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# CALIFORNIA CURRICULUM NEWS REPORT

A Publication of the Curriculum & Instruction Steering Committee

## English Language Learners

### A Framework for Schooling English Learners for Success in the 21st Century

by FRANCISCA SÁNCHEZ, Assistant Superintendent, Curriculum and Instruction, San Bernardino County Office of Education



#### The Triple Challenge for English Learners

In order to be successful in school and beyond, English Learners must meet a triple challenge. Not only do they have to do what every other child must

do—learn the academic content and meet demanding grade-level standards across the curriculum—but they must also learn a new language—English—to native-like proficiency. On top of all this, English Learners must also master the culture code: all those rules about the right thing to do at the right time in the right place and the right way.

So we need to make sure that our vision is powerful and compelling enough to translate into strong English Learner programs—programs that have goals ambitious enough to lead to meeting these challenges successfully.

#### Powerful Goals for English Learners

A powerful first goal is that English Learners achieve and sustain high levels of academic, linguistic, and multicultural competency. This means that they must be able to:

- Meet state/local standards across the curriculum;
- Access a broad repertoire of social, cognitive, and metacognitive learning strategies;
- Develop critical approaches to creating, accessing, using, and evaluating knowledge and information;
- Achieve high levels of proficiency, including literacy, in at least two languages, and most likely three or four; and develop the necessary skills to negotiate and work across a multiplicity

of differences, secure in their identity and self-esteem.

Secondly, English Learners must be successfully prepared for the 21st century, which brings with it a world that requires high levels of academic preparation, information literacy, multilingual and multicultural skills, technological fluency, aesthetic sensitivity, interpersonal and communication skills, community and civic connections, and social and environmental responsibility.

Currently, however, there exists a persistent achievement and access gap between English Learners and native English-speaking students. By virtually any measure of achievement, progress, or success, English Learners fall significantly behind their English-speaking peers and stay behind grade after grade and across all subject areas.

#### Essential Elements for English Learner Success

How can we close the access and achievement gap between English Learners and native English speakers in order to reach our new vision of what success means for English Learners? How can we accelerate English Learners' achievement and then sustain that growth over the long term? What will get us the results we want for English Learners?

While a compelling vision and powerful goals are necessary, by themselves they are insufficient. We must also share a common understanding about the essential programmatic elements that must be in place in our schools in order to support our English Learners in achieving those powerful goals and meeting the big challenges confronting them in the classroom and in the world.

In other words, we must delineate the necessary conditions for English Learner success, as we have defined success through our powerful vision and goals. Those necessary conditions include at least seven basic elements:

1. An inclusive and respectful learning environment.
2. A rich, coherent, well-articulated standards-based curriculum designed to build bilingualism and biliteracy.
3. A set of culturally and linguistically responsive teaching strategies designed to maximize learning and focused on English Learners' experiences and learning needs.
4. A broad range of high quality standards-aligned instructional resources in English and the home language that facilitate English Learners' access to the core curriculum and expand their knowledge of the world.
5. Professional development programs that help teachers who work with English Learners close the achievement/access gap, accelerate and sustain

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#### What's Inside?

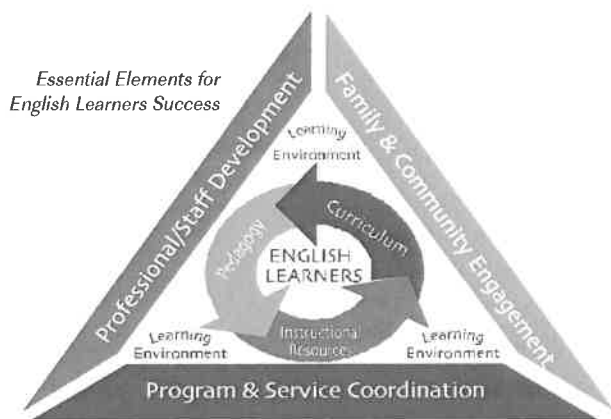
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student achievement and language proficiency, and increase English Learner college-going rates.

