

Bilingual Program
Presentation

San Leandro Unified School District

April 21, 2009

CÉSAR CHÁVEZ DAY OF SERVICE & L.

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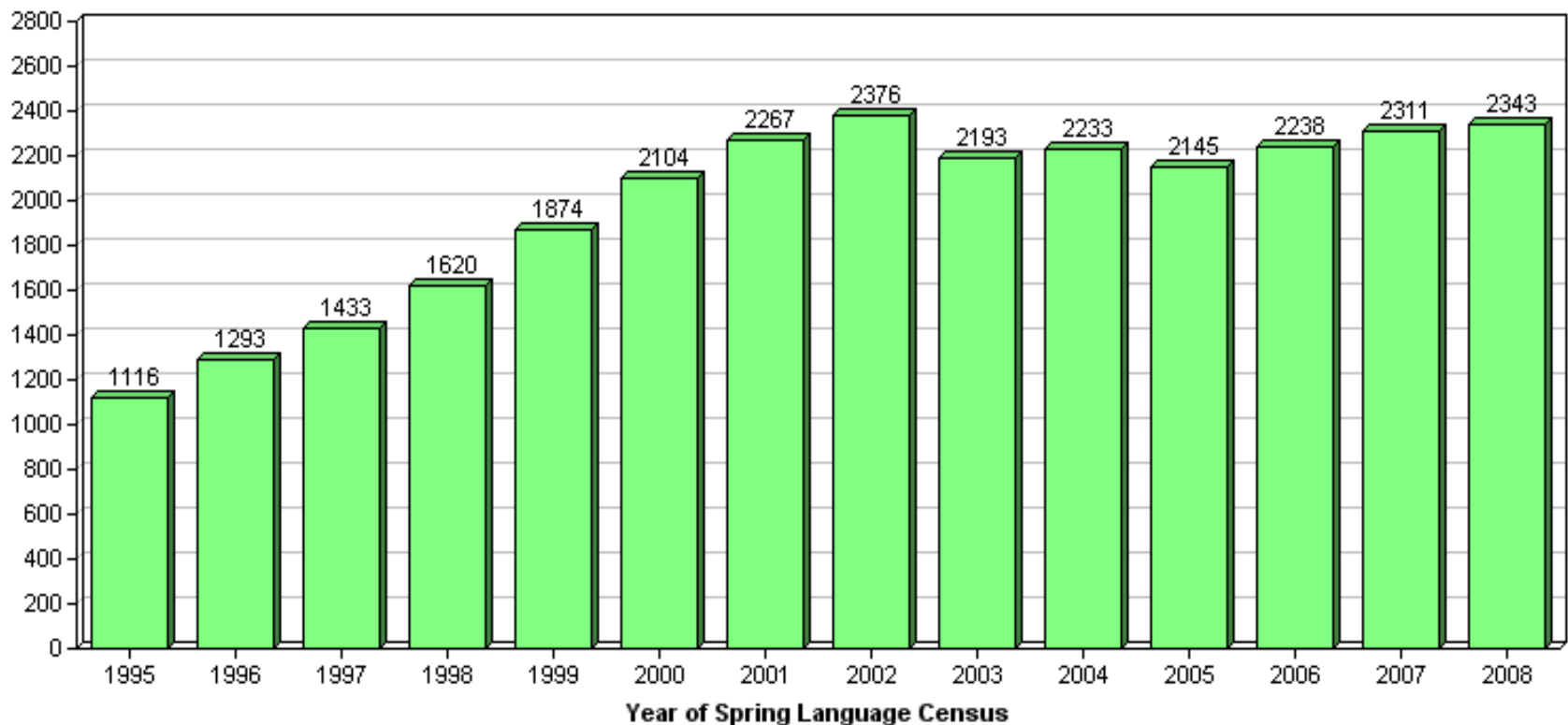
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Guiding Questions

- What is the history of Bilingual Education in California and in the SLUSD?
- What is the current Bilingual Alternative Program offered in the SLUSD?
- How are the students enrolled in the bilingual program performing?
- What do our parents have to say about the program?
- What are the challenges faced by the program?
- What are the District's next steps?

Number of English Learners In SLUSD

Number of English Learners for San Leandro Unified



Language Census (by Language)

❖ Language counts by language from the most recent R-30

LANGUAGE	# of STU	% of SLUSD STU	% of SLUSD EL STU
-- Spanish	1587	18%	66.5%
-- Cantonese	216	2.5%	9.0%
-- Filipino (Tagalog)	183	2.1%	7.6%
-- Vietnamese	158	1.8%	6.6%
-- Arabic	51	less than 1%	2.1%
-- Khmer	17	less than 1%	less than 1%
-- Mandarin	17	less than 1%	less than 1%
-- Hindi	15	less than 1%	less than 1%
-- Tongan	14	less than 1%	less than 1%
-- Serbo-Croatian/Bosnian	11	less than 1%	less than 1%
-- Korean	10	less than 1%	less than 1%
-- Punjabi	10	less than 1%	less than 1%
-- Samoan	7	less than 1%	less than 1%
-- Cebuano (Visayan)	6	less than 1%	less than 1%
-- Portuguese	4	less than 1%	less than 1%
-- Tigrinya	4	less than 1%	less than 1%
-- Urdu	4	less than 1%	less than 1%
-- Polish	3	less than 1%	less than 1%
-- Farsi (Persian)	2	less than 1%	less than 1%
-- Italian	2	less than 1%	less than 1%
-- Japanese	2	less than 1%	less than 1%
-- Lao	2	less than 1%	less than 1%
-- All Other (1 student per language)	<u>60</u>	less than 1% each	less than 1% each
Total	2385	27%	

❖ Percent of Spanish-speaking students requesting Bilingual Program is 22%

AMAO Summary Chart

Number of 2007 Annual CELDT Takers	AMAO 1 - Annual Growth				AMAO 2 - Attaining English			AMAO 3 - AYP	
	Percent with Prior Year Data	Number in Cohort 1	Number met AMAO 1	Percent met AMAO 1	Number in Cohort 2	Number met AMAO 2	Percent met AMAO 2	ELA Percent met AMAO 3 (35.2% ELM & MS) (33.4% HS)	Math Percent met AMAO 3 (37.0% ELM & MS) (32.2% HS)
2,040	95.40%	1,946	1,117	57.40%	1,044	388	37.20%	25.6	36.1

Garfield Elementary	122	95.90%	117	57	48.70%	53	14	26.40%	22.1	37.9
James Madison Elementary	86	97.70%	84	43	51.20%	41	13	31.70%	27.0	42.4
Jefferson Elementary	169	98.20%	166	110	66.30%	83	34	41%	52.8	77.8
McKinley Elementary	158	95.60%	151	93	61.60%	83	37	44.60%	21.3	36.2
Monroe Elementary	118	100%	118	68	57.60%	46	17	37%	40.0	60.0
Roosevelt Elementary	39	97.40%	38	25	65.80%	20	*	*	46.3	56.1
Washington Elementary	162	98.10%	159	72	45.30%	75	20	26.70%	23.8	36.9
Wilson Elementary	340	98.20%	334	205	61.40%	161	74	46%	28.5	46.4

Bancroft Middle	210	95.70%	201	146	72.60%	135	62	45.90%	22.6	22.4
John Muir Middle	244	96.30%	235	150	63.80%	145	63	43.40%	18.7	19.5

Lincoln High (Continuation)	19	68.40%	13	*	*	8	*	*	*	*
San Leandro High	373	88.50%	330	136	41.20%	194	40	20.60%	22.7	38.3

2007-08 Targets

50.1%

28.9%

2006-07 Targets

48.7%

27.2%

= missed AMO

District's Academic Plan for English learners (including those in the Bilingual Program)

- EL Master Plan
 - Procedures for Identification
 - On-going Assessment
 - Placement of students
 - Parental Waivers
 - Instructional Programs & Strategies
 - Core Academic Program
 - English Language Development
 - Staffing and Professional Development
 - Reclassification
 - Parent Advisory Committee
 - Funding
 - Special Needs Students

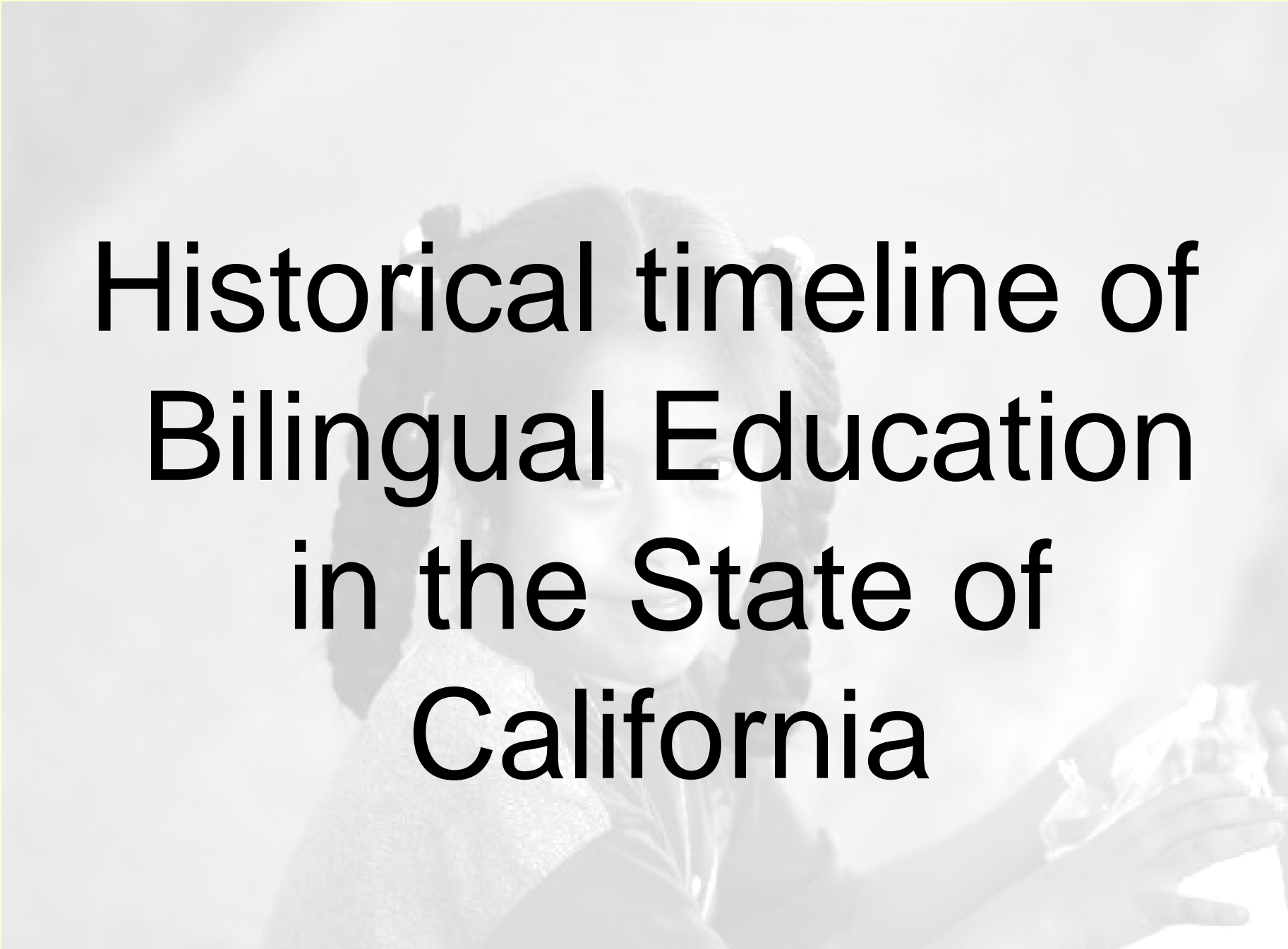
Our goals for English Learners...

