

CA PROPOSITION 58

NON-ENGLISH LANGUAGES ALLOWED IN PUBLIC EDUCATION



Guidelines from CTA for
Implementing Prop 58

This document was developed thanks to the contributions of the following CTA State Council of Education Committees:

- Assessment and Testing
- Credentials and Professional Development
- Curriculum and Instruction
- Language Acquisition
- Negotiations



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CREDENTIALS AND PROFESSIONAL DEVELOPMENT

California's Bilingual Workforce

The Commission on Teacher Credentialing reported a 36% increase in the number of bilingual emergency permits issued between 2014-15 and 2015-16, often issued to fully credentialed teachers who do not yet hold a bilingual authorization but who are assigned to positions requiring content instruction delivered in the primary language of the student. With the implementation of Proposition 58 and the growing demand for bilingual program options in K-12 public schools, Californians Together - in partnership with CTA and CFT - developed a study of bilingual teachers in California to determine the potential teachers available to serve in bilingual instructional settings.

The study found that there are more than 6,000 teachers who hold bilingual authorizations yet teach in English-only classrooms; this number represents only those districts who responded to the study and thus, only a fraction of the total across California. Responding districts reported that over 2/3 of teachers with bilingual authorizations teach in such settings. 82% of those teachers not currently placed in a bilingual setting but holding a bilingual credential authorization reported that they are willing to teach in a bilingual classroom if supported to transitions to the new setting.



An additional 3,000 teachers who responded to the study's survey are fluent in a language other than English, but do not hold bilingual teaching authorizations. There is a clear need to provide support and professional development to both of those groups of teachers to increase the capacity of qualified bilingual teachers available to serve in bilingual settings and programs. For details and access to the report, go to:

<https://www.californianstogether.org/wp-content/uploads/2017/07/July-2017-CalTog-Bilingual-Teacher-Shortage-short-brief.pdf>.

CTA policy encourages support for teachers who choose to pursue credential authorizations to teach students in bilingual settings.

Teacher Preparation: English Language Learner:

Teachers who wish to teach students in their primary language should receive support to obtain the appropriate bilingual authorization. This authorization will enable teachers to work with students of specific language backgrounds in the area selected for authorization. - P. 266 CTA Policy Manual

Requirements to Add a Bilingual Authorization to an Existing Credential

Teachers who currently hold a credential and would like to add a bilingual authorization have several options to do so. Holding a bilingual authorization allows the holder to provide the following types of instruction to English Learners:

- Instruction for English Language Development (ELD)
- Instruction for Primary Language Development
- Specially Designed Academic Instruction Delivered in English (SDAIE)
- Content Instruction Delivered in the Primary Language

The Commission on Teacher Credentialing provides detailed information outlining the requirements to add a bilingual authorization here: https://www.ctc.ca.gov/docs/default-source/leaflets/cl628b.pdf?sfvrsn=cdfbf537_2.

In addition, to build the teacher pipeline, the 2016-17 California budget included two multi-year grants to expand the availability of initial teacher preparation programs for bilingual educators. The Integrated Teacher Preparation Program grant provided funds to college and university teacher preparation programs to create or improve existing four-year integrated programs of teacher preparation, with priority given to the high need areas of special education, math, science and bilingual education.



The California Classified School Employee Teacher Credential Program provided funds to districts, county offices of education, and charter schools to recruit classified school employees to participate in a program designed to support their completion both of an undergraduate degree and a teacher preparation program so that they can become credentialed teachers in public schools, with priority given to high need areas including bilingual education. The program provides up to five years of grant support, ending in 2020-21.

Professional Development and Funding Sources for Bilingual Teachers

Local associations can advocate for professional development for their members/current teachers to acquire a bilingual credential authorization or to receive support as they transition back into bilingual programs from an English-only teaching assignment. Funding sources for professional development to increase the number of bilingual teachers include:

1. The Local Control Accountability Plan (LCAP) that every LEA must adopt/revise annually delineates the use of district funds, and the exclusive bargaining representative must be included in the development of the plan. The use of the district's funds to support the number of qualified bilingual teachers must be specified in the goals and services articulated in the LCAP, is closely aligned to multiple LCFF priority area, and directly increases/improves services for English Learners.

2. The Bilingual Teacher Professional Development Program (BTPDP) was funded for the 2017-2018 school year, when 8 school districts were awarded \$650,000 each with the goal of increasing the number of bilingual teachers by partnering with community colleges, public or private universities, and organizations with the expertise in helping English learners. Funds provide professional learning opportunities for eligible teachers who transition back into teaching in a bilingual or multilingual setting, and to paraprofessionals pursuing a bilingual credential. This grant will continue through the 2019-2020 fiscal year and recipients have flexibility in how to structure the support.

For example, the Anaheim Union High School District, one of the recipients of the BTPDP, is working in collaboration with two of its feeder districts, Anaheim Elementary School District and Westminster School District, which both have existing Dual Language Immersion (DLI) schools, and with CSU Fullerton. Together they have created the B.E.C.O.M.E. Project (Biliterate, Equitable, Communicative, Observant, Multicultural Educators). This specific project is aimed at increasing the number of teachers prepared to teach in the DLI programs in Spanish and Vietnamese. Individuals who participate in the program receive a \$1,250 scholarship to be used towards program tuition. Details on the BTPDP can be found at <https://www.cde.ca.gov/fg/fo/r12/btpdp17rfa.asp>.