6. Strong family and community engagement programs that actively promote the development of parent and community leaders and representatives who can advocate more effectively for English Learners.
7. Administrative systems that effectively coordinate and integrate programs and services for English Learners so resources can be leveraged most powerfully.



When we attend to all of these essential elements, we provide the necessary conditions for success for English Learners, and we allow our programs to operate at peak performance.

## Assessment

We must also establish ongoing assessment practices that help us know to a certainty how English Learners are doing and that provides teachers, students, and parents with the information they need to accelerate and sustain learning:

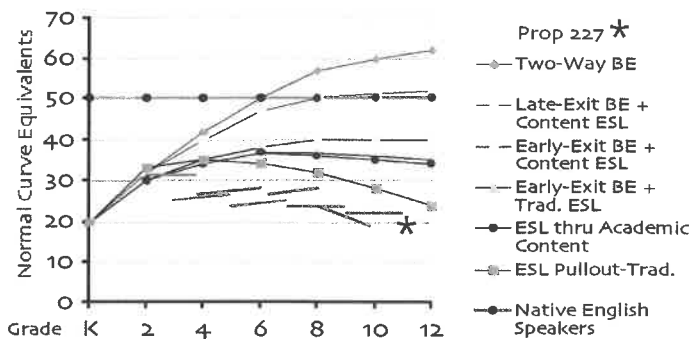
- Are English Learners learning the grade-level core curriculum (meeting grade-level content standards across the curriculum)?
- Are English Learners acquiring English language and heritage language proficiency (meeting the ELD and language arts standards)?
- Are English Learners acquiring the necessary social/cultural skills and knowledge?
- Are they doing these things in a way that they will not suffer any irreparable academic or linguistic deficits?
- Are they doing this fast enough?
- Are they sustaining growth over time?
- Are they closing the access and achievement gap?

## Results for English Learners

Yet, in our focus on all the challenges we face, we sometimes forget that we do already have many of the answers and resources we need to achieve English Learner success. In fact, we currently have the know-how and the capacity to ensure English Learner results that demonstrate:

- High levels of academic achievement and English language development and,
- Maintenance of academic achievement in English for years after program participation and through grade 12, and, as a bonus: high levels of proficiency in a second language.

There do exist program models, many of them in place in California schools, that can do all of this. By the same token, there are also program models that don't do any of these things. The key for us is to know the difference between the two, and then to act on that knowledge through the decisions we make at every level.



General Pattern of K-12 LEP Student Achievement on Standardized Tests in English Compared Across Six Program Models. Collier & Thomas, 1996, 2000

As an example, let's look at what happens to English Learners in six different programs (see notes for descriptions of these program types) over time. Work carried out by Collier and Thomas show the general pattern of K-12 student achievement on standardized tests in English compared across various program models. In the chart above, we can see the growth over time, measured in normal curve equivalents (NCE), of language minority students who began school as English Learners in kindergarten. By comparing their performance to the average performance of native English speakers making one year's progress in each grade (the bold line at the 50th NCE, which is the norm), we can assess the English Learners' success in closing the achievement gap and meeting and maintaining the minimal standard of satisfactory progress through grade 12.

Overall, we see that all students start off making strong progress, but by 4th grade, some groups of students are making more accelerated progress, while others are leveling off. By 6th grade, some groups are getting further and further away from reaching the level of their native English-speaking peers. By 8th grade, some groups are shooting ahead, while others are beginning a downward spiral that continues through 12th grade.

The short solid asterisked lines at the bottom of the chart represent the progress of English Learners in California during the initial two-year period that Proposition 227 was in effect. When we view English Learner test results in this format, it is clear that Prop 227-type programs have resulted in virtually no closure of the achievement gap.

It's interesting to note that if we only look at students in the short term, it appears that primary language instruction does not make much impact. It's only when we look at sustaining growth over the long term that the true benefit of primary language instruction relative to English language proficiency and academic achievement in English becomes evident. In fact, these data hold true for children from all language groups.