Achieve and Sustain High Levels of Academic, Linguistic, and Multicultural Competency:

- Meet state/local grade level standards across the curriculum.
- Access a broad repertoire of social, cognitive, and metacognitive learning strategies.
- Develop critical approaches to creating, accessing, using, and evaluating knowledge and information.
- Achieve high levels of proficiency, including literacy, in at least two languages and they must develop the necessary skills to
 - Negotiate and work across a multiplicity of differences, secure in their identity and self-esteem

Develop the Skills Necessary to Be a Successful 21st Century Citizen:

- Academic Preparation
- Information Literacy
- Multilingual Abilities & Multicultural Competency
- Technology Fluency
- Aesthetic Sensitivity
- Interpersonal/Communication Skills
- Community-Civic Connections
- Social/Environmental Responsibility



Historical timeline of Bilingual Education in the State of California

Legal History of Bilingual Education in California

- 1967 Governor Ronald Reagan signs SB 53, the legislation allowing the use of other languages of instruction in California public schools. This bill overturned the 1872 law requiring English-only instruction.
- 1974 Chacón-Moscone Bilingual-Bicultural Education Act established transitional bilingual education programs to meet the needs of limited English proficient (LEP) students.
- 1981 Bilingual Education Act strengthened.
- 1986 Governor Deukmejian vetoes AB 2813 to extend the bilingual education into law.
- 1987 Governor Deukmejian again rejects a reauthorization bill and the bilingual education law is allowed to expire.
- 1996 Four school districts in California are granted "waivers". The waivers allowed the districts to establish "sheltered English immersion" programs and to dismantle their bilingual education programs.

Legal History – cont'd

- 1997 The Orange Unified School District is sued in California State Court in Sacramento in Quiroz et al. vs. State Board of Education by plaintiffs claiming that LEP students' rights are violated by the school district waivers for English-only instruction.
- March 1998 Judge Robie rules that the State Board of Education was not authorized to grant waivers to the expired Bilingual Education Act.
- May 1998 Governor Pete Wilson vetoes Senate Bill 6. SB 6 contained many of the provisions of the Chacón-Moscone law but granted flexibility to school districts to use bilingual education or English immersion according to local needs and preferences.

Post-227 Legislation and Legal Requirements

- June 3, 1998 Passage of Proposition 227 virtually banning bilingual education except under certain special conditions.
- July 1998 A request for an injunction against implementation of Proposition 227 in [Valeria G. v. Wilson](#) is denied by Judge Charles Legge of U.S. District Court in San Francisco. Ruling clarifies school districts' obligation to language minority students to "recoup" any academic deficit that occurred while students are learning English within a reasonable period of time.
- July 1999 The SBOE adopts the English Language Development Standards that are coordinated with the Language Arts/Reading Content Standards (1999).

Proposition 227 (cont.)

- Prop. 227 did not abolish any existing state laws or regulations, only those specifically mentioned in the proposition changed.
- Much of existing laws remains in effect: identification/assessment of EL students, reclassification, specialized instruction, staffing, home communications, provisions for adequate resources, collection of individual/group achievement data, parent advisory committee.

California Education Code

Section 300

The People of California find and declare as follows:

- (a) Whereas, The English language is the national public language of the United States of America and of the State of California, is spoken by the vast majority of California residents, and is also the leading world language for science, technology, and international business, thereby being the language of economic opportunity; and
- (b) Whereas, Immigrant parents are eager to have their children acquire a good knowledge of English, thereby allowing them to fully participate in the American Dream of economic and social advancement; and
- (c) Whereas, The government and the public schools of California have a moral obligation and a constitutional duty to provide all of California's children, regardless of their ethnicity or national origins, with the skills necessary to become productive members of our society, and of these skills, literacy in the English language is among the most important; and
- (d) Whereas, The public schools of California currently do a poor job of educating immigrant children, wasting financial resources on costly experimental language programs whose failure over the past two decades is demonstrated by the current high drop-out rates and low English literacy levels of many immigrant children; and
- (e) Whereas, Young immigrant children can easily acquire full fluency in a new language, such as English, if they are heavily exposed to that language in the classroom at an early age.
- (f) Therefore, It is resolved that: all children in California public schools shall be taught English as rapidly and effectively as possible.

Education Code Section 310-311

- The requirements of Section 305 (taught English by being taught in English) may be waived with the prior written informed consent, to be provided annually, of the child's parent/legal guardian under the circumstances specified in Section 310 and 311.
 - Children may be transferred to classes where they are taught English and other subjects through bilingual education techniques or other generally recognized educational methodologies permitted by law.
 - Individual schools in which 20 pupils or more of a given grade level receive a waiver shall be required to offer such a class; otherwise, they must allow the pupils to transfer to a public school in which such a class is offered.
 - A school or district **cannot** summarily deny parental waivers nor base a denial on the grounds that the district has no alternative program.
 - If a waiver is denied, the parent can appeal to the Waiver Appeal Committee for a hearing.
 - Should the parent not be satisfied, he/she can request that the State Board of Education review the district's guidelines or procedures.



Student Identification...

Student Identification

Home Language Survey (as part of our Enrollment Packet)

The California Education Code requires that schools determine the language(s) spoken at home by each student. This information is essential in order for schools to provide meaningful instruction for all students. If a language other than English is spoken in the home, the District is required to do further assessment of your son/daughter.

- 1) Which language did your son or daughter learn when he or she first began to speak? _____
- 2) What language does your son or daughter most frequently use at home? _____
- 3) What language do you use most frequently to speak to your son or daughter? _____
- 4) Name the language most often spoken by the adults at home.

Student Placement Criteria

- **Structured English Immersion** (Also referred to as Sheltered English Immersion, SEI): Classes where EL students who have not yet met local district criteria for having achieved a "good working knowledge" (also defined as "reasonable fluency") of English are enrolled in an English language acquisition process for young children in which nearly all classroom instruction is in English but with a curriculum and presentation designed for children who are learning the language (EC 305 and 306(a)).
- **English Language Mainstream Classroom** (with additional and appropriate services) - Students Meeting Criteria: Classes where English learners who have met local district criteria for having achieved a "good working knowledge" (also defined as "reasonable fluency") of English are enrolled and provided with additional and appropriate services (EC 305; CCR T5 11301 and 11302).
- **Alternative Course of Study (Spanish Bilingual Educational Program):** Classes where EL students are taught English and other subjects through bilingual education techniques or other generally recognized methodologies permitted by law and where the pupils enrolled have been (1) granted a parental exception waiver pursuant to EC 310 and 311; or (2) enrolled in any Alternative Education Program operated under the Superintendent of Public Instruction's waiver authority (EC 58509) when such an alternative for EL students was established specifically to waive one or more sections of EC 300 through 340; or (3) enrolled in a Charter School program which offers any alternative course of study for EL students.

The program is based on research which shows that student make an easier transfer into the second language if they have developed strong skills in their primary language.

Criteria for Placement in our Bilingual Instructional Program

- Student is a native Spanish speaker in grades K-5
- Student meets the circumstances in which a parental exception waiver may be granted:
 - Student has educational needs that an alternative course of educational study would be better suited to the child's overall educational development
- Parents complete required waiver
- School administrator and educational staff determine that a school's alternative program is a better placement for the student

Note:

- Only Spanish bilingual is requested in SLUSD (also only Spanish meets the criteria for a sustainable bilingual program)
 - Not educationally sound to move students in and out of bilingual educational programs
- Program is not for teaching a foreign language
- Program is not for teaching Spanish to English proficient students
- Strengthens primary language skills of students
- Requires BCLAD certification for teachers

Parent Waiver Request for Alternative Bilingual Program

Student Last Name *First* *MI* *School* *Grade* *Date of Birth* *Language Level*

I believe that the Mainstream English Language Program and the Structured English Immersion Program will not meet my child's education needs. I request a waiver which will allow my child to be instructed in English and Spanish through the Alternative Program which has been thoroughly described to me.

I understand that English and Spanish instructional materials will be used, that instruction will occur in both languages, and that the objective for my child is literacy and fluency in English.

Parent Signature

Date

SLUSD Bilingual Programs Are Based on the Following Beliefs:

- Language is a vehicle for access to education. Not being able to speak the language used in schools for instruction is, therefore, a barrier to an education, and children in the San Leandro Unified School District have a right to an education.
- A child's first language is part of who they are. The right to learn to speak and write in one's native language, to have that language incorporated into one's schooling, to make the choice about how and when one uses it, is a basic human right.
- Languages are resources. A child's home language is a resource to be developed, protected, and conserved.
- Language is an essential aspect of one's identity; a symbol and marker of membership in a culture.

