

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

<p><b>Communication with English Learners</b></p>	<p>The CDE guidance states that LEAs should have a plan, aligned to the LEA’s language acquisition program, to provide language development instruction and services for English learners. Additionally, LEAs should consider the unique learning needs and supports necessary for language development.</p> <p><b>Consider pre-pandemic factors</b> How have the district/school leaders 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>Integrated ELD</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>Designated ELD</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>Conduct a quick communication audit</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>● <a href="#">Tap this Resource List</a> for parent communication/translation</li> </ul>	
<p><b>Social Emotional Supports</b></p>	<p><a href="#">SEL Resources for Educators</a>, SDCOE <a href="#">Mental Health and Wellness Resources</a></p>	
<p><b>Key Components</b></p>	<p><b>Sub-Components</b></p>	<p><b>Resources to Support Actions</b></p>
<p><b>Digital Content Delivery</b></p>	<p>Core Materials</p>	<p><b>SDCOE Instructional Continuity Design Guidance for English Learners</b></p> <ol style="list-style-type: none"> <li>1. <a href="#">Distance Learning Instructional Design Considerations for Language Learners</a></li> <li><a href="#">Assessing System, Student and Families’ Readiness for Distance Learning</a> <ol style="list-style-type: none"> <li>a. <a href="#">Distance Learning Classroom Elementary - Example (Bostonia Elementary)- Webinar</a></li> <li>b. <a href="#">Distance Learning Classroom Elementary Example (Emerald Middle School)- Webinar</a></li> <li>c. <a href="#">Distance Learning Designated ELD- Benchmark Example- Webinar</a></li> <li>d. <a href="#">Distance Learning Designated ELD- non-Curriculum Based Example</a></li> </ol> </li> <li>2. <a href="#">Universal Design for Learning- Integrating Language Development</a></li> <li>3. <a href="#">Universal Design for English Learners- Design Cycle Template</a></li> <li>4. <a href="#">Digital Learning Supports for Instructional Design by Language Proficiency Levels</a></li> </ol>

## Instructional Continuity Learning Support for ELs

	Supplemental Materials	Supplemental Resources (Curated by SDCOE - MEGA Dept.) <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="#">Students and Parents Supplemental Resources that do not Require Technology</a></li> <li>• <a href="#">ELPAC Task Type Tool with Activities and Supports</a></li> </ul>
	Teacher Created Materials	<ul style="list-style-type: none"> <li>❑ <a href="#">Imperial County Office of Education Resources</a> for Distance Learning</li> <li>❑ <a href="#">Guidance from Ellevation</a></li> <li>❑ <a href="#">TCOE Guidance for Supporting ELs</a></li> <li>❑ <a href="#">Californians Together Webinars</a> - Guidance for teachers in supporting language learners</li> <li>❑ <a href="#">SEAL 6 Key Considerations for Supporting English Learners with Distance Learning</a></li> </ul>
<b>Digital Devices</b>	District, personal, community	<ul style="list-style-type: none"> <li>❑ Considerations for various groups, as migrant education, refugee students, transnational and undocumented student should be made for purposes of equity and access <a href="#">Assessing System, Student and Families' Readiness for Distance Learning</a></li> </ul>
<b>Internet Access</b>	Student access to internet connection	<p>CDE key considerations to guide this work ...</p> <ul style="list-style-type: none"> <li>❑ Whether a student has access to the internet</li> <li>❑ Whether a student has access to a device and what alternatives exist for them to access a device</li> <li>❑ How familiar a student is with the device and necessary support to ensure they are familiar with navigating its features</li> <li>❑ Communication to families regarding digital access should be in a language and format they understand and can access <a href="#">Assessing System, Student and Families' Readiness for Distance Learning</a></li> </ul> <p>Connectivity Resources: <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><a href="#">KPBS Distance Learning - English</a> <a href="#">KPBS Distance Learning - Spanish</a> Tulare County Office of Ed non-tech distance learning <a href="#">guidance</a></p>

### ADDITIONAL RESOURCES

[SDCOE Covid-19](#) website

[Resources for English Learner Families](#)

[CA ELD Standards](#)

[Article](#) on barriers for ELs with remote learning

SDCOE Innovative Digital Learnings (Archived trainings and webinars): <https://bit.ly/SDCOEdigital>

SDCOE Ensuring Equity in Distance Learning Resources: <https://bit.ly/SDDistance>

SDCOE Trending Tech Tools Appy Hour Training each Friday from 12 pm to 1 pm: <https://bit.ly/SDTechtools>

SDCOE Zoom Resources and Trainings: <https://bit.ly/SDZoom>