

Implementing Proposition 227

**CORCORAN UNIFIED SCHOOL DISTRICT
Implementing Proposition 227**

I. Intent of the Law

All children in California public schools shall be taught in English as rapidly and effectively as possible. (Article 1.300.f).

II. Summary of the Law

- English learners must be taught “overwhelmingly” in English and placed in sheltered English immersion classrooms where “nearly all” instruction is in English for a period not normally to exceed one year. (Article 2.305).
- Once English learners have acquired “a good working knowledge of English” they shall be transferred to mainstream English classrooms. (Article 2.305).
- English learners may be placed in the same classroom with children of different grade levels.
- At any time, including during the school year, a parent or guardian may have his or her child moved into an English language mainstream classroom.
- Requirements of Section 305 may be waived with parental written informed consent (renewed annually) under these conditions. (Article 3.311).
 - 1.) Children who already know English.
 - ∪ Waiver is initiated by the parent, in person.
 - ∪ Child must score at or above the state average or at or above the fifth-grade level, whichever is lower, as measured by standardized tests.
 - ∪ Waiver must be acted upon by the school within 20 instructional days of submission to the school principal.
 - 2.) Children age 10 and older.
 - ∪ Waiver is initiated by the parent, in person.
 - ∪ The school principal and educational staff possess the informed belief that an alternative course of educational study would be better.
 - ∪ Waiver must be acted upon by the school principal.
 - 3.) Children with Special Needs.
 - ∪ Waiver is initiated by the parent, in person.
 - ∪ The school principal and educational staff possess the informed belief that an alternative course of educational study would be better suited to the child because of special physical, emotional, psychological, or educational needs.

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- o Child has been placed in structured English immersion classroom for a period of not less than thirty (30) calendar days.
- o Waiver must be acted upon no later than ten (10) calendar days after the expiration of the thirty (30)-day structured English immersion placement, or within twenty (20) instructional days of submission to the school principal, whichever is later.
- \$50 million annually will be allocated for ten (10) years to support English language instruction to teach adults English. (Article 4.315, 316).

III. Parent Rights.

- Inform parents of the placement of their children in a structured English immersion classroom.
- Notify parents of the opportunity to apply for a parental exception waiver.
- Provide parents with a full written description (and upon request, a spoken description) of the structured English immersion classroom and any alternative courses of study and all educational opportunities offered by the school district.
- Inform parent that before waivers are approved students under age 10 must be placed in a structured English immersion classroom for thirty (30) calendar days.
- Waivers must be acted upon within twenty (20) instructional days of submission to the principal or within ten (10) days of the expiration of the thirty (30) days, whichever is later.
- Grant parents exception waivers unless there is substantial evidence that the alternative program requested would not be better suited for the pupil. Denials must be provided in writing, along with procedure for appeal.

IV. Definitions Under the Law (Article 3, Section 310).

- “English Learner” means a child who does not speak English and who is not currently able to perform ordinary classroom work in English, also known as a Limited English Proficient or LEP child.
- “English Language Classroom” means a classroom in which the language of instruction used by the teaching personnel is “overwhelmingly in English.”
- “English Language Mainstream Classroom” means a classroom in which the students are either native English speakers or have already acquired reasonable fluency in English.
- “Reasonable Fluency in English” “a good working knowledge of English” State Board of Education Emergency regulations: a good working knowledge of English as measured by any of the state-designated assessments approved by the California Department of Education, or any locally developed assessments.
- “Sheltered English Immersion” or “Structured English Immersion” means an English language acquisition process for young children in which nearly all classroom instruction is in English, but with the curriculum and presentation designed for children who are learning the language.

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- “Bilingual Education/Native Language Instruction” means a language acquisition process for students which much or all instruction, textbooks, and teaching materials are in the child’s native language.

(District program definitions).
- “Bilingual Education/English Plus Instruction” means a language acquisition process for students in which the native language is for the development of the second language and the goal being biliteracy. This enrichment program focuses on linguistic, academic and cultural literacy.
- “Specially Designed Academic Instruction in English” (SDAIE) for English Language Learners at Threshold level English Proficiency. Threshold level proficiency means the students have a basic communicative fluency in English, age-appropriate competence in core academic subjects, basic literacy skills in L1 or English.

III. Requirements Which Will Continue:

(Source: Norm Gold, August 10, 1998).