The goal of the program is to ensure that students are on grade level in all content areas in English while maintaining their Spanish language.

Bilingual vs. Dual Immersion

- **The Alternative Spanish Bilingual Program:**

- Provides a foundation for learning in the student's native language with transition to English.
- Offers daily English Language Development, grade-level language arts, math and other content subjects taught daily using the student's first language.
- Uses Specially Designed Academic Instruction in English (SDAIE) strategies with native language support and mainstream English.
- As students progress through the grades, the amount of English instruction increases and native language instruction decreases

- **Two Way or Dual Language (or Dual Immersion) Bilingual Education:**

These programs are designed to help native and non-native English speakers become bilingual and biliterate. Ideally in such programs, half of the students will be native speakers of English and half of the students will be native speakers of a minority language such as Spanish. [

History of SLUSD Bilingual Education

1970's - Present

- 1970's Wilson School, Portuguese Bilingual Program
- 1993-94 Wilson School, Newcomer Program ½ day (One teacher, 1st grade)
- 1994-95 Wilson School, ½ primary language/ ½ regular (2nd grade)
- 1995-96 Wilson School, 5 classes (Kindergarten, 1st, 2nd, 3rd, 4th with ½ primary & ½ regular)
- 1996-97 Wilson School, 1st year of 6 classes (K/1 – 5th)
- 1996-97 Washington School; begins K to K/1
- 1997 Bilingual matrix, training, and materials were implemented
- 1997-98 Jefferson Spanish Enrichment
 - » Some years with/without a 5th bilingual due to enrollment
- 1998-99 Jefferson begins K only (Spanish reading)
- 2000-02 Bilingual teachers conduct screening process at Wilson
- 2001-02 Bilingual Task Force started for: articulation and bilingual handbook
- 2002-03 Washington becomes K-5 with Pre-K Spanish

Current Bilingual Programs

- Wilson Elementary – Grades K-5
 - Kindergarten, K/1, 1st, 2nd, 2nd/3rd, 3rd, 4th, 5th
 - Serves approximately 170 students
- Washington – Grades K-5
 - Kindergarten, 1st, 2nd, 3rd full bilingual classes
 - Serves approximately 70 students in K-3
 - 4th and 5th grade students are integrated with English Only (EO) students, but clustered with a BCLAD teacher; approximately 32 students
 - Has hired a .4 FTE teacher paid through EL Grant and EIA funds to support the matrix's goal of 25% of Spanish Language Arts for 4th/5th grade “bilingual” students; approximately 30 students in 4th/5th
 - Serves approximately 102 students
- Jefferson – Grades K-5
 - Kindergarten, 1st, 2nd, 3rd
 - 4th, 5th grade students are integrated with English Only (EO)
 - Serves approximately 130 students

Bilingual Instructional Matrix

Grade	Subjects Taught in Spanish	Subjects Taught in Transition 1st semester: Instruction of skills and concepts taught in Spanish. Review in English. 2nd semester: Instruction of skills and concepts taught in English. Review in Spanish	Subjects Taught in English Only	English Language Development Students receive English language development throughout all grades and will include Listening, Speaking, Reading, and Writing standards.
K	<ul style="list-style-type: none"> •Spanish Lang. Arts 120 minutes daily •Math •Science/Social Studies 	<ul style="list-style-type: none"> • Art • Music • Physical Education 	<ul style="list-style-type: none"> • First 30 days overwhelmingly in English • ELA (15-30 min daily) •Math Acad Lang Dev (15 mins) 	20 min. daily
1st	<ul style="list-style-type: none"> •Spanish Lang. Arts 120 minutes daily •Science/Social Studies 	<ul style="list-style-type: none"> • Math • Math Acad Lang Dev. (opposite lang.) 15 min 	<ul style="list-style-type: none"> • ELA (30 min daily) • Art/Music/Physical Ed 	30 min. daily
2nd	<ul style="list-style-type: none"> •Spanish Lang. Arts 90 minutes daily •Math Academic Lang. (15 mins.) •Science/Social Studies 	<ul style="list-style-type: none"> • Math • Math Acad Lang Dev (opposite lang.) 15 min. 	<ul style="list-style-type: none"> • ELA (60 min daily) • Math • Art/Music/Physical Ed 	30 min. daily
3rd	<ul style="list-style-type: none"> •Spanish Lang. Arts 75 minutes daily •Math Academic Lang. Dev. - 15 min daily •Social Studies 	<ul style="list-style-type: none"> • Science 	<ul style="list-style-type: none"> • ELA (75 min daily) • Math • Art/Music/Physical Ed 	30 min. daily
4th	<ul style="list-style-type: none"> •Spanish Lang. Arts 150 min weekly (25%) •Math Acad Lang Dev 	<ul style="list-style-type: none"> • Social Studies 	<ul style="list-style-type: none"> • ELA (450 min weekly - 75%) • Math & Science • Art/Music/Physical Ed 	30 min. daily
5th	<ul style="list-style-type: none"> •Spanish Lang. Arts 150 min weekly (25%) •Math Acad Lang Dev 		<ul style="list-style-type: none"> • ELA (450 min weekly - 75%) • Math & Science • Art/Music/Physical Ed 	30 min. daily

Instructional Materials for K-5 Bilingual Classes

- English/Language Arts
 - Kindergarten, 1st, 2nd, 3rd = Full sets of Spanish and English
 - 4th/5th = Full sets of English and partial sets of Spanish
- Mathematics
 - Kindergarten, 1st = Spanish Only (Old adoption pending State approval)
 - 2nd = Spanish and English
 - 3rd, 4th, 5th = English only
- Social Studies
 - Kindergarten, 1st, 2nd = Spanish only
 - 3rd, 4th – full sets of Spanish and English
 - 5th = English only
- Science
 - Kindergarten, 1st, 2nd = Spanish only
 - 3rd = Full Spanish and Full English
 - 4th, 5th = English only
- English Language Development (K-5 English)
- Art, Music, Physical Education
 - 1st – 5th English

Additional Cost of Textbooks ...

- **Additional cost of textbooks (funded by EIA and Title III)**

- English Language Arts:
 - Kindergarten \$6,000 (one time*)
 - Grade 1 \$6,000 (one time*)
 - Grade 2 \$6,000 (one time*)
- Spanish Language Arts :
 - Grade 3 \$6,000 (one time*)
 - Grade 4 \$3,000 (one time*)
 - Grade 5 \$3,000 (one time*)
- Math (Spanish):
 - Grade 2 \$6,000 (one time*)
- Science (Spanish):
 - Grade 3 \$3,000 (one time*)
- Social Studies (Spanish):
 - Grade 4 \$3,000 (one time*)

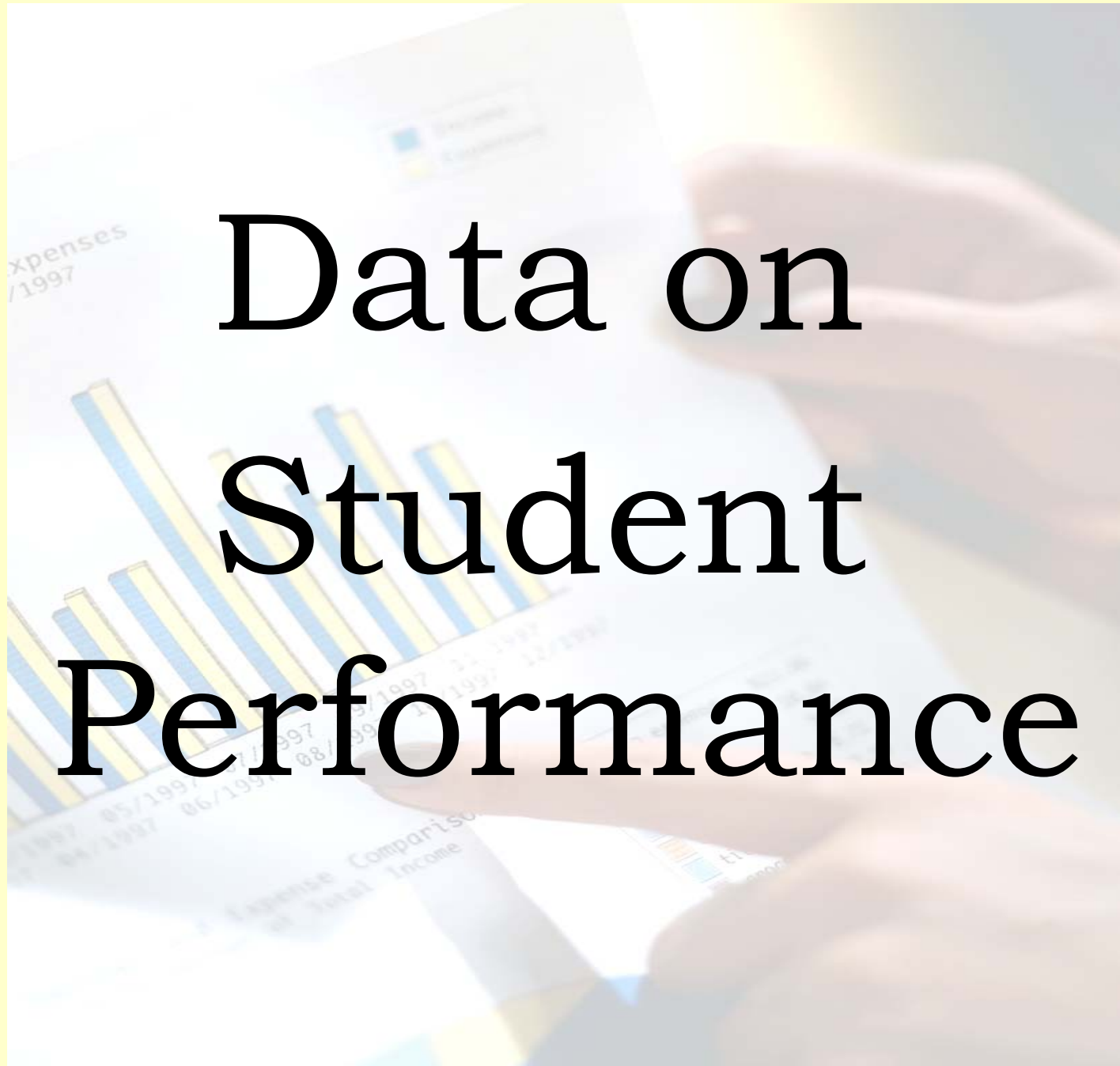
- **On-going costs (consumables) \$10,000**