3. Federal funds through Title II, Part A and Title III both provide opportunities for funding professional development for teachers seeking bilingual authorizations or additional support in teaching in bilingual settings. Under Title II, 95% of funds received by the state must be given to local education agencies (districts and county offices) to:
 - a. Increase student achievement consistent with challenging academic standards;
 - b. Improve the quality and effectiveness of teachers, principals, and other school leaders;
 - c. Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools, and
 - d. Provide low-income and minority students greater access to effective teachers, principals, and other school leaders. California's Title II plan highlights preparing teachers to meet the needs of student groups who are the focus of efforts under LCFF, including English Learners. For more details on Title II funding and requirements, go to <https://www.cde.ca.gov/fg/aa/ca/titleii.asp>.

Title III funds must be used to increase the English proficiency of English Learners by providing language instruction educational programs and access to challenging academic standards. Title III programs must also provide effective professional development to teachers, principals, administrators, and other school or community-based organizational personnel. Title III specifies required professional development activities, and states specifically that these activities must be of sufficient intensity and duration to have a positive and lasting impact on the teacher's performance in the classroom. Use of Title III funds for bilingual programs (language instruction educational program) is allowed under the statute. Full details can be found at: <https://www.cde.ca.gov/sp/el/t3/title3faq.asp#UseFunds>

ASSESSMENT AND TESTING

AST identifies two substantive areas in Prop 58 we are providing information and additional considerations for the local association – Proficiency and Reclassification of English Learners.

Proficiency

Prop 58 requires LEAs to provide language acquisition programs that lead to proficiency in English, or when the program includes another language, proficiency in the other language.

English Proficiency:

Specific to Proficiency in English, State and federal law require that local educational agencies (LEAs) administer a state test of English language proficiency (ELP) to eligible students in kindergarten through grade twelve. The California Department of Education (CDE) is transitioning from the California English Language Development Test (CELDT) to the English Language Proficiency Assessment for California (ELPAC) as the state ELP assessment by 2018. The ELPAC will be aligned with the 2012 California English Language Development Standards. It will be comprised of two separate ELP assessments: 1) one for the initial identification of students as English learners (ELs) and, 2) a second for the annual assessment to measure a student's progress in learning English and to identify the student's level of English language proficiency. (Source: California Department of Education website - <https://www.cde.ca.gov/ta/tg/ep/index.asp>)

Additional Considerations for English Proficiency:

While there are state and federal requirements for assessing English proficiency, CTA recommends the consideration of the following questions specific to English language proficiency:

- a. How is the student identified for taking the initial ELPAC assessment? What are specific policies, processes and procedures the district has in place for identifying students to take the initial assessment?
- b. Who administers the ELAP to the students (e.g., the teacher of record, another teacher, test coordinator, Title I coordinator, other staff personnel, etc.)?
- c. What does the ELPAC measure?
- d. Are there any test implications (e.g., student placement, sanctions, outcomes)?
- e. What type of training and how often is training on the ELPAC provided to teachers? What guidance do teachers have for evaluating language proficiency?
- f. What are best instructional and curricular practices for teachers who have students taking the ELPAC in their classrooms? How do they support multilingual students?
- g. How are parents notified if their child is taking the ELPAC assessment?
- h. How are teachers and parents notified of the results from the ELPAC assessment for each student?

Proficiency in Another Language:

Currently, there is no state required proficiency assessment for any language other than English. This would be a district decision to develop and implement policy specific to proficiency in another language.

The California Spanish Assessment (CSA) is a new assessment currently being developed for the California Assessment of Student Performance and Progress (CAASPP) System. This assessment, presented in Spanish, will be available to serve the more than 1.2 million students who speak Spanish as their primary language, as well as those who are learning Spanish as an additional language. The purposes of the CSA are to:

- measure a student's competency in Spanish language arts and provide student-level data in Spanish competency
- evaluate the implementation of Spanish language arts programs at the local level
- provide a high school measure suitable to be used, in part, for the State Seal of Biliteracy

*The CSA is tentative scheduled to be operational in April-June 2019.

(Source: California Assessment of Student Performance and Progress website - <http://www.caaspp.org/administration/about/csa/index.html>)

Additional Considerations for Proficiency in Another Language:

There are specific California educational code and federal requirements for English language proficiency, but there are none for other languages. Given the lack of policy and Ed code on this topic, CTA recommends consideration of the following questions in developing and implementing additional language assessments for students:

- a. How will the district develop and implement policy and procedures specific to proficiency in another language?
- b. How will an assessment be selected or developed?
- c. Who administers the assessment to the students (e.g., the teacher of record, another teacher, test coordinator, Title I coordinator, other staff personnel, etc.)?
- d. Are there any test implications (e.g., student placement, sanctions, outcomes)?
- e. What type of training and how often is training on the language assessment provided to teachers? What guidance do teachers have for evaluating language proficiency?
- f. What are best instructional and curricular practices for teachers who have students taking another language assessment in their classrooms? How do they support multilingual students?
- g. How will parents be informed of the results from this assessment and implications for their children?

