

Bilingual Education After Proposition 227

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BILINGUAL EDUCATION
AFTER
PROPOSITION 227


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Abstract

This case study examines changes in bilingual education in California following the implementation of Proposition 227. The proposition attempted to eliminate native language instruction in favor of sheltered English immersion. Some school districts in California have continued modified forms of bilingual education, utilizing the native language within the parameters of the law.

This study reports the progress of four kindergarten students in a bilingual alternative class after Proposition 227 was implemented. It assesses the students' academic progress in their native language, which is Spanish, as well as their English language acquisition. Parent interviews were used to gauge parental perceptions of bilingual education as well as relevant educational or English language background.

The findings were that all four students showed growth in math skills over the course of the year. They also showed notable progress in language arts. All students studied showed advancing fluency in English, with three of the four students demonstrating proficiency two levels higher than their entry-level proficiency (according to the Language Assessment Scales test of English proficiency.)

Recommendations are to continue providing balanced bilingual programs with some native language instruction and structured English language development opportunities. It is suggested that increasing parent and public awareness of the rationale for bilingual education, as well as the class structures used, and the successful development of English language skills possible in such programs is a necessary step to gaining public support.

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Table of Contents

Chapter 1-Introduction.....	1
Background	2
Statement of problem and purpose	4
Definition of terms.....	5
Limitations and delimitations.....	7
Overview.....	8
Chapter 2-Literature Review.....	9
History.....	9
Rationale.....	11
Criticism of bilingual education.....	14
Public perceptions and political implications.....	16
Post 227 Research.....	17
Chapter 3-Methodology.....	20
Setting.....	20
Daily schedule/curriculum.....	22
Research subjects.....	25
Data collection.....	26
Language use.....	26
English language acquisition.....	27
Academic growth.....	27
Parent interviews.....	28
Data analysis.....	28
Chapter 4-Results of Data Analysis.....	30
Amount of English and Spanish used in the classroom.....	30
Academic achievement.....	33
Language Arts.....	33
Mathematics.....	38
English language acquisition.....	40
Parent interviews.....	42
Reasons for requesting waivers.....	42
Family use of English.....	43
Family educational background.....	45

Chapter 5-Discussion, Implications, and Conclusion.....	47
Discussion of results.....	47
Amount of native language instruction	47
Measuring academic growth/student achievement.....	48
Student acquisition of English in	
Alternative classes.....	49
Parent choice of waivers and bilingual programs.....	50
Implications.....	51
Recommendations and conclusions.....	53
References.....	56
Appendices.....	61
Appendix A, Proposition 227 initiative language.....	61
Appendix B, District waiver form.....	65
Appendix C, ELD assessment rubrics.....	66
Appendix D, Mathematics pre/post test.....	69
Appendix E, Skill checklists/Report cards.....	70
Appendix F, Writing assessment and rubric.....	73
Appendix G, Parent interview questions.....	76

Chapter 1- Introduction

This thesis will examine the educational implications of Proposition 227 for English Language Learners in California elementary schools (see Appendix A). Those readers familiar with bilingual education will know that there are varying structures used. These structures and terms will be defined later in this chapter. However, under the mantle of bilingual education in the past, many schools in California provided some level of native language instruction to students limited in English proficiency. The theoretical basis of bilingual education is that students are able to transfer knowledge attained in their native language to increase achievement in English as well (Cummins, 1981).

In the spring of 1997, Proposition 227, the Unz initiative, was presented to the voters as a way to ensure English acquisition by denying native language instruction and requiring English Immersion. As a political reform, this proposition was not based on educational theory or practice. Most of the research on bilingual education shows that the longer a student is exposed to the native language, the more dramatic the academic growth in English and Spanish (Ramirez, 1992; Thomas and Collier, 1997). Even studies that consider English Immersion an effective educational methodology find true proficiency in English takes years to acquire (Ramirez, 1992; Hakuta, Butler, and Witt, 2000), not the one year suggested by the proposition. Nonetheless, Proposition 227 passed, and its implementation since the fall of 1998 has affected teachers, students, and families throughout the state.

As written, the initiative allows for exceptions to be granted under certain conditions. The original reasoning behind one of these exceptions was to allow native English speakers an opportunity to develop a second language. However, districts and schools throughout

California have seized on this clause as a way to continue providing bilingual education to limited English speakers. Some limited English families may allow their children to be placed in mainstream Sheltered English Immersion classes where no other language is used. However, informed parents may now submit waiver petitions to allow their children to participate in an alternative (bilingual) program, if their child has special educational needs (i.e. the lack of English proficiency to understand academic instruction).

BACKGROUND

I care about these issues because I am a bilingual credentialed teacher in California. I have been teaching fifteen years. I have been trained to deliver native language instruction and to facilitate English language development. I have read the research that supports bilingual methodology (Thomas and Collier, 1997; Ramirez, 1992), and, more importantly, I have seen my students benefit from such methodology. I have taught bilingual kindergarten, bilingual third, and bilingual fourth grade classes.

The bilingual classes I have taught were all at an elementary school in Central California, hereafter referred to as School K. The school has changed slightly over the past 15 years, but remains populated with predominantly lower income families, with at least 85% having another native language besides English. Currently, the enrollment exceeds 800 students, with approximately 450 being Limited English Proficient, native Spanish speakers. We have a highly migrant population, but have the good fortune to be the home school for many families who have worked in the central Coast area for years. These families return to us each season and we see many siblings and extended family members.

Prior to the passage of Proposition 227, my classes were mixed, in that some of the students were limited English proficient and some were fluent English proficient. I was always proud (and still am) that so many students learned to read in their native language and that most English Language Learners were able to make the transition into English instruction in the third or fourth grade. Students who spoke different languages happily co-mingled for the majority of the day and merely were divided into language ability groups for the language arts period of the day. Bilingual Education worked for my students and me in that they achieved well academically, and I knew that their self-esteem remained intact.

Currently, I am teaching kindergarten at School K, and following the implementation of Proposition 227, our class structure was changed. According to the authors of the initiative, students whose parents did not request waivers should not be receiving Spanish instruction, and the use of such Spanish instruction was considered a detriment to other students as they might 'waste their time' waiting for the teacher's attention. Classes are to be taught 'overwhelmingly in English'. Schools and school districts are afraid of lawsuits if too much Spanish is used in classes where students' parents have not requested waivers. Students whose parents did choose to sign a waiver are now placed into Alternative classes, while students without a waiver are isolated from English Only students in Sheltered English Immersion classes (see glossary for a description of these classes). Thus, in my alternative bilingual class, all 21 of my current students are Limited English Proficient, with a signed waiver petition (see Appendix B) to receive native language instruction as well as English Language Development. Because of Federal laws against segregation (and due to a prevailing perspective of the staff at School K that students need to be exposed to other languages, ethnicities, and cultures), students are integrated with another class of primarily

English speakers for 20% of their instructional day. Their exposure to English role models actually has been reduced compared to the class structures of previous years.

STATEMENT OF PROBLEM AND PURPOSE

The focus of this thesis will be to study students in one of these alternative programs. Because districts have restructured their bilingual programs in response to the initiative, waived students, for the most part, are separated from non-waived students. Most waived students in the school being studied here speak primarily Spanish. Most non-waived students are the native English speakers, previously considered potential English role models for the Spanish speakers. This restructuring leads to questions I hope to answer:

- What amount of native language instruction is used in classrooms following the implementation of Proposition 227?
- How is academic growth measured and how are students achieving in bilingual classrooms?
- How do students acquire English in alternative classes?
- Why do parents choose waivers and bilingual programs?

These issues must be addressed because Proposition 227 was intended by its authors to be the death of bilingual education in California. If these alternative programs are found successful, perhaps 227 can be seen as a positive restructuring for the good of the students. As a proponent of bilingual education myself, I'd like to document the academic effects that have resulted from the implementation of Proposition 227.

DEFINITION OF TERMS

Bilingual class structures can vary depending on the program model used, but for the purposes of this thesis, **Bilingual Education** shall be defined as academic instruction in the students' primary or native language, with some structured English Language Development (ELD), and some use of Specially Designed Academic Instruction in English (SDAIE). This type of bilingual education is also called an **Alternative Program** within the particular school district being studied.

The **primary language**, also referred to as **L1**, is the language first used at home, generally considered to be the one in which the student thinks and responds most comfortably. Students are tested on entry into elementary school when any other language is used at home, as indicated on a Home Language Survey filled out by the parents. The **Language Assessment Scales (LAS)** is the test used by School K to determine language proficiency. An **English Language Learner (ELL)** is a student who scores in the limited English proficient range on the LAS test.

All ELL students must participate in **English Language Development (ELD)**, which is structured instruction in grammar and mechanics of the English language through techniques such as modeling, repetition, and actions. Some earlier research refers to **ESL**. **ESL** stands for English as a Second Language, and it encompasses the same teaching strategies as ELD. Many bilingual classes refer to English as the **L2**, meaning the second or non-native language. The State of California has standards in ELD, and many textbook companies have specially designed curriculum to help teachers deliver ELD instruction. **Total Physical Response (TPR)** is one accepted method of instruction for ELD that is

common in kindergarten, in which students are encouraged to move their bodies and mimic teacher movements to enhance the acquisition of English.

Specially Designed Academic Instruction in English (SDAIE) is when content curriculum is delivered in English to non English speakers, but made comprehensible by the use of visuals, body gestures, and modeling experiences. **Sheltered English Immersion** classes are taught only in English using SDAIE techniques and incorporating ELD as well.

At School K, alternative bilingual classes must also participate in **integration**, wherein the bilingual students are mixed with English proficient students for a portion of the day. The instruction is primarily in English, using SDAIE techniques and encouraging the students to use as much English as possible through their interactions with peer English role models.

Another term made relevant by the passing of Proposition 227 is **Community Based English Tutoring (CBET)** which provides adult English language instruction to parents or other members of the community who pledge to spend time tutoring students in English.

When gauging student progress and the success of schools implementing bilingual alternative programs, much of the research refers to the schools' **Academic Performance Index (API)**. The purpose of the California API is to measure the academic performance and growth of schools. It is a numeric scale ranging from a low of 200 to a high of 2000, and is calculated using student standardized test scores. Similar school rankings are then assigned based on factors such as education level of parents, poverty levels of students as determined by the number of students receiving free lunch, ethnic population, etc. School. School performance can then be compared on the basis of these API scores.

LIMITATIONS AND DELIMITATIONS

This study closely examines the effects of Proposition 227 in one classroom, focusing on four students. It is not intended to make generalizations, pose a hypothesis, or provide data for large-scale analysis. Students participated on a voluntary basis, and I limited participation to students within my kindergarten classroom who were willing. Focusing my study on kindergarten students may not necessarily demonstrate learning trends for students in other grades, especially because kindergarten relies on a highly oral curriculum while other grades stress more reading and writing.

I did not have access to English Language Learners whose primary language was not Spanish. My findings for students whose primary language is Spanish may not be able to be generalized to students with other native languages. My study deals only with students in California. Other states may have different results, however this study could have implications for other programs with Spanish speaking students.