- ***Once every seven years**

BILINGUAL PROGRAM

Road to reclassification

- **Research says as long as 7-10 years** (Jim Cummins, 1979 University of Toronto) (Collier, 1987; Klesmer, 1994; Cummins, 1981)
 - SLUSD EL master Plan states that a student will be reclassified within six years of receiving a structured, systematic ELD program within either a bilingual program and/or English only program
 - Our bilingual program is a six-year program (Grades K-5)
 - English learned at different rates –Krashen's Affective Filter Hypothesis (Krashen, 1981; Krashen & Terrell, 1983)
- CELDT is the primary proficiency measure of English language acquisition
- Middle and High schools offer English Program Only SEI/ELM classrooms
- Reclassification can begin at 3rd grade and continue through high school

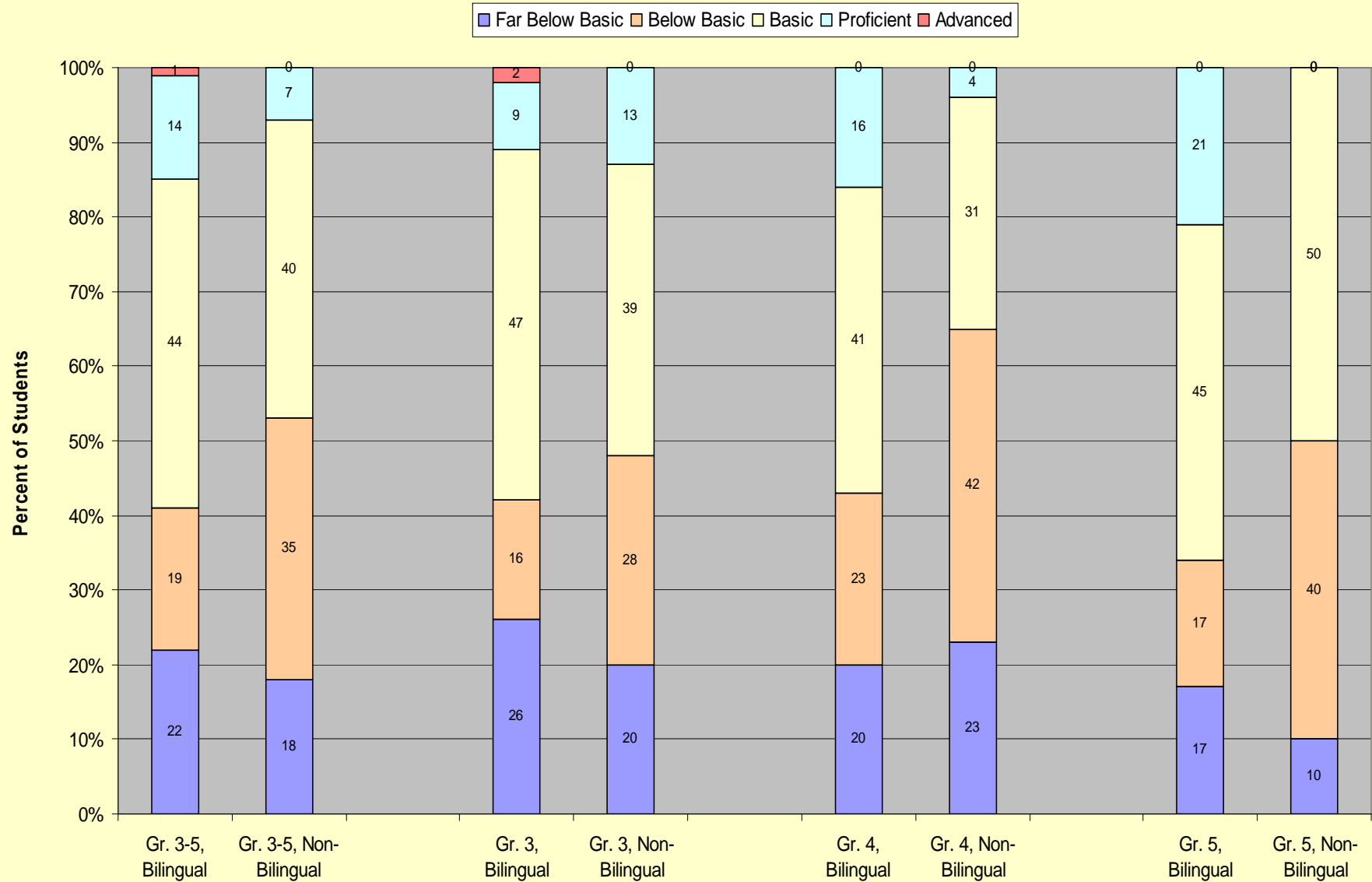


Data on Student Performance

A hand is pointing at a bar chart on a document. The chart is titled 'Expense Comparison of Total Income' and shows data for the months of 1997. The x-axis labels are 04/1997, 05/1997, 06/1997, 07/1997, 08/1997, 09/1997, and 10/1997. The y-axis is labeled 'Expenses / 1997'. The chart compares two categories: 'Income' (blue bars) and 'Expenses' (yellow bars). The text 'How Are Our Students Doing On the CSTs?' is overlaid on the chart.

How Are Our Students Doing On the CSTs?

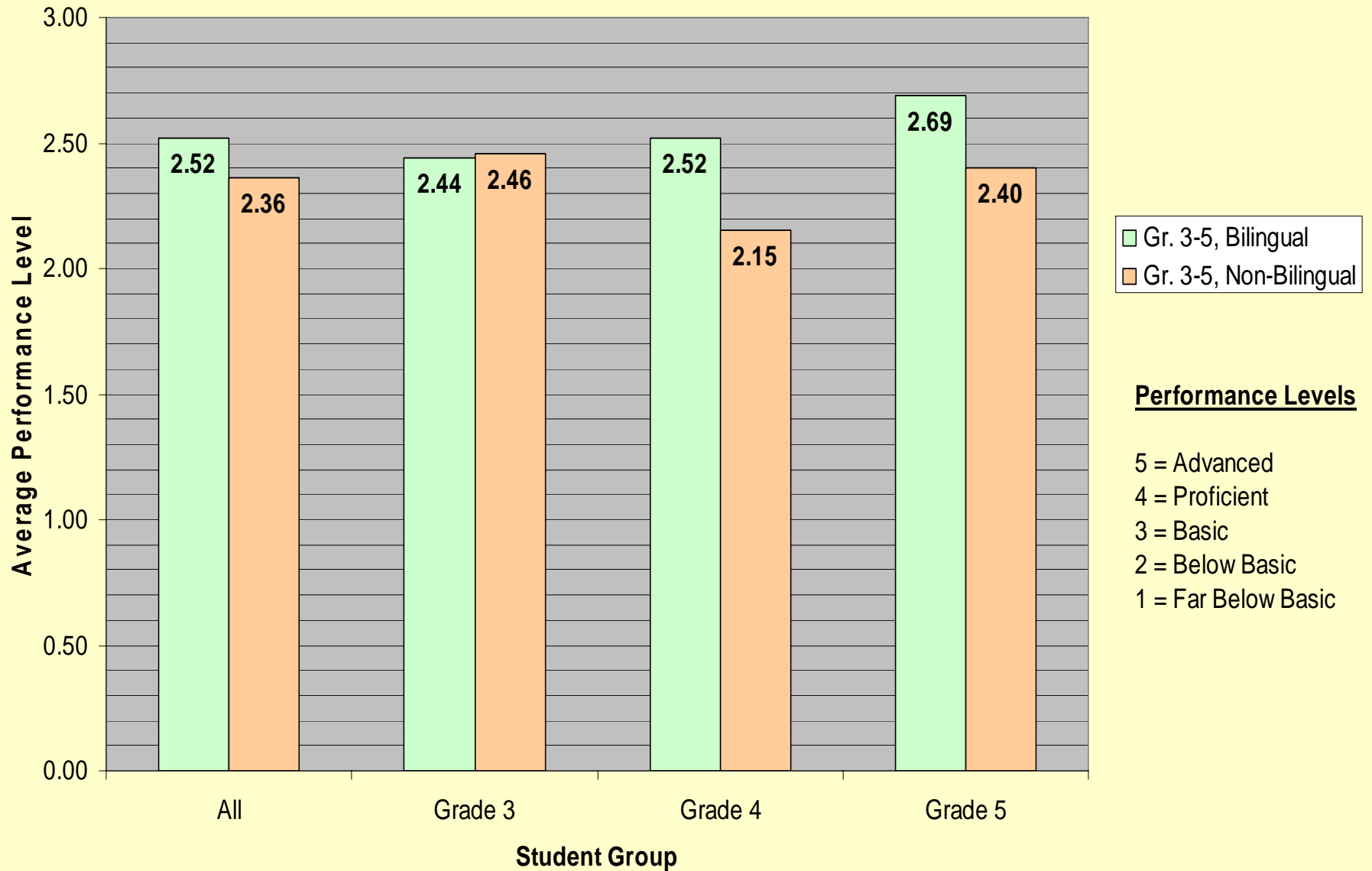
SLUSD - Student Performance on 2008 E/LA CST - Grades 3-5 Comparing EL Spanish-Speaking Students in Bilingual Program vs. Non-Bilingual Program



Based on EL Spanish-Speaking Students Only
Program Students: 150 Bilingual; 102 Non-Bilingual

