with, hear and see students,” and “small group instruction meetings were created for students needing additional support in language acquisition”, to support language development for ELs. The district also outlined detailed schedules for ELD and academic instruction.



**Only 15% of districts mentioned minimal instructional minutes.**

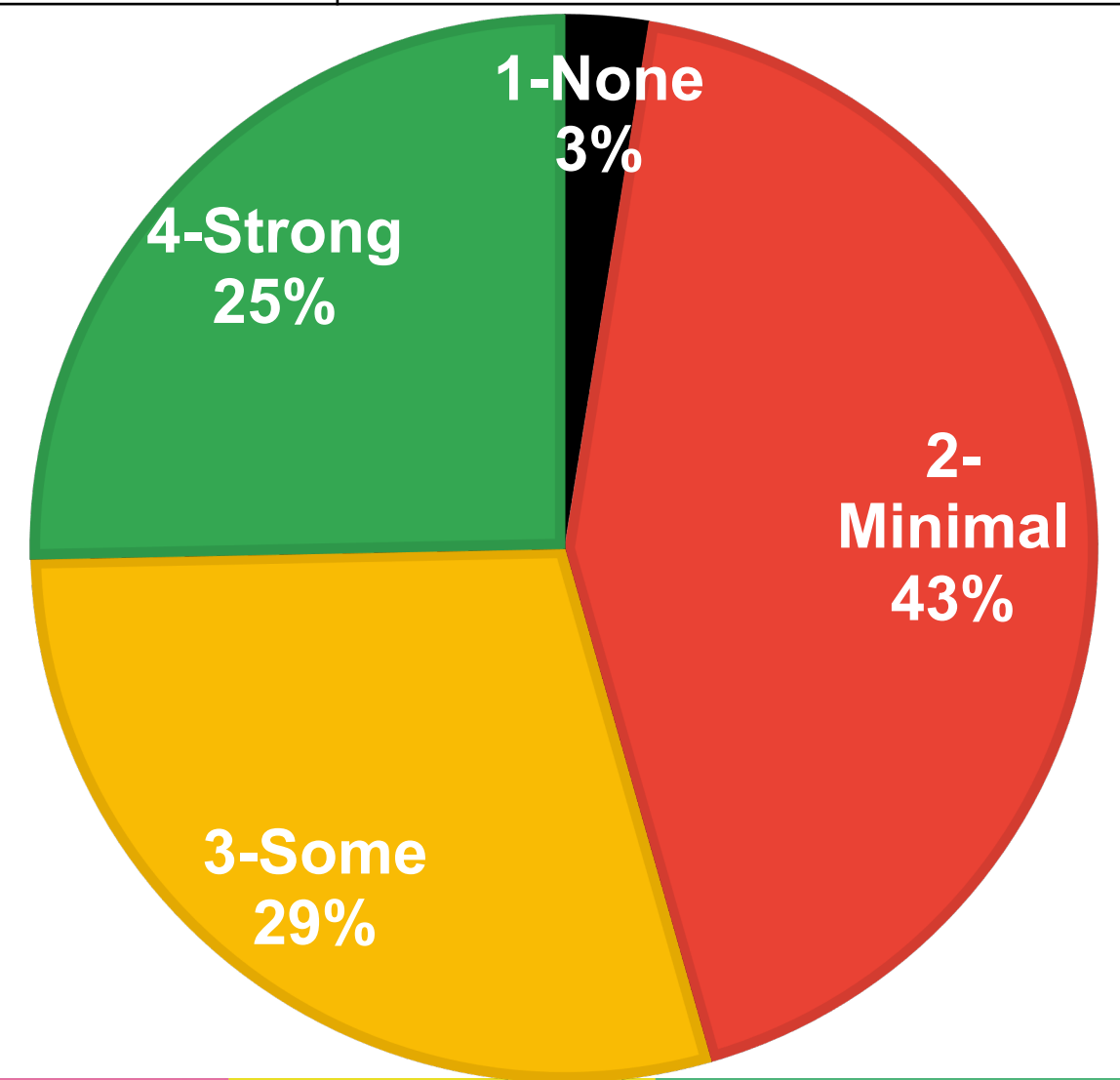
# 3. Bridging the Digital Divide

Ensure that all students have a digital device and internet service to support virtual instruction with additional follow up to ensure access for ELs.

