Office of English Language Acquisition Services (OELAS):  
School Closure FAQs  
April 14, 2020

Does our LEA need to write a fourth quarter Attachment A and B for students on ILLPs? What about end of third quarter Attachment B?

Third quarter Attachment B should be completed with the data that had been collected up to the point when your LEA closed. Due to current circumstances, if you have not written the fourth quarter Attachment A, continue to use the third quarter Attachment A when planning opportunities for differentiation with remote learning to the extent possible.

Fourth quarter attachment B should be used if your LEA is gathering data from the remote learning to track continued progress toward student language goals.

My teachers wrote but are unable to sign the Attachment A for fourth quarter, and the Attachment B for third quarter. Are we able to use a typed in teacher signature to indicate intention of signing?

Typed signatures will be accepted during school closure.

We wrote fourth quarter Attachment A, but it doesn’t apply now. Is our LEA permitted to continue with third quarter goals from Attachment A in our remote learning?

If your fourth quarter Attachment A no longer aligns with your remote learning, you may continue using third quarter Attachment A when planning opportunities for as much differentiation during remote learning as you are able.

Our LEA is giving grade-level packets to students. We aren't doing anything different for our ELs. Is this okay given the circumstances? If we are only giving packets, how can we support our EL’s language development?

- The requirements outlined in SB1014, 120 minutes of ELD instruction for K-5 and 100 minutes of ELD instruction for 6-12 daily, should also continue to be addressed to the extent possible. When we receive further information and guidance specific to how these requirements will be monitored or adjusted, we will share with the field.

Questions to consider as you move forward:
What does the LEA want students, including ELs to experience and focus on when it comes to language and literacy development while at home?

Do the grade-level packets being provided to “all” students provide them that experience or opportunity for language and literacy development?
Are there any scaffolds and/or supports for meeting expectations that could possibly be provided to ELs to complete the type of work you’re providing?

Are there consumable materials that students were previously using as part of the curriculum for ELs and able to access based on their proficiency levels that could be included in the packets being provided?

In what ways can students build language as a result of being home possibly with siblings, family members or friends?

Our LEA is giving weekly packets to students, but we aren’t collecting them or grading them, so we won’t have data. How are we supposed to indicate this on Attachment B?

- If an LEA is unable to provide appropriate services over an extended period, when school resumes, the LEA must make every effort to determine whether or to what extent compensatory services must be offered for makeup of skills missed.

Questions to consider as you move forward:
Is your LEA putting any systems in place to check-in or follow-up with students? If so, how is the process being done with ELs?

If your LEA not doing so with any students, please document on the final quarter Attachment B.

Our LEA has very limited access to technology for all students. What are some ways we can still differentiate for ELs?

- If the LEA continues to provide instructional opportunities to the general student population during a school closure, the school must ensure that, like students with disabilities, English learners also have equal access to the same opportunities.

Many LEAs are using packets of work and/or provided supplemental language building activities and resources for use at home. Ultimately, the decision of what supports to provide is the decision of the LEA.

We are unable to meet the daily minute requirement in our SEI classes through distance learning currently. Our teachers are using skype and zoom to give brief, mini lessons to groups of students. Are we still required to meet the daily minutes of ELD?

- The requirements outlined in SB1014, 120 minutes of ELD instruction for K-5 and 100 minutes of ELD instruction for 6-12 daily, should also continue to be addressed to the extent possible. When we receive further information and guidance specific to how these requirements will be monitored or adjusted, we will share with the field.

Consider what “to the extent possible” means for your LEA. Please provide what support you can. Only you know what resources are available and how much can be done in during these extraordinary circumstances.
Can we translate the homework packets into the student’s language?

Instructional materials (not from a Dual Language Immersion class) are to be in English only, in accordance with Prop. 203. However, supplemental resources being sent home for parent use with students, or independent student use such as stories in other languages and language software that is for use with families and students together, may be in the student’s home language. We understand the benefit for students when activities and materials sent home for are in the student’s home language.

If we are only giving packets, how can we support our EL’s language development?

If the LEA continues to provide instructional opportunities to the general student population during a school closure, the school must ensure that, like students with disabilities, English learners also have equal access to the same opportunities.

Questions to consider as you move forward:

What skills and language have students already demonstrated mastery of and could benefit from continued practice?

What types of academic tasks could be an opportunity to develop language around student experiences, likes, families, hobbies, etc.?

What Social Emotional Learning activities could be the focus for learning and an opportunity for language development?

What language, skills or content can be practiced independently?

What language supports, translated directions for parents to use, additional home use activities/games etc. to build vocabulary, or work that has visual supports, etc. could be provided?

Our teachers of ELs are calling students at home to check in weekly to offer clarification of work that was distributed. Other teachers aren’t providing this support. Is this adequate?

Support being provided to students is determined by the district. Districts should document what efforts they are making to meet the needs of their students during these extraordinary times.