Reclassification of English Learners

California Ed code details specific processes for the reclassification of English Learners. Each LEA can establish more specific policy for reclassification processes in addition to the state requirements.

ARTICLE 3.5. English Language Proficiency Assessment [313 - 313.5]

(Article 3.5 added by Stats. 1999, Ch. 678, Sec. 1.)

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- (f) The reclassification procedures developed by the department shall utilize multiple criteria in determining whether to reclassify a pupil as proficient in English, including, but not limited to, all of the following:
 - (1) Assessment of language proficiency using an objective assessment instrument, including, but not limited to, the English language development test that is developed or acquired pursuant to Section 60810 (*this would be the state language assessment which is currently the ELPAC*).
 - (2) Teacher evaluation, including, but not limited to, a review of the pupil's curriculum mastery.
 - (3) Parental opinion and consultation.
 - (4) Comparison of the performance of the pupil in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age, that demonstrates whether the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

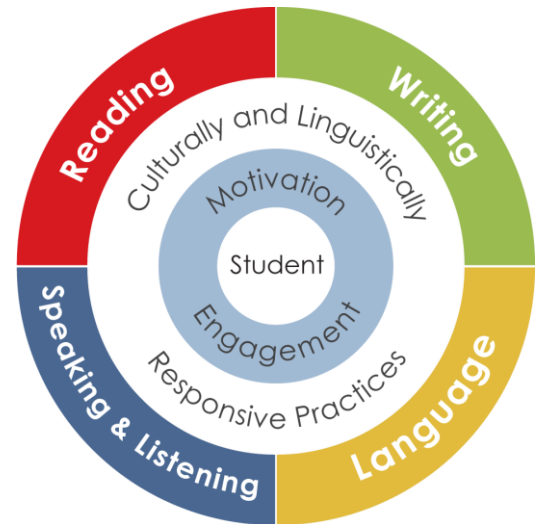
Additional Considerations for Reclassification:

While there is specific California Ed code for reclassification procedures, a district can implement additional requirements. CTA recommends consideration of the following questions:

- a. Are there any additional assessments used in addition to the ELPAC for reclassification purposes? If yes, how are these assessments developed, reviewed, and implemented?
- b. What guidance and training is provided to teachers evaluating student mastery of language and curriculum?
- c. What policies, processes, and procedures are in place for parental opinion and consultation?
- d. What types of comparisons of student skills and performance indicators are utilized to determine effective student participation in English? How are these comparisons and indicators developed, reviewed, and implemented?

CURRICULUM AND INSTRUCTION

A subcommittee of Curriculum and Instruction reviewed numerous resources focused on curricular content for English Learner Development that included but was not limited to the documents from Californians Together, [Multiple Pathways to Biliteracy](#), the English Learner and Biliteracy Programs provided by the California Association for Bilingual Education (CABE), and research on improving language learning by Kathryn Lindholm-Leary, Fred Genesee, and others. Prior to the passage of Prop. 58, the model used in most districts for English Learners was a mainstream program supported Specially Designed Academic Instruction in English (SDAIE) or Structured English Immersion instruction. Where there were non-English speaking students needing more intensive supports, students were taught bilingually but had to transition out of the program after a designated length of time. Other models that emerged over time that included dual language programs such as transitional bilingual, developmental bilingual, and two-way immersion.



In 2012 with the creation of the Seal of Biliteracy, awarded to graduating seniors who demonstrated proficiency in two or more languages, world language programs set the stage for multiple pathways to biliteracy. Newcomers Programs such as those in San Francisco and Oakland Unified have not been mentioned in most literature on language instruction. According to Colorín Colorado, newcomer programs were developed to meet the needs of newcomers before they enter the general education classrooms. They are designed to meet the needs of immigrant students who have little or no English proficiency and limited or no formal education in their native countries and to help them develop linguistic survival skills and start adapting to the new culture.

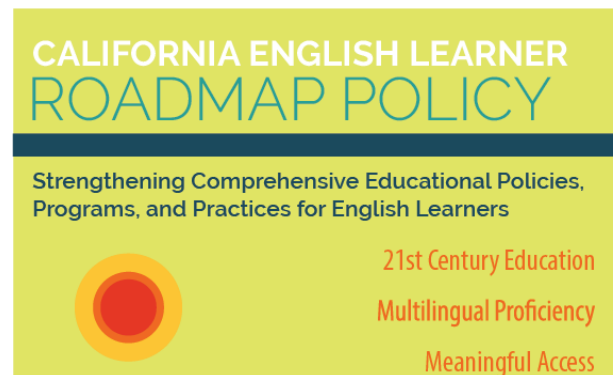
With the passage of Proposition 58, school districts are no longer limited to the English only programs. As of July 2017, if there are parents of 20 students in one grade level or 30 students schoolwide who request a multilingual/biliteracy program, it will trigger the exploration and implementation, to the extent possible, of a biliteracy program at the site. Districts and school sites now have more options to consider in implementing a multilingual/biliteracy program. Parents are no longer required to sign waivers to enroll their children in bilingual or dual immersion programs. CABE has produced a [Dual Language Immersion Planning Guide](#) found on their website: <http://www.di.gocage.org/>.

