

The California Education for a Global Economy Initiative

(Proposition 58)



CA Ed.G.E. Initiative Implementation Handbook for School Districts and County Offices of Education

California Department of Education

English Learner Support Division
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Sacramento, CA 95814



The purpose of the California Education for a Global Economy (CA Ed.G.E.) Initiative is to ensure that all children in California public schools receive the highest quality education, master the English language, and access high-quality, innovative, and evidence-based language programs that prepare them to participate in a global economy.

California *Education Code (EC)* Section 300(n)

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Introduction

The CA Ed.G.E. Initiative, also known as Proposition 58, was approved by California voters in November 2016. The CA Ed.G.E. Initiative amended *EC* sections 300, 305, 306, 310, 320, and 335, and repealed *EC* Section 311. The amended statutes took effect July 1, 2017, and the corresponding regulations (*California Code of Regulations [5 CCR]* sections 11300, 11301, 11309, 11310, 11311, 11312, and 11316) took effect July 1, 2018.

The purpose of this handbook is to provide guidance for local educational agencies* (LEAs) on the implementation of the provisions of the CA Ed.G.E. Initiative. It is meant to be used in conjunction with the CA Ed.G.E. Initiative statute and regulations. Both resources are available on the California Department of Education (CDE) CA Ed.G.E. Initiative web page at <https://www.cde.ca.gov/sp/el/er/caedge.asp>.

The Five Components of the CA Ed.G.E. Initiative



*For the purposes of the CA Ed.G.E. Initiative, school districts and county offices of education are referred to as local educational agencies (LEAs). Charter schools are not included.

Parent and Community Engagement

Inviting Parent and Stakeholder Input during the Local Control and Accountability Plan (LCAP) Process

During the development of the LCAP, school districts and county offices of education are required to make use of the Parent and Community Engagement Process to inform and receive input from stakeholders regarding the LEA's existing language and language acquisition programs, and possibly establishing other such programs. This process allows parents and the community to share their interests with the LEA about the types of multilingual programs they want for their children. Including parents and stakeholders in the LCAP process solidifies the role that parents and stakeholders play as partners in the education of their children.

Who are Stakeholders?

- Parents
- Teachers
- Administrators
- Other school personnel
- Interested members of the public
- English learner parent advisory committee
- Parent advisory committees

Informing and Receiving Input

Each LEA has its own approach to engaging stakeholders during the LCAP process. The objective is to ensure stakeholders are able to share their interest about language programs and language acquisition programs. Different ways of informing stakeholders and receiving input might include:

School Level	District Level
<ul style="list-style-type: none">• English Learner Advisory Committee (ELAC)• Parent and Community Forums• Parent-Teacher Organizations• School Site Council• Stakeholder Surveys	<ul style="list-style-type: none">• District English Learner Advisory Committee (DELAC)• Parent Advisory Committee• Parent and Community Forums• Stakeholder Surveys• LCAP Development Sessions

Having received stakeholder input regarding programs of interest, the superintendent of the LEA must provide a written response to the input received from the LEA's English learner LCAP parent advisory committee and LCAP (general) parent advisory committee prior to the adoption of the LCAP.

Citations: EC Section 305, 52062; 5 CCR section 11301

Program Design

The CA Ed.G.E. Initiative describes two types of evidence-based language programs, language programs and language acquisition programs. Language programs are designed for students who are not English learners. Language acquisition programs are designed specifically for English learners and include English language development (ELD).

Language Acquisition Programs are required to:

- Ensure English acquisition rapidly and effectively
- Be designed using evidence-based research
- Include Designated and Integrated ELD
- Be allocated sufficient resources to be effectively implemented
- Lead to grade-level proficiency in English and when the program model includes a target language, grade-level proficiency in that language
- Lead to achievement in the state-adopted academic content standards in English and when the program model includes a target language, achievement in the state-adopted academic content standards in that target language
- **At a minimum, an LEA shall provide a program of Structured English Immersion for English learners**

Language Programs:

Language programs are multilingual programs that offer opportunities for students who are not English learners to be instructed in languages other than English. These programs may lead to proficiency in languages other than English.

Program Examples

Language Program (non-English Learners)	Language Acquisition Programs (English Learners)
<ul style="list-style-type: none"> • One-Way Immersion for English-Only • Foreign Language Elementary Experience (FLEX) • Foreign Language Elementary Study (FLES) • Heritage/Indigenous Language • World Language Courses 	<ul style="list-style-type: none"> • Dual-Language Immersion (Two-Way) • Developmental Bilingual • Transitional Bilingual (Early Exit) • Structured English Immersion • One-Way Immersion for English learners • Heritage or Indigenous Language

The lists above are not exhaustive.

Citations: EC sections 305 and 306; 5 CCR section 11300, 11309, and 11312

CA Ed.G.E. Initiative Parental Notice

School districts and county offices of education (LEAs) provide all parents or legal guardians with information on the types of language and language acquisition programs, which are provided as part of the annual notification discussed in *EC* sections 48980 and 48981. Many districts provide this notification in the form of an annual parent handbook. For students who are enrolling after the beginning of the school year, the CA Ed.G.E. Initiative parental notice is to be provided upon enrollment.

An LEA may decide to provide notice to parents at additional times throughout the year. For example, many LEAs provide an additional notification in January or February to allow parents to choose programs for the following year. This provides valuable planning time for LEAs in advance of possible expansion of current programs and the possible implementation of new programs.

Information to Include in the CA Ed.G.E. Initiative Parental Notice:

- A description of the process for parents to choose a language or language acquisition program for their child.
- **Language acquisition programs:**
 - ✓ A description of each program (including Structured English Immersion)
 - ✓ The language(s) to be taught in addition to English
 - ✓ The information required in 5 CCR section 11309(c) (CDE CA Ed.G.E. Initiative web page at <https://www.cde.ca.gov/sp/el/er/caedge.asp>)
 - ✓ A description of the process to request establishment of a language acquisition program not offered at the school
- **Language programs:**
 - ✓ A description of each program
 - ✓ The language(s) to be taught
 - ✓ May include the program goals, methodology used, and evidence of the proposed program's effectiveness

*See Appendix A for a sample CA Ed.G.E. Initiative Parental Notice.

A Note about Translation

All notices and other communication to parents must be provided in English and in the parents' primary language, at a minimum, to the extent required under *EC* section 48985.

Citations: *EC* sections 310; 5 CCR section 11310.

Parent Choice

Once parents have reviewed the available programs outlined in the CA Ed.G.E. Initiative Parental Notice, parents or legal guardians may choose a program that best suits their child. It is recommended that local educational agencies (LEAs) establish a clear process for parents to choose a program, including systems to record and track parent choices and a process to place students in programs. Anticipate the possibility that enough parents might request placement in a current program to create the need to expand that program. Consider plans for each program in future years, and how the LEA would respond to parent interest in particular programs.

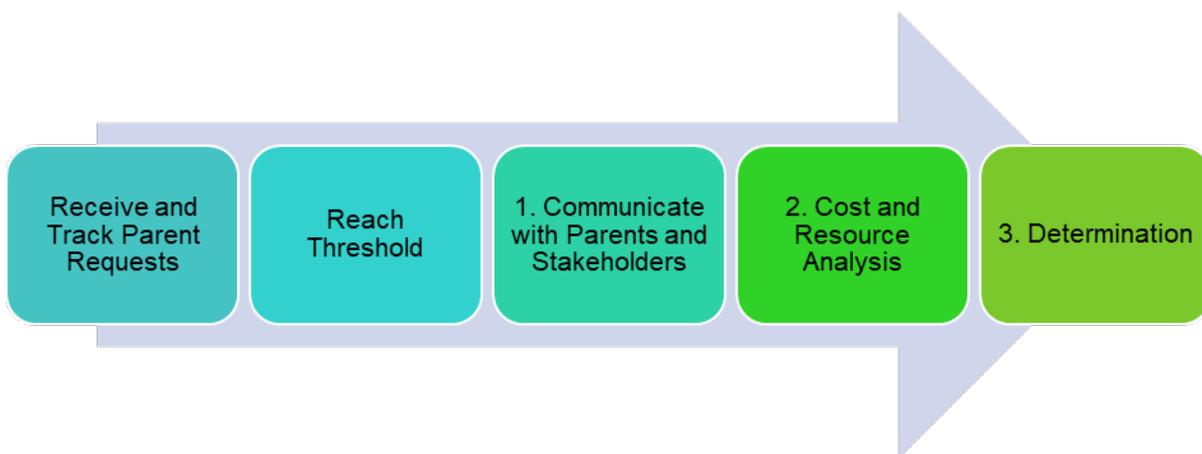
The parent choice in this section is distinct from the parent requests to establish new programs. Please see the following section of this handbook for more information on parent requests for new programs.