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# Voices of English Learners and Their Parents

by LAURIE OLSEN, Executive Director, California Tomorrow

Most English Learners have a burning desire to learn the English skills needed to fully participate and succeed in the United States. But the process of learning English is not easy, even when schools provide strong, comprehensive, articulated English language development programs.

Our English Learners aren't just students who need to learn to speak, read, and write English—they are young people in families with cultural roots and a home language other than English that transmits that culture and heritage. They also live in communities and a nation with prevalent negative attitudes and ambivalence about their presence. In absorbing those messages, most develop shame about their home culture and language and quickly distance themselves from their families, cease using their home language, and attempt to sever ties to the "foreign ways" of their family. Faster than in any prior era, children are losing their home language in the first generation, and many no longer share a language with their parents and elders, unable to access family counsel and wisdom or a sense of belonging.

*"They tell me I'm in America now, and English is all I need. But it's not really true. I live in Mexico sometimes and I live in California sometimes. My language is Spanish and my language is English. It's like two different people but they are BOTH me. I can't divide me up—one part from the other—and pretend that one part doesn't exist. Please don't ask me to. Please accept me as I am."*

**7th grader  
Mexican-American, Los Angeles**

In response to these wrenching struggles, some schools and communities have created dual language or heritage programs to support young people in remaining connected to their family culture and language and to become biliterate and bicultural. Listen to the words of English Learners and their families as they talk about what language and culture mean in their lives, about the impact of such programs, and of their visions of a nation that would reach out and include them.

*"We have lived through genocide—we've lost everything including family members—and when we came to this country from Cambodia we didn't want again to be victims of our children being torn from us and lost. We had to give them roots in our community. It's time to get rid of the melting pot analogy. We're a garden, a garden of every color. And to keep a garden healthy you have to have the soil and roots of the plants be strong. Our language is our roots."*

**Cambodian  
Co-founder of Project KEEP, Fresno**

*"Knowing my language and history, knowing myself helps me understand others better. When we know where we come from and who we are, we respect others a lot more, and we want others to know who they are too."*

**12th grader  
Armenian, Los Angeles**

*"If you lose or forget, or try to ignore your own culture and language, you lose part of yourself and become less of yourself. But when we know other languages we're already wise even when we're young, because we have different languages and cultures to see the world, and it has made our minds broader and wiser."*

**8th grader, Mexican-American in a Spanish-English dual language immersion school**

Quotes are excerpted from the new publication, "And Still We Speak. . .Communities Sustaining and Reclaiming their Language and Culture," published by California Tomorrow, Oakland, CA. In addition to the quotes of students, parents, and teachers in language minority communities, the book includes the stories of schools and programs that support the development of thriving biliterate and bicultural youth. For more information, go to <[www.californiatomorrow.org](http://www.californiatomorrow.org)>. ■

## A Framework for Schooling English Learners for Success in the 21st Century

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These sorts of data have tremendous implications for the policies and programs that we should support in order to ensure that (1) all students can and do meet high standards and (2) schools are able to significantly accelerate and sustain the academic growth of all students. Part of our responsibility is to help each other make research-based, data-driven decisions that result in powerful academic and linguistic outcomes for English Learners—outcomes like those achieved by the students in the top two programs.

This is a powerful and challenging undertaking that involves putting into effect a journey of teaching and learning that has as its final destination success for every English Learner, in school and beyond. And that is a journey worth taking.

Contact Francisca Sánchez at 909/386-2600. For more details about the chart and for detailed references, go to the CCSESA website <[www.ccsesa.org](http://www.ccsesa.org)>, Curriculum and Instruction, CCNR. ■

### 2001-2002 CCNR SUBSCRIPTION INFORMATION FOR INDIVIDUALS

The 2001-2002 subscription rate for individuals and agencies is \$12.50 per year for five issues. Please make check payable to the Curriculum and Instruction Steering Committee. Send it to John Brophy, Superintendent, Calaveras County Office of Education, P.O. Box 760, Angels Camp, CA 95221.