Students in my class are from migrant families, but do not miss much school due to our year round schedule. Findings might vary in areas with more transience. I chose to study four students during the 2000/2001 school year. Because there is no comparison group in another type of classroom structure, it is not possible to attribute all academic growth to the nature of the program. It should be presumed that some academic growth would occur over the course of the year regardless of teaching strategies.

There are many factors outside the school environment that can affect a student's acquisition of English and academic achievement. As stated above, transience could be significant, as some students return to Mexico for an extended period during the school year. Ranking within the family can also affect learning, particularly when older siblings motivate

younger ones to achieve. Literacy rates among family members can be an important factor in learning. Some students have older siblings who may use English at home. Issues such as the need for basic food and clothing may interfere with learning. There are numerous specific details in a child's home life that affect learning while my study focuses on school activities only.

OVERVIEW

As stated, my history as a bilingual teacher made me curious as to the changes Proposition 227 would bring to elementary education. I chose to conduct a case study with four students participating in an alternative bilingual program, as a result of a clause in the initiative allowing for different interpretations than originally planned. My next chapter will explore the major literature in the field of bilingual education and explain the rationale of a particular school district in choosing to continue bilingual education within the parameters of the Proposition. Chapter Three will describe the methodology and procedures used in studying these four students. Chapter Four will summarize anecdotal records of each student, and present data. Finally, Chapter Five will discuss the implications of the data.

Chapter 2- Literature Review

Bilingual education promotes the teaching of academic subjects to students in their native tongues, while also teaching the English language. This chapter will first discuss the history of bilingual education in the United States, then the rationale for such education. It will further explore literature that opposes the use of the native language in schools. Because opponents of bilingual education were able to convince California voters to pass Proposition 227, which severely limits bilingual education, the chapter will conclude with a review of the research regarding the outcomes of that proposition and subsequent changes in bilingual programs.

HISTORY

People who oppose bilingual education often point to generations of early immigrants who seemingly achieved success in schools without bilingual education. According to several scholars in the field, this viewpoint lacks merit. A comprehensive article by Richard Rothstein (1998) debates the extent of early immigrant success, while also noting the existence of bilingual schools. In the early 1900s, few Americans graduated from high school, and immigrants dropped out of school at an early age, according to present day standards. Rothstein cites statistics of Italian, Polish, and Russian Jewish students who dropped out of schools in Boston, Chicago, and New York by seventh or eighth grade. Rothstein also points out that in 1910, as is true today, "some groups did better than others, both for cultural reasons and because of the influence of other socioeconomic factors on student achievement". These immigrants may have been considered 'successful' in their day

as good jobs could be found in the past without a high school education; however in today's business world, students need to be prepared with not only good English skills, but also with problem solving and communication skills, necessitating a strong academic foundation for success.

The first bilingual public school in New York City was established in 1837 to prepare German-speaking children for regular English schools. Most early bilingual programs were for German students, but there are documented schools throughout the United States using Swedish, Norwegian, Danish, Dutch, Polish, Italian, Czech, French, Chinese and Spanish (Ovando and Collier, 1998; Rothstein, 1998). Rothstein (1998) goes on to explain that San Francisco public schools used the offer of native language instruction in the public schools to lure German, French, and Italian immigrants away from parochial schools that used no English at all.

Most of these programs were eliminated as a result of World War I. The German language schools were seen as a threat to 'Americanism'. Many states began adopting laws to require that all teaching be in English (Ovando and Collier, 1998; Rothstein, 1998).

Bilingual education re-emerged in the 1970s, following the first federal legislation for bilingual education in 1968, the Bilingual Education Act, under Title VII of the Elementary and Secondary Education Act (Malakoff and Hakuta, 1990; Ovando and Collier, 1998). Finally the nation was acknowledging that limited English proficient students had special educational needs. In 1974, a Supreme Court decision in *Lau v. Nichols* found that schools were not providing equal education if they did not make special provisions for educating language minority students (Malakoff and Hakuta, 1990; Ovando and Collier, 1998;

Rothstein, 1998). *Lau v. Nichols* specifically addressed Chinese students in a San Francisco district, but was quickly used by other districts to legitimize ESL and bilingual programs.

Still, the goal for many of these programs was simply to teach English. A subsequent ruling in 1981, *Castañeda v. Pickard*, guaranteed that students must also be allowed access to the core curriculum (Ovando and Collier, 1998; Rothstein, 1998). Herein lies the debate for many bilingual education researchers. Does one consider the production of English to be the only goal or is access to the academic content, no matter in which language it is developed, also a goal?

RATIONALE

Knowing that bilingual education **has** existed in the past does not serve as proof that it **should** continue in the present. This chapter will not evaluate the wealth of research on how bilingual education helps to validate the cultural identities and self esteem of students. Instead it will focus on researchers who have endeavored to prove cognitive advantages of bilingual children over monolingual children. A defining study by Peal and Lambert (1962) found that bilingual children scored higher than monolingual children on tests of verbal and nonverbal intelligence. Other researchers focused on meta-linguistic awareness and its importance in the development of reading skills (Hakuta, 1986; Lee, 1996). Being aware of language features seems to improve performance on many academic tasks.

Patrick Lee's (1996) analysis of the research acknowledges that much of the research linking intellectual capacities and bilingualism does not address the direction of causality. Also, researchers theorize that "balanced bilinguals" (those that are equally proficient in L1 and L2) may demonstrate better cognitive advantages than students who are limited in L1 or

L2 (Peal and Lambert, 1962; Lee, 1996). Cummins' (1976) threshold hypothesis claims that cognitive advantages are only possible once a certain level/threshold of L1 and L2 proficiency has been attained. He further distinguishes between the development of basic interpersonal communicative skills (BICS) and cognitive academic language proficiency (CALP) (1999). As a child demonstrates the acquisition of BICS in L2, his/her cognitive skills must still be addressed in L1, until he/she has reached a level of fluency in CALP so that his/her education doesn't suffer. Thus it is vital to maintain the L1 while acquiring L2.

Lambert (1977) distinguishes between an additive form of bilingualism and a subtractive form. An additive form involves both languages and cultures being complementary, positive influences on the learner's overall development. It is achieved when educators and learners value the language and culture of the family and community. A subtractive form results when the L2 is acquired at the expense of the native language. This form occurs when minority children reject their own cultural values and practices for those of the prestigious, dominant group.

Cummins (1998) notes a positive association between additive bilingualism and students' linguistic/ cognitive/ academic growth. Bilinguals have a potential advantage in acquiring meta-linguistic insights that help with early reading skills. For example, many English words are derived from Latin and knowledge of Spanish can help with deciphering the meaning of cognates. "Countless studies have shown that vocabulary knowledge is the single best predictor of both reading and overall cognitive academic ability, as measured by typical IQ tests" (Cummins, 1998, p. 75).

Lindholm and Aclan(1991) reiterate the distinction between additive programs and subtractive ones. They review literature in which both language majority students and

language minority students in additive programs show academic benefits when the studies are methodologically rigorous. Lindholm and Aclan conducted their own study of both language majority and minority students in bilingual/immersion programs in Northern California. They found a high correlation between bilingual proficiency and academic achievement. The bilingual individuals with full academic language proficiency showed academic advantages, thus reinforcing the idea that “bilingual proficiency can serve as a bridge to academic achievement” (Lindholm and Aclan, 1991, p.109).

This concept of full academic proficiency is key. Ramirez (1992) compares specific types of bilingual programs, those using structured English immersion and those using native language instruction with a goal of transition to English (early exit or late exit). In his Executive Summary, he says, “providing substantial instruction in the primary language appears to help LEP students catch up to their English-speaking peers in mainstream classrooms in English language, reading, and mathematics” (Ramirez, 1992, p.45).

Similarly, Thomas and Collier (1997) compare different bilingual programs and state that students who do academic work in their native language make more gains when in a program for more than two or three years. In fact, “after five to six years of enrichment bilingual schooling, former English learners (now proficient in English) are able to demonstrate their knowledge on the academic tests in English across the curriculum, as well as in their native language, achieving on or above grade level” (Thomas and Collier, 1997, p.25).

Thus the rationale for bilingual education is based on the potential cognitive advantages for students who are taught in their primary language. More native language instruction leads to higher academic proficiency. An additive form of bilingual education

should be the goal, with the maintenance of the native language being a positive influence on the learner's overall development.

CRITICISM OF BILINGUAL EDUCATION

Critics of bilingual education seem to focus their arguments not on the academic achievement of bilingual students, but rather on their acquisition of English. "Only English performance counts in evaluating programs for limited English proficient students" (Baker, 1999). Most prolific in their writings opposing bilingual education are Christina Rossell and Keith Baker (1996). In a comprehensive review of bilingual program evaluations, Rossell and Baker eliminate many studies of bilingual education as being methodologically unacceptable. Of the remainder, they claim that transitional bilingual education is never better than structured immersion, a program for English Language Learners where Limited English Proficient students are taught in a self contained classroom and instructed in English at a level/pace they can understand.

In their review, Rossell and Baker (1996) differentiate between transitional bilingual education (TBE), submersion or ESL pullout programs, and structured immersion. In TBE, students use L1 for reading, writing, and subject matter, and receive L2 instruction for a designated portion of the day. The submersion method is often referred to as 'sink or swim', wherein only English is used, comprehensible or not. According to Rossell and Baker, these submersion programs can be grouped with pullout ESL because 'probably' they include ESL pullout as well. ESL pullout entails specialized English Language Development techniques but no L1 support is available. Structured immersion, according to their design, would

include L2 instruction, but at a comprehensible level, with L1 support available when needed.

Rossell and Baker (1996) only accept studies that had control groups from different types of second language learning programs. Many of their comparisons come from studies conducted in Canada and may or may not be applicable to U.S. bilingual programs because there are differences in class status of their language learners and in the valuation of the second language. While acknowledging that in many cases there is no deficit in learning caused by TBE, Rossell and Baker assert the goal is greater English language achievement. Such achievement is found in structured immersion programs. They also discuss the facilitation theory, that knowledge or academic competency acquired in one language will transfer to the other language. Contrasting this facilitation theory with the time-on-task theory that more English will be learned if more time is spent using English, Rossell and Baker (1996) state that engaged, effective time-on-task is the key, and this time is achieved in immersion classes.

In a later paper, Baker (1999) admits that the time-on-task theory might be considered cause for TBE in the kindergarten and first grades because at that level students do not understand enough English to maintain focus. If the English instruction periods are broken up by content area instruction in L1, students will be more attentive and engaged during English lessons. He also acknowledges that cognitive skills are developing in primary grades, and that TBE programs can accommodate student needs, but reiterates the need to move to immersion in later grades.

Key among the detractors from bilingual education are variations in program implementation. If one presumes that submersion programs have a degree of ESL built in,

one should presume that TBE programs have other inherent variables as well. Each program can have benefits if properly implemented, and each will have deficits, if not (Rennie, 1993).

In summary, anti-bilingual researchers focus their attention solely on the acquisition of English by English Language Learners, without acknowledging the variability of program implementation, nor the differences in regions and language groups studied. In their view, structured English immersion is the best way to help students with this goal of acquiring English.

