Findings and Declarations

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, 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 and technology, thereby being an important language of economic opportunity; and

(c) Whereas, All parents are eager to have their children master the English language and obtain a high-quality education, thereby preparing them to fully participate in the American Dream of economic and social advancement; and

Proposition 227 Amended by CA Ed.G.E. Initiative

305. Effective and appropriate instructional methods for pupils; establishment of language acquisition programs; structured English immersion program for English learners; opportunities to be instructed in another language

(a) [7] As part of the parent and community engagement process required for the development of a local control and accountability plan under Article 4.5 (commencing with Section 52060) of Chapter 6.1 of Part 28 of Division 4 of Title 2 of this code, and with the consent of the pupil’s parent or guardian, the local educational agency shall establish a structured English immersion program for English learners. The program shall ensure that English learners are provided opportunities to be instructed in another language as an integral part of the pupil’s education. The program shall be designed to support the pupil’s language development and academic progress. The program may be implemented in combination with existing bilingual education programs or as a separate program. The program shall include instructional methods that are effective and appropriate for the needs of English learners, as determined by the local educational agency. The program shall be flexible and responsive to the diverse needs of English learners, and shall be designed to support their academic achievement and social development.

(b) The local educational agency shall provide ongoing professional development for staff to support the implementation of the structured English immersion program. The professional development shall be designed to enhance the staff’s understanding of the needs of English learners and to equip them with the skills necessary to effectively support the program. The professional development shall be provided to all staff members who work with English learners, including teachers, instructional assistants, and other support staff.

(c) The local educational agency shall hold regular meetings with parents and guardians of English learners to discuss the progress of their children and to provide feedback on the program. The meetings shall be held in a language accessible to parents and guardians, and shall be conducted in English and other languages as needed.

(d) The local educational agency shall ensure that English learners have access to the core academic content standards, including the English language development standards, as applicable, and become proficient in English in the same time frame identified in paragraph (5) of Section 52630.5 of the Education Code and in Section 52630.
**Education Code**

**Section 305**

Read this section and talk about what you see with a person next to you.

- What significant words or phrases do you see there?
- What are the requirements of this section?

*Write these down* on post-it notes

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**Education Code**

**Section 306**

Read this section and talk about what you see with a person next to you.

- What significant words or phrases do you see there?
- What are the requirements of this section?
- How might you implement those requirements?

*Write these down* on post-it notes

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### Education Code Section 306 Definitions

<table>
<thead>
<tr>
<th>Proposition 227</th>
<th>Amended by CA Ed.G.E. Initiative</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>306</strong> Definitions</td>
<td>The definitions of the terms used in this article and in Article 1 (commencing with Section 300) are as follows:</td>
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<tr>
<td>(a) &quot;English learner&quot; means a child who does not speak English or whose native language is not English and who is not currently able to perform ordinary classroom work in English, also known as a Limited English Proficiency or LEP child.</td>
<td>(a) &quot;English learner&quot; means a pupil who is &quot;limited English proficient&quot; as that term is defined in the federal No Child Left Behind Act of 2001 (20 U.S.C. Sec. 7801(25)).</td>
</tr>
<tr>
<td>(b) &quot;English language classroom&quot; means a classroom in which the language of instruction used by the teaching personnel is overwhelmingly the English language, and in which such teaching personnel possess a good knowledge of the English language.</td>
<td>(b) &quot;Native speaker of English&quot; means a pupil who has learned and used English in his or her home from early childhood and English has been his or her primary means of concept formation and communication.</td>
</tr>
</tbody>
</table>
Language Acquisition Programs

Educational programs informed by research (evidence-based), and are designed to:

• Ensure English learners acquire English as rapidly and as effectively as possible
• Provide instruction to pupils on the state-adopted content standards, including the English language development standards
• Lead to proficiency and academic achievement in English and another language (where applicable)

LEAs, at minimum, offer a program of Structured English Immersion for English learners.