## Some Successful English Learners Staff Development Programs

### Dealing With Today's English Learners

by MARCIA BRECHTEL, Director of Training, Project GLAD, Fountain Valley School District

"Knowledge floats on a sea of talk." This J. Dwyer quote sums up one of today's real issues with education for English Learners. If a second language student cannot comprehend and manipulate academic discourse, then much of our academic system is closed to them. This issue of academic discourse is a key element in Project GLAD (Guided Language Acquisition Design), a successful staff development program out of Fountain Valley. Designated as an Exemplary Project by the California Department of Education, an Academic Excellence Project by the US Dept. of Education, OBEMLA, and a Title 1 Promising Practice in California, Project GLAD has changed the way many of our teachers instruct and view the capabilities of English Learners.

Training teachers is the key feature of the project. Following the Joyce and Showers' model, the training begins with a two-day workshop where the theory, research, overview, and standards-based planning and strategies are taught. This is followed by a five-day demonstration session where the strategies and classroom management are presented to the approximately 20 observing teachers. While one teacher is demonstrating the strategies, the coach is facilitating the professional discourse with the observing teachers. This part of the training, which is done with "their kids," empowers teachers to replicate the strategies in their own classrooms. Project GLAD training models coaching and collaborative teaching. In the afternoon, hands-on planning time is provided as well as further processing of the morning demonstration. When the week finishes, teachers have concrete materials to follow, including a year-long standards-based plan. At a later date a follow-up session for trained teachers is provided. The district or school site is also encouraged to nominate and begin training their own set of key trainers. This is an extremely rigorous key trainer program. Key trainers are only certified by the original team at the National Training Center in Fountain Valley. The training model is uniquely responsive to the current issues of delivering effective instruction in academic language and literacy to English Learners.

Standards-based instruction, for example, is an integral part of the training model. During the two-day workshop, teachers are trained in backwards planning (Wiggins and McTighe), standards-based year planning (GLAD), and effective standards-based strategies. However, it is not left there. During the demonstration session, the teachers observe the trainers making standards-based decisions and delivering effective strategies that teach to the standards. They are also presented with a standards-based unit-planning model with which to develop their own units. In the afternoons of this demonstration session, teachers work with and plan both the English Language Development (ELD) and English Language Arts (ELA) standards and how they come together. The teachers are guided through this process by the trainers. Actually working with the ELD standards as benchmarks on the way to ELA standards helps to

change attitudes of teachers towards their EL students. Instead of emphasizing what they cannot do, the emphasis becomes, rather, what they can do on the path to meeting English Language Arts standards.

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*"Now I can rest my head on the pillow at night. I know that I am planning and teaching to the standards, and I understand them."*

**Middle School Teacher  
Tustin School District**

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Possibly the most important element of the model is the teaching of academic language and the promotion of academic discourse on the part of teachers. This is a key issue in today's EL classroom. Teachers are trained in presenting comprehensible input using the most rigorous of academic language, as well as strategies to promote the use by students of the same academic discourse. Teachers observe that the beginning of a unit is more heavily teacher modeling, and teaching to provide the scaffolding for students to take this to team practice, and, finally, individual use. By Wednesday of the five-day training, the students are using the academic discourse and seeing themselves as capable of using high academic language. The point is then made for the teachers.

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*"I think I will become an entomologist. I never thought I could before."*

**3rd grade student  
Santa Ana School District**

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Teaching to grade-level standards, while meeting the needs of the EL, is a current issue that requires knowledgeable use of differentiation and scaffolding. While these are often presented in a workshop environment, it is truly when the teachers see it demonstrated with "their kids" in a non-laboratory environment, that it seems manageable in the diverse classroom. Differentiation is a good example. Many teachers view this as happening only during the pulling of leveled groups. In the demonstration session, they see it occurring all during the day, from the review of charts and individual tasks to the use of flexible groups.

In summary, these four key issues for English Learners are paramount: academic discourse and literacy; standards-based planning and instruction; differentiation and scaffolding; and quality teacher training for planning, instructing, and—equally important—viewing their students as capable of the highest academic program possible. It is equally as important for the teacher to view him/herself as gifted, as it is for the students in the classroom.