Citations: *EC* Section 310.

Parent Requests for New Programs

When parents request enrollment of their child in a particular language acquisition or language program, but the program is not currently offered, parents may request that the LEA or school establish a new program. It is important that LEAs define a clear process for schools to be able to receive and respond to these requests from parents and guardians.

Process to Respond to Parent Requests for New Programs



Process to respond to parent requests for new programs. The steps below outline the requirements to be included in the LEA process.

Receiving and Tracking Parent Requests

Each school is required to maintain written records of parent requests (including verbal requests) which include:

- Date of request
- Parent and child names
- Description of request
- Grade level

5 CCR section 11311 requires that schools:

- Assist parents in clarifying their request
- Maintain records of each request for three years
- Accept requests from students enrolled for the current year as well as the following school year
- Monitor the number of parent requests for language acquisition or language programs on a regular basis throughout the year
- Consider requests for a multilingual program model from parents of pupils enrolled in the school who are native speakers of English when determining whether a threshold is reached

Reaching a Threshold

When the parents of 30 pupils or more enrolled in a school, or when the parents of 20 pupils or more in the same grade enrolled in a school, request the same or substantially similar type of a language acquisition or language program, the school responds by notifying the LEA immediately and taking the following three actions:

1. Communication

Within 10 school days of reaching a threshold described above, the LEA notifies the parents of pupils attending the school, the school's teachers, administrators, and the LEA's English learner parent advisory committee and parent advisory committee, in writing, of the parents' requests for a language acquisition program.

2. Cost and Resource Analysis

The LEA then identifies costs and resources necessary to implement any new language acquisition or language program, including but not limited to:

- Certificated teachers with the appropriate authorizations

- Necessary instructional materials
- Pertinent professional development for the proposed program
- Opportunities for parent and community engagement to support the proposed program goals

3. Determination

Having completed the costs and resource analysis, the LEA determines, within 60 calendar days of reaching a threshold described above, whether it is possible to implement the requested language acquisition or language program. At that time, the LEA provides notice, in writing, to parents of pupils attending the school, the school's teachers, and administrators of its determination.

- **Determination to implement a program at the school:** In the case that the LEA determines it can implement the requested program, the LEA creates and publishes a reasonable timeline of actions necessary to implement the program. As a part of the implementation, the LEA confers with school personnel, including administrators, and teachers with the authorizations required to provide or oversee programs and services for English learners, regarding the design and content of language acquisition programs.
- **Determination not to implement a program at the school:** In the case that the LEA determines it is not possible to implement the program requested by parents, the LEA provides a written explanation of the reason(s) why the program cannot be provided. Further, the LEA may offer an alternate option that can be implemented at the school.

Each school follows the process described above, even if the LEA, at the time the threshold is met, provides the requested language acquisition or language program at another school.

Citations: *EC* sections 305 and 310; 5 *CCR* section 11311 and 11312.

More about Language Acquisition Programs

A language acquisition program must ensure English acquisition rapidly and effectively, grade-level proficiency, and academic achievement in English. When the program model includes a target language, grade-level proficiency, and academic achievement must result in that target language.

Three components must be in place:

- A program design supported by evidence-based research
- An allocation of sufficient resources
- Regular evaluation to ensure the articulated goals of the programs are being met. (*Castañeda v. Pickard*, 648 F.2d 989 [5th Cir. 1981].)

Selecting Evidence-Based Research

The use of rigorous and relevant evidence-based research provides a foundation for English learner program design. The U.S. Department of Education publication **Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments** (issued April 2016), provides guidance to LEAs on how to evaluate research which supports program design. In this guidance, the U.S. Department of Education makes recommendations for identifying evidence of effectiveness at each of four levels described in the Every Student Succeeds Act (ESSA).

These levels are:

- **Category One:** Demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes
 - **Strong Evidence:** Based on at least one well-designed and well-implemented experimental study
 - **Moderate Evidence:** Based on at least one well-designed and well-implemented quasi-experimental study
 - **Promising Evidence:** Based on at least one well-designed and well-implemented correlational study with statistical controls for selection bias
- **Category Two:** Demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes
 - **Demonstrates a Rationale (Strong Theory):** Includes ongoing efforts to examine the effects of such activity, strategy, or intervention

ESSA Tiers of Evidence

Category One Demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes			Category Two Demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes
Strong Evidence Based on at least one well-designed and well-implemented experimental study	Moderate Evidence Based on at least one well-designed and well-implemented quasi-experimental study	Promising Evidence Based on at least one well-designed and well-implemented correlational study with statistical controls for selection bias	Strong Theory Includes ongoing efforts to examine the effects of such activity, strategy, or intervention

Adapted from the Chiefs for Change Policy Brief, ESSA and Evidence: Why it Matters, 2016

Additional information on evidence-based research and a description of each level is found on the CDE web page Evidence-Based Interventions Under ESSA at <https://www.cde.ca.gov/re/es/evidence.asp>.

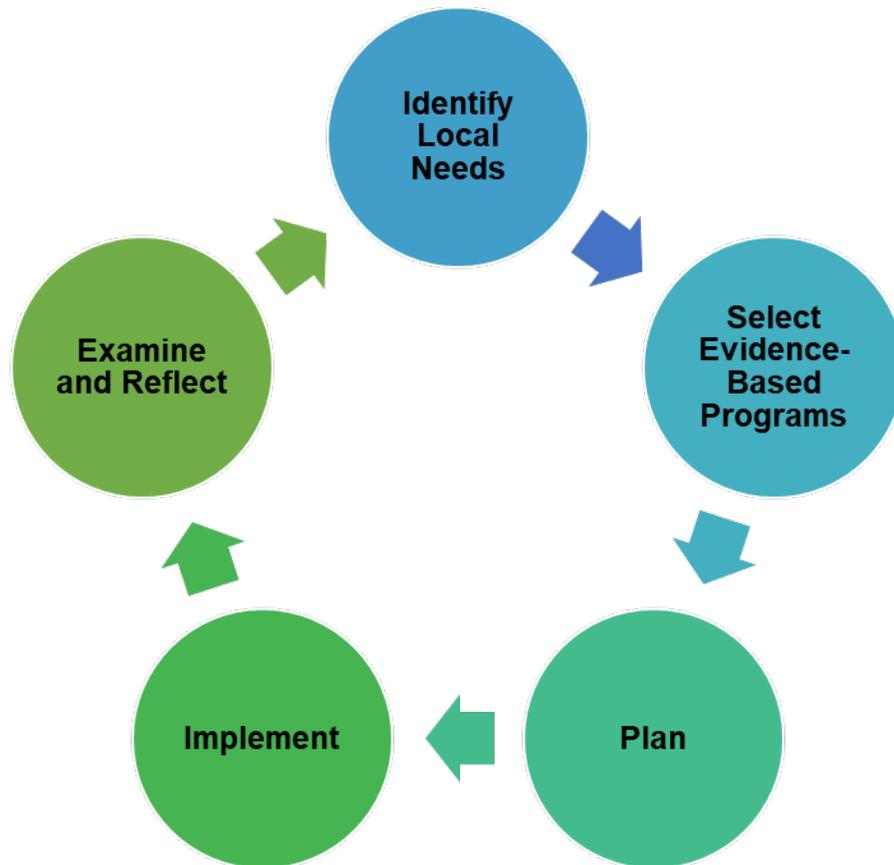
Sufficient Resources

To effectively implement a language acquisition program, it is necessary to allocate enough resources to support the success of the program in attaining its articulated goals. Sufficient resources include, but are not limited to:

- Certificated teachers with the appropriate authorizations,
- Necessary instructional materials,
- Pertinent professional development for the proposed program, and
- Opportunities for parent and community engagement to support the proposed program goals.