<b>None-1</b>	<b>Minimal-2</b>	<b>Some-3</b>	<b>Strong-4</b>
No mention of provision of devices and internet services.	Mentions provision of devices and internet services for some students or grade levels.	Mentions provision of devices and internet services for every student with some follow up.	Mentions provision of devices and internet services for every student with follow up that ensures that all students have access.

## BEST PRACTICES

Coachella Valley USD distributed thousands of tablets and mobile hotspots, and also followed up with a team of “EL Mentors,” who made “ongoing contact with their mentees/parents to ensure students were connecting with their classroom teachers, had electronic devices, and were making progress with their classwork.”

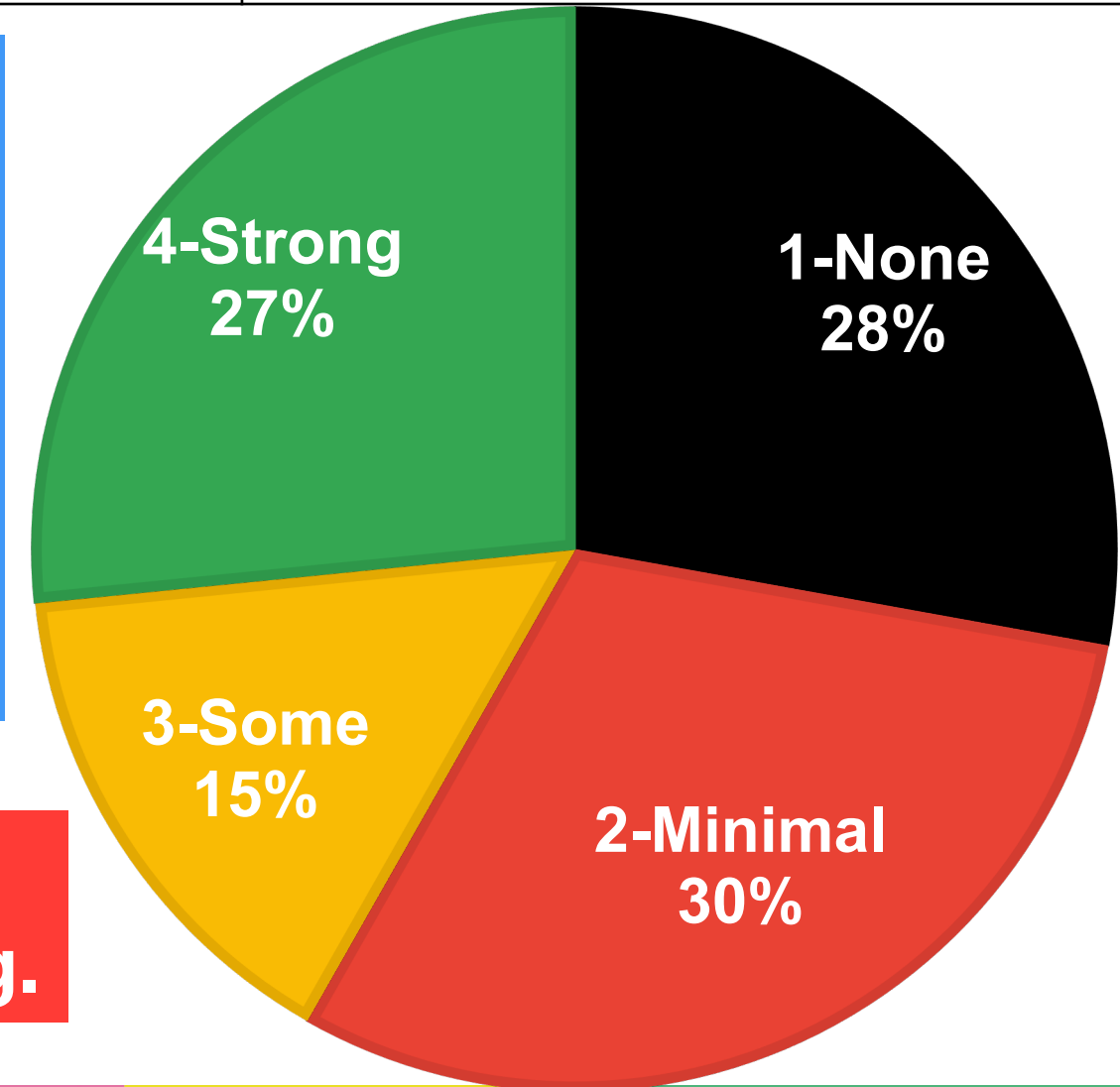


# 4. Family Collaboration

Ensure all communications are translated in the students' home language, provide opportunities to partner with families to support the education of children at home, and engage in district and school decision-making. Consider specific needs of EL families in their partnership and engagement plans.

None-1	Minimal-2	Some-3	Strong-4
No communication with evidence of translations.	Communication to families with translations.	Communication to families with translations and partnership opportunities to support instruction.	Communication to families with translations and partnership opportunities to support instruction, with considerations for EL families.

**BEST PRACTICES**  
 Anaheim Union HSD reached out to students and families “via email and phone to provide extra support” and added Bilingual Instructional Aides to the Schoology platform for remote assistance. Translation and interpretation services were provided in Spanish, Vietnamese, Korean and Arabic. This included “emergency 24/7 service for crisis communication” and completion of “over 300 IEP interpretations and pre-IEP family meetings.” Additionally, “Language Program Technician and Language Assessors checked in with 300+ Newcomer students and their families.”