Contact Marcia Brechtel at 714/843-3200 or at <BrechtelM@fvsd.k12.ca.us>. ■

## Some Successful English Learners Staff Development Programs

### Over 1,000 California Teachers Are Doing the WRITE Thing

by DONNA HEATH, Director of Special Projects, San Dieguito Union High School District

The WRITE Institute is one way of providing teacher training in standards-based curriculum specifically designed for English Learners. The WRITE curriculum prepares English Learners to write essays using academic English aligned to the state's English Language Arts standards. Writing activities are linked to the SAT-9 and the California High School Exit Exam. They also foster cognitive development that influences achievement across the curriculum. WRITE is an innovative staff development program to train teachers in standards-based curriculum, assessment, and second language acquisition strategies. The training is grounded in research demonstrating that the earlier students write, the earlier they develop both cognitive and affective benefits, and that writing connects skills to success in other subjects.

As a National Academic Excellence model for staff development, the program was initially awarded a federal grant to disseminate its proven practices. As the grant period came to a close, WRITE staff began forming partnerships with districts and county offices to meet the increasing demand for program training and to comply with a commitment to disseminate the program beyond the grant period.

Now, after more than 10 years of implementation, WRITE has initiated a new dissemination model, that passes the training baton to local lead trainers within districts and county offices, who, in turn, train their own teachers. Both local lead trainers and teacher participants are trained on a sustained basis (quarterly). This training is now underway through partnerships with districts and county offices across California. Districts in the states of Texas and Washington are jumping on board, as well.

Why all the interest? WRITE is one of the only secondary programs in the nation to address academic reform through a focus on writing for English Learners. Furthermore, teachers say WRITE practices and curriculum are easy to use because they are created by teachers for teachers. Students are motivated because the curriculum builds on the student's own background and reinforces cultural identity.

Teachers also point out that WRITE provides an equitable approach to instruction for English Learners that takes into con-

sideration the student's current English language proficiency level, which allows them access to rigorous curriculum. These issues are increasingly important to teachers and administrators in this standards and accountability era.

#### Training

WRITE training takes place in four quarterly, full-day sessions for two to four years. Teachers learn second language acquisition and WRITE literacy strategies. Each year, they implement three curriculum units that address a variety of writing genres. Teacher trainees learn to examine student work in order to inform their own instruction and provide effective feedback to students. There are four major components: (1) WRITE curriculum units support classroom delivery of academic English literacy skills, (2) training in the use of standards-based practice as an education reform tool, (3) collegial networking among teachers as they learn specific strategies and share feedback to reflect on their teaching and student progress, and (4) examination and scoring of student essays with WRITE standards-based assessment that informs instruction and provides valuable feedback on student progress.



We hear over and over again that this training and the WRITE activities raise teachers' expectations of their students. Teachers tell us frequently that "I didn't know my kids could write this well without having mastered English!"

By integrating English language proficiency levels into curriculum and assessment design, WRITE provides teachers the tools to more accurately and equitably document student progress in English. One of the salient features of the program is that the strategies for critical thinking embedded in the curriculum improve student problem-solving skills. Importantly, this translates into (a) improved cognitive skills, (b) improved opportunity for success across the curriculum as academic vocabulary and writing skills increase, and (c) higher success on standardized tests. An analysis of data from sample partner districts showed significant student progress in acquiring academic English as measured by growth on the SAT-9 and in academic writing.

As California continues its focus on standards-based curriculum and accountability, WRITE is preparing teachers to meet this challenge. Districts are institutionalizing the

practice to create systemic reform.

Contact Donna Heath at 760/753-6491. For more information visit <[www.writeinstitute.org](http://www.writeinstitute.org)>. ■

# Two-Way Bilingual Immersion Programs: Enriched Education

by MARCIA VARGAS, Coordinator, Dual Immersion Programs, San Bernardino County Superintendent of Schools.

Bilingual education in the United States has historically been implemented as a remedial, compensatory program for language minority students—English Learners—to learn English. The more successful bilingual programs, however, have maintained the home language of the students as they acquired proficiency in English. Research clearly suggests the link of bilingualism to academic achievement for these students.

