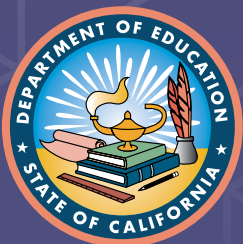




Improving Education for Multilingual and English Learner Students

RESEARCH TO PRACTICE



California Department of Education
Sacramento · 2020

Glossary of Terms

assets-based pedagogy. Practices that affirm the diversity that students bring to the classroom, including culture, language, disability, socioeconomic status, immigration status, sexual orientation, and gender identity as characteristics that add value and strength to classrooms and communities.

bilingual student. A student who speaks and understands, to varying degrees, two languages.

biliteracy. The ability to speak, read, and write in two languages.

California school dashboard. Reporting system used in California to display the performance of local educational agencies (LEAs), schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

culturally and linguistically responsive teaching. An instructional approach that leverages the cultural and linguistic experiences of students to make learning more relevant and effective.

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 learner (EL) students in developing critical English language skills necessary for academic content learning in English.

developmental bilingual program. A classroom setting that provides instruction for EL students utilizing English and students' native language for literacy and academic instruction, with the goals of language proficiency and academic achievement in English and students' native language. This program is typically found in kindergarten through grade eight.

dual language immersion program. A classroom setting that provides language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding.

dual language learner. A child age birth to five who is learning two or more languages at the same time or is learning a second language while continuing to develop their home language.

English Language Proficiency Assessments for California (ELPAC). California's required test for English language proficiency (ELP) that must be given to students whose primary language is a language other than English.

English learner. A student who enrolls in a California school in transitional kindergarten through grade twelve with a home language other than English and with levels of English proficiency that indicate they require programs and services until they are English proficient.

heritage language learner. An individual who may or may not have full proficiency in a language other than English, but has a cultural connection to a community of target-language users.

heritage language or indigenous program. A program that aims to develop proficiency in a language that is spoken by the students' relatives, ancestors, or community members in which the student may have some level of proficiency. Programs may be school based or community based and range from an hour a week to full immersion.

home language. A language spoken in a student's family or home as reported on the home language survey.

home language survey. A set of questions asked about a student's language background at the time of initial enrollment into a California school for transitional kindergarten through grade twelve (TK–12).

immigrant student. A student who was not born in any state (each of the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico).

indigenous language program. See heritage language program.

initially fluent English proficient. The classification for a student with a primary language other than English who meets the ELP criterion, as determined by the initial ELPAC.

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.

language acquisition programs. Educational programs designed for EL students to ensure English acquisition as rapidly and effectively as possible, that provide instruction to EL students on the state-adopted academic content and ELD standards through integrated and designated ELD. Language acquisition programs may include, but are not limited to, dual language, transitional, and developmental programs for EL students, and structured English immersion.

language programs. Programs that provide opportunities for students who are not EL students to be instructed in languages other than English to the degree sufficient to produce proficiency in those languages.

Latino. A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish speaking culture or origin, regardless of race.

Local Control and Accountability Plan. A tool for LEAs to set goals, plan actions, and leverage resources to meet those goals to improve student outcomes.

local control funding formula. California's formula for distributing funds to schools.

local educational agency (LEA). A public board of education or other public authority legally constituted within a state for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a state, or for a combination of school districts or counties that is recognized in a state as an administrative agency for its public elementary schools or secondary schools.

long-term English learner. An EL student who is enrolled in any of grades six to twelve, inclusive, has been enrolled in schools in the United States for six years or more, and has remained at the same ELP level for two or more consecutive prior years, or has regressed to a lower ELP level, as determined by the ELPAC.

migratory student. A student who has made a qualifying move in the preceding 36 months as a migratory agricultural worker or a migratory fisher, or did so with, or to join, a parent-guardian or spouse who is a migratory agricultural worker or a migratory worker, and is not older than 21 years of age; and who has not received a high school diploma or is not yet at a grade level at which the LEA provides a free public education.

multilingual student. A student who speaks or understands, to varying degrees, one or more languages, in addition to English.

multiliteracy. The ability to speak, read, and write in more than one language.

newcomer student. A foreign-born student who has recently arrived in the United States.

one-way immersion program. A classroom setting that provides 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 of cross-cultural understanding.

reclassified fluent English proficient student. A former EL student who has met the four criteria specified in *California Education Code* Section 313(f). At the time of this publication Criterion 1 was established at ELPAC Overall Performance Level 4. The other three criteria were locally determined.

sequential bilingualism. When a student becomes bilingual by first learning one language and then another.

simultaneous bilingual. A student who becomes bilingual by learning two languages at the same time.

social–emotional learning. The process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

State Seal of Biliteracy. A state program that recognizes high school graduates who have met the criteria established in *California Education Code* Section 51461, demonstrating that they have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English.

structured English immersion. A classroom setting for EL students in which nearly all classroom instruction is provided in English, but with a curriculum and presentation designed for students who are learning English.

system of support. One of the central components of California’s accountability and continuous improvement system developed to support LEAs and their schools in meeting the needs of each student they serve, with a focus on building local capacity to sustain improvement and effectively address disparities in opportunities and outcomes.

transitional bilingual program. A classroom setting that provides instruction for EL students 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 instruction provided only in English by third grade. This program is typically found in kindergarten through grade three, but may be offered at higher grade levels.

translanguaging. A student’s use of their full language repertoire, or all of their knowledge about language, in classroom learning without separation of the languages.



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