California has been making strides towards literacy and language proficiency since the adoption of the Common Core State Standards in 2010. The renamed California State Standards that include English Language Arts and Literacy in History/Social Studies, Science, and technical Subjects, English Language Development, Mathematics, and Next Generation Science Standard identifies what all student including English Learners need to know and be able to do. While the content

standards for the other content areas, such as History Social Studies, remains, the state is revising and aligning all other content area frameworks to prepare students to be career and college ready. These frameworks guide the development of curriculum instruction, assessment, instructional materials, and professional learning to ensure that all California learners benefit optimally and achieve their highest potential. In each set of frameworks, there is a chapter on Equity and Access for all students.

In the Introduction of the ELA/ELD Framework, K-12, it should be noted that the Superintendent of Public Instruction and the State Board of Education were recognized for their support for literacy and language proficiency in languages other than English as highly desirable and advantageous for California's students and the state. As Superintendent Torlakson has emphasized, "Fluency in a second language helps our students be well-prepared to compete in a global marketplace... California has the opportunity to build on the linguistic assets that our English learners bring to public schools while also supporting the acquisition of biliteracy and multiliteracy in students whose home language is English. This goal is a necessary component of a world-class education and will contribute to California's continued leadership in the nation and the world."

In July 2017, the State Board of Education adopted policy that established the California English Learner Roadmap that articulates a common vision and mission for educating English Learners and supports districts as they implement the State Board policy. Go to the CDE website: <https://www.cde.ca.gov/sp/el/rm/> to learn more about the vision, mission, and the four principles of the roadmap.



In the implementation of Proposition 58, careful selection of the model with input from stakeholders is critical to selecting the best model any language learning model. Inclusive in all models is the suggestion that state-aligned standards, appropriate pedagogy, curricular content, and high-quality instruction are important for the success of any model. Key characteristics of any language learning model should take into consideration the following (from the CBE website):

- Integration of language and culture
- Active engagement and meaningful interaction
- Contrastive analysis to build linguistic and cultural diversity within an affirming climate
- Standards-aligned curriculum and high-quality instructional materials as well as exposure to authentic language and texts
- Valid and appropriate assessment
- Age appropriate instruction differentiated and scaffolded for different levels of language proficiency
- Systemic professional development and support for teachers
- Use of technology integrated into teaching and learning

C and I examined some of these models in a table format focusing on the various components necessary for successful operations and implementation of a selected program. Some of components are borrowed and adapted from a book entitled Improving Education for English Learners: Research-Based Approaches (2010)_by Kathryn Lindholm-Leary at San Jose University and Fred Genesee at McGill University.

Summary of Alternative Educational Programs for English Learners

| Components | Transitional Bilingual | Developmental Bilingual | Two-Way Immersion | Mainstream Classroom |
|--|---|--|--|---|
| Language Goals | Transition to Eng. only | Bilingualism | Bilingualism | English Only |
| Cultural Goal | Integrate into mainstream American culture. | Integrate into mainstream Am. culture & maintain home/heritage culture. | Integrate into mainstream American culture and appreciate other culture. | Integrate into mainstream American culture. |
| Academic Goals | District goals and standards. | District goals and standards. | District goals and standards. | District goals and standards. |
| Student Characteristics | <ul style="list-style-type: none"> – No/limited English – Same home language – Mixed cultural background | <ul style="list-style-type: none"> – -No/limited English – -Same home language – -Mixed cultural background | Both native speakers of Eng. and students with no/limited Eng.; different cultural backgrounds | <ul style="list-style-type: none"> – No/limited English – Same home language – Mixed cultural background |
| Grade Levels | Primary and elem. | Elementary | K-8; prefer K-12 | K-12 |
| Entry Levels | K, 1, 2 | K, 1, 2 | K, 1, 2 | K-12 |
| Length of Participation | 2-4 years | <ul style="list-style-type: none"> – Usually 6 years – Preferably 12 yrs | <ul style="list-style-type: none"> – Usually 6 years – Preferably 12 yrs | Preferably 12 years |
| Role of Mainstream teachers | Mainstream teachers must have training in sheltered inst. | Stand-alone program with its own specially trained teachers | Mainstream teachers with special training. | Mainstream teachers with special training. |
| Teacher Qualifications | Bilingual certificate | <ul style="list-style-type: none"> – Bilingual multicultural certificate – Bilingual Proficiency | <ul style="list-style-type: none"> – Bilingual/immersion certification – Bilingual proficiency – Multicultural training | <ul style="list-style-type: none"> – Teaching credential – CLAD or equivalent |
| Instructional materials, texts, visual aids, etc. | In the home language of students and in Eng.; materials adapted to language levels. | In the home language of students and in Eng.; materials adapted to language levels. | In the minority language and in Eng., as required by curriculum of study. | In Eng. with SEI/SDAIE strategies implemented. |

The CAFE website, www.gocafe.org, has a section on "Prop. 58 has Passed! Now What?". Dual Language Immersion Planning Guide is provided to help parents and other stakeholders learn more about dual language models. It lists standards-aligned curriculum and high quality instructional materials among key characteristics for all quality language learning models and a description of several models supported by CAFE:

- Dual Language Immersion 50:50
- Dual Language Immersion 90:10
- One-Way Immersion Programs
- Developmental Language Programs
- Heritage Language Programs
- FLES and FLES Programs

The Californians Together document, [Multiple Pathways to Biliteracy](#), provides a developmental chart for school districts to use when implementing a biliteracy program. The chart is found on pages 12 and 13 of document and is duplicated on the next page.