**Only 35% of districts mentioned engaging families in decision-making.**

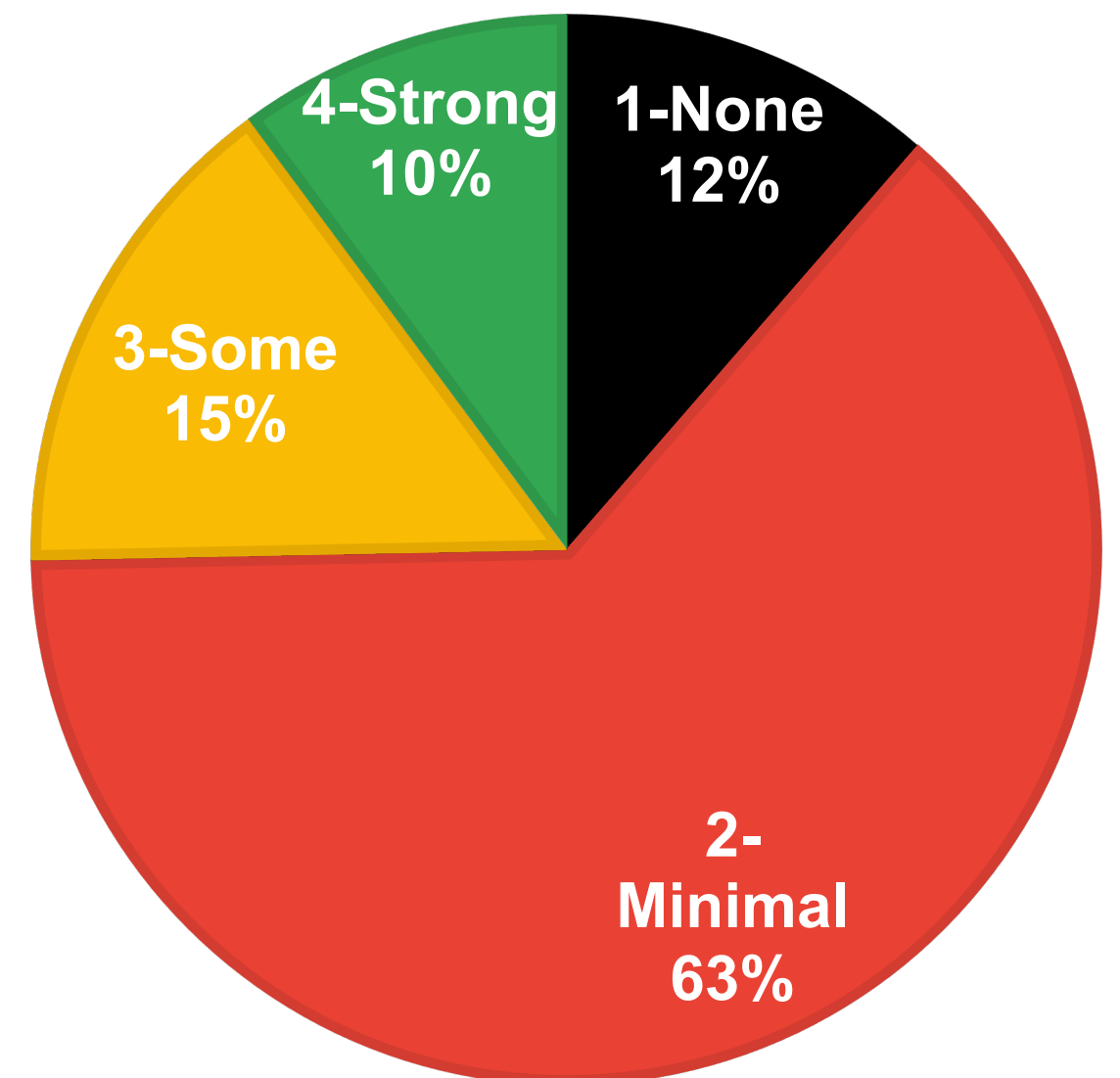
# 5. Social-Emotional Support

Ensure that social-emotional supports are available for all students and that such supports consider the specific needs of ELs, including that they are available in their home languages.

None-1	Minimal-2	Some-3	Strong-4
No mention of social-emotional supports.	Mentions social-emotional supports.	Mentions social-emotional supports that are accessible to all students and with considerations for ELs.	Mentions social-emotional supports and integration of SEL into instruction that are accessible to all students and with considerations for ELs.

## BEST PRACTICES

Williams USD reported that its “teachers are using integrated units in their playlists, targeting grade-level standards, embedding activities to support socio-emotional learning and including SEAL (GLAD) strategies that are online friendly.”