Although a few of the existing two-way bilingual immersion programs operate under a charter school and alternative education status, two-way bilingual immersion programs qualify as alternative programs for English Learners within the context of Proposition 227. The majority of the programs operate under this status, where parents of English Learners must sign a waiver requesting the program.

Foreign language immersion education has been proven quite successful for language majority students. In foreign language immersion programs, English-proficient students are instructed through a non-English language for subject matter content. These additive bilingual programs, allowing students to add a second language to their first, promote high levels of language proficiency, academic achievement, and positive crosscultural attitudes. Two-way bilingual or dual immersion programs strive to combine the best of bilingual education for English Learners and foreign language immersion education for English-proficient students in order to offer all students the opportunity to become bilingual and biliterate.

In two-way bilingual immersion programs, English Learners and English-proficient students are integrated throughout the school day as they learn content through the languages rather than spending time on explicit language instruction. There are periods of instruction during which only one language is used at a time. The non-English language is used for instruction a minimum of 50% of the time and English is used for a minimum of 10% of the time. The explicit goals of two-way bilingual immersion programs are: **bilingualism**—develop high levels of proficiency in English and a second language; **biliteracy**—perform at or above grade-level in English and a second language in academic areas; and **multiculturalism**—demonstrate positive crosscultural attitudes and behaviors and high levels of self-esteem.

Lindholm-Leary, in a 2001 study, identifies seven key features as critical for the success of two-way bilingual immersion programs:

- District- and school-site administrative support and instructional leadership.
- A positive school environment for all students including a safe and orderly environment and a belief that all students can learn.
- High quality instructional personnel that demonstrate native-like proficiency in the languages of instruction and are experts in the teaching of literacy, language, and sheltered methods.
- Professional development provided for all staff to include two-way bilingual immersion program design, literacy strategies, second language acquisition theory, and the creation of standards-based thematic units.
- An instructional design that promotes achievement, biliteracy,

and bilingualism including an academic curriculum with high standards, assessment in the two languages, commitment to a minimum of six years in the program, opportunities for oral production, comprehensible and stimulating input, and separation of languages for instruction.

- Classroom composition that reflects educational and linguistic equity, ideally 50% English Learners and 50% English-proficient students.
- Parent involvement and home-school collaboration.

There are two major variants of two-way bilingual immersion program models differentiated by the percentage of instructional time spent in each language—90:10 and 50:50. The 90:10 model begins in kindergarten with 90% of the instructional time taught in the target or non-English language and 10% of the instructional time taught in English. The target language time decreases each year and the English time increases until the ratio reaches 50:50, usually by fourth or fifth grade. In a 90:10 model, literacy is taught first in the target language for all students and English time is focused on oral language development in the early grades, K-2, adding formal English literacy at third grade. In the 50:50 model, across all grades, students are instructed 50% of the time in the target language and 50% of the time in English. In most 50:50 programs, students learn to read first in their primary language and then add second language reading.

After 15 years of data collection on two-way bilingual immersion programs, Lindholm-Leary reports that all students in well implemented two-way bilingual immersion programs acquire proficiency in two languages, perform academically at similar levels as same language-background peers, and demonstrate high levels of self-esteem, high academic competence and motivation, and positive multicultural competencies. Thomas & Collier (1998) report that two-way bilingual immersion programs are the only programs that assist English Learners to fully reach the 50th percentile in both their first and second languages in all subjects and actually maintain that level of high achievement or reach even higher levels through the end of the 11th grade.

There are approximately 131 two-way bilingual immersion programs in California. These programs reflect four languages: Spanish/English; Korean/English; Cantonese/English; and Japanese/English. Two-way bilingual immersion programs have increased dramatically over the past five years as the benefits of bilingualism and biliteracy are recognized as necessary skills needed to be successful in our global society. We can close achievement gaps when we build on the resources of our students and offer them an enriched education.