LANGUAGE LEARNING OPPORTUNITIES AND PROGRAMS: COMPONENTS OF PATHWAYS TO BILITERACY

| Opportunity/ Program | Grade Levels | Target Students | Goals | Description |
|--|-----------------|---|---|--|
| Dual Language or Two Way Bilingual Immersion | K-12 | English Learners and English dominant students | Promote bilingualism and biliteracy (English plus target language) and positive cross-cultural attitude and behavior. | Whole school day program in elementary; continues as course in secondary. Begins with 50 – 90% of instruction in target language with increasing English until academic work and literacy are 50:50. In secondary grades, some courses remain in target language. Integrates native English speakers and speakers of the target language – providing instruction in both languages to all students together. |
| Immersion | K-8 | Non-speakers of the target language | Proficiency and academic study in a target language | Target language is used for all academic instruction (with the exception of language arts in English). Maintain a ratio of target language use to English as high as 80/20 throughout elementary grades |
| Transitional Bilingual Education | K-3 | English Learners | Improved access to full curriculum, and transition to English | Whole school day program. Academic curriculum is taught through home language, including initial literacy, plus ELD. Transition to all English instruction in 2nd or 3rd grade. |
| Developmental or Maintenance Bilingual/ Biliteracy | K-12 | English Learners | Academic study and literacy development in both home language and English | Whole school day program in elementary grades; continues as a course in secondary. Academic curriculum is taught initially through home language plus ELD, with increasing academic instruction in English until students develop literacy in both languages. Academic study in both languages continues. |
| Heritage Language program | K-12 | For language minority students who are English dominant and are desiring to learn the heritage language | Reclaim a heritage language | Generally a course or afterschool opportunity with significant focus on the heritage culture as well as language |
| FLEX (Foreign Language Elementary Experience) | K-5 | Non-native speakers of the target language | Exposure, enrichment, language experience | A designated period of the school day or afterschool program (usually a few times a week) providing basic exposure to a language |
| FLES (Foreign Language in Elementary Schools) | K-5 | Non-native speakers of the target language | Language study | A designated period of the school day or afterschool program dedicated to language study. Varies greatly in amount of time. |

| Opportunity/ Program | Grade Levels | Target Students | Goals | Description |
|--|-----------------|--|---|--|
| Native Speakers Courses | 6 - 12 | For speakers of a language other than English | Language and literacy skills in the target language | A course of language study designed for native speakers of the target language. High school curriculum is aligned with UC/CSU A-G requirements and courses are articulated with Advanced Placement Language classes. |
| Advanced Placement Courses | 9 - 12 | For students with foundation in the target language | College level proficiency in the target language – college credit | Courses designed for advanced students who demonstrate proficiency in reading, writing, listening and speaking in target language |
| Study Abroad, International student exchange programs | 6 - 12 | For all students | Cultural exposure and study of language within its cultural context | Generally a few weeks to a semester. Students live in another country and study the language. |
| Partnerships | K-12 | For all students | Language study | Partnerships with community language schools, universities, or international language programs. Often used when a school or district does not have the capacity to teach the language. Students earn school credits for courses taken elsewhere |
| Language infused Career Tech Courses, Pathways and Academies | 9 – 12 | For all students | Language proficiency related to specific careers | Language study is integrated with the uses of the language in specific careers and industries. Language study is integrated with the uses of the language in specific careers and industries, and focuses on career specific vocabulary and language functions. |
| Global Education Connections Online (Global Learning Networks) | 3 - 12 | For all students | Cultural connection and active use of languages for communication | Classroom to classroom connections between students in the U.S. and other nations for communication, joint projects and learning. Bilingual skills are used. |
| Online language learning | K - 12 | For all students | Language learning | Computer lab and classroom opportunities to develop and practice language skills using World Language software |
| Credit for proficiency | 9 - 12 | For students who have developed proficiency in a language other than English outside of U.S. schools | Recognize and give credit for existing language skills | Students have an opportunity to gain school credit for language proficiency through assessments. |

Instructional Strategies

Curricular content sets the stage for high quality instructional strategies. Considering social emotional learning and culturally relevant pedagogy, teaching and learning is important for a successful and relevant language learning program. Evidenced based teaching and learning is even more critical in the application of instructional strategies for different levels of learners. Below are some recommended instructional strategies and programs that are research-based and aligned to the CA State Standards that will directly impact the learning needs of English Learners and a diverse student population.