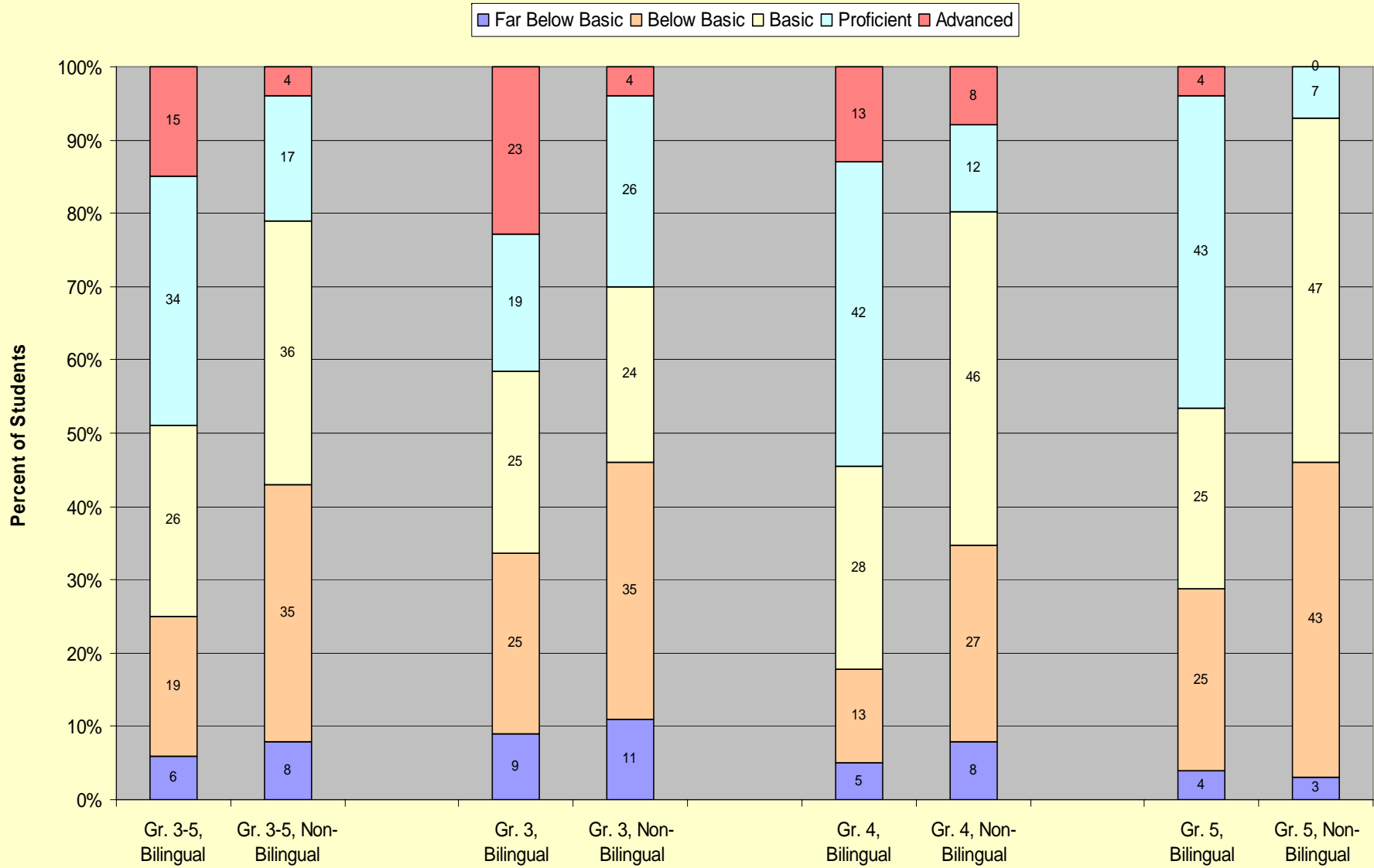
Grade and Instructional Program

**SLUSD - Average Student Performance Level on 2008 E/LA CST - Grades 3-5
Comparing EL Spanish-Speaking Students in Bilingual Program vs. Non-Bilingual Program**



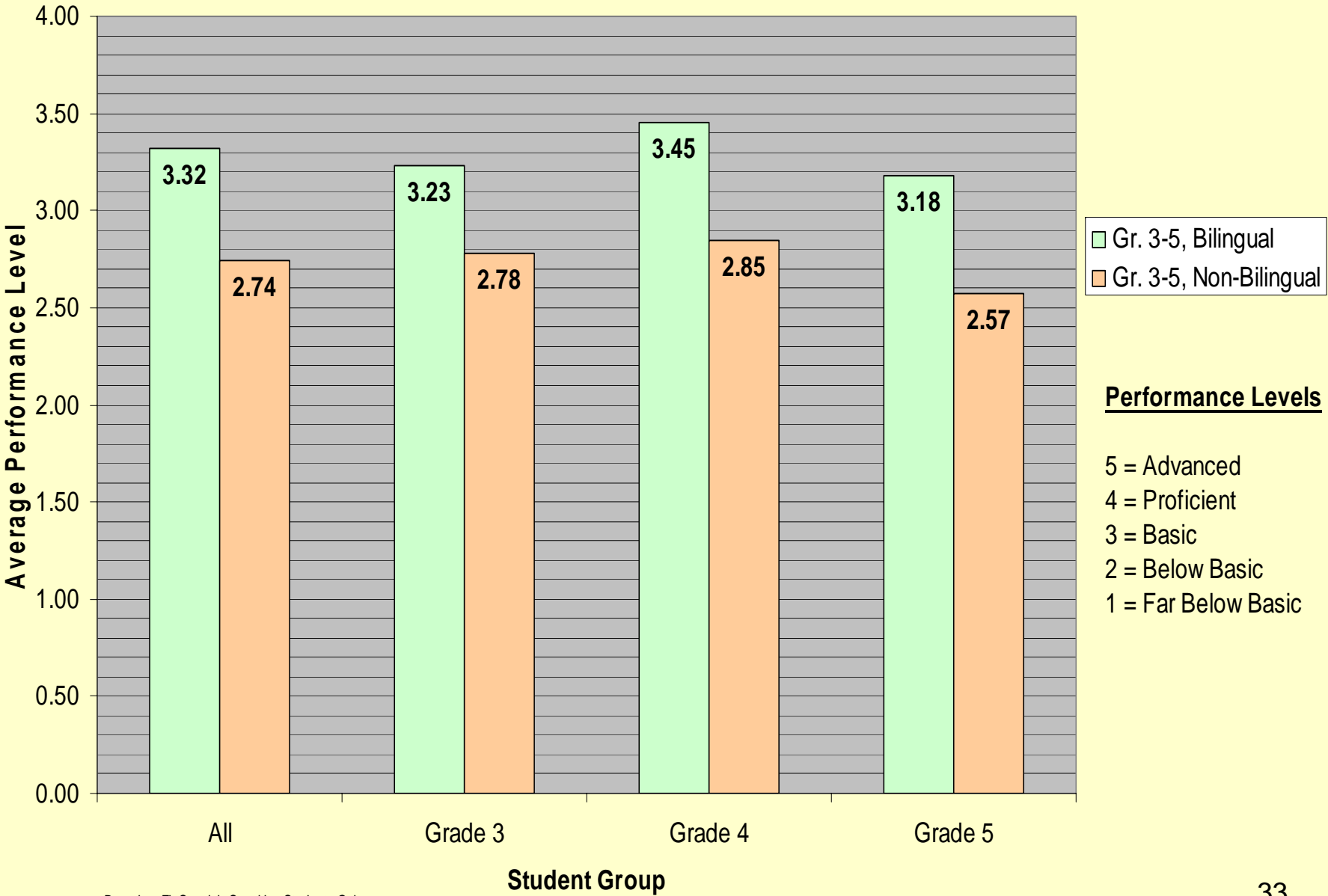
Based on EL Spanish-Speaking Students Only
Program Students: 150 Bilingual; 102 Non-Bilingual

SLUSD - Student Performance on 2008 Math CST - Grades 3-5 Comparing EL Spanish-Speaking Students in Bilingual Program vs. Non-Bilingual Program



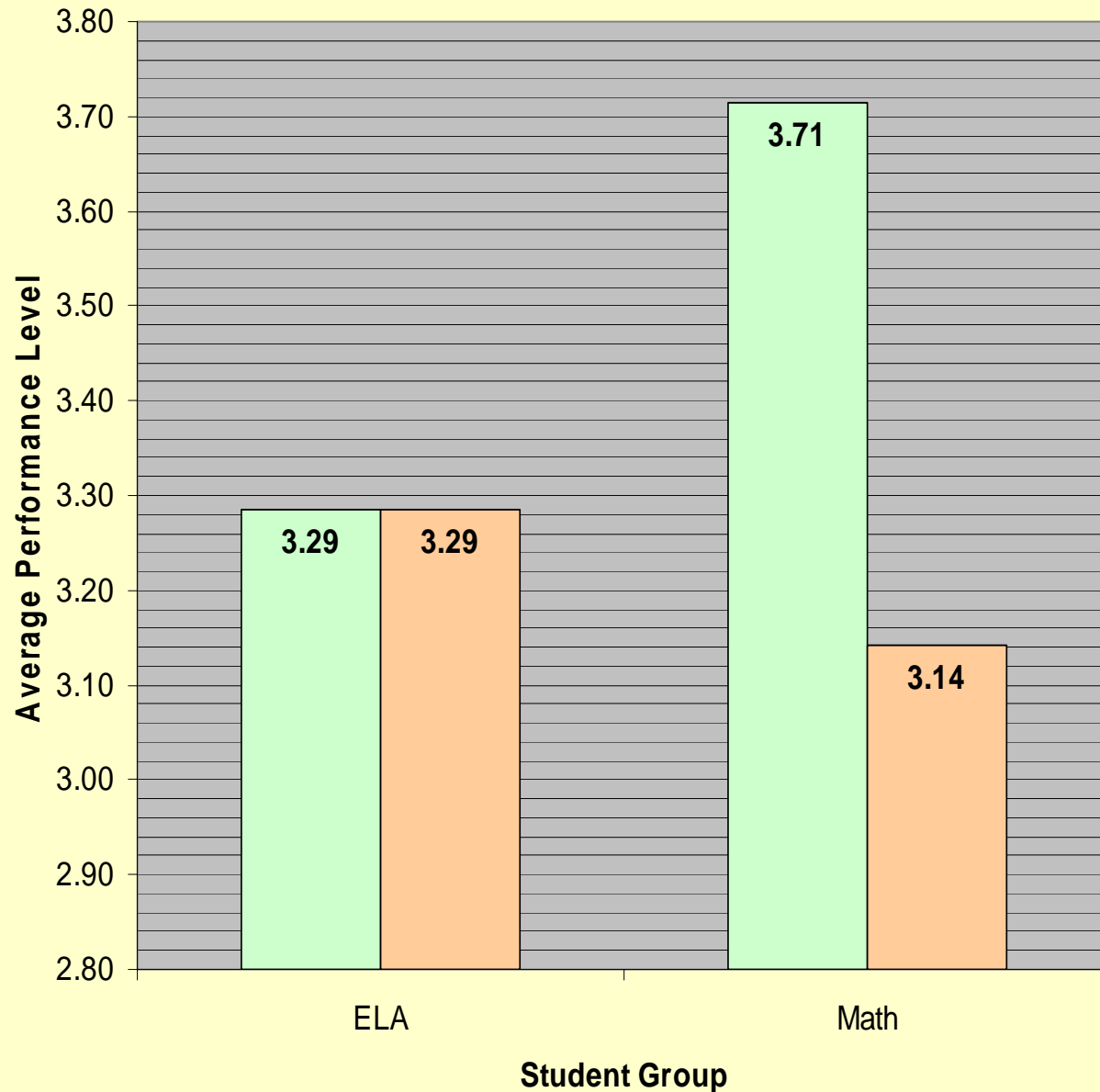
Based on EL Spanish-Speaking Students Only
Program Students: 149 Bilingual; 102 Non-Bilingual