- School districts must identify students who are limited-English-proficient (LEP) and provide them with English language instruction until they can be redesignated (Ed. Code Section 62002, as well as the federal law, Gomez, and Castaneda decisions).
- School districts must notify parents of the result of above. (Ibid).
- Compliance and Consolidated Review to show academic progress of LEP.
- Economic Impact Aid and related funding. (Ed. Code Section 54032 and 62002).
- Teacher credentialing requirements. (Ed. Code Section 44253.10).
- Bilingual Advisory Committees. (Ed. Code Section 62002.5).
- Parent notification in a language which parents can understand. (Ed. Code Section 48985).

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**CORCORAN UNIFIED SCHOOL DISTRICT
Parent Choices for Educational Program Under
Proposition 227**

1. Bilingual Education/English Plus Classroom

Academic Outcomes: This program focuses on linguistic, academic and cultural literacy in two languages. Specific academic proficiencies in English, Spanish, Math, Science and Social Science.

- Multiple year enrollment.
- Taught in Spanish and English.
- Entrance requires annual parental waiver from English only and Sheltered English Immersion Classroom.
- Recommended for all students at all levels.

2. Sheltered Structured English Immersion Classroom (Multi-Grade If Necessary).

Academic Outcomes: Academic proficiencies in English language development, Math, Science and Social Science.

- Single year enrollment (may be multi-year if student is not making normal progress).
- Taught overwhelmingly in English with support in the language (Spanish) as needed to meet the needs of the students.
- Entrance Recommendation: All levels without parental waiver.

3. English Only or Mainstream Classroom.

Academic Outcomes: Academic proficiencies in English, Math, Science and Social Science.

- Multiple year enrollment.
- Taught all in English with some support in the primary language (Spanish).
- Entrance Recommendation: FEP/EO/Phase IV student of English development.

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**CORCORAN UNIFIED SCHOOL DISTRICT
Parent Choices for Educational Program Definitions Under
Proposition 227**

1. Bilingual Education/English Plus Classroom

This program focuses on linguistic, academic and cultural literacy in two languages. The intent is to prepare students to become biliterate in English and Spanish. In order to accomplish this objective specific academic proficiencies in English, Spanish, Math, Science and Social Science are required. All grade level subject matter is taught according to state standards. Subjects are taught in Spanish and English with a greater percentage of English instruction occurring as the student moves through the grades. The objective is that the students become grade level proficient in both English and Spanish. By the end of third grade/beginning of fourth grade, students that have been in the program since K-1 study all subject matter in English and receive enrichment activities in the primary language.

Student Language Classification	Language of Instruction			
	English Language Level	Spanish	SDAIE	Mainstream English
I	<u>Pre-Production</u>	Language Arts Math Science Social Studies Health	English Language Development Art, Music, P.E.	
II	<u>Early Production</u>	Language Arts Math Science Social Studies Health	English Language Development Math, Art, Music, P.E.	Math, Art, Music, P.E.
III	<u>Speech Emergence</u>	Language Arts Social Studies	English Language Development Transitional Science Health	Math, Art, Music, P.E.
IV	<u>Intermediate Fluency</u>	Language Arts Extended Enrichment Activities	Language Arts Social Studies Science Health	Math, Art, Music, P.E.
V	<u>Fluent</u>	Language Arts Extended Enrichment Activities		Language Arts Social Studies Science Health, Math, Art Music, P.E.

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2. Sheltered Structured English Immersion Classroom (Multi Grade If Necessary).

The Corcoran Unified School District’s Sheltered Structured English Immersion Classroom provides a language acquisition process for children in which nearly all classroom instruction is in English but the curriculum and presentation of content is designed for children who are learning English.

The goals of Sheltered English is to make curriculum content accessible to students acquiring English. Some of the elements are comprehensible input (meaningful content to students), focus on content, active students involvement and low affective filter (anxiety, motivation, and confidence).

Effective sheltered instruction is characterized by high levels of comprehensibility, low anxiety situations, content appropriate to the student’s developmental level, a primary focus on meaning as opposed to grammatical correctness; lessons that reflect the students’ needs, interests, and life experiences, and the negotiation of meaning in English between student and teacher.

The Sheltered Structured English Immersion Program provides instruction overwhelmingly in English while providing support in the child’s native language. Subject areas taught in sheltered English are Social Studies, English Language Development, Art, Music, P.E., Math, Science and Health and when ready transitional language arts. Children will receive primary language support in reading and writing.

Children will exit the Sheltered Structured English Immersion Classroom after one year or once achieving a reasonable level of English Language Proficiency as measured by the Bilingual Syntax Measure (BSM). For third graders and above there will also be a Reading and Writing assessment.