PUBLIC PERCEPTION AND POLITICAL IMPLICATIONS

Public perceptions that bilingual education hampers English acquisition have facilitated political attempts to eradicate it. Ron Unz, a multimillionaire software developer and former Republican candidate for governor, created Proposition 227, a California ballot initiative he called “English for the Children” (Crawford, 1997, p.25). This title “established a false choice in voters’ minds: either teach students the language of the country or give them bilingual education” (Crawford, 1997, p.25). Unz campaigned for the ‘rights’ of immigrants to learn English and framed the issue as a choice to eliminate bilingual education in favor of intensive instruction in English.

The choice, however, was not necessary, and was certainly unclear. Crawford (1997) cites several polls conducted by the news media in which Latino parents and other voters favored bilingual education, while still supporting Proposition 227. The initiative campaign seized on this data, claiming even Latinos didn’t want bilingual education. Bilingual education proponents interpreted results differently, showing that a majority of respondents advocated the use of native language instruction and/or support (Crawford, 1997; Krashen,

1999). There is much confusion amongst the public regarding bilingual education, and Crawford believes the No on 227 campaign should have clarified public perceptions and defended the core tenets of bilingual education.

Steven Lee (1999) more specifically studied parental perceptions of bilingual education by surveying Latino parents of students enrolled in bilingual education programs. While a large majority has positive feelings about bilingual education, few can describe the different programs or the amount of English used in them. Without knowing the exact terminology, the survey results showed “that parents believed programs in which two languages- Spanish and English- are used in the classroom are most effective in helping their children to develop English skills” (p.119). This perception is in fact supported by many researchers (Cummins, 1981; Hakuta, 1985; Krashen, 1988; Lindholm, 1991; Ramirez, 1992; Thomas and Collier, 1997).

Still, many of those parents who professed to support bilingual education said they would actually choose a mainstream English only class if given the choice (Lee, 1999). Lee speculates that this apparent conflict could be due to the actual students’ readiness to transition to such a class, presumably due to successful bilingual programs, or the choice could be due to the current stigma attached to bilingual education. Nonetheless, it is clear more research must be done on parental attitudes, and more public education is necessary as well.

POST 227 RESEARCH

Once the public in California chose to pass Proposition 227, education of English Language Learners was necessarily changed. Many districts eliminated bilingual programs

altogether, while others strove to make modifications under the law. The language of the proposition calls for “sheltered English immersion during a temporary transition period not normally intended to exceed one year” (Hakuta, 2000, p.13). Previous research and current studies show this goal to be “wildly unrealistic” (p.13). Even in districts that do not have bilingual programs, those that are considered exemplary providers of English language support and instruction, English language development requires 3 to 5 years for oral proficiency and 4 to 7 years for academic proficiency (Cummins, 1981; Ramirez, 1992; Hakuta, 2000).

So, while the proposition has set unreasonable goals for itself in allowing English Language Learners only one year to become English proficient, California educators must continue to try to meet the needs of the English Language Learners both in acquiring English and in having access to the core curriculum. Some districts have adopted structured English immersion programs while others use any form of bilingual education allowable under the law. However, the proposition limits these programs, and children have fewer years of access to bilingual education.

To evaluate student progress, California schools use the Stanford Achievement Test, SAT9, a norm referenced assessment tool for 2nd through 6th grade students. In the first year following implementation of Proposition 227, some schools reported a rise in test scores (Hakuta, 2000; Gold, 2001), which was widely published in local papers. To the public this seemed like affirmation that less bilingual education meant higher test scores. However, the SAT9 test was in its first year of use, and test scores always go up when a new test is introduced (Linn, Graue, and Sanders, 1990). Also, California schools had recently implemented class size reductions in the primary grades. Where in the past teachers

delivered instruction to 30 students at a time, there is now a ratio of 20:1. This reduction in class size, a benefit for all children no matter what kind of program, could also explain rising test scores. Considering all possible factors, however, there “is no evidence linking test score increases to dropping bilingual education” (Krashen, 2001, p.9). In fact, there is some evidence that test scores continue to rise in districts that kept bilingual education (Hakuta, 2000; Orr, Butler, Bousquet, and Hakuta, 2000; Gold, 2001, Krashen, 2001).

To put the research into perspective, the use of the native language in schools has widespread historical foundations. Current bilingual proponents see cognitive advantages to bilingualism because concepts, skills, and knowledge acquired in one language transfer to other languages, once a certain level of proficiency in the second language is acquired. Critics of bilingual education target the acquisition of English as the sole criterion for a successful education of an English Language Learner, and see no need to maintain the native language. This viewpoint spurred politicians to try to eliminate bilingual education programs, but they are continuing in some school districts throughout the state.

Chapter 3- Methodology

This study is qualitative in nature. It is a case study of four students in a bilingual kindergarten class. The study follows the students from late August 2000, to April 2001.

SETTING

The students all attend *School K*, a K-6 elementary school in Central California. The school has a highly migrant population, meaning that many of the parents work in the agricultural industry and leave the area for certain months of the year to follow crops. The enrollment varies from approximately 800-875 students at any given time of the year. Most of the students and families are low income, as indicated by a high number of families receiving Aid to Families with Dependent Children (free lunch). The population is approximately 85 % Hispanic with a majority being Limited English Proficient Students.

The school is staffed by predominantly Caucasian teachers and classified personnel (aides, secretaries, custodians, etc.). Most teachers in the primary grades have at least an intermediate level of Spanish fluency. The students that are the focus of this study are in my kindergarten class. All K-2 classes at *School K* are in the Class Size Reduction Program for the state of California so my kindergarten class must maintain an average of 20.44 students over the course of the year. I have had 20 or 21 students enrolled all year. I am Caucasian and have obtained a Bilingual Certificate of Competence (BCC), which means that I am fluent enough in the Spanish language to teach in that language. I am familiar with the Mexican culture, and I have studied different strategies and methodologies that have been proven successful for teaching English Language Learners.

I have a classroom aide in the room that works with the students for one hour each day. The aide is a native Portuguese speaker, and is semi-fluent in Spanish, which she uses easily with the students. Other teachers who work with my students regularly are my classroom partner and my integration partners.

My classroom partner teacher also has a Bilingual Credential and uses Spanish easily. Because most California kindergartens are half day only, two teachers share one classroom. One is considered the morning teacher and has the primary responsibility for students enrolled in the morning. The other is the afternoon teacher and controls the afternoon class. Ideally these two teachers work cooperatively together and have similar lesson plans and teaching philosophies. This team situation is not always a good match, but I am fortunate in that my partner and I are very compatible.

At School K, I am the morning teacher and have primary responsibility for the morning class from 7:50a.m. - 11:25a.m. My partner helps me as an aide/co-teacher for 90 minutes each day. My students go home after lunch, while my partner takes over the classroom and a new group of students from 11:40a.m. - 3:00p.m. I return to help her as an aide/co-teacher for 90 minutes each day.

For the purpose of this study, my partner and I traded schedules one day a week. On that day, she taught my class so that I could observe and take anecdotal notes for this study, and I worked as the aide with small group language activities and supervised recess. This role reversal allowed me to conduct observations without negatively impacting student learning.

My main integration partner teacher has her Cross-cultural Language and Academic Development (CLAD) certification. As defined in Chapter 1, integration is required in our

district to prevent the segregation of students based on native language or ethnicity.

Alternative bilingual classes are teamed with English only or sheltered English immersion classes for a minimum of 200 minutes a week. Teachers have the option of combining the two classes for whole group activities or dividing students into groups. My integration partner and I usually divide the students so that half of her predominantly English-speaking students are mixed with half of my predominantly Spanish-speaking students for music and/or math activities four times a week. We sometimes choose a large group format.

Having her CLAD certificate, my integration partner is aware of teaching strategies that work with English Language Learners, such as ELD and SDAIE. She also has an intermediate level of Spanish so she can support students in Spanish when necessary, although the integration block is conducted in English with SDAIE techniques.

On Fridays, my students get their required integration minutes by meeting with 5th grade Big Buddies. The 5th grade teacher also has his Bilingual Certificate of Competence (BCC), and uses English or Spanish with the students, as needed. His students are predominantly fluent English proficient, but many began school as English Language Learners and can still read and write in Spanish, as well as English. Usually we all meet in the same classroom, and I am the main teacher during Buddy activities. Occasionally we split the classes into two groups with a mixture of language dominance occurring in each group. Lessons are explained in English, with visual modeling, but support in Spanish is always available.

DAILY SCHEDULE/CURRICULUM

At *School K* all kindergartens are half-day sessions. This means that after 3 hours and 20 minutes of instruction, morning students go to lunch, then home, and another class uses the same classroom in the afternoon. The actual lessons taught may vary from one class to another, but all the kindergarten teachers at *School K* have similar programs and use the district adopted textbooks and programs. For Language Arts we use Macmillan McGraw Hill's series, which is available in English and in Spanish. I use the Spanish program, *Cuentamundos*. Zoophonics is a supplementary phonics program that is also available in English and Spanish so I use Zoophonics in Español. The mainstream English and English immersion classes have recently begun to use Open Court Phonics, which is available only in English, but I supplement with Santillana's *Estrellitas*, which teaches only Spanish sounds.

The Math curriculum includes both Creative Publications' Mathland and Scott Foresman. My student texts are in Spanish, but as students do not yet read, their instruction is delivered both in Spanish and English. The majority of math lessons occur during integration, which is conducted in English, but I do Spanish preview and review of new concepts. By this I mean I preview or introduce new concepts to my students in Spanish, checking for understanding and giving practice opportunities, prior to conducting lessons in English during integration time. After integration lessons, when my English Language Learners have returned to my classroom, I often do closure type activities in Spanish to review the content of integration math lessons.

The district adopted English Language Development program is Hampton Brown's "Into English" series. It includes many stories, songs and poems, as well as movement activities to encourage TPR, total physical response. It is a thematic series focusing on

subjects such as body parts, colors, families, animals and more. These themes provide many opportunities to incorporate my own teacher-designed lessons in science and social studies, two subject areas that have been de-emphasized by the district in this era of teaching to the tests.

The schedule is not set in stone, and there are often variations. However, a general guideline of my morning may be helpful to readers less familiar with the kindergarten schedule. The following schedule is a typical one for Mondays through Thursdays. The Friday schedule is different to include Buddy time, sharing, and library visits. Nonetheless, the number of minutes of instruction for both Spanish and English on Fridays is similar to the schedule below.

	7:50- 8:20	Choice time (Activities include painting, playhouse, blocks, puzzles, computer, coloring, cut and paste, writing center, games, etc.)
	8:20-8:30	SSR (Not so Silent Sustained Reading, students choose books to read)
#	8:30- 9:00	ELD (structured English Language Development)
*	9:00-9:10	Alphabet/Phonics/L/A Overview
*	9:10-10:10	Small group instruction
#	10:10-10:30	Outdoor activities with Integration partner's class
#	10:30-10:45	Calendar
*		Math preview activities, when needed
#	10:45-11:10	Integration (Math and Music, small and whole groups)
*	11:10-11:25	L/A instruction, review, closure (Poetry, Songs, Stories, Creative Dramatics)

Lesson given in English

* Lesson given in Spanish

During unmarked blocks, language is determined by what the child initiates.