- Pre K-3 Academic Language: Sobrato Early Academic Language (SEAL Program)
- Comprehensive Writing (K-12): WRITE Institute (English and Spanish)
- Content Area Instruction (6-12):
 - SDAIE
 - Understanding Language, Stanford University
- Cooperative Learning: Kagan Strategies
- Language Acquisition (Pre K-8):
 - Project GLAD
 - Be GLAD
- Observation Protocols:
 - OPAL, LMU
 - SIOP, CAL
- Project-based Learning:
 - Edutopia
 - Buck Institute

There are also seven pedagogical practices adapted from Principles of Practice by Yvette Jackson. These principles should be evidence in every classroom where English Learners are present:

1. Identify and build on student strengths.
2. Establish powerful relationships that nurture success.
3. Elicit high intellectual performance.
4. Create environments of enrichment, not remediation.
5. Create environments of enrichment, not remediation.
6. Situate learning in the lives of students.
7. Address the prerequisites for learning

NEGOTIATIONS

The passage of Proposition 58 relieves school districts of restrictions previously in place regarding English language instruction and places new obligations regarding instruction in languages other than English. School districts are not relieved, however, of the obligation to negotiate matters within the scope of bargaining with the exclusive representative. The exclusive representative of certificated personnel also has the right to consult on educational objectives, curriculum, and textbooks. CTA locals should exercise their right to both consult and negotiate when school districts seek to make changes to implement provisions of Proposition 58.

The following items are illustrative but not exhaustive of example of matters within the scope of bargaining that may be impacted by Proposition 58:

Stipends/salary placements

Locals may wish to consider negotiating stipends for educators who speak and/or instruct in languages other than English. Locals may need to offer higher than usual initial salary placement for educators who possess language skills in high demand or rare languages.

Incentives

Incentives, including monetary, may be useful in recruiting bilingual educators to the district or to encourage existing educators to develop new language skills/acquire a new language.

Tuition Reimbursement

Educators should be reimbursed for tuition and related expenses, including credentialing/certification costs, necessary to obtain proficiency in a new language.

Professional Development

Locals should take an active role in determining what professional development will be offered for new and existing instruction in languages other than English.

Additional Duty Pay

Educators should be compensated at their pro-rata daily rate or negotiated hourly rate for translation work, curriculum creation, and additional student assessments for languages other than English.



Transfer/Displacement

Locals should carefully review, and modify if necessary, contract language to ensure members are protected from arbitrary or capricious involuntary transfers based on Proposition 58 implementation. Contracts should require Districts to seek voluntary transfers first and use involuntary transfers to meet Proposition 58 goals only as a last resort. No member should be forced to teach in a language other than English if they do not desire to do so.

Other examples and subjects may arise. Locals should work with their primary contact staff to develop a comprehensive plan to address Proposition 58 implementation.

Miscellaneous

Academic Subjects through the Primary Language (L1 Instruction)

English learner (EL) students (formerly referred to as limited-English-proficient (LEP) students) receive a program of English-language development (ELD) and, at a minimum, two academic subjects taught through the primary language (L1). Primary language instruction is provided (1) for kindergarten through grade six, at a minimum, in language arts (including reading and writing) and in mathematics, science, or social science; or (2) for grades seven through twelve, at a minimum, in two academic subjects required for grade promotion or graduation. The curriculum is equivalent to that provided to fluent-English-proficient (FEP) and English-only students. Students being taught academic subjects through the primary language may also be receiving specially designed academic instruction in English (SDAIE). See the definition for SDAIE. Primary language instruction is provided by teachers with a California Commission on Teaching Credentialing (CCTC) bilingual authorization in the primary language. (R30-LC)

African American, Not of Hispanic Origin

This category applies to the ethnic group of non-Hispanic persons who have origins in any of the black racial groups of Africa. In 1998–99, the name for this ethnic group was changed from Black, Not of Hispanic Origin to reflect the new federal standards and current use. (CBEDS)



All Other Bilingual Paraprofessionals (Aides)

These aides are all the bilingual paraprofessionals who are not reported on the annual Language Census as being teamed with teachers who have not completed certification. These paraprofessionals provide primary language support and meet the same district criteria as the aides who are teamed with teachers. (R30-LC)

Alternative Course of Study

An alternative course of study contains classes where EL students are taught English and other subjects through bilingual education techniques or other generally recognized methodologies permitted by law. The students enrolled have been (1) granted a parental exception waiver pursuant to California *Education Code* sections 310 and 311; or (2) placed in any alternative education program operated under the State Superintendent of Public Instruction's waiver authority (*Education Code* section 58509) when such an alternative for EL students was established specifically to waive one or more of the *Education Code* sections 300 through 340; or (3) enrolled in a charter school program that offers any alternative course of study for EL students. (R30-LC)

American Indian or Alaska Native

In 1998-99 the following definition was modified to reflect the new federal standards and current use: The ethnic group of a person who has origins in any of the original peoples of North and South America (including Central America) and who maintains tribal affiliation or community attachment. (CBEDS) Before 1998-99 the definition was as follows: The ethnic group of a person who has origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.