# 6. Early Childhood Education

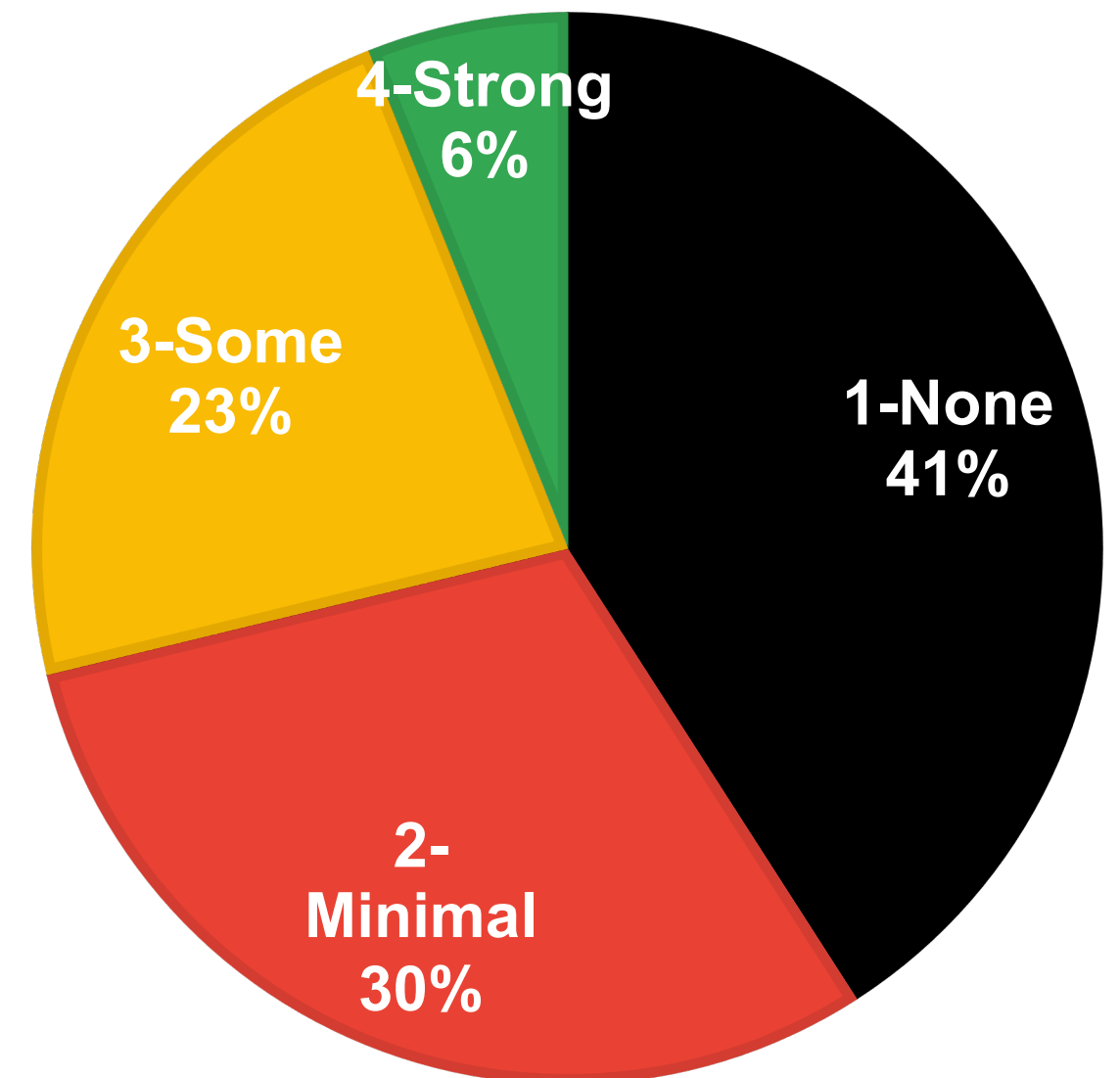
Ensure that all children continue to have access to early learning opportunities and that such opportunities consider the needs of DLLs. Early Childhood Education includes age spans of Birth - 3, preschool, and TK.

<b>None-1</b>	<b>Minimal-2</b>	<b>Some-3</b>	<b>Strong-4</b>
No mention of early childhood learning.	Mentions early childhood learning.	Mentions early childhood learning with evidence of support.	Mentions early childhood learning with evidence of support specific to DLLs.

## BEST PRACTICES

Earlimart ESD provided TK teachers with professional development for using the Sobrato Early Academic Learning (SEAL) approach, which supports DLLs' linguistic and academic development.

Oakland USD outlined "a comprehensive at-home distance learning packet" built around routines, play, and academic experiences. "For preschool-aged children," OUSD reported, "educators also continue to facilitate Big Day PreK, the District's core curriculum, remotely."





# Reflection

*Based on the findings for each factor, what is a description or strategy that your district should include in its reopening plan and Learning Continuity and Attendance Plan (LCP)?*

1. Designated & Integrated ELD

2. Live Interactive Instruction

3. Bridging the Digital Divide

4. Family Collaboration

5. Social-emotional Support

6. Early Childhood Education

*Questions?  
Thank you!*

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# ELRISE!