Language Acquisition Program Evaluation

The practice of continuous improvement is critical to ensuring that language acquisition programs lead students to proficiency and grade-level academic achievement in English and, when the program model includes a target language, proficiency and grade-level academic achievement in that target language. Below is one methodology which describes steps to take to continually monitor and improve programs that serve English learners. This reiterative process is to be used annually to refine the integrity of implementing the chosen program.



For more information on this continuous improvement model, see the U.S. Department of Education publication **Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments** (issued April 2016) at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.

A Comprehensive Approach toward English Language Development

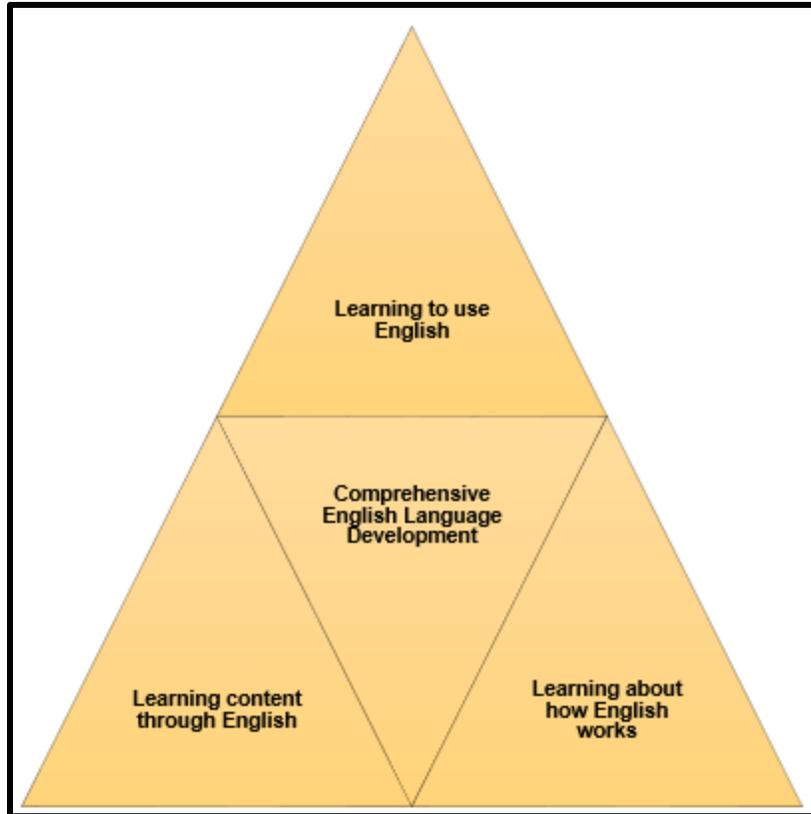
The primary purpose of language acquisition programs is to support the needs of English learners, who face the challenge of learning grade-level content while also developing English language proficiency. English learners **learn to use English** while they **learn content knowledge through English**. Further, English learners need to **learn how English works**.

In order to support English learners in these three interrelated areas of English learning, two types of ELD instruction are necessary and required—Designated ELD and Integrated ELD. Together, they provide English learners with a comprehensive instructional program which gives them equitable access to grade level learning.

- **Designated ELD** is instruction provided during a time set aside in the regular school day for focused instruction on the state-adopted ELD standards to assist English learners to develop critical English language skills necessary for academic content learning in English.
- **Integrated ELD** is instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. Integrated ELD includes specially designed academic instruction in English (SDAIE.)

All language acquisition programs are required to include both Designated and Integrated ELD instruction for English learners. (5 CCR sections 11300([d]; 11309[c][1].)

Designated ELD	Integrated ELD
<ul style="list-style-type: none"> • CA ELD Standards are the focus 	<ul style="list-style-type: none"> • CA Content Standards are the focus • CA ELD Standards used in tandem with CA Content Standards
<ul style="list-style-type: none"> • Protected time • Build into and from content instruction 	<ul style="list-style-type: none"> • Within core content instructional time • Access to CA Content Standards
<ul style="list-style-type: none"> • Attend to English learners' particular language development needs 	<ul style="list-style-type: none"> • Scaffolds for subject matter vocabulary, linguistic patterns, and comprehension ensuring subject matter concept development



Comprehensive ELD includes both Designated and Integrated ELD

Sources

Halliday, Michael. A.K. 1978. *Language as Social Semiotic*. London, UK: Edward Arnold

Gibbons, Pauline. 2002. *Scaffolding Language, Scaffolding Learning*. Portsmouth, NH: Heinemann

Schleppegrell, Mary J. 2004. *The Language of Schooling: A Functional Linguistics Perspective*. Mahwah, NJ: Lawrence Erlbaum.

More information on the three interrelated areas of comprehensive ELD, Designated, and Integrated ELD can be found on the CDE State-adopted English Language Arts/English Language Development Framework web page (see Chapter Two) at <https://www.cde.ca.gov/Ci/rl/cf/elaeldfrmwrksbeadopted.asp>.

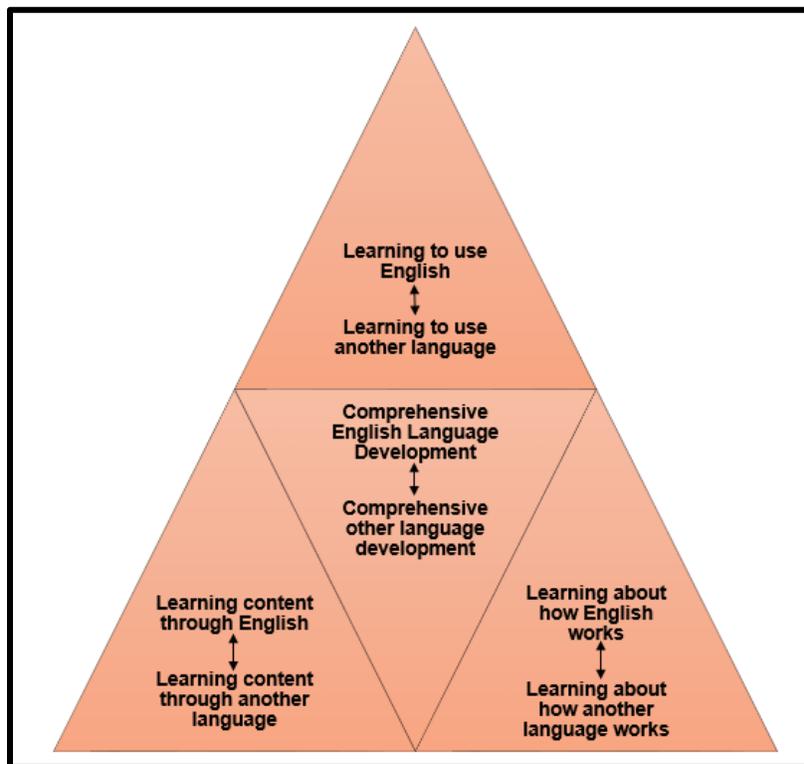
Multilingual Education

A multilingual instructional program is a language program or language acquisition program designed to provide instruction to students which may lead to linguistic and/or academic proficiency in one or more languages, in addition to English.

Comprehensive instruction of languages other than English could parallel ELD. Each distinct multilingual program model would dictate how the target language is taught.

Comprehensive English language development: Comprehensive other language development

- Learning to use English: Learning to use another language
- Learning about how English works: Learning about how another language works
- Learning Content through English: Learning Content through another language



With its own set of goals and objectives, each multilingual program model is articulated specifically to serve the needs of the students at a particular school. Developing and establishing a multilingual program takes time—time to lay the groundwork within the community, research and choose a program model, train and develop staff, articulate the details of program implementation, plan for instruction and assessment, implement the program, and collect data to inform the next phase of implementation.

The most common types of multilingual programs are:

Dual-Language Immersion: Integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of language proficiency and academic achievement in English and another language, and cross-cultural understanding.

Developmental Bilingual: Instruction for English learners utilizing English and students' native language for literacy and academic instruction, with the goals of language proficiency and academic achievement in English and the student's native language.

Foreign Language Elementary Experience (FLEX): Provides instruction for non-native speakers of the target language, with the goals of exposure, enrichment, and language experiences, typically during a designated period of the school day or after-school program (usually a few times a week) providing basic exposure to a language.