Contact Marcia Vargas at 909/386-2620, or <marcia\_vargas@sbcss.k12.ca.us> ■



... to articles coming in the March issue of the *California Curriculum News Report* under the theme

**Secondary Literacy Programs/  
COE Staff Development Programs**

# The Comité Decision

by MARSHA BEDWELL, Assistant Superintendent and Division Director,  
School and District Accountability Division, California Department of Education

Many of you are probably familiar with the Comité (Committee) de Padres v. Honig et al. case that was filed over twenty years ago. Here is the chronology, and the effects:

**1979** Comité de Padres v. Honig et al. case filed, brought by a committee of parents alleging a failure to monitor implementation of bilingual education programs. Included were allegations under state bilingual law and the federal Equal Educational Opportunity Act.

**1985** After a prolonged period of litigation, the case was resolved by a consent decree. Important aspects of that consent decree required the California Department of Education to conduct audits of districts' identification of limited-English-proficient students, and on-site reviews of all districts enrolling such students every three years.

**1996** The consent decree was substantially amended following additional court proceedings that included an unsuccessful effort by the state to obtain an order setting aside the consent decree in light of the bilingual statutes' sunset. The amendments included elimination of the language census audits, a change to a four-year rather than a three-year review cycle, and establishment of minimum staffing levels for the conduct of compliance reviews.

**2000** Another period of protracted litigation ensued, including allegations that state defendants were in contempt of the 1985 consent decree and its 1996 amendments. While the allegations of contempt were defeated, the judge found ten violations. Included among them was a failure to conduct sufficient numbers of on-site validation and follow-up reviews and to properly staff the review units, as well as an improper exclusion of county offices of education and districts belonging to cooperatives from the Coordinated Compliance Review (CCR) cycle. Upon the finding of the violations, the state defendants were ordered to confer with plaintiffs and develop a compliance plan.

**2001** In July this was done and the court signed the resulting Compliance Plan.

- Much of the impact will be experienced immediately by the California Department of Education. But some of the changes

will have consequences for districts and county offices. First is the issue of staffing for the conduct of compliance reviews of English Learner programs. Before the Compliance Plan, these reviews were conducted by the Consolidated Programs Accountability Unit staff which also reviewed Consolidated Programs. The Compliance Plan required reorganization of that unit into one that conducts only English Learner reviews. The department now has ten consultants devoted full-time to conduct these reviews, ensuring thorough program reviews. These are conducted in accordance with the State Program for English Learners, articulated in the department's annual Coordinated Compliance Review Training Guide.

- Another consequence of this reorganization is a delay in the conduct of reviews of other consolidated programs during the first part of the 2001-02-review cycle, which normally runs from November through June. The department established a new Consolidated Programs Accountability Unit, and began the process of hiring the staff necessary to carry out these reviews. That has taken time to accomplish, with the result that districts scheduled for reviews in November and December did not receive them.
- Another aspect of the court's order on the Compliance Plan is its requirement that a substantial number of "make-up" CCR reviews of English Learners be completed during the 2001-02 review cycle in addition to the regular compliance reviews. Layered on top of this requirement is the court's directive that we accomplish our work in essentially one-third increments, with our progress and compliance in each increment subject to the court's review. So, for this year, the department will conduct on the order of approximately 360 reviews—about a 50% increase over past years. In addition, we are required to visit more school sites than at any time in the past. To accomplish this required task, some reviews were conducted in August, and consultants were in full swing by September.
- The Compliance Plan continues the requirement that CDE select ten districts for follow-up English Learner reviews. These are carried out by the Comité Follow-up Monitoring Unit staff, which has been significantly increased since July 2001. Districts that meet four of the following six criteria may be selected: significant numbers of English Learners, student population that is made up of 15% or more English Learners, findings of noncompliance in EL items during the last CCR, district reporting in the Annual Language Census that English Learners are not receiving appropriate services, lack of student performance data demonstrating English Learners are acquiring English and learning grade-level academics, and recommendations of consultants and managers who have conducted CCRs in the district.
- The purpose of the follow-up reviews is to verify resolution of compliance problems district-wide and involves assisting districts in developing a systematic approach to implementing compliant programs for English Learners. Throughout the process, the consultants are to work with district staff, assisting it to, where necessary, design and implement a program that

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## The Comité Decision

(continued from page 7)

ensures English Learners receive full access to instructional services needed for their academic success. Under the Compliance Plan, follow-up unit consultants will be visiting each of the Comité districts selected this year by February 2002. In addition, they will be having monthly contact with all Comité districts to monitor progress.