ENGLISH LEARNER ROADMAP IMPLEMENTATION  
FOR SYSTEMIC EXCELLENCE

## *Learning Continuity Plans with English Learner Students & Families at the Heart*

*Laurie Olsen  
EL RISE! Design Lead  
Californians Together*



# ***EL RISE!***

*(English learner Roadmap Implementation for Systemic Excellence)*



**Laurie Olsen**  
EL RISE! Design Team  
Lead

## ***An Educator Workforce Investment Grant Californians Together, LMU-CEEL, SEAL and 20 COEs***

- ***Increase knowledge of the English Learner Roadmap***
- ***Build skills and strategies for evidence based practices***
- ***Support local planning***
- ***Promote research-based language programs***
- ***Develop local policies and LEA systems focused on EL needs***
- ***Strengthen COE capacity to support LEAs for EL success***



# California English Learner Roadmap

Developing English learner (EL) students' linguistic and academic capacities is a shared responsibility of all educators across the system



21st century Education  
Multilingual Proficiency  
Academic Mastery

Road

Carretera

Đường



路

Daan

सड़क



⊕ School climate is inclusive and safe

⊕ Learning builds on linguistic and cultural assets

⊕ Schools build strong partnerships with families

⊕ Instruction is responsive

⊕ Language development is integrated across curriculum

⊕ Instructional materials support intellectual engagement and language development

⊕ Assessments are culturally and linguistically valid

⊕ Educators have high expectations for EL students

⊕ Capacity-building fosters systemic EL support

⊕ Learning is aligned across grades and systems

⊕ EL students have access to language support and development programs and language development

⊕ EL students are provided access to full curriculum

⊕ Leadership is committed to EL achievement

⊕ Schools provide extra time and support for EL students

⊕ Instruction is scaffolded

⊕ School system provides adequate resources to support EL needs

⊕ School system has a coherent approach to EL learning

⊕ Home language is used as a foundation

Principle 1  
Assets-Oriented and Needs-Responsive Schools

Principle 2  
Intellectual Quality of Instruction and Meaningful Access

Principle 3  
System Conditions that Support Effectiveness

Principle 4  
Alignment and Articulation Within and Across Systems

Comprehensive, visionary state EL policy since 2017

to guide local programs, policies and planning for English learner success

even now....

especially now... in response to the challenges of the Covid-19 pandemic

## 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/lmgcntntyatndncpln-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]

### 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]

[A summary of the feedback provided by specific stakeholder groups.]

[Respond here]

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

[Respond here]

**Due September 30**

***A response to the challenges of the Covid-19 realities - and lessons learned from Spring***

***A vehicle for implementing best practices for English learners***

***Informed by the vision and principles of the CA English Learner Roadmap policy***



# *Lessons learned, gaps identified\*.....*

- Need to intentionally call out Integrated and D-ELD
- Emphasize live, interactive instruction
- Address digital divide
- Proactively support family collaboration
- Focus on the socio-emotional
- Don't forget early childhood education

***\*Californians Together analysis of COVID-19 Written Reports for degree to which address English learner needs. Sample included 80 school districts that together serve 45% of CA English learners, across 25 counties***

# Consistent research and experience based guidance.....

- Prioritize students with greatest needs (incl. ELs)
- Strong stakeholder engagement – including EL families, EL students
- Support for families as partners
- Emphasize relationship and community building, personalization
- System of guidance and support for teachers to implement best practices for ELs in distance and hybrid learning
- Ensure access to equipment, materials, learning supports
- Meet socioemotional and basic needs
- Affirm and support development of home language
- PreK-12

# Four Principles of the EL Roadmap

*Principle #1: Assets oriented and Student Responsive*

- *Build upon cultural and linguistic assets students bring*
- *Value and build strong family, community & school partnerships*

*Principle #2: Intellectual Rigor and Meaningful Access*

*Principle #3: System Support for Effectiveness*

- *Knowledgeable of and responsive to strengths and needs of ELs and their communities*