RESEARCH SUBJECTS

All subjects are kindergarten students enrolled in my class for the 2000/2001 school year. They are all from low-income families. Initially consent forms for this study were obtained for all students in the class. All students in my class were placed there because they entered school designated as “limited in English”, according to the Language Assessment Scales (LAS), the district adopted language proficiency test, with Spanish as their primary language. Once students had been assessed for language dominance, using the LAS test, I chose students who had similar scores. The entry-level scores of the students selected indicated a very limited use of English (a score of 1 on the test) and a high fluency in Spanish (a score of 5). Student subjects will be referred to by pseudonyms to protect their privacy.

J. L., the first student, is the youngest boy. He entered kindergarten at the age of four, with many academic skills already developed in English. Strangely, I have never heard his parents use English with him. They use Spanish when they visit the classroom. The second student, Lulu, is a six-year-old girl (her birthday was in December). Her family uses Spanish at home, but she has an older sibling who is acquiring English. The third student studied, Real, is a five-year-old boy. He and his family use mostly Spanish, but he is very shy and doesn’t speak much at all to adults. Student #4, Roy, is a five-year-old boy. His family uses only Spanish at home, but the mother has been enrolled in the Adult English class at *School K* for most of this year. He also went to a bilingual preschool and uses English to some extent with his peers.

One parent of each student was also interviewed. The choice of which parent to interview was determined by teacher access either at school when they were dropping

students off or at parent/teacher conferences. Lulu's father was interviewed, as well as the mothers of the other three students.

DATA COLLECTION

LANGUAGE USE

One of my goals was to observe the instruction these students received in the classroom and note the quantity of Spanish instruction as compared to English. All four of the students were enrolled in my classroom so I had access to them at all times, and the instructional methodology was basically the same from August through February (when ability groupings made for some changes, but most data had already been collected).

I formally observed the four target students once a week during a forty minute morning period. During this time, students had some free choice time and some structured English time with my partner teacher. As stated earlier, this role reversal of my partner teaching my class enabled me to observe without sacrificing teaching time. Our teaching styles are very similar, and the students are accustomed to both of us in the role of teacher. During this observation time, I was able to see the amount of Spanish and English used by students voluntarily. Rather than using an observation matrix, I scripted dialogues as they occurred spontaneously, and noted participation in formal English lessons. In addition to the regularly scheduled observation time, I made anecdotal notes and log entries informally whenever possible during my time in the classroom. I focused on target student comments and interactions, using exact quotes only when English was used, as the Spanish grammar did not reflect developmental changes or increased fluency. I tried to specifically note student development as they tried to use complete English phrases. For example, Lulu once

approached me and said, "Teacher, will you get off my coat?" After momentarily looking around to see if I was sitting on her coat, I realized she was requesting my assistance to take her coat off. Another form of data available to me was my own lesson plans. By using these plans, I could note the minutes of Spanish instruction, formal English instruction, Integration time, and more.

ENGLISH LANGUAGE ACQUISITION

Formal English Language assessments are tracked for all ELL students in the district. These are based on teacher judgment, using authentic assessment scores from the Hampton Brown "Into English" program (See Appendix C). I also chose to re-assess these target students on the LAS test at the end of March.

ACADEMIC GROWTH

To measure academic growth in Spanish, I took pretest and post-test scores for each research subject in the areas of Language Arts and Math. These pretests and posttests were a combination of teacher made tests with 1:1 questioning and standard district assessments. These tests were actually given to all students as a regular part of the curriculum.

For Math, I used a Scott Foresman review test (see Appendix D) and a teacher made checklist, as well as the report card, to assess number concepts, counting abilities, patterning, number recognition, and sorting abilities (Appendix E).

For Language Arts, our district participates in the State sponsored *Results* testing program. It includes phonemic awareness, segmenting of sounds, letter/sound recognition, concepts of print, and reading words. The students also did writing samples throughout the

year in journals, as well as participating in two district structured writing assessments (Appendix F).

PARENT INTERVIEWS

Further data collection included a parent interview for each subject. I did most of the interviews in the school setting, when parents were in the classroom socializing in the mornings. One interview was during a parent/teacher conference. The initial questions used in the interviews pertained to perceptions of bilingual education, educational background of family members, length of residency and frequency of visits to Mexico, and use of English in the home (Appendix G), but as the parents chose to expand their answers and share more information, I did not limit responses solely to those questions. All interviews were conducted in Spanish, with researcher taking notes.

DATA ANALYSIS

Some of the data collected must be analyzed somewhat subjectively. As a teacher, it is difficult to remain unbiased when assessing students. It is natural to want to see growth when it is one's responsibility to ensure it occurs. When working with students who are shy or nervous there is a tendency to want to 'fill in the blanks' for them. As with any research, some bias is inevitable. However, using multiple data sources can be helpful to control for this bias.

In addition to the LAS pre and post-test for language dominance, English acquisition was rated by the teacher using a rubric from the textbook publisher for the Hampton Brown series, "Into English". This assessment was more subjective as the teacher rated student

performance on certain tasks, but had to avoid letting previous impressions of student abilities affect ratings. Once multiple assessments had been collected, patterns or commonalities were noted.

Academic growth is difficult to quantify at the kindergarten level because often a skill is either present or not. Percentage scores on tests are not as common, so I used a checklist of acquired skills to show growth. Post-test scores were objectively compared to pretest scores to determine any growth, and the amount. Growth trends in certain skills were recorded and failures to progress were evaluated. Writing samples were collected to show developmental progress and scored according to a district four-point rubric.

Parent interviews were helpful in giving the teacher a context to understand student's entry-level performance. The responses were analyzed for similarities or differences among families. Common experiences and backgrounds were noted and will be discussed in Chapter Four.

To summarize the methodology, this thesis was a study of four kindergarten students in a half-day kindergarten class, in a low income, highly Hispanic populated school, in a central California school district. Multiple data sources were used to investigate the amount of Spanish and English instruction, academic achievement in Spanish, English language acquisition, and parent perspectives. The next chapter will give the results of the data analysis.

Chapter 4 - Results of Data Analysis

In this chapter I analyzed the data for patterns or commonalities among the four students. I will be dividing the data analysis according to amount of English and Spanish used in the classroom, academic achievement (based on assessments in the native language) in Language Arts and Mathematics, English language acquisition, and information about parents' perceptions of bilingual education, their use of English, and educational backgrounds that were revealed in the interviews.

AMOUNT OF ENGLISH AND SPANISH USED IN THE CLASSROOM

The observations revealed that the students entered the classroom each day using mostly Spanish. Occasional greetings were exchanged in English, but usually Spanish was the language of choice during the first 30-minute block of activities. During the 10-minute Silent Sustained Reading period, students again used Spanish in their interactions with peers, except when reading formula predictable books in English (such as the ever popular kindergarten classic Brown Bear, Brown Bear, What Do You See? by Bill Martin, Jr.).

At this point in the day, the teacher made it clear, it was 'English time', and delivered structured lessons in English Language Development for 30 minutes each day. Early in the school year, all four children were attentive but for the most part nonverbal, except for Roy, who tried to use English in rhymes and songs. J. L., in particular seemed unable to follow lengthy instructions or long sentences said to him by the teacher in English. He was more successful when given a clear choice. If asked, "Do you want the red pencil or the yellow pencil?" he would reply with either "the red" or "el rojo". As the year progressed, J.L. and

Lulu came to participate loudly, repeating words and poems, and singing songs. Real was more subdued but appeared to be quietly saying some words and phrases. Roy was more likely to be interacting with peers, and the teacher frequently had to redirect him. When he was on task, he was able to repeat phrases and volunteer English with little difficulty. During TPR lessons, all four students moved appropriately reflecting growing understanding of English phrases in games such as Simon Says, the Hokey Pokey, and others. Later in the year, Roy and Lulu would suggest favorite songs and activities in good English and paraphrase the words, rather than directly mimicking. This step indicated substantial English development. Real and J.L. continued to follow the teacher's lead and repeat exact phrases only in these types of lessons.

Following the English lesson on a typical day, the teacher introduced a language arts lesson, and the next 70 minutes were conducted primarily in Spanish. Students went to small group activities led by the teacher, the partner teacher, or a classroom aide, all of whom were proficient in Spanish. Every two weeks or so, one or two of the small group activities was conducted in English as a targeted follow-up to a whole class English lesson. For example, during an ELD unit on colors, the whole class lesson was a song about colors, directing students with red papers to stand up, sit down, etc., and the follow-up small group activity was to draw something red and dictate to the teacher a sentence about the item. Lulu seemed to catch on very quickly to language function and form and could say, "A car is red", as could Roy. J.L. and Real were more likely to give a Spanish sentence, which was acceptable as English Learners often have more receptive understanding than expressive ability.

Next in the day came recess. For 20 minutes the students interacted with another class of students on the playground using any language they chose, while the teacher

supervising them tried to use mostly English and physical gestures to demonstrate appropriate actions and behaviors. Roy used much English at this time, as did Real. Lulu and J.L. initially seemed to gravitate towards other Spanish speakers and used English only when approaching the teacher to ask for something. As the year progressed, all four used more English during recess.

After recess, calendar and math mini-lessons were conducted by the teacher using both English and Spanish. Days of the Week and Months of the Year songs were used in both languages. The numbers for the date on the calendar were counted aloud by students in English, giving them an opportunity to practice English counting skills. Then the number of days in the school year was counted by students in Spanish. This 15-minute period was hardest to quantify as both languages were used.

Then, Integration was continued for 20 minutes in English. Originally, the teacher had to translate many directions into Spanish or model things repeatedly for the target students to understand. By the end of the study, three of the four students used mostly English to communicate with their friends and the teacher at this time. J.L. had more difficulty using English, but could be heard interspersing English words into his Spanish phrases.

The last ten minutes of the day were used by the teacher to review the day's activities, practice the alphabet, read stories, or do closing details. The teacher and the students used Spanish. However, at line-up time, students began using English vocabulary learned in school (such as the developmental tattling phrases, "he cutted" when another student took cuts in line, or "Teacher, so and so is pushing").

If one does not count the 15 minutes after recess, when both languages are used intermittently, the day comes to a total of 125 minutes of primarily Spanish instruction and 75 minutes of primarily English instruction. Thus Spanish is used by the teacher 63% of the day and English is used 37% of the day.

ACADEMIC ACHIEVEMENT - Language Arts

J.L., the youngest student studied, entered kindergarten with high academic skills. He could name the eleven colors used on the kindergarten assessment (see Appendix E), and he was able to write his first name using all capital letters. On the initial RESULTS assessment of language arts' skills, he named 26/29 letters (the standard 26 letters from the English alphabet and ch, ll, and ñ) and identified 22/30 sounds from the Spanish alphabet (which includes ch, ll, ñ, and rr). With a score of 8/18 concepts of print, it was apparent he had been read to enough to gain familiarity with print and its function, but he lacked understanding of punctuation, letter and word differentiation, and terminology such as title, author, table of contents, etc. His writing sample from October (see Figure 1a) after only two months of instruction scored a two on a four-point scale. The writing rubric is a district assessment with four points possible. The four-point exemplar must use upper and lower case letters appropriately, spell most words correctly, and use spaces and punctuation (see Appendix F).