Foreign Language in Elementary Schools (FLES): Provides instruction for non-native speakers of the target language during a designated period of the school day or after-school program dedicated to language study. Varies greatly in amount of time.

Heritage Language or Indigenous Language: Instruction in English and another language for native and non-native English speakers, who have limited or no proficiency in the heritage language. Both programs often serve American Indian students.

Native Speakers Courses: A course of language study designed for native speakers of the target language. High school curriculum is aligned with University of California/California State University A–G requirements and courses are comparable with Advanced Placement Language classes.

Newcomer: An instructional program designed for English learners, who are new to the country, with less than 12 months of schooling in the United States. Instruction and/or support may be provided in the students' native language. Program models vary and may include part of a school day or full-day in a separate program or school.

One-Way Immersion: Instruction in English and another language for non-speakers of the other language, with the goals of language proficiency and academic achievement in English and the other language, and cross-cultural understanding.

Transitional Bilingual: Instruction for English learners in kindergarten through grade three utilizing English and students' native language for literacy and academic instruction, with the goals of language proficiency and academic achievement in English. Students typically transition to mainstream English instruction by grade three.

For further resources on multilingual program implementation, visit the CDE Multilingual Education web page at <https://www.cde.ca.gov/sp/el/er/multilingualedu.asp>.

The State Seal of Biliteracy

The State Seal of Biliteracy (SSB) was established to recognize high school graduates who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English.

The purposes of the SSB are to encourage pupils to study languages, to certify attainment of biliteracy, to provide employers with a method of identifying people with language and biliteracy skills, to provide universities with a method to recognize and give academic credit to applicants seeking admission, to prepare pupils with 21st century skills, to recognize and promote foreign language instruction in public schools, and to strengthen intergroup relationships, affirm the value of diversity, and honor the multiple cultures and languages of a community (*EC Section 51460*).

A student who graduates from high school must have achieved a high level of literacy and fluency in one or more language(s) in addition to English to be awarded the SSB.

The student must demonstrate:

- 1) Completion of all English language arts requirements for graduation with an overall grade point average of 2.0 in those classes.
- 2) Passage of the California Assessment of Student Performance and Progress (CAASPP) for English language arts, or any successor test, administered in grade eleven, at or above the “standard met” achievement level, or at the achievement level determined by the Superintendent for any successor test.
- 3) Proficiency in one or more languages, other than English, demonstrated through one of the following methods:
 - A. Passage of a foreign language Advanced Placement (AP) examination with a score of 3 or higher, or an International Baccalaureate (IB) examination with a score of 4 or more.
 - B. Successful completion of a four-year high school course of study in a foreign language, attaining an overall grade point average of 3.0 or higher in that course of study, and demonstration of oral proficiency in the language comparable to that required to pass an AP or IB examination.
 - C. Passage of a district test with a score of proficient or higher (if no AP examination or off the shelf language tests exists and the school district can certify that the test meets the level of an AP exam), demonstrating proficiency in all of the modes of communication (reading, writing, and speaking) that characterize communication in the language.
 - D. Passage of the SAT II foreign language examination with a score of 600 or higher.

In addition to the requirements mentioned above, if the primary language of a pupil is other than English, he or she shall demonstrate English proficiency on the English Language Proficiency Assessments for California (ELPAC), or any successor English language proficiency assessment, in transitional kindergarten, kindergarten, or any of grades one to twelve, inclusive (*EC* Section 51461).

The process to request insignias:

LEAs may request insignias from the CDE by completing the online Insignia Request Form, available on the CDE SSB web page link below.

Deadline to submit the Insignia Request Form:

It is recommended that LEAs submit the online Insignia Request Form at least four weeks prior to the graduation date. This will allow sufficient time to mail insignias to the LEA and for the insignias to be affixed to the diplomas at the local level.

For more information regarding the State Seal of Biliteracy, visit the CDE State Seal of Biliteracy web page at <https://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp>.



Resources

State and Federal Resources

California Education for a Global Economy Initiative (Proposition 58)

Provides detailed information on the implementation of California *Education Code* sections 300, 305, 306, 310, 320, and 335, and related regulations on the CDE CA Education for a Global Economy Initiative web page at <https://www.cde.ca.gov/sp/el/er/caedge.asp>

California Spanish Assessment

Information about the new Spanish assessment for California on the CDE California Spanish Assessment web page at <https://www.cde.ca.gov/ta/tg/ca/csa.asp>

Common Core en Español

Provides the Spanish translation of the State Board of Education-Adopted English Language Arts Common Core Standards for use in Spanish language instructional settings on the San Diego County Office of Education Common Core en Español web page at <https://commoncore-espanol.sdcoe.net/>

English Language Proficiency Assessments for California (ELPAC)

Visit this web page for information regarding California's statewide test for English language proficiency on the English Language Proficiency Assessments for California (ELPAC) web page at <https://www.cde.ca.gov/ta/tg/ep/>

English Learners

Provides detailed information on requirements for English learner education on the CDE English Learners web page at <https://www.cde.ca.gov/sp/el/>

English Learner Advisory Committee

Information regarding the makeup and implementation of the English Learner Advisory Committee on the CDE English Learner Advisory Committee web page at <https://www.cde.ca.gov/ta/cr/elac.asp>

English-Spanish Glossary for Educational Settings

The glossary provides English-Spanish educational terminology on the CDE English-Spanish Glossary for Educational Settings web page at <https://www.cde.ca.gov/sp/el/er/engspanglossary.asp>

Local Control and Accountability Plan

Resources to support the planning, implementation and evaluation of an LCAP, on the CDE Local Control and Accountability Plan (LCAP) web page at <https://www.cde.ca.gov/re/lc/>

Multilingual Education

Provides information in English and Spanish regarding multilingual education programs and resources on the CDE Multilingual Education web page at

<https://www.cde.ca.gov/sp/el/er/multilingualedu.asp>

Parent and Family

Provides resources for parents and family members who want to become involved in the education of their children on the CDE Parent/Family web page at.

<https://www.cde.ca.gov/ls/pf/pf/index.asp>

Parent Toolkit for Multilingual Education

Toolkit includes PowerPoint presentations and printable parent guides in English and Spanish about the benefits of multilingual education, multilingual programs, and how parents can become involved in their children's education on the CDE Parent Toolkit for Multilingual Education at <https://www.cde.ca.gov/sp/el/er/multilingualtoolkit.asp>

State Seal of Biliteracy

Program recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English on the CDE State Seal of Biliteracy web page at

<https://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp>

Title III Funding

Information about how to apply for, receive, and use Title III funding to support English learner and Immigrant programs and services on the CDE Title III Funding web page at

<https://www.cde.ca.gov/sp/el/t3/>

U.S. Department of Education Office of English Language Acquisition (OELA)

Provides data, resources, and technical assistance for English learner instruction, including the English Learner Tool Kit and Newcomer Tool Kit on the OELA web page at.

<https://www2.ed.gov/about/offices/list/oela/index.html>

World Language

Provides information focused on developing the highest levels of world language proficiency in California students on the CDE World Languages web page at

<https://www.cde.ca.gov/ci/fl/>

CDE Publications

California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners

CA EL Roadmap highlights evidence-based practices, promising models, exemplary practices, and effective inclusion of new federal and state legal requirements on the CDE EL Roadmap Policy and Printed Document web page at

<https://www.cde.ca.gov/sp/el/rm/rmpolicy.asp>

Improving Education for English Learners: Research-Based Approaches

Publication offers a comprehensive, user-friendly review and analysis of research to inform and improve instructional practices for English learners.

Spanish Language Development Standards

Standards may be used to plan instruction and assessment for Spanish learners (students new to Spanish) or to integrate language learning with Spanish Language Arts and other subject matter on the San Diego County Office of Education Multilingual Education and Global Achievement.

