

The purpose of this document is to provide **blended learning guidance** for English Learners’s instructional access and is aligned to the [SDCOE Instructional Continuity Learning Plan Template](#) and the [Equity Resource Summary](#)

<b>Communication</b>	<p>The CDE guidance states that LEAs should have a <b>learning plan, aligned to the LEA’s language acquisition program, to provide language development instruction and services for English learners</b>. Additionally, LEAs should consider the unique learning needs and supports necessary for language development.</p> <p><b>Consider pre-pandemic factors</b> How has the LEA ensured that administrators, staff and faculty are:</p> <ul style="list-style-type: none"> <li>● cognizant and diligent about English learners’ access to quality instruction?</li> <li>● embedding <b><i>Integrated ELD</i></b> (a practice of developing academic language/support in all subject areas in order to provide students access to the core academic program) into all content instruction?</li> <li>● delivering <b><i>Designated ELD</i></b> (a protected time each day for instruction <i>about how English works</i> tailored for each student’s language proficiency level) for every English learner?</li> <li>● evaluating a student’s progress toward English language acquisition and proficiency, as well as content mastery ?             <ul style="list-style-type: none"> <li>○ determining needs for additional services for English learners who have multiple needs (e.g., also identified as having a disability)?</li> <li>○ offering native language resources for students whenever possible, such as texts in the students’ languages, translation tools, etc.?</li> </ul> </li> </ul> <p><b>Continue to conduct communication audits</b></p> <ul style="list-style-type: none"> <li>● Has anyone reached out to students and families of English Learners, specifically? If so, who, and how many?</li> <li>● Have the district and school personnel accountable for English Learner programs checked in with the EL students and families they serve during the pandemic?</li> <li>● How successful have the efforts been in making contact with English Learner families?</li> <li>● What percentage of the EL students and families were reached?</li> <li>● What was stated? What was asked?</li> <li>● What data (anecdotal, quantitative, or qualitative) was collected during the class?</li> <li>● Was it recorded? If so, how?</li> </ul> <p><b>If active communication has not taken place:</b></p> <ul style="list-style-type: none"> <li>● Consider surveys and empathy interviews the families of English Learners or the students themselves</li> <li>● Tap this <a href="#">Resource List</a> for parent communication/translation</li> </ul> <p>Continue to <a href="#">assess system, student and families supports for Blended Learning</a></p> <ul style="list-style-type: none"> <li>● <a href="#">Refine your communication plan</a></li> </ul>
<b>Social Emotional Supports</b>	<p><b>Staff:</b></p> <ul style="list-style-type: none"> <li>● SDCOE <a href="#">SEL Resources for Educators</a></li> <li>● SDCOE <a href="#">Mental Health and Wellness Resources</a></li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>● Building relationships with English learner students and families</li> <li>● Data on the impact of COVID-19 on English learner families</li> <li>● English learner student and families supports inside and outside of school</li> </ul> <p><b>Parents:</b></p> <ul style="list-style-type: none"> <li>● Talking to students about COVID-19</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">CASEL Resources and Guidance</a></li> <li>● Colorín Colorado-<a href="#">Social-Emotional Support for ELLs During COVID-19</a></li> <li>● Council of the Great City Schools- <a href="#">Supporting English Learners in the COVID-19 Crisis</a></li> <li>● Education Week Article- <a href="#">Teaching the 'New' COVID-19 Social-Emotional Skills</a></li> </ul>