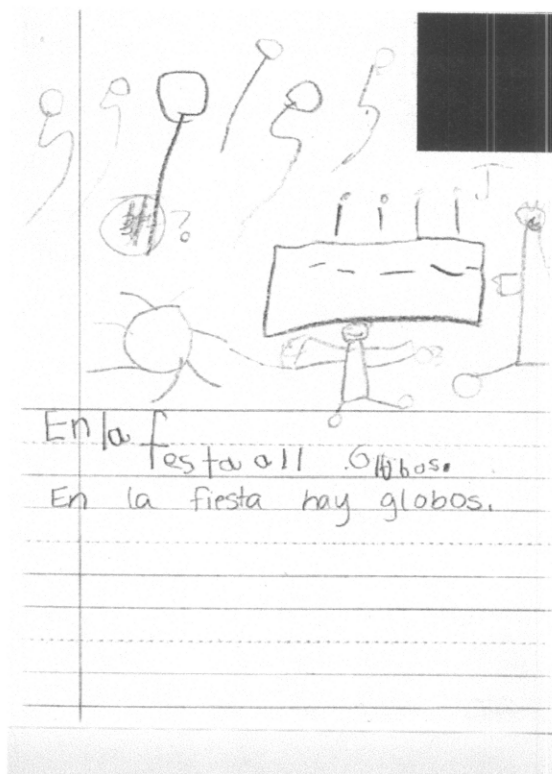
At the checkpoint date in April, J.L. was able to write his first and last name using upper and lower case letters correctly. He could name 28/29 letters and 30/30 sounds. He read words, short sentences, and repetitive, predictable books with 1:1 tracking ability. His concepts of print score was 14/18, so he appeared to have gained understanding of the more

academic concepts. His writing sample score was a four on the four-point scale. (See Figure 1b).

Figure 1a



Figure 1b



Lulu, the only girl in the study, entered School K with low to average language arts skills. She could not write her name, but quickly learned to put her first initial on her assignments. She knew all the required color words, but could identify no letter names or sounds. She knew 7/18 concepts of print, reflecting a similar level of book reading awareness, as did J.L. Her writing sample used typical kindergarten scribble writing (See Figure 2a) and scored a one on the rubric.

At the end of the study, Lulu could write her first and last name correctly using upper and lower case letters. She knew only four letter names, but identified 21/30 sounds, and she used those sounds to read syllables and words in predictable books and guided writing experiences. Her concepts of print score was 13/18, and her writing rubric score was a three (see Figure 2b).

Figure2a

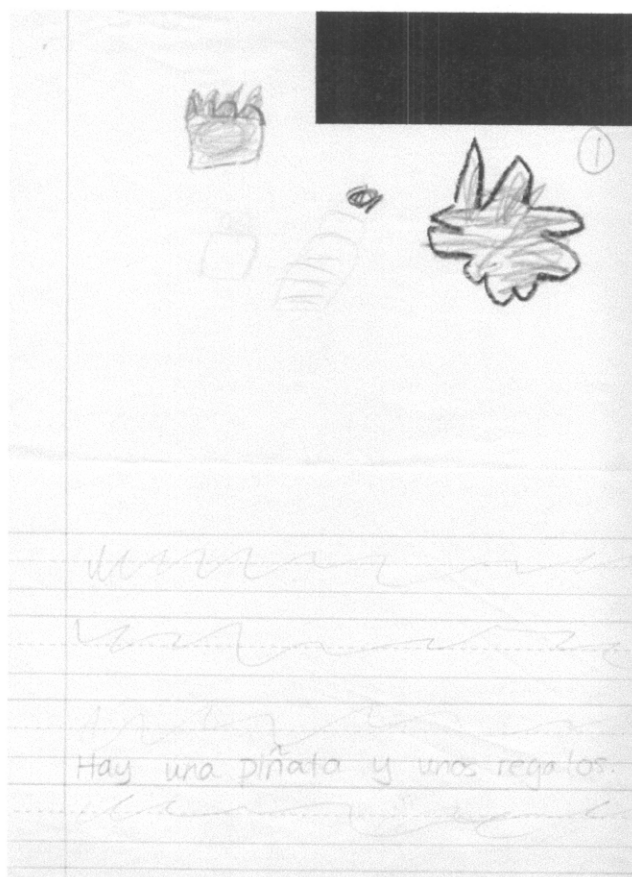
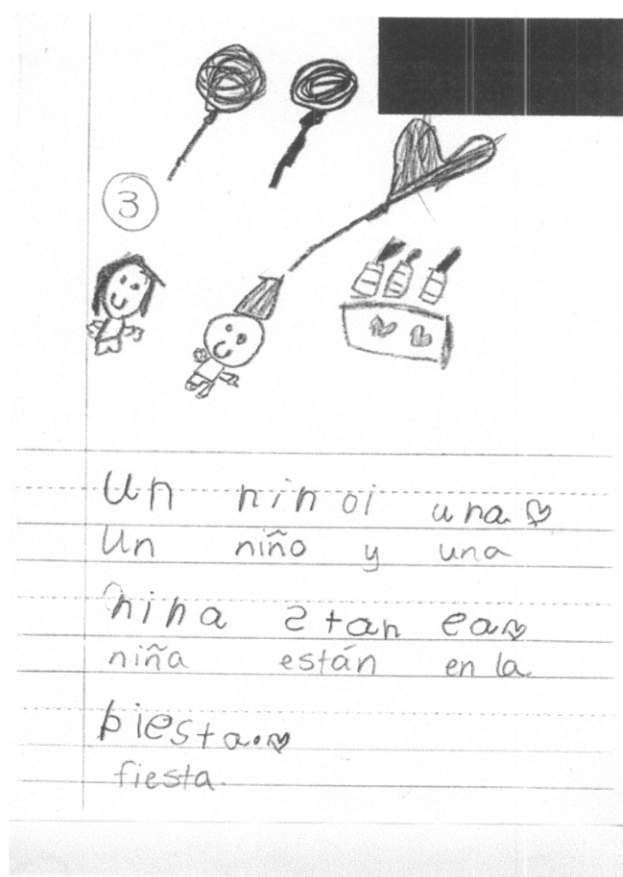


Figure2b



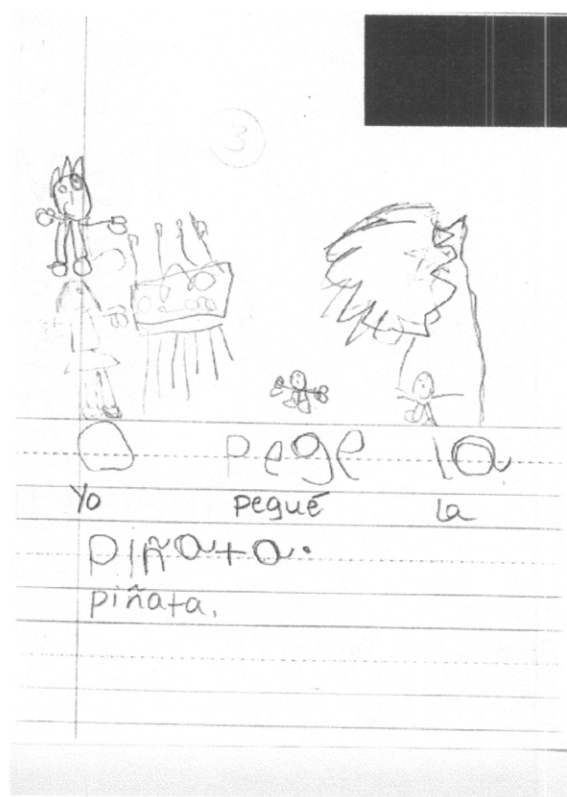
Real evidenced the least amount of language arts' skills at the beginning of the year. He named only 5/11 of the colors tested. He was able to write his first name somewhat unsteadily. He knew no letter names or sounds. He seemed to have little early experience with books and scored only 4/18 concepts of print. His first writing sample score was a one (See Figure 3a).

In April, Real was working at the top third of the class. He knew all his colors, and could write his first and last name with capital letters where appropriate. Real could name 14/29 letter names and 22/30 sounds. He was able to read syllables and words, and demonstrated 1:1 tracking when reading. His writing rubric score was a three on the four-point scale (see Figure 3b).

Figure3a



Figure3b



Roy was the only student who had preschool experience before entering kindergarten. He could write his first name clearly in capital letters, and knew all his colors. He did not identify any letter names or sounds. He scored 7/18 on the concepts of print survey, showing some prior exposure to books and reading. His writing sample used random letters (see Figure 4a) and received a rubric score of one.

At the conclusion of the study, Roy was working on grade level. He could write his first and last name correctly. He named 10/29 letters and 15/30 sounds. He knew 11/18 concepts of print, and had a score of two on the writing sample posttest (see Figure 4b.)

Figure 4a

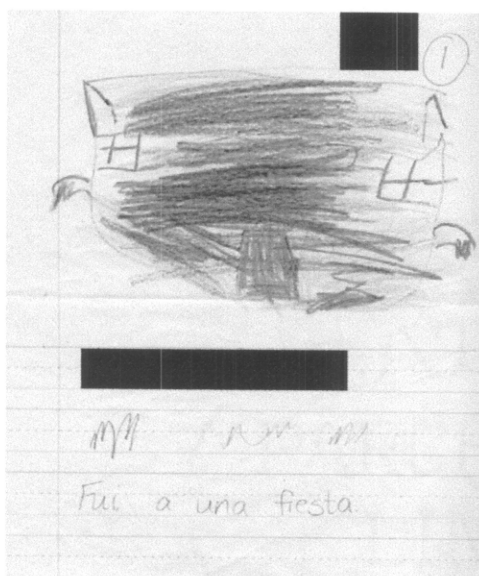
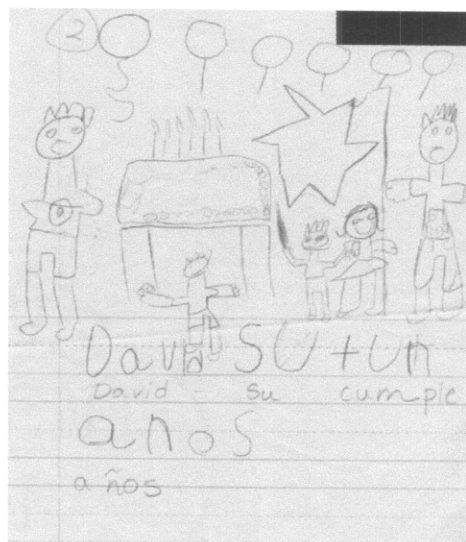


Figure 4b



These academic achievement results show all students developing an awareness of the correct use of upper and lower case letters in names. It is apparent that correct letter formation has been emphasized in the classroom. The phonics programs used at School K have a definite bias toward teaching letter sounds more than letter names, and these four students have learned many sounds. The standards for Kindergarten in the state of California expect students to know all 26 English letter sounds, but School K has typically had a lower achieving population. The average entering first grader at School K knows only 15 sounds in his/her language of instruction. These four case studies all will be at or above average in Spanish sound recognition when they enter first grade.