**SLUSD - Average Student Performance Level on 2008 Math CST - Grades 3-5
Comparing EL Spanish-Speaking Students in Bilingual Program vs. Non-Bilingual Program**



Based on EL Spanish-Speaking Students Only
Program Students: 149 Bilingual; 102 Non-Bilingual

Wilson - Average Student Performance Level on 2008 ELA & Math CST - Grade 5
Comparing Students in Bilingual Program vs. EL Spanish-Speaking Non-Bilingual Program Students



Gr. 5, Wilson Bilingual Program
Gr. 5, Wilson Spanish-Speaking Non-Bilingual Program

Performance Levels

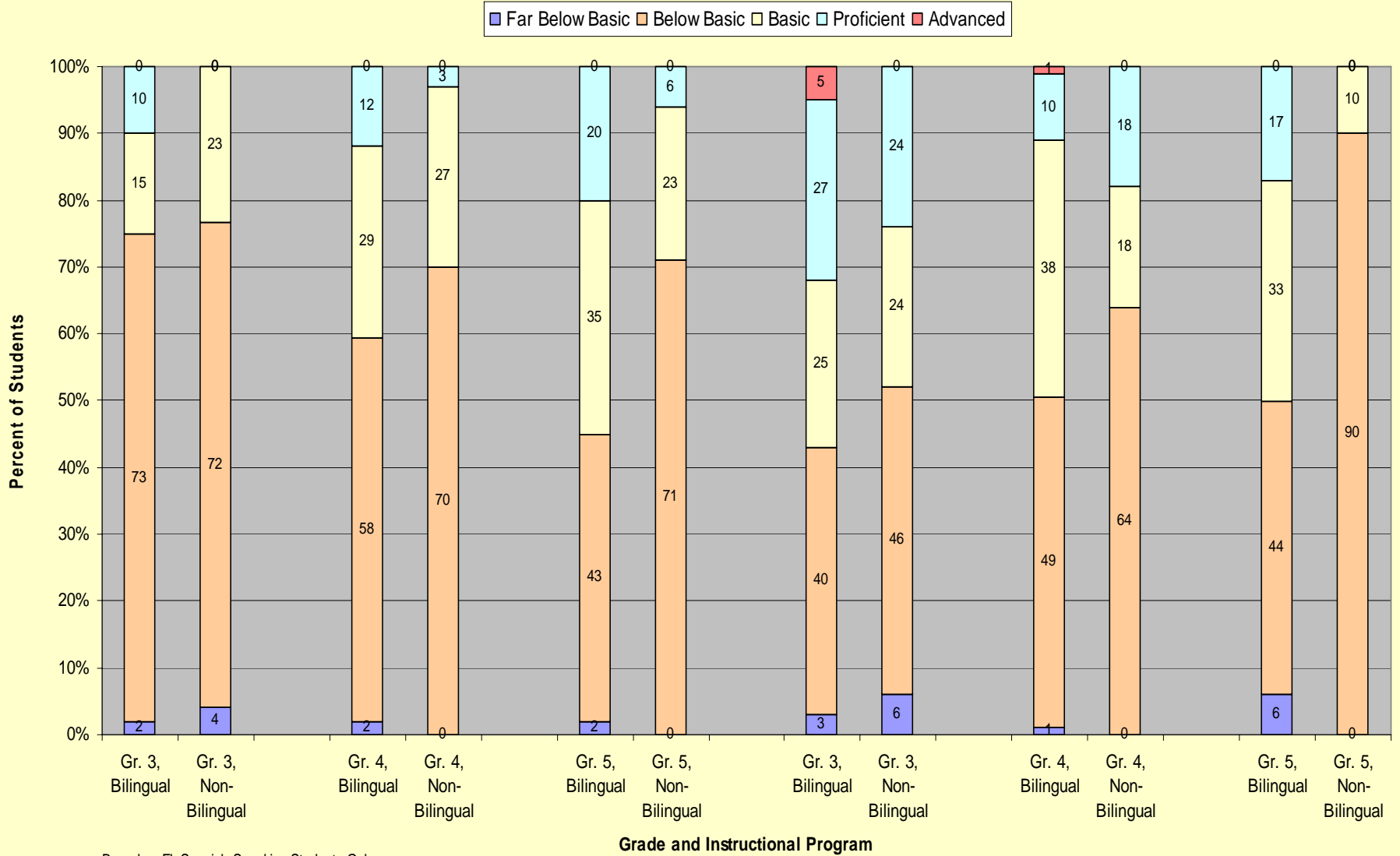
- 5 = Advanced
- 4 = Proficient
- 3 = Basic
- 2 = Below Basic
- 1 = Far Below Basic

Program Students: 14 Bilingual; 14 Non-Bilingual

A hand is pointing at a bar chart on a document. The chart has two series: 'Income' (blue bars) and 'Expenses' (yellow bars). The x-axis shows dates from 04/1997 to 10/1997. The y-axis is labeled 'Expense Comparison' and 'Total Income'. The text 'Expenses /1997' is visible in the top left. The background is a light yellow gradient.

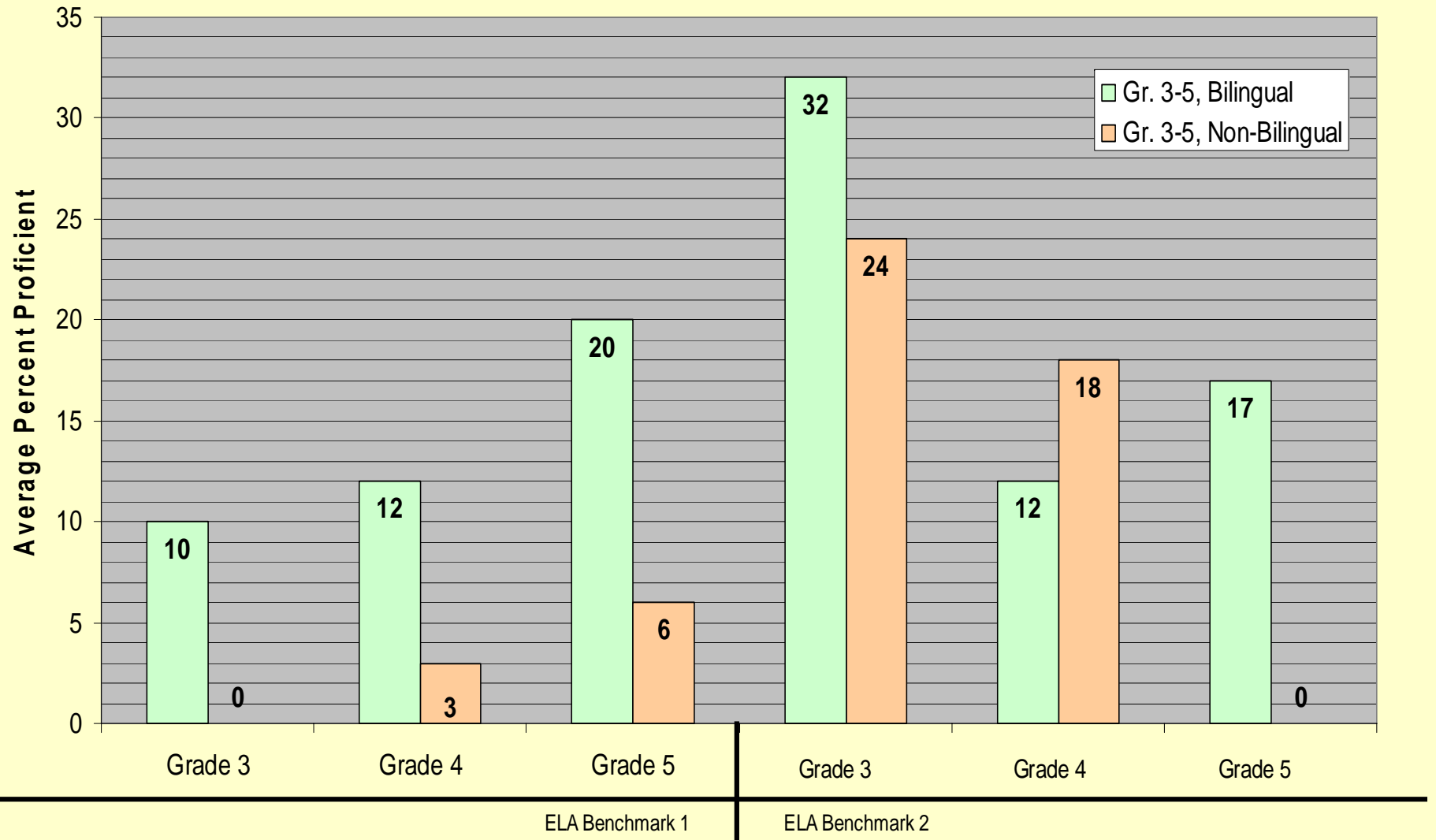
How Are Our Students Doing On the District Benchmark Assessments?