## Instructional Continuity Learning Support for ELs

		<ul style="list-style-type: none"> <li>Learning Policy Institute- <a href="#">Resources and Examples: Learning in the Time of COVID-19</a></li> <li><a href="#">Reading Rockets–NEA Guide: Supporting English Language Learners Through COVID-19: Resources for Educators</a></li> </ul>
<b>Expanding the Equity Lens</b>	<b>Expanding inclusive curriculum</b>	<a href="#">Latino Educational Equity: A Web-Based Index and a Compendium of Best Practices in Latino Education in the United States</a>  <a href="#">Why English Class is Silencing Students of Color</a> (vid)
	<b>Expanding Educational Equity Consciousness</b>	<a href="#">Envisioning Structural Solutions for Structural Black, Latinx and LGBTQ+ Student Oppression(s)</a> (Webinar)  <a href="#">Disrupting the patterns of inequity- What does it mean to disrupt inequity in education?</a> (Webinar)  <a href="#">Equity Framework 2020-21: Equity by Design</a>  <a href="#">Zaretta Hammond: Coaching for Instructional Equity</a> (Webinar)  <a href="#">Coaching Conversations with Jim Knight: Zaretta Hammond</a> Webinar)  <a href="#">National Equity Project (NEP) Featured Resources</a> (link to resources)  <a href="#">National Equity Project Webinars</a> (link - free registration required)
	<b>Culturally Responsive/ Equitable Instruction</b>	<a href="#">Zaretta Hammond: Culturally Responsive Teaching and the Brain</a> (vid)  <a href="#">Employing Equity-Minded &amp; Culturally-Affirming Teaching Practices in Virtual Learning Communities</a> (webinar)  <a href="#">Increasing Equity in Online Learning</a> (webinar - Adult Ed)  <a href="#">National Equity Project: Rebel Leadership and COVID-19</a> (link to resources)
<b>Key Components</b>	<b>Sub-Components</b>	<b>Resources to Support Actions</b>
<b>Digital Content Delivery</b>	Core Materials	<p><b>U.S. Department of Education</b></p> <ul style="list-style-type: none"> <li><a href="#">Providing Services to English Learners During the Covid-19 Outbreak</a></li> </ul> <p><b>CDE Guidance and Support</b></p> <ul style="list-style-type: none"> <li><a href="#">Key Principles for a Quality Distance Learning</a></li> <li><a href="#">What Districts are Doing to Support their Students and an introduction of the English Learner Support Division Resources</a></li> <li><a href="#">CDE Special Education Guidance for COVID-19</a> (<i>Accessibility</i> includes guidance for dually identified students)</li> </ul> <p><b>SDCOE Instructional Continuity Design Guidance for English Learners</b></p> <ol style="list-style-type: none"> <li><a href="#">Blended Learning Instructional Design Considerations for Language Learners</a></li> <li><a href="#">Universal Design for Learning- Integrating Language Development</a></li> <li><a href="#">Universal Design for English Learners- Design Cycle Template</a></li> <li><a href="#">Digital Learning Supports for Instructional Design by Language Proficiency Levels</a></li> </ol>

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		<p style="text-align: right;">5. <a href="#">Comprehensive English Language Development Toolkit: Resources for Effective Evidence-Based Integrated and Designated ELD Instruction for English Language Learners</a></p> <p>6. <a href="#">CCEE-SDCOE K-12 Distance Learning Units with Designated ELD for Structured English Immersion Programs</a></p> <p>7. <a href="#">SDCOE K-3 Distance Learning Units for Dual Language Programs</a></p> <p>8. <a href="#">Distance Learning Designated English Language Development Examples</a></p>
	Supplemental Materials	<p><b>Supplemental Resources (Curated by SDCOE)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">English Language Development and Literacy Resources for EL Students</a></li> <li>• <a href="#">Supplemental Resources for Spanish Language Development and Literacy</a></li> <li>• <a href="#">Recursos para el desarrollo de la alfabetización y el lenguaje en español</a></li> <li>• <a href="#">Supplemental Resources for Mandarin Language Development and Literacy</a></li> <li>• <a href="#">Supplemental Resources for Arabic Language Development and Literacy</a></li> <li>• <a href="#">Student and Parent Supplemental Resources that do not Require Technology</a></li> </ul> <p><b>Non-Tech Supplemental Resources</b></p> <ul style="list-style-type: none"> <li>• <a href="#">KPBS Distance Learning - English</a></li> <li>• <a href="#">KPBS Distance Learning - Spanish</a></li> </ul> <p><b>Supplemental Resources (Curated by other LEAs)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Early Edge California Distance Learning Resources for Dual Language Learners</a></li> <li>• <a href="#">Imperial County Office of Education Resources for Distance Learning</a></li> <li>• <a href="#">LACOE ELPAC Task Type Tool with Activities and Supports</a></li> <li>• <a href="#">Sanger Designated ELD Choice Boards TK-12</a></li> </ul>
<b>Digital Devices</b>	District, personal, community	<p>Considerations for various groups, as migrant education, newcomer and refugee students, transnational and undocumented student should be made for purposes of equity and access</p> <p><b>Migrant Students</b></p> <p><b>United States Department of Education Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Fact Sheet: Addressing the Risk of COVID-19 While Serving Migratory Children</a></li> </ul> <p><b>CDE Guidance</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Migrant Education Program Frequently Asked Questions - COVID-19</a></li> </ul> <p><b>Newcomer Students</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Guidance Modules for Educators of Newcomer English Learners in Grades 6-12</a></li> </ul> <p><b>Refugee Students</b></p> <ul style="list-style-type: none"> <li>• National Association of School Psychologists- <a href="#">Supporting Refugee Children and Youth: Tips for Educators</a></li> </ul> <p><b>Transnational and Undocumented Students</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SDCOE's Transnational Student Support / Apoyo Para Estudiantes Transnacionales</a></li> </ul>
<b>Internet Access</b>	Student access to	<a href="#">CDE key considerations to guide this work ...</a>