- Something new in the Compliance Plan is its requirement that sanctions be imposed on districts that do not resolve noncompliance in a timely manner. The state is now required to compel districts to address certain issues immediately, such as proper identification and redesignation of English Learners. Other issues are addressed, such as when a district fails to meet the timeline for compliance set out in such an agreement, we are required to impose additional requirements or sanctions, such as the disapproval of a Consolidated Application.

Meeting the requirements of the new Compliance Plan is a challenge, but we are committed to meeting our obligations. Equally challenging, and not forgotten, is our shared obligation to ensure that English Learners receive what is needed to achieve academic excellence in a standards-based environment.

To contact Marsha Bedwell phone 916/657-3115 or go to <mbedwell@cde.ca.gov>. ■



- February is African-American History month
- March is National Women's History month
- The Professional Development Conference for Teacher Leaders will be held March 20-22 at the Hilton Cosa Mesa. The theme is "Nurturing the Leader Within," and is sponsored by the California Professional Development Consortium, the California Department of Education, and the Education Alliance. Check the details at <www.edualliance.org> or register by calling 831/425-0299.

ment Consortium, the California Department of Education, and the Education Alliance. Check the details at <www.edualliance.org> or register by calling 831/425-0299.

- The American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) will hold their national conference in San Diego this year, April 9-13, at the Marriott Hotel and Marina, San Diego. The theme is "A New Alliance: Power in Partnership." More information is on the web site: <www.aahperd.org>, or contact the California unit, CAHPERD, at 800/499-3596.
- The 41st Annual Conference of the California Council for Social Studies will be held March 1-3 at the Riverside Convention Center. For registration call the CCSS office at 661/533-2277 or check <www.ccss.org>.
- The California Association for the Education of Young Children Conference will be held March 1-2 (with the leadership conference February 28) at the Long Beach Convention Center. Contact the CAEYC at 916/486-7750.
- The 19th Annual California Small School Districts' Association Conference will be held March 21-23 at the Radisson Hotel in Sacramento. The theme is "Together We Can, Together We Will." Contact the CSSDA at 916/444-9335.
- The 25th Annual EdSource Forum, "Investing in High Expectations: The Cost of Raising K-12 Standards," will be held in two places: the Ontario Airport Marriott Hotel for Southern California on March 14, and at the Westin, Santa Clara, for Northern California on March 15. Contact EdSource at 4151 Middlefield Road, Suite 100, Palo Alto, CA 94303, 650/857-9604, or FAX 650/857-9618.

### 2001-02 CCNR PUBLICATION INFORMATION

ISSUE	SUBMISSION DATE	PUBLICATION DATE	THEME
4	January 25	February 27	Secondary Literacy Programs/COE Staff Development Programs
5	March 8	April 11	Implementing California's Standards Using Classroom Assessment to Improve Instructional Practice

Please submit your proposed articles in good typescript format. If possible, send the article by e-mail, or on a computer disk along with a printed copy. Disks will be returned to the sender upon request.

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#### CALIFORNIA CURRICULUM NEWS REPORT

The *California Curriculum News Report* is a publication of the Curriculum and Instruction Steering Committee, a subcommittee of the California County Superintendents Educational Services Association in partnership with the California Department of Education. There are five issues per year with a circulation of 25,000 copies. The CCNR is distributed through the Instruction Division of local county offices of education. The ideas in the CCNR do not necessarily represent the policies or positions of the Curriculum and Instruction Steering Committee or the California County Superintendents Educational Services Association. Permission is hereby granted to subscribers of the CCNR to photocopy the entire issue for educators within their agency. If references to the CCNR are made in other publications, please provide a complete citation regarding the CCNR.

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