The concepts of print scores are in similar ranges, from 10-14 concepts achieved out of 18 by the April checkpoint. These scores are interesting in that the 4 concepts missed by each and every student were skills not yet taught by the teacher, such as the location of the illustrator's name or the significance of a question mark. It would seem

that the areas of growth for concepts of print are those targeted by the teacher, such as left to right tracking, return sweep, the significance of a period, etc.. School K encourages home/school reading partnerships, and kindergarten teachers use daily reading logs as part of student homework, but in general, concepts of print don't appear to be addressed at home.

The student writing samples speak for themselves. Three out of four of these students entered school with no real understanding of letters and their function. They used scribble writing or random letters to "express" themselves. At the conclusion of the study, all four students understood beginning sounds of words, and three out of four were able to express a complete thought with creative or conventional spelling. In my opinion, this growth in writing ability was partially due to my emphasis, as the classroom teacher, on guided and independent writing on a regular basis. However, it may also be attributed to the Spanish language itself, which is much more phonetic than English. Once the children know the sounds, it is easy for them to use them in their writing.

ACADEMIC ACHIEVEMENT - Mathematics

The mathematical skills taught in kindergarten include an ability to recognize and extend patterns, such as red and white stripes on a shirt (an AB pattern), or a line of blocks that are green, green, and yellow (AAB). These patterning skills help children recognize repetition in designs and note number patterns when counting by fives, for example. Other math skills valued are geometric knowledge, number recognition, and a firm grasp of number concepts in general.

J. L., notably the student with the highest academic skills in this study, entered school with firm number concepts. He could count to 30, recognize the numbers one to twenty, and name three simple shapes. He had had no previous exposure to patterning so was unable to identify the next object in a pattern on the pretest.

At the end of the study, he counted to over 100, recognized the numbers zero to twenty, named the six basic shapes assessed (circle, square, triangle, rectangle, oval, and diamond), and could extend or create AB patterns, AAB patterns, ABC patterns and more

Lulu entered at a lower level, but was fairly typical of the other students. She could count to ten, recognize numbers one to five, and knew only the circle and diamond by name. She also was unable to complete a pattern.

Lulu was the first student in the class to catch on to patterning, and she finished the study proudly extending and creating any number of patterns. She counted to 29, and recognized the numbers zero to eleven.

Real started school with math skills at the same level as Lulu's. He, too, could count to ten consistently (sometimes more, but had a tendency to drop some of the 'teens'), recognized numbers one to five, and named two shapes, the circle and the square. He did not understand patterning.

In April, Real was counting to 29, recognized numbers zero to thirteen, and could name all six shapes assessed in kindergarten. He was able to do AB, ABC, AAB, and AABB patterns.

Roy, who attended preschool, came in with a similar level of skills to the previous two students. He counted to 15, named numbers one to four and nine, and could only

name the square. He could not complete a pattern (and was quite simply more interested in playing with or throwing the blocks).

Real showed the least overall growth in math. He still counted only to 15, knew numbers zero to eleven, and named three shapes. He was able to do three different types of patterns.

An analysis of the math data reveals that all students show some growth, but still are not achieving at the level recommended by the California State Standards (<http://www.csun.edu/~hcbio027/k12standards/kindergarten.html>.) The kindergarten end goal is counting to 30 and recognizing numbers to twenty. These students may achieve more by the end of the year, but at the time of this writing, their mathematics skills seemed less developed than the language arts ones.

ENGLISH LANGUAGE ACQUISITION

All four students entered kindergarten with a Language Assessment Scales (LAS) score of five in Spanish, and a one in English, indicating a limited level of proficiency in English and strong proficiency in Spanish.

At the end of the year, three of the four students achieved a level of three in English on the LAS test. A three is still considered limited in proficiency, but notes a more developed use of English. The fourth student scored a two on the test, still indicating some growth.

In Table 1 below, the Hampton Brown "Into English" assessments were scored by the teacher using a four-point rubric. Again, all four students increased in fluency, and all showed slight growth in either language function or critical thinking skills and

expression (See Appendix C). The Hampton Brown program provides authentic assessment opportunities for gauging fluency in every unit, with each unit lasting about 4- 6 weeks. At the kindergarten level, there is one other assessment in each unit, either language function or critical thinking. Because I chose to proceed through the units sequentially, I thus alternately assessed language function and critical thinking, giving me assessment data approximately every three months.

Table 1

	8/2000	9/2000	10/2000	10/2000	12/2000	12/2000	2/2001	3/2001	4/2001	4/2001
	fluency	language function	fluency	critical thinking	fluency	language function	fluency	critical thinking	fluency	language function
J.L.	2	1	2	2	2	1	3	3	3	2
LULU	2	2	3	2	3	2	3	4	3	3
REAL	1	1	2	3	2	2	2	3	2	2
ROY	1	2	3	2	3	2	3	3	3	3

Taking into account both forms of assessment, these students all increased their English Language proficiency, or fluency. They also developed a more advanced use of language function/grammatical form. Three out of four increased their ability to express critical thinking skills in English. Real, the one exception, achieved a 3 on his first critical thinking assessment in October. Starting at such a high level of critical thinking in English is a considerable achievement, so it is commendable that he maintained this level and again achieved a score of 3 in the next assessment of critical thinking in March. It appears that the systematic instruction in English Language Development is taking place regularly, and students are benefiting from it.

PARENT INTERVIEWS

The rationale behind the parent interviews was twofold. One reason was to understand how parents made the decision to choose bilingual classes and waivers following the implementation of proposition 227. The other was to understand other variables in the home life that could affect or account for student learning.

REASONS FOR REQUESTING WAIVERS

The four students in this study all had parents who seemed familiar with bilingual education. Three of the four stressed that they chose a bilingual class so their child would learn both English and Spanish. One of these parents also mentioned wanting her son to read and write in both languages. The fourth focused on the perfecting of her son's Spanish language skills.

At School K, the office and resource personnel act as advocates for bilingual parents and students and clearly explain the waiver process. Three out of four of the parents said the option of a bilingual class was framed positively by the secretary or the Bilingual Resource Teacher. The fourth parent said she went in specifically asking for a bilingual class and had no problems. She knew of her right to petition a waiver because she'd had a daughter in bilingual education previously.

In fact, only one student was the oldest school age child in the family. The other three students studied had older siblings who had been (or still are) in bilingual classes. Of those, two were extremely satisfied with the program at School K because their older children felt comfortable having some Spanish instruction. These two parents also

indicated awareness that these bilingual classes spent approximately 50% of the time using English. They felt their older children had benefited from this class structure and were now using English as well as Spanish.

One parent expressed dissatisfaction with her daughter's progress in bilingual education. Interestingly she was the one who came to school K actively requesting a waived alternative bilingual class for her son. She said her daughter did not use much English, nor had she progressed well academically. She felt a deficit in one area was acceptable, but not in both (i.e. her daughter could be below grade level in math IF she was learning and using lots of English, or vice versa). She did not seem to consider these deficits the fault of bilingual education, nor indicative of her daughter's actual abilities, but rather blamed a succession of poor teachers at the previous school. She said she had come to School K specifically because it had a reputation in the community for being successful with bilingual education.

FAMILY USE OF ENGLISH

All four students come from two parent nuclear families, with at least one sibling. One student is the oldest child in the family. Two are the youngest child in the family, and one is the middle of three children. The parents of all three children with older siblings said the older child uses much English.

Two of the four families said neither parent spoke English. Two said they knew some English. In one of those families, English was never used at home in conversation, but was used by the father when tutoring J.L. in pre-academic skills such as counting,

color words, shapes, etc. The other family with some knowledge of English made an attempt to use simple English with the children when preparing food, offering choices of activities, etc., usually simultaneously translating into Spanish.

Interestingly, one of the two parents who claimed not to know English was found to be misleading. At the April conference, Lulu's father made a casual comment to me in English. When I said, "Didn't you tell me you didn't speak English?" he replied with a ten minute explanation in fairly good English of how he's been in the country for 20 years and uses English in the warehouse in which he works. He has found that when he claims ignorance of English, people communicate with him in Spanish. He is more comfortable and articulate in Spanish so they then treat him with more respect than when he attempts to communicate in his somewhat limited English. He seems to epitomize the BICS/CALP debate in that he has basic interpersonal communicative skills, but does not have the cognitive academic language proficiency in English he feels he needs to earn respect from others.

The parents interviewed (one dad, three moms) said that usually it is the mother who helps the child with the homework, which is entirely in Spanish. In all families, both parents are reported to read with their children, again usually in Spanish. However, on occasion, the students choose English books to take home. Even the one family who earlier said neither parent spoke English reported that they made the effort to enjoy the book together, deciphering the English, using pictures, or asking the children to define unfamiliar English words.

All four of the students in the study watch American cartoons in English. Three of the four use English when playing with their siblings, cousins, or neighbors. The one

child who is the oldest in his family still uses mostly Spanish at home, but he interjects single words in English on occasion. In fact, he does the same thing at school, for example saying, “¡Mira, un mailbox!” during a walk to view neighborhood objects.

The use of English is highly valued by each family as they recount their children’s use of the language with pride. Yet they also want their children to retain the ability to communicate in Spanish. All four families try to return to Mexico once every year or two. Usually they go down for two weeks to two months during the summer or winter school breaks. These visits are to maintain family ties, but all four students studied are native born American citizens, and their families have been in the United States at least eight years.

FAMILY EDUCATIONAL BACKGROUND

Parents of three students indicated the presence of an older sibling who helped with homework and reading activities. They seemed to regard this as a positive influence on the education of the student in the study. Other responses from the interviews revealed that one student has two parents who completed sixth grade, and the other three students’ parents had much higher educational backgrounds. One father had received a Bachelor of Arts at the university level, and three of the four students have parents with at least some junior college or technical school experience after high school.

This thesis yielded a lot of information about a small number of students. My conclusions about the data will be shared in the next chapter. All four students received instruction in both native and second languages. All four students showed notable achievement in language arts skills and developed improved math skills. All four

students increased their English proficiency. All four students had parents who were aware of benefits to bilingual education, and who supported their children's schooling in both languages. My conclusions about the data will be shared in the next chapter.

Chapter 5 - Discussion, Implications, and Conclusions

The students in this study showed academic growth. Three out of four students studied showed significant development in their use of the English language, and the fourth showed progress as well. These results support the view that English language acquisition is not hampered by bilingual education. This chapter will focus on the answers to the questions presented in chapter one and will explore further areas to investigate.

DISCUSSION OF RESULTS

Throughout the study, I used multiple data sources to provide insight into the nature of bilingual education following implementation of Proposition 227. I attempted to note patterns for success, and to answer the following research questions. I will discuss each question in detail.

WHAT AMOUNT OF NATIVE LANGUAGE INSTRUCTION IS USED IN CLASSROOMS FOLLOWING THE IMPLEMENTATION OF PROPOSITION 227?

