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Two Important Sea Changes for English Learners

State Accountability System and Proposition 58



Background

- **In 1998** the voters of California approved Prop 227, changing the manner in which English Learners were placed and educated in California Schools and greatly limiting bilingual programs.
- **18 years later, in 2013**, after seeing the dismal impact of Prop 227 on the academic achievement of English Learners and the very small numbers of multilingual options for all students in our schools, State Senator Ricardo Lara authored SB1174.





- **SB1174** amended certain aspects of Proposition 227 and expanded opportunities for students to learn English at high academic levels and for all students to participate in multilingual programs to be fully prepared for success in the 21st century, global economy.
- **In order for Prop 227** to be amended, it needed to go back to the voters of California.
- **In 2014, SB1174 passed** with bipartisan support and signed by Governor Brown, thus placed the act on the Nov. 2016 general election ballot
- **Proposition 58 was passed in November, 2016 with a 73.5% of vote of the electorate – a real mandate**

+ Proposition 58



- Highlights the Importance of being multilingual in the 21st Century global economy
- Requires same English proficiency standards upon graduation
- Continues English language requirements while providing flexibility for school districts to provide multilingual programs for English Learners and all students
- Provides a choice for parents and the opportunity for students to access language programs to be better prepared and more competitive in a global workplace



- Encourages the development of programs that develop multiliteracy skills (such as dual language immersion programs) for all students.
- Changes the trigger re how many students at a school site are needed to advance a *request* for a multilingual program **to 30 students school wide or 20 students per grade level.**
- In California approximately 425 out of 10,393 schools offer multilingual programs (under 5%).



Decisions Made at the Local Level



- Parents and educators must be consulted when the school district decides on the language acquisition programs it will offer.
- The Local Control Accountability Plan is the vehicle for the inclusion and implementation of language acquisition programs.

+ Implications



- The State Board of Education will be adopting regulations to support implementation
- The biggest challenge for schools districts and schools will be the bilingual teacher shortage
- Only 30 or the 80 university teacher preparation programs offer bilingual authorization training programs.



- Only 693 teacher education candidates were granted bilingual authorization in 2015/16 as compared to 1,800 in 1994-95
- Need for a statewide effort to increase the pipeline – AB 952 (Reyes)
- Teacher and District Survey to collect data on teachers willing to teach in new bilingual programs.



New State Accountability System



- Tied to Local Control Funding Formula which at its core has an equity focus on English learners, poor students and foster youth
- Currently the State Board of Education is finalizing the elements of the accountability system consisting of multiple indicators that would give a more holistic picture of how well students are succeeding in school
- Making English learners visible is key to targeting services, programs and funding for these students

+ English Learner Indicators



- There is an indicator to measure how well ELs are learning English
- Another indicator on how well ELs are doing academically.
- Both of these measures are critical for the educators, parents and community members to determine gaps and what is needed as well as how best to target programs and resources.



The Local Control Accountability Plans



- After stakeholders review the results of the multiple measures, how the district will address ELs will be described in their LCAPs.
- Input from stakeholders and the writing of the LCAPs are occurring now until July when they get submitted to the County Offices of Education for review.
- The districts have to designate the language acquisition programs they will offer in their LCAPs.

Clear and supportive policy and budget will secure programs and accountability for the 1.4 million English Learners