*Principle #4: Articulation and Alignment*

Handout #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

<i>Best practices for English learners in Distance Learning</i>	<i>EL Roadmap Principle*</i>	<i>Examples of Actions</i>	<i>Where it fits in the LCA Template</i>
Create schedules and resource allocation plans <b>prioritizing students with greatest needs -including English learners –</b> 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, <i>and</i> Distance learning  Pupil Learning Loss
Establish relationships and mechanisms for <b>ongoing stakeholder input and communication</b> 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  <i>Note: LEAs are expected to respond to the DELAC in writing regarding DELAC recommendations, including where those recommendations &amp; responses appear in the plan and the specific actions/recommendations that came from them.</i>
Expect the need for flexibility and change of plans, and <b>communicate clearly, regularly and in the home languages</b> of families what these	1	Translation/interpreters for DELAC meeting and check-in/input sessions	Pupil and Family Engagement and Outreach

*from best practices and the EL Roadmap to the LCP (EL RISE! Tool #1)*

**EL RISE! Learning Continuity Plans  
Opportunities for addressing English Learner Needs**

<i>Sections of the Learning Continuity Plan</i>	<i>Examples of services and actions to address needs of English learners</i>
<b>Stakeholder Engagement</b>	<p>Translation/interpreters for DELAC meetings and input sessions for EL family perspectives on distance/hybrid learning</p> <p>Scheduled EL Student Listening <i>sessions (in student home languages)</i> at regular intervals in school year – how is it going, what’s working, input</p> <p>Specific outreach to EL parents of students who did not engage initially in distance/hybrid formats. Find out what they need to be engaged and what they need from the district.</p> <p><i>Note: LEAs are expected to respond to the DELAC in writing regarding DELAC recommendations, including where those recommendations &amp; responses appear in the plan and the specific actions/recommendations that came from them.</i></p>
<b>Continuity of Learning:</b> In person instructional offerings	<p>Prioritize direct teacher instruction for students with greatest needs – including English learners.</p> <p>Schedule dedicated Designated ELD time in all delivery models, and Integrated ELD in all delivery models</p> <p>Extra periods for small group Designated ELD to meet need</p> <p>Targeted instructional support for students who have experienced learning loss through various options, such as: learning hubs, individual tutoring, small group instruction, time set aside for assessing English proficiency, etc.</p>

*LCP sections as opportunities to address EL needs*  
**(EL RISE! Tool #2)**



# *Sections of the Plan*

- *Stakeholder Engagement*
- *Continuity of Learning*
- *Mental Health and Socioemotional Well-Being*
- *Pupil and Family Engagement*

**Parent and Family Engagement and Partnership**





# *Continuity of Learning Section Overview*

- In Person Instructional Offerings
- Distance Learning Program
  - Continuity of Instruction
  - Access to Devices and Connectivity
  - Pupil Participation and Progress
  - Distance Learning Professional Development
  - Staff Roles and Responsibilities
  - Supports for Pupils with Unique Needs (ELs,
  - Actions Related to Distance Learning Program

**EL RISE! Learning Continuity Plans**  
**Opportunities for addressing English Learner Needs**

<i>Sections of the Learning Continuity Plan</i>	<i>Examples of services and actions to address needs of English learners</i>
<b>Stakeholder Engagement</b>	<p>Translation/interpreters for DELAC meetings and input sessions for EL family perspectives on distance/hybrid learning</p> <p>Scheduled EL Student Listening <i>sessions (in student home languages)</i> at regular intervals in school year – how is it going, what’s working, input</p> <p>Specific outreach to EL parents of students who did not engage initially in distance/hybrid formats. Find out what they need to be engaged and what they need from the district.</p> <p><i>Note: LEAs are expected to respond to the DELAC in writing regarding DELAC recommendations, including where those recommendations &amp; responses appear in the plan and the specific actions/recommendations that came from them.</i></p>
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*Let’s take a look...*

*LCP sections as opportunities to address EL needs*  
*(Tool #2)*

# Stakeholder Engagement

## *Template Instructions:*

Please provide a description of the overall stakeholder engagement process, including the **efforts to reach pupils, families, educators, and other stakeholders who do not have internet access, or who speak languages other than English.** Also, provide a description of how stakeholder engagement was considered before finalizing the Learning Continuity Plan.