In the literature review, various bilingual program structures were described. Each program uses a different amount of native language instruction, ranging from full dual immersion programs with 90% native language instruction in the primary grades, to transitional programs with closer to 50% native language use, to sheltered English immersion programs with limited native language support in classes where English is the official language of instruction.

This study documents that in at least one California district, Proposition 227 has not eliminated the bilingual program. School K still has bilingual classes, and native

language instruction is provided. The four students studied are receiving 60-65 % of their daily instruction in Spanish, their native language. Thus, they are receiving bilingual education that would be categorized as Transitional Bilingual Education. Because School K administration encourages the transition from native language instruction to English mainstream instruction in third grade, the program is an early exit design.

HOW IS ACADEMIC GROWTH MEASURED AND HOW ARE STUDENTS ACHIEVING IN BILINGUAL CLASSES?

The literature on bilingual education ranges from advocates that believe bilingualism leads to higher cognitive achievement (Peal and Lambert, 1962; Lindholm and Aclan, 1991; Lee, 1996; Cummins, 1998) to those anti-bilingual researchers who do not value any academic achievement in the native language, seeking only to develop English proficiency in students (Rossell and Baker, 1996; Baker, 1999). The advocates for bilingual education believe knowledge in the primary language transfers to the second.

For the students studied here, academic growth is measured in Spanish. Kindergarten students are held accountable for the same academic standards in their native language that English speakers are expected to achieve in English. The presumption at School K is that this achievement will be maintained in the native language until enough English is acquired to effect a smooth transition into a mainstream English class, at which point students should be meeting English academic standards. However, the study does not follow these students beyond kindergarten so such a transition is not yet documented.

In their native language, all four students showed substantial increases in reading readiness skills, such as concepts of print and letter/sound recognition. At the end of the study two were achieving at grade level in reading and writing, and two were reading and writing above grade level expectations. All showed some level of growth in math skills, as well, though more limited. All four students were fulfilling kindergarten grade level expectations in the areas of number concepts, patterning, and sorting and classifying objects.

HOW DO STUDENTS ACQUIRE ENGLISH IN ALTERNATIVE CLASSES?

The most common recognized English Language Development (ELD) strategies are Specially Designed Academic Instruction in English and Structured English as a Second Language. Literature against bilingual education espouses Sheltered English Immersion, which provides the previous strategies in classes taught in English, the theory being that surrounding students with English will lead to more English use (Baker, 1999). Bilingual proponents have documented that even in such English Immersion environments, students need three to seven years to become truly English proficient. They theorize that in bilingual classes, students can develop English in the same amount of time, while also developing academic skills in the native language that will transfer to English (Cummins, 1976; Ramirez, 1992; Thomas and Collier, 1997).

These theories held true for the four students studied here. While developing academic skills in their native language, they also developed in English proficiency. They received daily structured lessons in English Language Development, and much of their math instruction was delivered using SDAIE methodology. They were exposed to

English-speaking peer role models for 40 minutes each day, and teachers used English for approximately 35-40% of their instructional day. All four students were also exposed to English outside of school, not the least of which was by watching cartoons on television. All four students entered kindergarten with limited English proficiency, and at the end of the study, they demonstrated greater proficiency in English. They did not yet reach a level of advanced English proficiency, as such proficiency takes longer than the one year proposed by Proposition 227.

WHY DO PARENTS CHOOSE WAIVERS AND BILINGUAL PROGRAMS?

According to the research, many parents do not fully understand bilingual education. Polls show that Hispanic parents want their children to speak English, equating that English use with success in life. Some fear their child's schooling will be conducted entirely in Spanish if placed in bilingual classes (Lee, 1999). Because of such fears, many voters supported Proposition 227, because the stated goal of teaching English to the children was paramount.

The parents in this study chose a bilingual alternative class because they anticipated the previously mentioned results. They wanted their children to achieve Spanish literacy, while also developing their use of English. All of these parents valued the use of both Spanish and English. Three out of four of the parents had prior experiences with bilingual education through older children in the family. Because the staff at School K fully supports the bilingual program, these parents were notified of their rights under Proposition 227, and the waiver process was clearly explained.

IMPLICATIONS

The amount of native language use following implementation of Proposition 227 falls within normal ranges, so the parameters of the law that allow for bilingual education waivers are being used to good effect in the district studied. Bilingual educators are confident in their ability to keep providing quality native language instruction under the law.

The academic results for language arts are impressive. These students entered kindergarten with few literacy skills, and became writers by the end of the study. Three of the four students initially 'wrote' with only scribbles or random letters at the beginning of the school year, but progressed to using inventive spelling to clearly express meaning (the fourth student entered at a higher level already using inventive spelling, but progressed to writing complete sentences with punctuation). All students developed concepts of print considered essential for reading success. These language arts skills were delivered through a tactile, physical, phonics program and the teacher and students' shared love of books

Students improved their math skills over the course of the year, but there was less achievement in the area of math than there was for language arts in this particular classroom for these particular students. These results could be because much of the math instruction takes place during integration time, which is in English. Concepts such as patterning are very visual, and are easy to develop with SDAIE strategies. Rote counting is more abstract. New math concepts are always introduced first in Spanish, but much of the practice and review are during English lessons. The assessment is conducted in

Spanish but students are given credit for having a skill whether they demonstrate it using English or Spanish.

The less developed math results could also be due to the developmental appropriateness (or lack thereof) of the required district curriculum. Large number concepts are difficult even when there is no language barrier, as are the memorization of shape names and math vocabulary. Another possible explanation for the lower growth rate is simply that the teacher spends more time on language skills than on math, approximately 70 minutes a day on reading and writing skills, rather than the 35 minutes a day spent on math.

The rate of acquisition of English proficiency for the four students in this study is what would be expected according to previous research on English acquisition. All four students are developing communicative skills in English, but are still acquiring the language they need for academic competence. The fact that they are scoring higher than they did early in the year on tests of English proficiency while learning to read in their native language shows that one achievement need not come at the cost of another. The more that bilingual classes can document that such growth in English proficiency is happening, the more positive will be public perceptions of such classes.

These four students are achieving very well, but they are only four students and may not be representative of the entire population. One background characteristic that may have aided their achievement is family educational level. In my experience as a teacher at School K, I would say the four families studied are typical of others in our school for their use of English and their ties to the community. However, their educational level is somewhat higher than most families at School K. The school

Academic Performance Index (API) is computed based on information about parent education and income as well as standardized test scores. School K's API reflects that many of our families have less than an elementary education, with many Mexican parents admitting only a 2nd to 6th grade education.

The parents in this study, possibly because of their higher education level, regularly helped their children with homework. This help is documented both by their responses to the surveys, and by the fact that the homework was turned in regularly by the four students studied. It is interesting to note that when asked about reading at home, all four families claimed to read to the children often, yet the one student whose parents only completed 6th grade rarely turns in the homework reading logs. Nonetheless, the skill-based homework turned in by all four students reflected the parent interest in and support of their children's educations.

RECOMMENDATIONS AND CONCLUSION

This study was not intended to be a comparison between bilingual classes and sheltered immersion classes. A quantitative study of a large sample of students in both types of classroom structures would be interesting to see if the academic gains and English proficiency levels vary.

Investigations should continue to see if similar results are found in later grades. It is important to note that while these four students are at/above grade level in kindergarten, they may have difficulty in later grades making the transition. Does transference of skills regularly occur?

One positive outcome of Proposition 227 is the increased number of Community Based English Tutoring (CBET) classes for Adult English Language Development. The students in this study all had at least one parent at home who could speak some level of English (one claimed not to speak any English but regularly attended the CBET classes and used her English to decipher English reading books with her child). Most likely, this English at home enabled the children to acquire greater proficiency in English. A good follow-up study might be to study students whose parents participate in CBET classes to gauge how quickly the students and the parents acquire English.

Further research is necessary, but in this researcher's opinion, so is continued bilingual education. This study validates the continued existence of bilingual education at School K following implementation of Proposition 227. Native language instruction is being provided; students are learning academic skills; English proficiency is being developed; and parents are happy with the bilingual program and the waiver process.

Studying these four specific students helped me to target key goals over the course of the year. Since the implementation of Proposition 227, my district is more conscientious about requiring English Language Development (ELD) lessons every day. However, the district also requires reading and writing every day. They require mathematics every day. They require integration minutes, and social studies, and science, as well. Most teachers would admit it is difficult to fit it all in, and I personally know that when juggling so many subject areas, occasionally some get dropped. Because of this thesis, I was more aware of my delivery of ELD on a regular basis and more aware of the subsequent achievements of my students.

For myself as the teacher/researcher, this thesis affirmed my belief in the value of what I do each day. I know my students are more comfortable using Spanish when they enter school as scared young four or five-year-olds. I know that they learn many new skills over the course of the year. On an instinctive level, I've always 'known' they were learning English quickly, and I have known that my bilingual teaching style is valued and appreciated by the parents of my students.

Now my own research confirms that in my kindergarten class, at School K, bilingual education truly works for my students and me. They receive instruction in both their native and their second languages; they are successful with academics; they are progressing with English language acquisition; and their parents are informed advocates of bilingual education.

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Appendix A

Initiative Statute:

English Language Education for Children in Public Schools

by Ron K. Unz and Gloria Matta Tuchman

Text:

SECTION 1. Chapter 3 (commencing with Section 300) is added to Part 1 of the Educational Code, to read:

CHAPTER 3. ENGLISH LANGUAGE EDUCATION FOR IMMIGRANT CHILDREN

ARTICLE 1. Findings and Declarations

300. The People of California find and declare as follows:

(a) WHEREAS the English language is the national public language of the United States of America and of the state of California, is spoken by the vast majority of California residents, and is also the leading world language for science, technology, and international business, thereby being the language of economic opportunity; and

(b) WHEREAS immigrant parents are eager to have their children acquire a good knowledge of English, thereby allowing them to fully participate in the American Dream of economic and social advancement; and

(c) WHEREAS the government and the public schools of California have a moral obligation and a constitutional duty to provide all of California's children, regardless of their ethnicity or national origins, with the skills necessary to become productive members of our society, and of these skills, literacy in the English language is among the most important; and

(d) WHEREAS the public schools of California currently do a poor job of educating immigrant children, wasting financial resources on costly experimental language programs whose failure over the past two decades is demonstrated by the current high drop-out rates and low English literacy levels of many immigrant children; and

(e) WHEREAS young immigrant children can easily acquire full fluency in a new language, such as English, if they are heavily exposed to that language in the classroom at an early age.

(f) THEREFORE it is resolved that: all children in California public schools shall be taught English as rapidly and effectively as possible.

ARTICLE 2. English Language Education

305. Subject to the exceptions provided in Article 3 (commencing with Section 310), all children in California public schools shall be taught English by being taught in English. In particular, this shall require that all children be placed in English language classrooms. Children who

are English learners shall be educated through sheltered English immersion during a temporary transition period not normally intended to exceed one year. Local schools shall be permitted to place in the same classroom English learners of different ages but whose degree of English proficiency is similar. Local schools shall be encouraged to mix together in the same classroom English learners from different native-language groups but with the same degree of English fluency. Once English learners have acquired a good working knowledge of English, they shall be transferred to English language mainstream classrooms. As much as possible, current supplemental funding for English learners shall be maintained, subject to possible modification under Article 8 (commencing with Section 335) below.