**SLUSD - Student Performance on 2008-09 ELA Benchmark Assessments - Grades 3-5
Comparing EL Spanish-Speaking Students in Bilingual Program vs. Non-Bilingual Program**



Based on EL Spanish-Speaking Students Only
 Bilingual Program Students: 177 BM#1 & 183 BM#2
 Non-Bilingual Program Students: 108 BM#1 & 109 BM#2

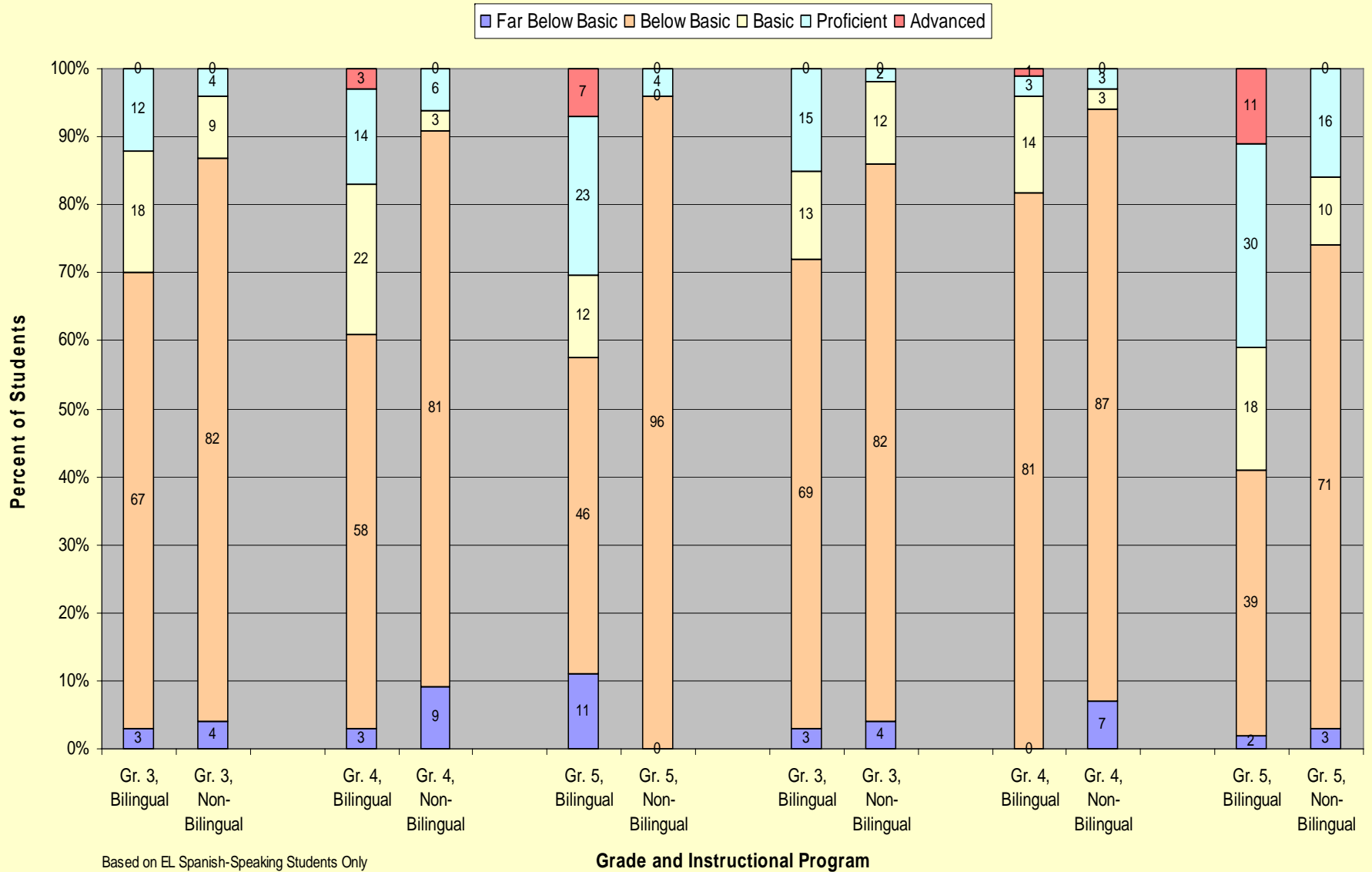
**SLUSD - Average Percent Proficient on 2008-09 ELA Benchmarks 1 & 2 - Grades 3-5
Comparing EL Spanish-Speaking Students in Bilingual Program vs. Non-Bilingual Program**



Based on EL Spanish-Speaking Students Only
 Bilingual Program Students: 177 BM#1 & 183 BM#2
 Non-Bilingual Program Students: 108 BM#1 & 109 BM#2

Student Group

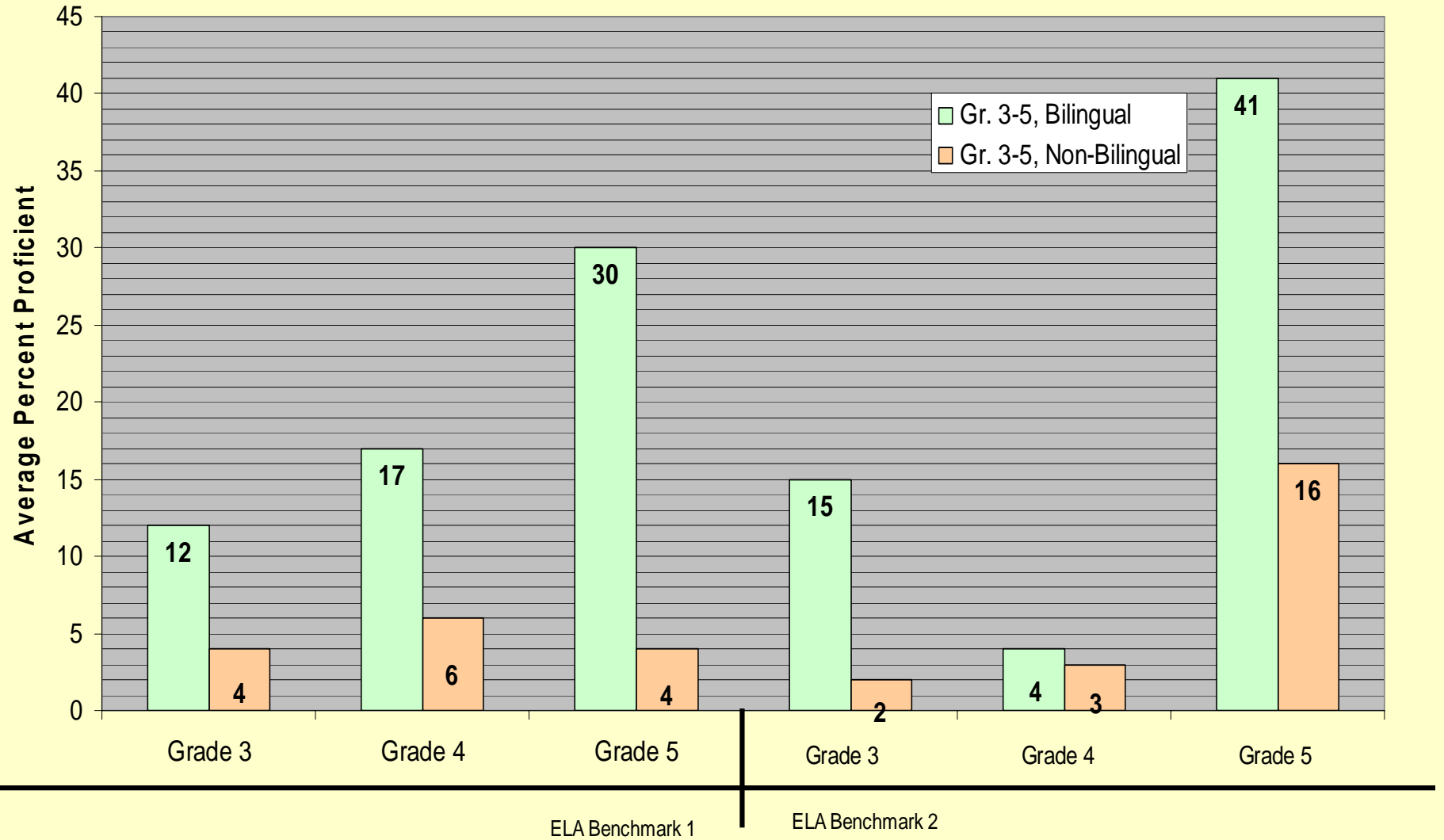
SLUSD - Student Performance on 2008-09 Math Benchmark Assessments - Grades 3-5 Comparing EL Spanish-Speaking Students in Bilingual Program vs. Non-Bilingual Program



Based on EL Spanish-Speaking Students Only
 Bilingual Program Students: 185 BM#1 & 186 BM#2
 Non-Bilingual Program Students: 105 BM#1 & 111 BM#2

Grade and Instructional Program

**SLUSD - Average Percent Proficient on 2008-09 Math Benchmarks 1 & 2 - Grades 3-5
Comparing EL Spanish-Speaking Students in Bilingual Program vs. Non-Bilingual Program**



Based on EL Spanish-Speaking Students Only
 Bilingual Program Students: 177 BM#1 & 183 BM#2
 Non-Bilingual Program Students: 108 BM#1 & 109 BM#2

Student Group

Wilson Grade 5 Students In the Bilingual Program

How many have been in the program since kindergarten?

Grade	Number of Students	Percent in the Bilingual Program Since Kindergarten
K	14	48.3%
1	1	3.4%
2	2	6.9%
3	6	20.7%
4	3	10.3%
5	3	10.3%

How are our students in Bilingual Programs doing?