# Stakeholder Engagement. ACTIONS IN TOOL

- Provide translation/interpreter mechanisms to support DELAC input sessions
- Specific outreach to families of EL students who have not participated or engaged over two weeks – What do we need to know? Respond to?
- Schedule “Listening Sessions” with EL students, with EL families, with teachers about ELs – 3 months into the school year to inform continuous improvement of distance/hybrid learning

# *Stakeholder Engagement (sample writing)*

*Template section: A description of the efforts made to solicit stakeholder feedback.*

***“To deepen our understanding of English learner students’ and families’ perspectives and experiences, administrators and teachers will conduct Empathy Interviews by phone and teleconferencing by \*\*. Gathered input will serve as data to refine and adjust school site plan.”***

# *Stakeholder Engagement (sample writing)*

*Template section: A description of the options provided for remote participation in public meetings and public hearings.*

***“To ensure equity of voice for all communities of English Learners, administrators will provide necessary access to all parents/guardians to public meetings and hearings via different platforms, at different times of the day, with accessibility functions such as closed caption video, and interpretation into multiple languages. Recordings will be made available, and alternate ways to provide input and feedback after the meetings, in multiple languages.”***



# LCP In Person Learning Program

*Template: A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019-2020 school year or are at a greater risk of experiencing learning loss due to future school closures.*

***“To continue to develop English learner language skills, teachers will provide daily comprehensive English Language Development instruction. Designated English Language Development “first teaching” will be provided via small groups differentiated by proficiency level utilizing district-developed units.”***

# Mental Health and Social Emotional Well-Being

# ***Potential challenges students & families are experiencing***

- ***Food insecurity***
- ***Insecure home/living environment***
- ***Job/Home responsibilities (unsafe work environments)***
- ***Lack of access to health care***
- ***Limited technology, books, resources***
- ***Limited English language skills***
- ***Fears regarding documentation status***

# Mental Health and Social Emotional Well-being

## *Actions from EL RISE! Tools:*

- Emphasize relationship building, personalization, frequent and direction interaction, inclusive community building – such as:
  - Provide curriculum units for all teachers for start of school year emphasizing building relationships and connections
  - Dedicated time for teachers to communicate with families
  - Teacher professional learning on SEL and on needs of immigrant and English learner students related to Covid disruption and impacts on their communities
- Direct counselor communications with families, Interviews, surveys and other mechanisms to check in on student/family needs impacting participation in school – with referral and resource responses – all available with translation or in languages of the home

# Pupil and Family Engagement

## *Actions from the Tool:*

Plan carefully to ensure English learners have **access to materials, equipment, internet and supplies** needed to participate, engage and learn – including resources in their home languages

Support families as partners in supporting student learning (e.g., clear and regular communication, technical support, workshops on strategies – in their home languages)



# Pupil and Family Engagement

***Template Language:* A description of pupil engagement and outreach, including the procedures for tiered re-engagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]**

“Tiered outreach and communication plans will be developed for each site and each classroom, with consistent communication schedules and multimodal delivery options, available in all languages needed. Parent - student- teacher compacts will outline the detailed communication and student engagement plan developed for each family. Teachers, families, and students will understand their role as partners, in implementing the learning compact for each student. For English learner students, learning goals will be established for language development as well as content. Students led conferences will occur each quarter to highlight student progress and continue to develop family and student agency.”

***If we do not state it explicitly, if we do not build in clear actions that address English learner families and students, this will be another era that leaves them behind. The equity challenges facing schools amidst this pandemic are many, but this Learning Continuity Plan is an opportunity - and a responsibility - to think clearly and to commit ourselves to embracing our EL students, their families and community.***

**Thank you!**