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<table>
<thead>
<tr>
<th>Education Code Section</th>
<th>Proposition 227</th>
<th>Amended by CA Ed.G.E. Initiative</th>
</tr>
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<tbody>
<tr>
<td>310</td>
<td>310b: Waiver by informed consent</td>
<td>310b: Parents or guardians; choice of language acquisition program; implementation requirements</td>
</tr>
<tr>
<td>310</td>
<td>The requirements of Section 305 may be waived with the prior written informed consent, to be provided annually, of the child’s parents or legal guardian under the circumstances specified below and in Section 311. Such informed consent shall require that said parents or legal guardian personally visit the school to apply for the waiver and that they there be provided a full description of the educational materials to be used in the different educational programs chosen and of the educational opportunities available to the child. Under such parental waiver conditions, 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 …</td>
<td>(a) Parents or legal guardians of pupils enrolled in the school may choose a language acquisition program that best suits their child pursuant to this section. Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program in the extent possible, based upon the requirements of Section 305. (b) If a school district implements a language acquisition program pursuant to this section, it shall do both of the following: (1) Comply with the kindergarten and grades 1 to 3, inclusive, class size requirements specified in Section 42238.02.</td>
</tr>
</tbody>
</table>

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Education Code Section 310

Read this section and talk about what you see with a person next to you.

• What significant words or phrases do you see there?
• What are the requirements of this section?
• How might you implement those requirements?

Write these down on post-it notes
Program Choice

Parents may choose a language acquisition program that best suits their child

CA EC Section 310(a)

Parent Communication

Provide, as a part of the annual parent notice required pursuant to Section 48980 (annual parent handbook) or upon enrollment, to parents or guardians, information on the types of language programs available to pupils enrolled in the school district, including, but not limited to, a description of each program.

CA EC Section 310(b)(2)

Parent Requests to Establish a Program

When parents of:

- 30 or more students in a school
- 20 or more students at a grade level in a school

Request to establish a new program, the district provides the requested program, to the extent possible.

CA EC Section 310(a)
Parent Requests
With your table groups, discuss:

• How do we receive and track parent requests?
• How do I respond to parent requests once the threshold is reached?
• What process do we use to determine how to provide the program “to the extent possible?”

Chart your responses to post.

<table>
<thead>
<tr>
<th>Education Code Section</th>
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</tr>
</thead>
<tbody>
<tr>
<td>311</td>
<td>311. Circumstances for waiver</td>
<td>Repealed</td>
</tr>
<tr>
<td>311.1</td>
<td>The circumstances in which a parental exception waiver may be granted under Section 310 are as follows: (a) Children who already know English, as measured by standardized tests of English vocabulary comprehension, reading, and writing, in which the child scores at or above the state average, whichever is lower, or (b) under the age of 10 years, 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 child’s rapid acquisition of basic English language skills; or (c) Children with special needs, as determined by the school principal and educational staff in the child has such 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…</td>
<td></td>
</tr>
</tbody>
</table>

CA Ed.G.E. Initiative Components

• Language acquisition programs
• Parent input on language acquisition programs
• Parent information about program options
• Parent choice in available programs
• Parent requests for new programs
**Multilingual Program Data**

**California Basic Educational Data System (CBEDS)**

**Data Collection**
- Begins in the 2018–19 school year
- Report multilingual programs offered, by school site

**Program Reporting**
- Dual-Language Immersion
- Developmental Bilingual
- Transitional Bilingual
- One-Way Immersion
- Heritage Language/Indigenous Language
- Foreign Language Elementary Experience or Study (FLEX/FLES)
- Native Speakers Courses

**Results**
Directory of schools offering multilingual programs in as many as 68 languages

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**The CA English Learner Roadmap**

The California English Learner Roadmap: Strengthening Comprehensive Policies, Programs, and Practices for English Learners (CA EL Roadmap)

- State Board Policy
- Guidance Document
- Web-based resources

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**CA Ed.G.E. Initiative Regulations**

**Public Comment:**
- July 29–September 11, 2017 (45 days)
- November 13–28, 2017 (15-days)

**March 2018**
- Revised regulations presented to SBE March 15, 2018
- Second 15-day public comment period March 16–31, 2018
- If no substantive revisions are necessary, they will be forwarded to the Office of Administrative Law for review
Resources
State Board of Education March Agenda
Item 10 (CA Ed.G.E. Initiative):
https://www.cde.ca.gov/be/ag/ag/yr18/documents/mar18item10.docx

CDE CA Ed.G.E. Initiative Web page:
http://www.cde.ca.gov/sp/el/er/caedge.asp

CDE CA EL Roadmap Web page:
https://www.cde.ca.gov/sp/el/rm/

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