Asian

Asian is the ethnic group of a person who has origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent. (CBEDS)

Bilingual Paraprofessionals (Aides) Teamed with Teachers in Training for CCTC Bilingual Authorization

These aides are paraprofessionals who are teamed with teachers in training for the purpose of providing academic instruction through the primary language. They should meet the district's criteria that ensure aides are able to speak, understand, read, and write English and the primary language of the English learners and be familiar with the cultural heritage of the English learners. (R30-LC)

EL See the definition for [English Learner](#). (R30-LC)

ELD See the definition for [English Language Development](#). (R30-LC)

ELD and Academic Subjects through the Primary Language (L1)

See the definitions for [ELD](#) and [Academic Subjects through the Primary Language](#). (R30-LC)

ELD and Specially Designated Academic Instruction in English (SDAIE)

See the definitions for [ELD](#) and [Specially Designated Academic Instruction in English \(SDAIE\)](#). (R30-LC)

ELD and Specially Designated Academic Instruction in English (SDAIE) with Primary Language Support

This term describes a setting in which EL students receive ELD and, at a minimum, two academic subjects required for grade promotion or graduation taught through SDAIE with Primary Language Support (L1 support) in at least two academic subject areas. Primary language support is instructional support through the student's primary language and does not replace academic instruction taught through the primary language but may be used to clarify meaning and to facilitate student comprehension of academic content area concepts taught mainly through English. The support may also include oral language development in the student's primary language. (R30-LC)

English-Language Development (ELD)

English-Language development is a specialized program of English language instruction appropriate for the English learner (EL) student's (formerly LEP students) identified level of language proficiency. This program is implemented and designed to promote second language acquisition of listening, speaking, reading, and writing. (R30-LC)

English Language Mainstream Classroom - Parental Request

At the request of a parent or guardian, English learners who have not met local district criteria for having achieved a "good working knowledge" of English are enrolled in classes where they are provided with additional and appropriate services. Transferring an English learner from a structured English immersion classroom to an English language mainstream classroom is done with the permission of a parent or guardian of the English learner. (R30-LC)

English Language Mainstream Classroom - Students Meeting Criteria

English learners who have met local district criteria for having achieved a "good working knowledge" (also defined as "reasonable fluency") of English are enrolled in classes where they are provided with additional and appropriate services. (R30-LC)

English Learner (EL) Students (Formerly Known as Limited-English-Proficient or LEP)

English learner students are those students for whom there is a report of a primary language other than English on the state-approved Home Language Survey and who, on the basis of the state approved oral language (grades kindergarten through grade twelve) assessment procedures and literacy (grades three through twelve only), have been determined to lack the clearly defined English language skills of listening comprehension, speaking, reading, and writing necessary to succeed in the school's regular instructional programs. (R30-LC)

Fluent-English-Proficient (FEP)

Students who are fluent-English-proficient are the students whose primary language is other than English and who have met the district criteria for determining proficiency in English (i.e., those students who were identified as FEP on initial identification and students redesignated from limited-English-proficient [LEP] or English learner [EL] to FEP). (R30-LC)

Hispanic or Latino

The ethnic group of a person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race. In 1998-99, the title of this ethnic group was modified from Hispanic to reflect the new federal standards and more current use. (CBEDS)

Language Census (Form R30-LC)

The Language Census (form R30-LC) was an annual aggregate data collection from local education agencies administered by the California Department of Education (CDE) that ran from the 1980-81 academic school year through the 2010-11 academic school year. The R30-LC was used by the CDE to collect: the number of English learner students (EL) and fluent-English-proficient (FEP) students in CA public schools (K-12) by grade and primary language; the number of EL students enrolled in instructional settings or receiving services by type; the number of students redesignated from EL to FEP from the prior year; and the number of certified staff members providing instructional services to EL students.

During 2009-10 and 2010-11 some of the data previously collected through the R30-LC aggregate data collection were transitioned to the student- and teacher-level California Longitudinal Pupil Achievement Data System (CALPADS) and the California Basic Educational Data System (CBEDS). The R30-LC was administered during these two transition years, but only included data not moved to CALPADS and CBEDS. By 2011-12, the transition from the R30-LC to CALPADS was completed and the R30-LC data collection was discontinued.

Note: English learner (EL) students were formerly known as limited-English-proficient (LEP) students. This change was made in the spring of 1999.

Latino See the definition for Hispanic or Latino. (CBEDS)

Limited-English-Proficient (LEP) *(See the new definition for English learner students.)*

Limited-English-proficient (LEP) students are those students for whom there is a report of a primary language other than English on the state-approved Home Language Survey and who, on the basis of the state-approved oral language (kindergarten through grade twelve) assessment procedures and literacy (grades three through twelve only), have been determined to lack the clearly defined English language skills of listening comprehension, speaking, reading, and writing necessary to succeed in the school's regular instructional programs. This term was replaced with the term English learner beginning with the 1998-99 data collection. (R30-LC)

Other Bilingual Paraprofessionals (Aides)

These aides are paraprofessionals who provide primary language support or primary language instruction to English learners and are not teamed with teachers in training. They should meet the district's criteria that ensure aides are able to speak, understand, read, and write English and the primary language of the English learners and are familiar with the cultural heritage of the English learners. (R30-LC)

Paraprofessionals (Aides) Teamed with Teachers in Training Providing Primary Language Instruction

These aides are bilingual paraprofessionals who are teamed with the teachers in training for the purpose of providing academic instruction through the primary language. These aides should meet (per R30 Instructions) district criteria that ensure they are (1) able to speak, understand, read, and write English and the primary language of the English learner (EL) students (formerly LEP students); and (2) familiar with the cultural heritage of the EL students. (R30-LC)



Primary Language

The primary language is the language that is identified for K–12 students at the local level from information gathered on the Home Language Survey to determine whether a student should be assessed with the California English Language Development Test (CELDT). The primary language, also known as "native language," should be identified only once during the course of a student's school career and should never change. For pre-kindergarten students, this is

identified at the local level from either the "Home Language Survey" if available, or the "Confidential Application for Child Development Services and Certification of Eligibility" form (CD-9600), using the "Native Language" section. If these two forms are not available, and no other reliable resource for this information is available, then LEAs should use the language spoken most frequently by adults in the home.