BSM

Language Proficiency	Subject Taught in Sheltered English	Primary Language Support	Criteria for Exit
Listening, Speaking, Reading and Writing Levels 1, 2, 3 – Under 7 years Levels 1, 2, 3, 4 – 7 Years and over	English Language Development Social Science, Science, Math, Art, Music, P.E., Health	Reading, Writing	One year or achieved a reasonable level of English proficiency as measured by a score on the BSM. Level 4 – 6 years and under. Level 5 – 7 years and over. For 3 rd grade and above Reading and Writing skills at grade level.

HOME WORK

Recognizing that students in structured English Immersion instruction will be receiving instruction overwhelmingly in English, the majority of these students have parents with a minimum understanding of English. The schools can ill afford to discourage and lose parents as tutors and supporters of their children’s education at home. Prudence and common sense require that:

- a. Reading books in Spanish be available for these students to read at home with parents.
- b. Homework in certain language concepts and content subject areas be made available in Spanish as appropriate, so parents can help their children.

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- c. Development of Concepts, as well as, the learning objectives, will be supported by materials, explanations, and clarification in Spanish as needed to ensure thorough understanding by the students and their parents.

CLASS INSTRUCTION

It is the intent of the District that all children become proficient in English as rapidly as possible, without sacrificing access to core curriculum concepts and skills in all subject areas. The District therefore, is implementing a simultaneous program of instruction in which English learners are taught English and a structured schedule of other content/subject areas concurrently.

So that all students can succeed, teachers will use a variety of materials (Spanish and English) and strategies to assure that concepts and skills essential to successful achievement are learned by each student. Teachers are expected to provide the appropriate method of instruction (Spanish and English) to make sure all students learn the concepts in the District curriculum, therefore teachers are encouraged to use Spanish for clarification, explanation, and support when it is necessary to assure successful learning by each student.

3. English Only or Mainstream Classroom

The English Only or Mainstream Classroom is an educational approach intended to develop English Proficiency and academic skills in the grade level curriculum. It is designed for students that are either native English speakers or have already acquired a reasonable fluency in English. The class uses District adopted materials in English with support in the primary language when appropriate. All subjects are taught in English.

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1.) Children Who Are Already Proficient in English

The student who already possesses good English language skills as measured by a standardized test of English vocabulary, comprehension, reading and writing in which the student scores at or above the state average for his grade level or at or above the 5th grade average, whichever is lower. (Article 3 – 311a).

2.) Children Ten Years of Age or Over

The student who is age ten years or older, and it is the informed belief of the school principal and educational staff that an alternate course of educational study would be better suited to the student's rapid acquisition of basic English language skills. (Article 3 – 311b).

3.) Children With Special Needs (Does Not Imply Special Education).

The student has been placed for a period of not less than thirty days during that school year in an English language classroom and it is subsequently the informed belief of the school principal and educational staff that the special physical, emotional, psychological or educational needs that an alternate course of educational study would be better suited to the child's overall educational development. (Article 3 – 311c).

Steps of Request Form (Waiver) Process

1. The parent/legal guardian must personally visit the school to apply for the waiver.
2. The request for a waiver must be in writing.
3. The three (3) categories.
 - a.) Children Who Already Know English – For a waiver to be granted the child must possess good English language skills as measured by standardized tests of English vocabulary comprehension, reading and writing. The child must score at or above the state-average grade level, or above the 5th grade average, whichever is lower.
 - b.) Older Children - The child must be at least ten (10) years old. The principal and educational staff (English language class teacher, bilingual teacher, bilingual resource teacher) have an “informed belief” that an alternate course of educational study would be better suited to the child's rapid acquisition of basic English language skills.
Note: The basis for this “informed” decision must be stated in writing by the principal and educational staff.
 - c.) Children With Special Needs – Special needs are Emotional, Physical, Psychological and Educational. These must be described in writing. Upon review by the principal and educational staff (English language class teacher, bilingual teacher, bilingual resource teacher) the waiver shall be granted unless the school principal and educational staff determine that the alternative program requested by the parent/legal guardian would not be better suited for the pupil.

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4. Special needs waivers on file must be acted upon within ten (10) instructional days following the child's thirty-(30)-day placement in an English language classroom. With regard to other waivers, following the child's thirty-(30)-day placement in an English language classroom, waivers will be acted upon within twenty (20) instructional days of completion of that placement or within twenty (20) instructional days of submission of the parental waiver to the school principal, whichever is later.

5. In cases where a parental exception waiver is denied, the parent/legal guardian must be informed orally and in writing of the reason(s) for denial, and if relevant, advised of procedures to appeal the decision to the School Board.