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	internet connection	<ul style="list-style-type: none"> <li><input type="checkbox"/> Whether a student has access to the internet</li> <li><input type="checkbox"/> Whether a student has access to a device and what alternatives exist for them to access a device</li> <li><input type="checkbox"/> How familiar a student is with the device and necessary support to ensure they are familiar with navigating its features</li> <li><input type="checkbox"/> Communication to families regarding digital access should be in a language and format they understand and can access</li> </ul> <p><b>SDCOE-MEGA <a href="#">Language Learners at the Center of Blended Learning</a></b></p> <p><b>Connectivity Resources:</b> <a href="https://covid-19.sdcoe.net/Distance-Learning/Connectivity-Resources">https://covid-19.sdcoe.net/Distance-Learning/Connectivity-Resources</a></p>
<b>Non-Tech Options</b>	District-Provided, Site-Provided, or Teacher-Provided	<p><b><a href="#">CDE key considerations to guide this work ...</a></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What processes need to be developed to ensure that equitable access and opportunity is offered to students?</li> </ul> <p><b>Additional Guidance</b></p> <ul style="list-style-type: none"> <li>• Tulare County Office of Ed non-tech distance learning <a href="#">guidance</a></li> </ul>

### ADDITIONAL RESOURCES

- [CA ELD Standards](#)
- [Californians Together Webinars](#) - Guidance for teachers in supporting language learners
- Center for Applied Linguistics (CAL)- [Online Learning Resources](#)
- Colorín Colorado- [Supporting ELLs Through COVID-19](#)
- Education Week article: [English-Learners May Be Left Behind as Remote Learning Becomes 'New Normal'](#)
- Ellevation- [Distance Learning Support](#)
- ELRISE!- [Critical Conditions for English Learners in Distance Learning](#)
- Loyola Marymount University- [Education and Research Supports for English Learners \(ELs\) during COVID-19](#)
- [SDCOE Covid-19 Website](#)
- [SDCOE Ensuring Equity in Distance Learning Resources](#)
- [SDCOE Innovative Digital Learnings \(Archived trainings and webinars\)](#)
- [SDCOE Resources for English Learner Families](#)
- [SDCOE Trending Tech Tools](#)
- [SDCOE Zoom Resources and Trainings](#)
- SEAL- [6 Key Considerations for Supporting English Learners with Distance Learning](#)
- TNTP- [Supporting multilingual learners \(MLLs\)/English language learners \(ELLs\) during the COVID-19 Shutdown](#)
- WestED- [Considerations for Teachers Providing Distance Learning for Students with Disabilities](#)
- WestED- [Meeting the Learning Needs of Historically Underserved Students During and After California School Closures](#)