Data Analysis/Conclusion:

- ❖ Nearly half of our 5th grade students in our Bilingual Programs enrolled in our Bilingual Programs as a kindergartner
- ❖ Our Bilingual Program students in grades 3, 4 & 5 outperformed their Spanish-speaking counterparts in non-bilingual programs
 - ❑ California Standards Test (CST)
 - ELA: 0.20 of a performance band higher
 - Math: 0.56 of a performance band higher
 - ❑ District Benchmark Assessments
 - ELA: 8.67% more Proficient and Advanced
 - Math: 14.00% more Proficient and Advanced
- ❖ Our Bilingual Program students demonstrate the most outstanding achievement in mathematics

A photograph showing the lower half of a person in a purple shirt and blue jeans on the left, and the back of a child in a yellow shirt on the right. The adult's hand is holding the child's hand. The background is a soft, out-of-focus outdoor setting with sunlight. The text "Parent Voice" is centered over the image in a black serif font.

Parent Voice

What Our Bilingual Parents Tell Us...

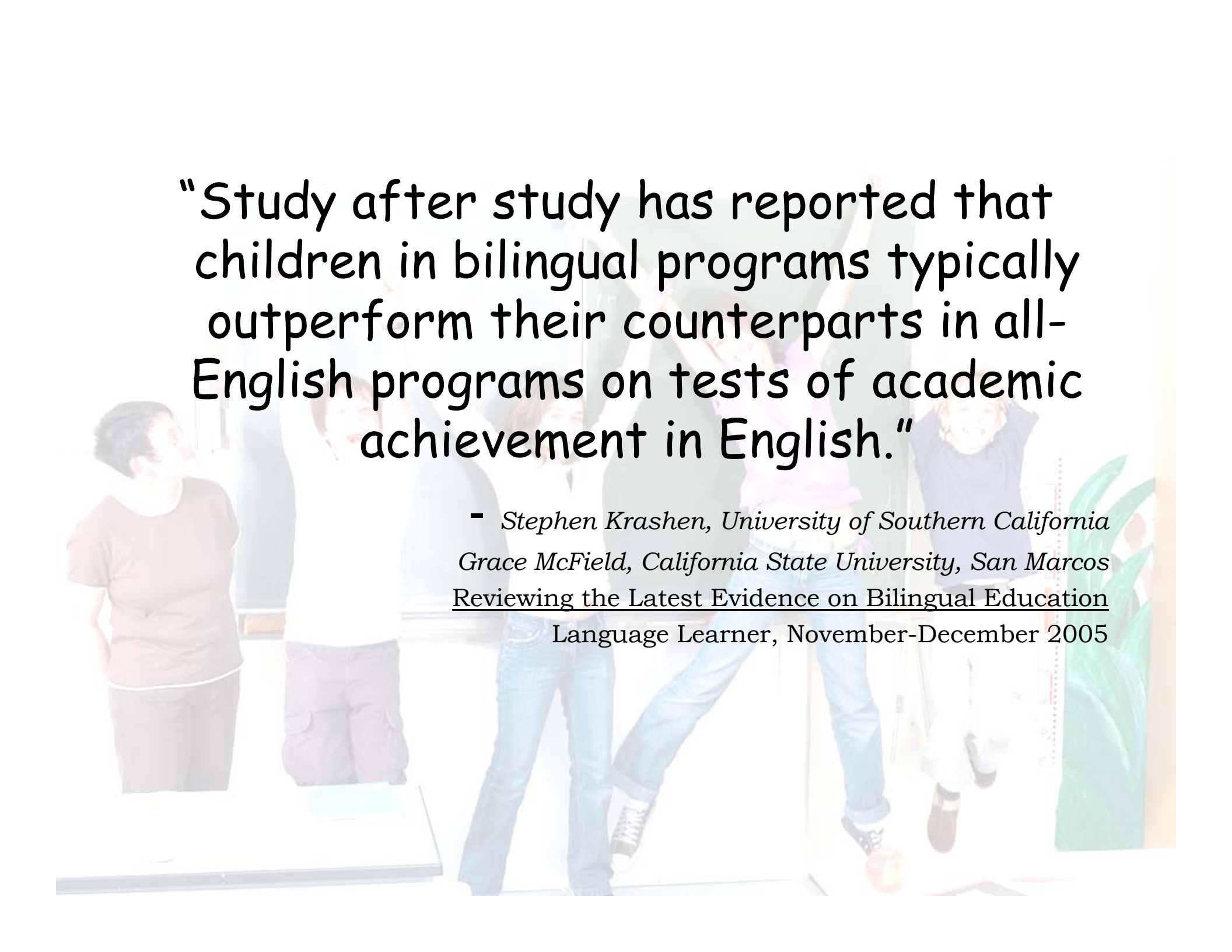
- I want my children to speak two languages.
- Our children will have many more advantages
- I am happy and grateful that my son is in the program (that he has the opportunity). I have already seen growth. I think learning two languages triggers his intelligence. Two languages has made him smarter.
- Also, learning languages has connected him to the culture too. He asks questions about the language that result in conversations about history and culture.
- He has developed other ways to realize/to vision because of seeing differences in language.
- His mind is more flexible, more open.
- He can do two things at once.
- He is now transferring this knowledge to speaking Portuguese. Before he didn't want to speak with my family in Portuguese but now he sees the connection and he's excited to try. This is strengthening the relationship with my family because he can communicate with them.

Challenges we face...

- **Enrollment/cost impact**
 - Less flexibility to shift between grade levels and schools
 - A few classes under enrolled
 - Once enrolled in the program, goal is to stay in the program
 - Mobility issues/Parents change their mind
 - Violate the intent of bilingual program when we move students in and out
 - Need to do stronger outreach to newcomer families across the district
- **Bilingual schools formed based upon locality (both sides of town and middle of town), parental waiver requests,**
 - Transportation has historically precluded having fewer bilingual schools
 - Parents want their neighborhood school
- **Fluctuating Enrollment at Grades 4th/5th**
 - Jefferson & Washington numbers have fluctuated
 - Classes mixed with non-program students
 - Tried various classroom structures over the years: 4/5 bilingual combination, 50/50, hired additional FTE (with grant funds)
- **ELAC/DELAC priority is English acquisition**
 - Community also wants:
 - Spanish language development/Entry at any grade level
 - Building strong ELAC/DELAC participation

Next Steps...

- Define newcomer and new parent outreach strategies
- Aggressively seek to stabilize and maintain program enrollment
- Identify all data elements (assessments) to be collected annually
 - Systematize Aeries data fields
 - Conduct annual site and district program evaluation using multiple measures
 - Use data analysis to refine & improve the program



“Study after study has reported that children in bilingual programs typically outperform their counterparts in all-English programs on tests of academic achievement in English.”

– *Stephen Krashen, University of Southern California*
Grace McField, California State University, San Marcos
Reviewing the Latest Evidence on Bilingual Education
Language Learner, November-December 2005

A group of people in graduation gowns are gathered around a large document, looking at it intently. The scene is brightly lit, and the focus is on the document and the people's heads and shoulders.

SILENT, BUT...

***I MAY BE SILENT, BUT
I'M THINKING.***

***I MAY NOT TALK, BUT
DON'T MISTAKE ME FOR A WALL.***

By Tsuboi Shigeji*

APPENDIX

LEGAL HISTORY OF BILINGUAL EDUCATION IN CALIFORNIA

- 1967 Governor Ronald Reagan signs SB 53, the legislation allowing the use of other languages of instruction in California public schools. This bill overturned the 1872 law requiring English-only instruction.
- 1974 Chacón-Moscone Bilingual-Bicultural Education Act established transitional bilingual education programs to meet the needs of limited English proficient (LEP) students. Program requirements follow federal guidelines for identification, program placement and reclassification of students as fluent English proficient (FEP).
- 1981 Bilingual Education Act strengthened, spelling out in great detail the obligations of school districts to language minority students.
- 1986 Governor Deukmejian vetoes AB 2813 to extend the bilingual education into law.

Legal History – cont'd

- 1987 Governor Deukmejian again rejects a reauthorization bill and the bilingual education law is allowed to expire. The Sunset Provisions of the law go into effect. School districts continue to enforce the provisions of Chacón-Moscone without a clear mandate to do so.
- 1996 Four school districts in California are granted "waivers" by the State Board of Education exempting them from compliance with the provisions of the Bilingual Education Act. The waivers allowed the districts to establish "sheltered English immersion" programs and to dismantle their bilingual education programs.
- 1997 The Orange Unified School District is sued in California State Court in Sacramento in Quiroz et al. vs. State Board of Education by plaintiffs claiming that LEP students' rights are violated by the school district waivers for English-only instruction.

Legal History – cont'd

- March 1998 Judge Robie rules that the State Board of Education was not authorized to grant waivers to the expired Bilingual Education Act. Further, the ruling stated that Orange Unified School District did not have to provide bilingual education under California law; only federal legal requirements for educating language minority children applied.
- May 1998 Governor Pete Wilson vetoes Senate Bill 6. SB 6 contained many of the provisions of the Chacón-Moscone law but granted flexibility to school districts to use bilingual education or English immersion according to local needs and preferences.
- June 3, 1998 Passage of Proposition 227 virtually banning bilingual education except under certain special conditions and establishing a one-year "sheltered immersion" program for all LEP students.

Post-227 Legislation and Legal Requirements

- July 1998 A request for an injunction against implementation of Proposition 227 in [Valeria G. v. Wilson](#) is denied by Judge Charles Legge of U.S. District Court in San Francisco. The ruling is based on precedents established in *Castañeda v. Pickard* that allowed "sequential" programs for teaching English language and then academic content such as the "structured English immersion" design of Proposition 227. However, Judge Legge's ruling clarifies school districts' obligation to language minority students to "recoup" any academic deficit that occurred while students are learning English within a reasonable period of time until LEP students are achieving academically at a level comparable to their English-speaking peers.
- April 1999 The California State Board of Education eliminates the redesignation criteria formerly in place for classification of a limited English proficient student from LEP to Fluent English Proficient (FEP). Each of the 1,000 school districts is now required to set their own criteria for classifying students as fluent English speakers. A state-sponsored English Language Development test and linked to the ELD Standards is under development based on the Escutia Bill (1996).
- July 1999 The SBOE adopts the English Language Development Standards that are coordinated with the Language Arts/Reading Content Standards (1999). These standards provide a framework for program design and development and purchase of supporting instructional materials.