State-Adopted ELD Standards

California ELD Standards amplify the California State Standards for ELA and Literacy in History/Social Studies, Science, and Technical Subjects on the CDE English Language Development Standards web page at <https://www.cde.ca.gov/sp/el/er/eldstandards.asp>

State-Adopted English Language Arts/English Language Development (ELA/ELD) Framework

2014 ELA/ELD Framework to support and incorporate the California Common Core State Standards for ELA and Literacy in History/Social Studies, Science, and Technical Subjects and the California ELD Standards on the SBE-Adopted *ELA/ELD Framework* Chapters web page at <https://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>

External Publications

Guiding Principles for Dual-Language Education, Third Edition

Center for Applied Linguistics 2017 resource provides information to local educational agencies to develop and sustain dual-language instructional programs on the CAL Guiding Principles web page at http://www.cal.org/twi/Guiding_Principles.pdf

Promoting the Educational Success of Children and Youth Learning English: Promising Futures

Purchase or download a consensus study report by the National Academies of Science, Engineering and Medicine on The National Academies Press web page at <https://www.nap.edu/catalog/24677/promoting-the-educational-success-of-children-and-youth-learning-english>

When More Means Less: Mapping the Gaps between Expert and Public Understandings of Dual Language Learners

2017 report provides recommendations for reframing dual-language learning.

Non-CDE Resources

Association for Two-Way Dual Language Education (ATDLE)

National organization which supports the development and continued implementation of Two-Way and Dual-Language programs throughout the United States on the ATDLE website at <https://atdle.org/>

California Association for Bilingual Education (CABE)

Provides information and resources on the development and implementation of Dual-Language Immersion programs, including research and step-by-step guides for local educational agencies on the CABE website at <http://www.gocabe.org/>

Californians Together Seal of Biliteracy

Information and resources on pathway awards as well as national statistics and Seal of Biliteracy information on the Seal of Biliteracy website at <https://sealofbiliteracy.org>

Carnegie Foundation for the Advancement of Teaching: Continuous Improvement

Provides detailed information on the science of improvement in education on the Carnegie Foundation Our Ideas web page at <https://www.carnegiefoundation.org/our-ideas/six-core-principles-improvement/>

Center for Applied Linguistics (CAL)

Nonprofit organization promoting access, equity and mutual understanding for linguistically and culturally diverse people around the world on the CAL website at <http://www.cal.org/>

The Center for English Language Learners at the American Institutes for Research (AIR)

Rigorous studies of instructional interventions to determine what works best for English learners, evaluation of federal, state, and district practices and policies affecting English learners, and evidence-based recommendations for policymakers on the AIR Center for ELLs web page at <https://www.air.org/center/center-english-language-learners-ells-air>

National Association for Bilingual Education (NABE)

Non-profit membership organization works to advocate for educational equity and excellence for bilingual/multilingual students in a global society on the NABE website at <http://www.nabe.org/>

Parent-Teacher Association (PTA): Local Control

PTA provides parent information on how to participate in the LCAP process on the PTA Local Control web page at <https://capta.org/focus-areas/lcflcap/>

Appendix I: CA Ed.G.E. Initiative Self-Assessment

To support full implementation of the provisions of the CA Ed.G.E. Initiative, this handbook includes a sample self-assessment rubric to be used as an optional tool to review each major section of the CA Ed.G.E. Initiative components. Use of the CA Ed.G.E. Initiative Self-Assessment is intended for local use and is not meant to be used for compliance reviews.

*For the purposes of the CA Ed.G.E. Initiative, school districts and county offices of education are referred to as local educational agencies (LEAs). Charter schools are not included.

Parent and Community Engagement

Component	Partial Implementation	Full Implementation	Characteristics
Stakeholder outreach during the development of the LCAP	The LEA reaches out to some stakeholder groups.	The LEA reaches out to all stakeholders groups, including: <ul style="list-style-type: none"> ▪ All parents (including English learner parent advisory committee and parent advisory committee), ▪ Pupils, ▪ Teachers, ▪ Administrators, ▪ Other school personnel, and ▪ Interested members of the public. 	The LEA uses multiple means of communicating with all parents and stakeholders in multiple languages to include them in the LCAP parent and community engagement process. This outreach includes means of communication with parents who may not read or write.
Informing and soliciting input from stakeholders	The LEA shares information and asks for input with some stakeholder groups.	The LEA shares information with all stakeholders and asks for their input.	Parents and stakeholders receive information on the different types of multilingual programs and the benefits of multilingualism. The LEA receives input from parents and stakeholders on programs of interest.

Component	Partial Implementation	Full Implementation	Characteristics
Superintendent's response to input received	The Superintendent responds in writing to input from English learner parent advisory and parent advisory committees at the same time the LCAP is adopted.	The Superintendent responds in writing to input from the English learner parent advisory and parent advisory committees before the adoption of the LCAP.	The Superintendent response is provided in multiple languages and is issued to the English learner advisory and parent advisory committees in advance of the local governing board meeting where the LCAP is adopted. The response directly addresses parent input from the English learner advisory and parent advisory committees.

Language Acquisition Programs

Component	Partial Implementation	Full Implementation	Characteristics
Program design	LEA/school staff are not or somewhat familiar with the research specifics of the program.	LEA/school staff are well-versed in the research specifics of the program.	Staff receive in-depth professional development that teaches the theory and practices of the program being implemented.
Consult with school personnel	The LEA consults with some of the proper school personnel (administrators, teachers with appropriate authorizations and experience, and others) when establishing a language acquisition program.	The LEA consults with the proper school personnel (administrators, teachers with appropriate authorizations and experience, and others) when establishing a language acquisition program.	A leadership team heads up the development and implementation of the program. Discussions include authentic exchanges of ideas and experience that contribute toward a common goal.

Component	Partial Implementation	Full Implementation	Characteristics
Resource allocation	<p>Resources are allocated to support selected program goals, including some of the following:</p> <ul style="list-style-type: none"> • Certificated teachers with the appropriate authorizations, • Necessary instructional materials, • Limited, short-term professional development for the proposed program, and • Opportunities for parent and community engagement to support the proposed program goals. 	<p>Sufficient resources are allocated to support the program goals, including all of the following:</p> <ul style="list-style-type: none"> • Certificated teachers with the appropriate authorizations, • Necessary instructional materials, • Pertinent ongoing professional development for the proposed program, and • Opportunities for parent and community engagement to support the proposed program goals. 	<p>Each language acquisition program or language program receives resources through the LCAP to support the full implementation of the program.</p>
Program staffing	<p>Most of the teachers are certificated with the English Learner Authorization and Crosscultural, Language, and Academic Development (CLAD) Certificates in the bilingual program. Limited staff possess the Bilingual, Crosscultural, Language and Academic Development (BCLAD) authorization.</p>	<p>All of the teachers are certificated with the English Learner/CLAD and BCLAD authorizations appropriate to their assignment.</p>	<p>All program staff, including paraeducators, receive ongoing professional development on how to work with English learners and in multilingual programs.</p>

Component	Partial Implementation	Full Implementation	Characteristics
Designated English Language Development	Designated ELD is provided several times per week. Instruction is based mostly on the state-adopted ELD standards, and/or is unrelated to current instruction in content areas.	Designated ELD is provided daily. Instruction is based on the state-adopted ELD standards and is related to current instruction in content areas, regardless of program model.	Designated ELD is well-planned and addresses the specific linguistic needs of the English learners receiving ELD instruction on a daily basis. ELD lessons directly relate to the content students are learning during the day.
Integrated English Language Development	Integrated ELD is inconsistently provided. Instruction is based on the state-adopted content-area standards with some connection to the ELD standards.	Integrated ELD is planned for and provided daily across content areas appropriate to the program model. Instruction is based on the state-adopted content-area standards in tandem with the ELD standards.	Students receive integrated ELD as an integral component of their content-area instruction and are able to access the grade-level standards.
Program outcomes	The program leads to slow growth in proficiency and academic achievement in English and another language (if applicable).	The program leads to grade-level proficiency and academic achievement in English and another language (if applicable).	An annual evaluation of the implemented programs informs the process of continuous improvement for each program.