The languages reported by Local Educational Agencies (LEAs) to the California Longitudinal Pupil Achievement Data System (CALPADS) represent languages other than English that were reported and used as an indication that the student needed to be assessed for English learner services on the CELDT. You can access the most current list of languages reported to CALPADS by viewing the current [CALPADS Code Set document](#) (Code Set Name = Language). A verification of these languages is obtained from the book [Ethnologue - Languages of the World](#) , available on the Internet.

Teachers in Training for a CCTC Bilingual Authorization (Providing Primary Language, ELD, and/or SDAIE Instruction to English Learner [EL] Students)

Teachers who, on an interim basis, have been teamed with a bilingual paraprofessional (or aide) to meet the primary language instruction staffing need in response to a district shortage of qualified bilingual teachers; or, teachers who were documented to have the required language skills of the EL students (i.e., authorized foreign trained teachers providing content instruction in the native language) and not teamed with an aide. Each teacher has completed or is currently enrolled in training that will qualify him or her for either a bilingual certificate issued by the California Commission on Teacher Credentialing (CCTC); or designation as a primary language teacher by the district. (R30-LC)

Teachers in Training for SDAIE and/or ELD Teaching Authorization (Providing ELD and/or SDAIE Instruction to English Learner (EL) Students)

Teachers in training for a SDAIE authorization and providing SDAIE and/or ELD to English learner (EL) students should be enrolled in either Crosscultural Language Acquisition Development (CLAD) training or Senate Bill SB1969 staff development training with a SDAIE focus. Teachers providing ELD only to EL students should hold a CCTC ESL supplementary authorization or be enrolled in either CLAD training or SB1969 staff development training with an ELD focus for EL students in a self-contained classroom. (R30-LC)

Teachers Providing Primary Language Instruction to EL Students

These teachers provide English-language development (ELD), and teach at least two academic subjects that are required for grade promotion and graduation, and teach English learner (EL) students primarily through the primary language (L1). English-language development (ELD) instruction is designed to promote efficient acquisition of skills needed to communicate effectively in English. (R30-LC)



Teachers Providing SDAIE and ELD

These teachers provide English-language development and teach at least two academic subjects required for grade promotion and graduation. These courses are taught to English learners through specially designed academic instruction in English (SDAIE). The SDAIE method is used to teach academic courses in English to English learners and is designed to increase the level of understanding of the English instruction. (R30-LC)

Teachers with a CCTC Bilingual Authorization (Providing Primary Language, ELD, and/or SDAIE Instruction to English Learner [EL] Students)

These teachers have (1) a valid California Commission for Teacher Credentialing (CCTC) Bilingual Crosscultural Language and Academic Development (BCLAD) certificates, (2) a Bilingual Crosscultural Certificate of Competence (BCC), or (3) other CCTC authorization for bilingual education, including emergency or sojourn authorizations.

Note: District Designated Primary Language Teachers (option 3) are those teachers who have met CDE-approved district-adopted criteria for primary language instruction. (R30-LC)

Teachers with a CCTC SDAIE or ELD Teaching Authorization (Providing ELD and/or SDAIE Instruction to English Learner [EL] Students)

Teachers who hold a valid regular California teaching credential and (1) who have a valid Crosscultural Language Academic Development (CLAD) or Language Development Specialist (LDS) certificate issued by the California Commission for Teacher Credentialing (CCTC); or (2) who hold an ESL supplementary authorization issued by the CCTC. (R30-LC)

Teachers with SB1969 Certificate of Completion or CDE Approved District Designated (Providing ELD, and/or SDAIE Instruction to English Learner [EL] Students)

These teachers hold a Senate Bill SB1969 certificate of completion of Staff Development or are CDE-approved district-designated ELD teachers (option 3). Teachers in training for SDAIE or ELD Teaching Authorization are as follows: The SDAIE Teachers in Training who are providing SDAIE and ELD or SDAIE only to EL students are enrolled in either CLAD training or SB1969 staff development training with a SDAIE instructional focus. Teachers only providing ELD to EL students must hold a CCTC ESL supplementary authorization or be enrolled in either CLAD training or SB1969 staff development training with an ELD focus for EL students in a self-contained classroom. A description of the training program for these teachers should be included in the district's Plan to Remedy the Shortage of Qualified Staff or 1997–98 English Learner Staffing Plan Annual Report. (R30-LC)

Withdrawn from all Services

English learner (EL) students who have been withdrawn from all bilingual instructional services (including ELD) by their parent(s) or guardian(s) are described by this term. This term will not be used on the Language Census after 1999.

RESOURCES:

Glossary of Terms Related to Dual Language/TWI in the United States:

<http://www.cal.org/twi/glossary.htm>

<http://www.colorincolorado.org/ell-basics/ell-glossary>

www.colorincolorado.org > *ELL Basics* > *Resources by State*