CA Ed.G.E. Initiative Parental Notice

Component	Partial Implementation	Full Implementation	Characteristics
Provision of parental notice to all parents	<p>The parental notice is provided to English learner parents pursuant to <i>EC</i> sections 48980 and 48981.</p> <p>New English learner students receive the parental notice upon enrollment.</p>	<p>The parental notice is provided to all parents pursuant to <i>EC</i> sections 48980 and 48981.</p> <p>All new students receive the parental notice upon enrollment.</p>	<p>Parents know where to view the parental notice and may ask for an explanation or details in the school office.</p> <p>Parents are knowledgeable about their ability to choose from the programs in the notice.</p>
Content of parental notice	<p>The parental notice provides limited information on:</p> <ul style="list-style-type: none"> ▪ The process for parents to choose a program for their child, ▪ Each language and language acquisition program, or ▪ The process to request a new language acquisition program. 	<p>The parental notice provides a full description of:</p> <ul style="list-style-type: none"> ▪ The process for parents to choose a program for their child, ▪ Each language and language acquisition program, and ▪ The process to request a new language acquisition program. 	<p>Parents know which language acquisition programs and language programs are offered in the district. Parents know how to choose from the available programs, or request a new program if necessary.</p>
Translation of parental notice	<p>The parental notice is translated into one additional language.</p>	<p>The parental notice is translated into the parents' home languages. The LEA has a process to translate notices in the applicable languages.</p>	<p>Parents who speak a language other than English are able to understand the language in which the parental notice is provided.</p>

Parent Choice

Component	Partial Implementation	Full Implementation	Characteristics
Parent choice of language acquisition programs	A process is in place for some parents to choose a language acquisition program for their child.	A process is in place for parents to choose a language acquisition or language program for their child. Parents are able to enroll their children in their program of choice. Students receive their selected programs.	Parents are able to easily choose a language acquisition program for their child.

Parent Requests for New Programs

Component	Partial Implementation	Full Implementation	Characteristics
Process to receive parent requests	The LEA has an inconsistent process at some schools to receive parent requests for new language acquisition or language programs.	The LEA has a process in place at all schools to receive parent requests for new language acquisition or language programs.	School office personnel are knowledgeable regarding the LEA's process for receiving parent requests. School personnel help parents with questions.
Tracking parent requests for new programs	Parent requests are inconsistently recorded and monitored to ascertain if the number of requests has reached the threshold.	All parent requests are recorded in writing, including verbal requests. Written records of parent requests are maintained for three years. Parents are assisted with submission of their requests. Parent requests are monitored on a regular basis to ascertain if the number of requests has reached the threshold.	Parents know the school has received their request and that parent requests are being recorded and tracked. Parents know what will happen when the number of parent requests meet the threshold.
Reaching the threshold of parent requests for a new program	Upon reaching the threshold: <ul style="list-style-type: none"> ▪ The school notifies the LEA, and ▪ The LEA notifies some of the parents that have requested a new program. 	Upon reaching the threshold: <ul style="list-style-type: none"> ▪ The school notifies the LEA immediately, and ▪ The LEA notifies all stakeholders, within 10 school days, that parents have requested a new program. 	The LEA, parents, school staff, and the community know within 10 calendar days that a threshold has been reached.

Component	Partial Implementation	Full Implementation	Characteristics
Cost and resource analysis to determine if the program can be implemented	<p>The LEA conducts a limited scope analysis in some of the following areas:</p> <ul style="list-style-type: none"> ▪ Certificated teachers with the appropriate authorizations, ▪ Instructional materials, ▪ Professional development, and ▪ Parent and community engagement opportunities. 	<p>The LEA conducts a full cost and resource analysis, including the all of the following areas:</p> <ul style="list-style-type: none"> ▪ Certificated teachers with the appropriate authorizations, ▪ Instructional materials, ▪ Professional development, and ▪ Parent and community engagement opportunities. 	<p>Within 60 calendar days, the LEA completes an analysis of costs to implement the requested program, and the resources available or needed to support implementation.</p>
Determination that the program can be provided	<p>The LEA provides written notice to the parents who requested a new program that the program can be provided.</p>	<p>The LEA provides written notice within 60 calendar days to the parents, teachers, and administrators of the school that the program can be provided.</p> <p>The LEA creates and publishes a reasonable timeline of actions necessary to implement the program.</p>	<p>Within 60 calendar days, parents and school personnel have been informed, in writing, of the LEAs determination that the school will provide the requested program. They understand the timeline of actions the school will take toward implementation of the program. The community may also be informed.</p>
Determination that the program cannot be provided	<p>The LEA provides written notice to the required parties that the program cannot be provided.</p>	<p>The LEA provides written notice within 60 calendar days to the parents, teachers, and administrators of the school that the program cannot be provided. The notice includes an explanation of the reasons why the program cannot be provided, and is translated, if necessary.</p>	<p>Within 60 calendar days, parents and school personnel have been informed, in writing, that the requested program will not be provided, and reasons for that determination. The community may also be informed.</p>

Appendix II: SAMPLE Parent Notice Available Language Programs and Language Acquisition Programs

[Insert local educational agency (LEA) name] offers the following language and language acquisition programs for student enrollment. Parents/Guardians may choose a language acquisition program that best suits their child (*EC* Section 310[a]). **[Include Structured English Immersion and those programs offered in the LEA. The list generated below is not an exhaustive list, but should be adapted to the LEA's specifics.]**

- **Structured English Immersion (SEI) Program:** A language acquisition program for English learners in which **[District defines the program here]**. *Education Code (EC)* sections 305(a)(2) and 306(c)(3).
- **Dual-Language Immersion (DLI) Program (English/[state language(s)]):** A language acquisition program for English learners and native English speakers in which **[District defines the program here]**. *EC* Section 306(c)(1).
- **Transitional Bilingual Program (English/[state language(s)]):** A language acquisition program for English learners in which **[District defines the program here]**. *EC* Section 306(c)(2).
- **Developmental Bilingual Program (English/[state language(s)]):** A language acquisition program for English learners in which **[District defines the program here]**. *EC* Section 306(c)(2).
- **Heritage Language Program (English/[state language(s)]):** A [insert type of program] in which **[District defines the program here]**.
- **One-Way Immersion Program (English/[state language(s)])** A [insert type of program] program in which **[District defines the program here]**.

How to Enroll Your Child in a Language Acquisition Program:

[Insert description of the LEA process to choose from the available language and language acquisition programs. Example: Submit a verbal or written request to the office at your local school. Refer to page 8 for specific information to include.]

*Waivers are no longer required.

How to Request the Establishment of a New Program at a School:

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 to the extent possible. (*EC* Section 310[a].)

[Insert description of the LEA process to request a new language acquisition program. Example: Submit a verbal or written request to the office at your local school.]

About Language Acquisition Programs and Language Programs

Program Type	Characteristics
Language Acquisition Program (English Learners)	<p>The California Code of Regulations section 11309 requires that any language acquisition program provided by a school, district, or county shall:</p> <ul style="list-style-type: none"> • Be designed using evidence-based research and include both Designated and Integrated English Language Development; • Be allocated sufficient resources by the local educational agency (LEA) to be effectively implemented, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development for the proposed program, and opportunities for parent and community engagement to support the proposed program goals; and • Within a reasonable period of time, lead to: <ul style="list-style-type: none"> ✓ Grade-level proficiency in English, and, when the program model includes instruction in another language, proficiency in that other language; and ✓ Achievement of the state-adopted academic content standards in English, and, when the program model includes instruction in another language, achievement of the state-adopted academic content standards in that other language.
Language Program (non-English Learners)	<ul style="list-style-type: none"> • Language programs offer students who are not English learners opportunities to be instructed in languages other than English • May lead to proficiency in languages other than English

Parent and Community Engagement

Parents may provide input regarding language and language acquisition programs in the LEA or to be considered in the LEA during the development of the Local Control and Accountability Plan (EC Section 52062.) If interested in a different program from those listed above, please contact **[insert district contact name and information]** to ask about the process.

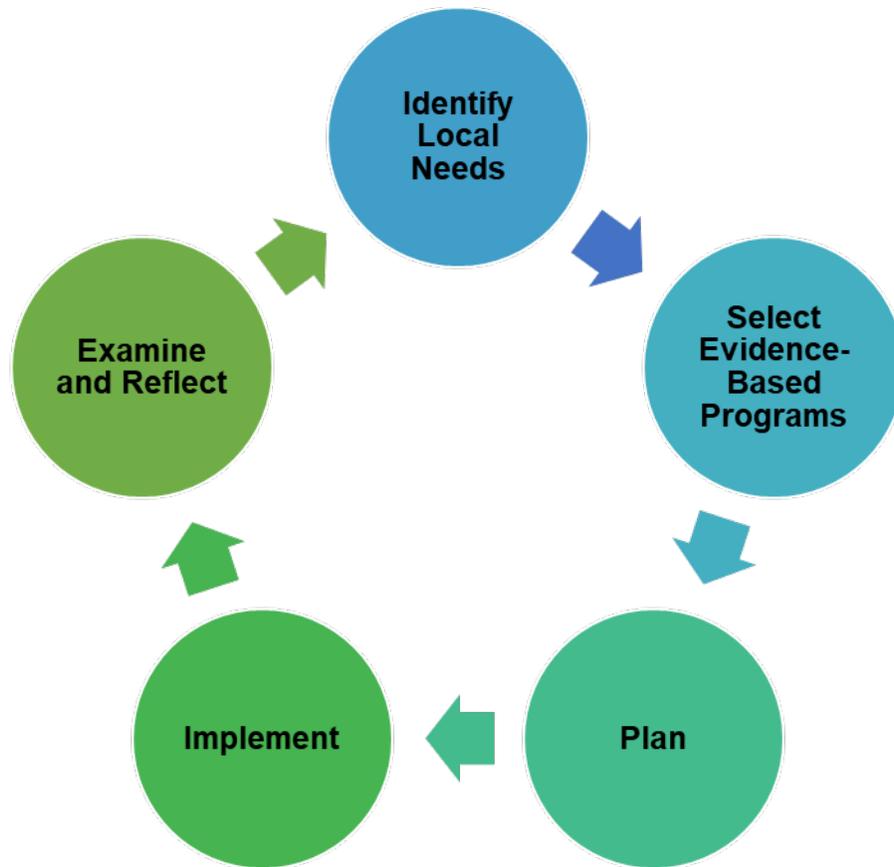
Appendix III: Graphics

ESSA Tiers of Evidence

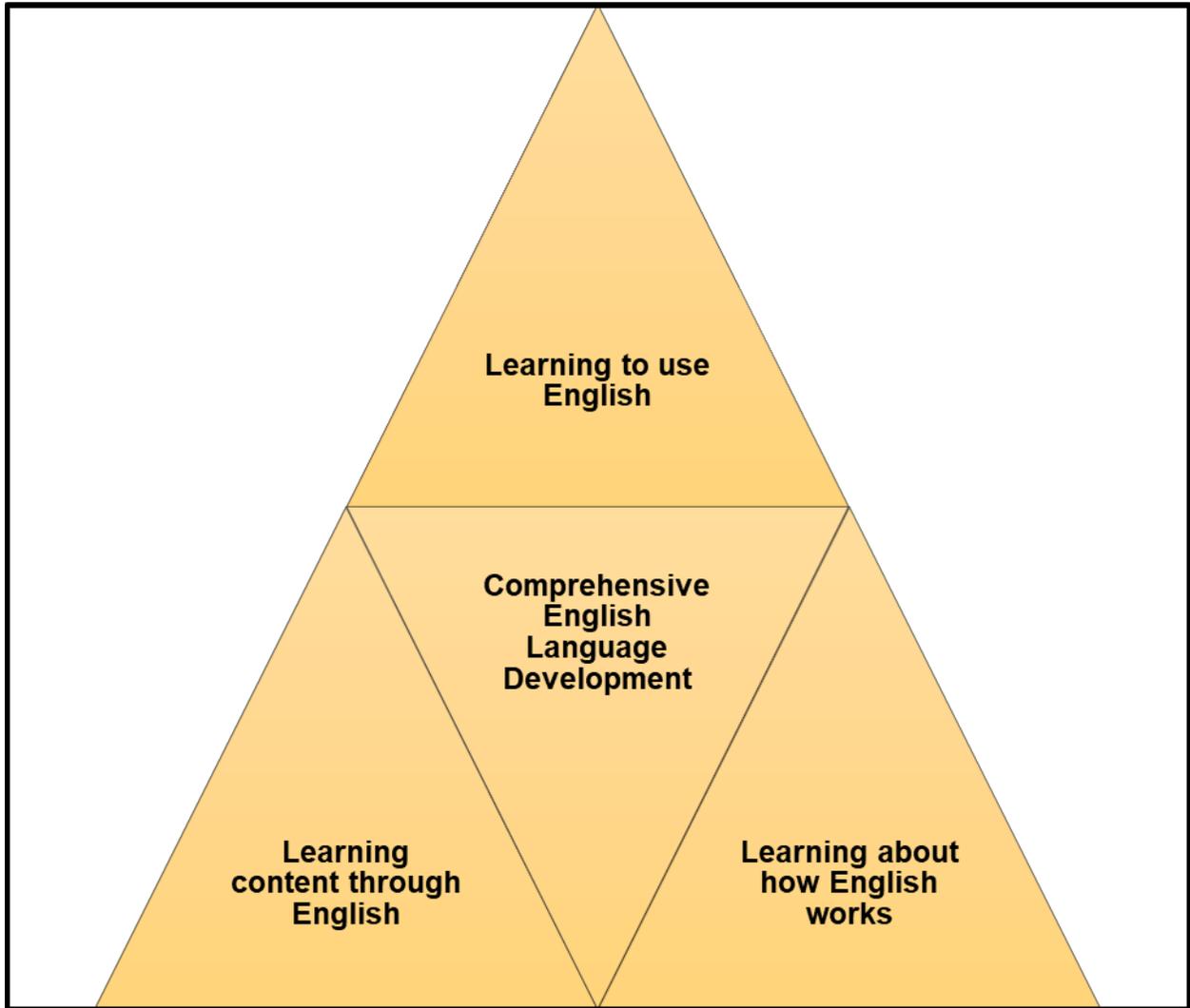
<p>Category One Demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes</p>			<p>Category Two Demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes</p>
<p>Strong Evidence Based on at least one well-designed and well-implemented experimental study</p>	<p>Moderate Evidence Based on at least one well-designed and well-implemented quasi-experimental study</p>	<p>Promising Evidence Based on at least one well-designed and well-implemented correlational study with statistical controls for selection bias</p>	<p>Strong Theory Includes ongoing efforts to examine the effects of such activity, strategy, or intervention</p>

Adapted from Chiefs for Change Policy Brief, ESSA and Evidence: Why it Matters, 2016

Continuous Improvement Cycle



For more information on this continuous improvement model, see the U.S. Department of Education publication **Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments** (issued April 2016) on the U.S. Department of Education website at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.



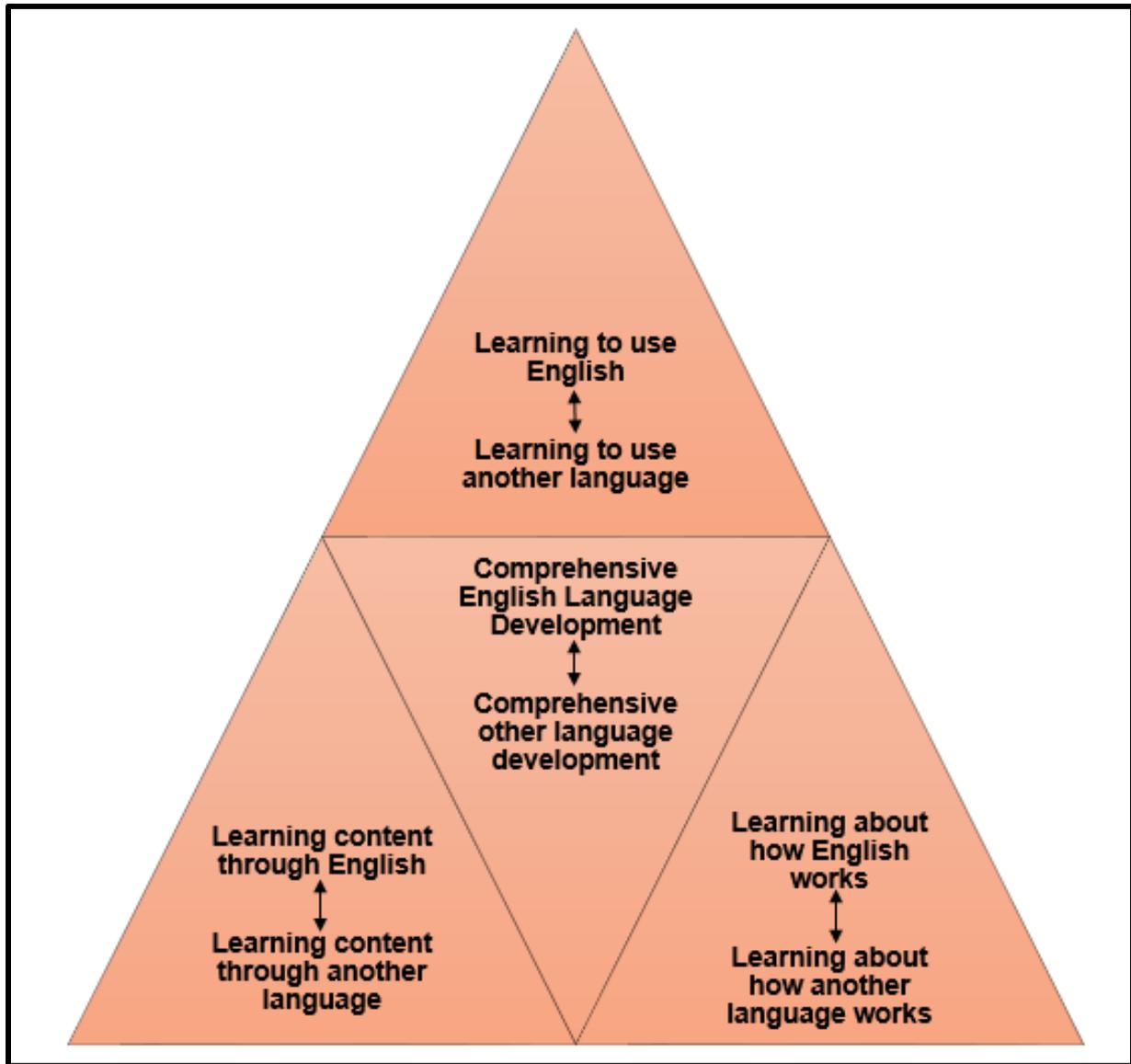
Comprehensive ELD includes both Integrated and Designated ELD

Sources:

Halliday, Michael. A.K. 1978. *Language as Social Semiotic*. London, UK: Edward Arnold

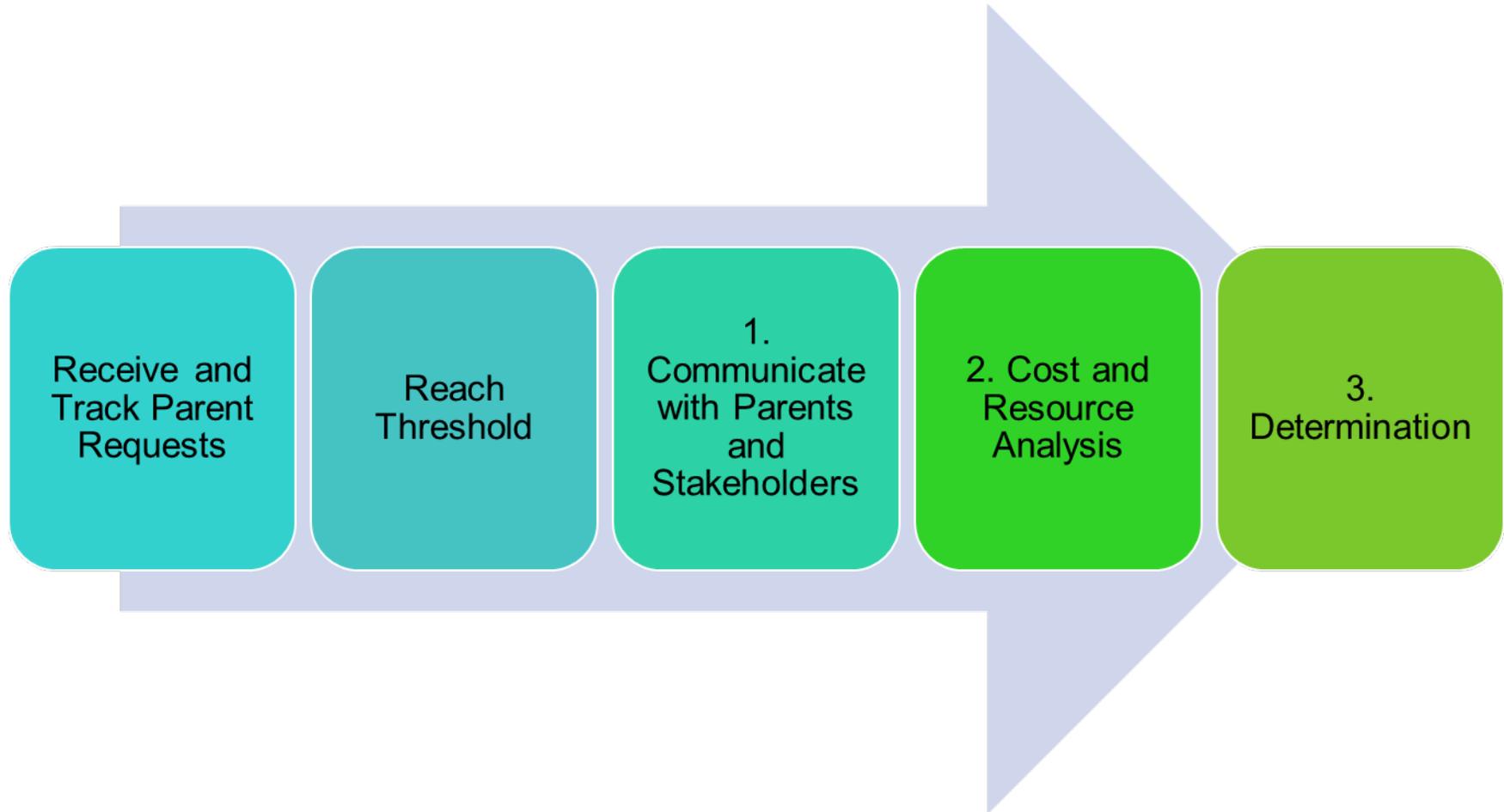
Gibbons, Pauline. 2002. *Scaffolding Language, Scaffolding Learning*. Portsmouth, NH: Heinemann

Schleppegrell, Mary J. 2004. *The Language of Schooling: A Functional Linguistics Perspective*. Mahwah, NJ: Lawrence Erlbaum.



Comprehensive instruction of languages other than English could parallel ELD.

Process to Respond to Parent Requests for New Programs



Glossary

Designated English Language Development: Instruction provided during a time set aside in the regular school day for focused instruction on the state-adopted English language development (ELD) standards to assist English learners to develop critical English language skills necessary for academic content learning in English.

English learner parent advisory committee: The committee established by a school district or county superintendent of schools consisting of parents of English learners for the purpose of reviewing the district or county Local Control and Accountability Plan (LCAP) and providing input.

Integrated English Language Development: Instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. Integrated ELD includes specially designed academic instruction in English (SDAIE).

Language acquisition programs: Educational programs designed for English learners to ensure English acquisition as rapidly and effectively as possible, that provide instruction to pupils on the state-adopted academic content and ELD standards through Integrated and Designated ELD. These programs may include, but are not limited to, dual language programs, transitional and developmental programs for English learners, and Structured English Immersion.

Language programs: Instructional programs that are designed to provide opportunities for pupils to be instructed in languages other than English to a degree sufficient to produce proficiency in those languages.

Local Control and Accountability Plan (LCAP): The plan created by an LEA which outlines the goals to address the eight state priorities and the actions the LEA will take to meet those goals.

Local Educational Agency (LEA): A school district or county office of education.

Multilingual: Proficiency in one or more languages, in addition to English.

Parent advisory committee: The committee established by a school district or county superintendent of schools consisting of parents for the purpose of reviewing the district or county LCAP and providing input.

Parents: The natural or adoptive parents, legal guardians, foster parents, or other persons holding the right to make educational decisions for the pupil.

Stakeholders: Parents, pupils, teachers, administrators, other school personnel, and interested members of the public.

State-adopted academic content standards: The subject matter covered in each area of pupil learning which defines what students should understand and be able to do by

the end of each grade. Areas include Mathematics, Science, History and Social Sciences, and others.

Threshold: The point at which the parents of 30 pupils or more enrolled in a school, or the parents of 20 pupils or more in the same grade level enrolled in a school, request the same or substantially similar type of a language acquisition program. (Used in 5 CCR section 11311[h][1].)

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