306. The definitions of the terms used in this article and in Article 3 (commencing with Section 310) are as follows:

- (a) "English learner" means a child who does not speak English or whose native language is not English and who is not currently able to perform ordinary classroom work in English, also known as a Limited English Proficiency or LEP child.
- (b) "English language classroom" means a classroom in which the language of instruction used by the teaching personnel is overwhelmingly the English language, and in which such teaching personnel possess a good knowledge of the English language.
- (c) "English language mainstream classroom" means a classroom in which the students either are native English language speakers or already have acquired reasonable fluency in English.
- (d) "Sheltered English immersion" or "structured English immersion" means an English language acquisition process for young children in which nearly all classroom instruction is in English but with the curriculum and presentation designed for children who are learning the language.
- (e) "Bilingual education/native language instruction" means a language acquisition process for students in which much or all instruction, textbooks, and teaching materials are in the child's native language.

ARTICLE 3. Parental Exceptions

310. The requirements of Section 305 may be waived with the prior written informed consent, to be provided annually, of the child's parents or legal guardian under the circumstances specified below and in Section 311. Such informed consent shall require that said parents or legal guardian personally visit the school to apply for the waiver and that they there be provided a full description of the educational materials to be used in the different educational program choices and all the educational opportunities available to the child. Under such parental waiver conditions, children may be transferred to classes where they are taught English and other subjects through bilingual education techniques or other generally recognized educational methodologies permitted by law. Individual schools in which 20 students or more of a

given grade level receive a waiver shall be required to offer such a class; otherwise, they must allow the students to transfer to a public school in which such a class is offered.

311. The circumstances in which a parental exception ~~waiver~~ may be granted under Section 310 are as follows:

(a) Children who already know English: the child already possesses good English language skills, as measured by standardized tests of English vocabulary comprehension, reading, and writing, in which the child scores at or above the state average for his grade level or at or above the 5th grade average, whichever is lower; or

(b) Older children: the child is age 10 years or older, and it is the informed belief of the school principal and educational staff that an alternate course of educational study would be better suited to the child's rapid acquisition of basic English language skills; or

(c) Children with special needs: the child already has been placed for a period of not less than thirty days during that school year in an English language classroom and it is subsequently the informed belief of the school principal and educational staff that the child has such special physical, emotional, psychological, or educational needs that an alternate course of educational study would be better suited to the child's overall educational development. A written description of these special needs must be provided and any such decision is to be made subject to the examination and approval of the local school superintendent, under guidelines established by and subject to the review of the local Board of Education and ultimately the State Board of Education. The existence of such special needs shall not compel issuance of a waiver, and the parents shall be fully informed of their right to refuse to agree to a waiver.

ARTICLE 4. Community-Based English Tutoring

315. In furtherance of its constitutional and legal requirement to offer special language assistance to children coming from backgrounds of limited English proficiency, the state shall encourage family members and others to provide personal English language tutoring to such children, and support these efforts by raising the general level of English language knowledge in the community. Commencing with the fiscal year in which this initiative is enacted and for each of the nine fiscal years following thereafter, a sum of fifty million dollars (\$50,000,000) per year is hereby appropriated from the General Fund for the purpose of providing additional funding for free or subsidized programs of adult English language instruction to parents or other members of the community who pledge to provide personal English language tutoring to California school children with limited English proficiency.

316. Programs funded pursuant to this section shall be provided through schools or community organizations. Funding for these programs shall be administered by the Office of the Superintendent of Public Instruction, and shall be disbursed at the discretion of the local school boards, under reasonable guidelines established by, and subject to the review

of, the State Board of Education.

ARTICLE 5. Legal Standing and Parental Enforcement

320. As detailed in Article 2 (commencing with Section 305) and Article 3 (commencing with Section 310), all California school children have the right to be provided with an English language public education. If a California school child has been denied the option of an English language instructional curriculum in public school, the child's parent or legal guardian shall have legal standing to sue for enforcement of the provisions of this statute, and if successful shall be awarded normal and customary attorney's fees and actual damages, but not punitive or consequential damages. Any school board member or other elected official or public school teacher or administrator who willfully and repeatedly refuses to implement the terms of this statute by providing such an English language educational option at an available public school to a California school child may be held personally liable for fees and actual damages by the child's parents or legal guardian.

ARTICLE 6. Severability

325. If any part or parts of this statute are found to be in conflict with federal law or the United States or the California State Constitution, the statute shall be implemented to the maximum extent that federal law, and the United States and the California State Constitution permit. Any provision held invalid shall be severed from the remaining portions of this statute.

ARTICLE 7. Operative Date

330. This initiative shall become operative for all school terms which begin more than sixty days following the date at which it becomes effective.

ARTICLE 8. Amendment.

335. The provisions of this act may be amended by a statute that becomes effective upon approval by the electorate or by a statute to further the act's purpose passed by a two-thirds vote of each house of the Legislature and signed by the Governor.

ARTICLE 9. Interpretation

340. Under circumstances in which portions of this statute are subject to conflicting interpretations, Section 300 shall be assumed to contain the governing intent of the statute.

END

Ron K. Unz, a high-technology entrepreneur, is Chairman of One Nation/One California, 555 Bryant St. #371, Palo Alto, CA 94301.

Gloria Matta Tuchman, an elementary school teacher, is Chair of REBILLED, the Committee to Reform Bi-Lingual Education, 1742 Lerner

Appendix B

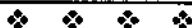
Distrito de Escuelas Primarias de Salinas
431 West Alisal Street • Salinas, CA 93901

School Use ONLY:

Received by: _____ Date _____

ENSEÑANZA DEL INGLÉS EN ESCUELAS PÚBLICAS
SOLICITUD DE EXENCIÓN DEL PADRE/GUARDIÁN
(Título 5, Código de Reglamentos del Edo. de California)
FORMULARIO PARA SOLICITAR PROGRAMA BILINGÜE

Nombre Completo del Alumno(a) _____	Fecha Natal _____
Escuela _____	Grado _____ Fecha _____



Solicito que se considere un programa alternativo de estudios para mi hijo(a) por las siguientes razones. (Marque las casillas que apliquen.)

<input checked="" type="checkbox"/> Necesidades Educativas (Prop. 227, Artículo 311c)	<input type="checkbox"/> Necesidades Emocionales/Psicológicas/Físicas (Prop. 227, Artículo 311c)
<input type="checkbox"/> Mi niño(a) tiene por lo menos 10 años de edad. (Prop. 227, Artículo 311b)	<input type="checkbox"/> Mi niño(a) ya sabe inglés. (Prop. 227, Artículo 311a)

Comprendo que mi niño(a) debe participar solamente una vez en inmersión estructurada del inglés durante 30 días. Solicito una exención para que mi niño(a) pueda participar en un Programa Bilingüe, el cual se me ha descrito completamente. Comprendo que se utilizarán materiales didácticos en ambos idiomas, inglés y español, que la enseñanza se impartirá en ambos idiomas, y que el objetivo de la educación de mi niño(a) es que aprenda y hable perfectamente el inglés. Esta exención permitirá además que se le enseñe diariamente a mi niño(a) el Desarrollo del Idioma Inglés.

También comprendo que esta exención debe solicitarse cada año.

Firma del Padre/Madre/Guardián

Domicilio

Nombre del Padre/Madre/Guardián (Letra de Molde)

Número de Teléfono

Fecha

SÓLO PARA USO DE LA ESCUELA: Adherir resultados de pruebas para determinar servicios, con copias al padre/guardián, y la escuela.

- ☐ **Solicitud de Exención Aprobada.** El alumno(a) ha sido asignado al siguiente programa del Plan Maestro para Estudiantes Aprendiendo Inglés: _____
- ☐ **Solicitud de Exención Denegada.** Se ha informado por escrito al padre/madre/guardián sobre la razón(es) por la cual(es) esta solicitud no ha sido aprobada, como también se le ha informado sobre el procedimiento de apelación.

Firma del Administrador Escolar

Fecha

Blanco-Padre/Guardián
Rev: 3/99

Amarillo-Expediente EL

Rosa-BRT

Student Progress Form 2

Name _____

DIRECTIONS: Make a copy of this form for each student. As you conduct each activity, observe the student's language use and circle or fill in the box by the description that corresponds most closely to the student's performance; record the date of each observation. For more detailed information on recording and interpreting results, see *Authentic Assessment* on pages 303–310.

Colorful Color Books

► page 26

LANGUAGE FUNCTIONS: Describe As children present their drawings, the student describes

- ☐ 1 non-verbally (using gestures; nodding or pointing in response to your prompts)
- ☐ 2 with one or two words (*crayon red*)
- ☐ 3 with short phrases (*This blue yarn long.*)
- ☐ 4 with longer, more detailed phrases and few errors (*I make a sharp green pencil here.*)
- ☐ 5 comparably to native-speaker peers

LANGUAGE PATTERNS & STRUCTURES

The student uses appropriate word order with adjectives.

☐ yes ☐ not yet

Date _____

What's My Line?

► page 75

LANGUAGE FUNCTIONS: Give Information As children present their riddles, the student gives information

- ☐ 1 non-verbally (using gestures or pantomime)
- ☐ 2 with one or two words (*give food*)
- ☐ 3 with short phrases (*She have many book.*)
- ☐ 4 with longer, more detailed phrases and few errors (*When you got sick, she can help you feel better.*)
- ☐ 5 comparably to native-speaker peers

LANGUAGE PATTERNS & STRUCTURES

The student uses appropriate subject-verb agreement in statements with present-tense verbs.

☐ yes ☐ not yet

Date _____

Charting the Weather

► page 55

CRITICAL THINKING: Compare and Contrast As students discuss the group's weather preferences, the student demonstrates understanding of comparison

- ☐ yes:
 - ☐ 1 nonverbally (pointing in response to your prompts)
 - ☐ 2 with single words or short phrases (*more like sun*)
 - ☐ 3 with longer phrases (*Three likes wind, three likes rain.*)
 - ☐ 4 with connected discourse including the language of comparison and few errors (*More people liking sun than rain.*)
 - ☐ 5 by using the language of comparison comparably to native-speaker peers

☐ not yet

Date _____

Morning, Noon, and Night

► page 108

CRITICAL THINKING: Identify Sequence of Events As students brainstorm daily events and help you sequence entries on the chart, the student demonstrates understanding of chronological sequence

- ☐ yes:
 - ☐ 1 nonverbally (pointing to appropriate chart headings or pantomiming appropriate activities in response to your prompts)
 - ☐ 2 with single words or short phrases (*sleep, night*)
 - ☐ 3 with longer phrases (*Riding bus every morning.*)
 - ☐ 4 with connected discourse including the language of sequence and few errors (*After school I always walking home.*)
 - ☐ 5 comparably to native-speaker peers

☐ not yet

Date _____

Student Progress Form 2 (continued)

Name _____

Going Places

► page 129

LANGUAGE FUNCTIONS: Give and Follow

Directions As children take turns "driving" and giving directions, the student

- 1 gives directions non-verbally (using gestures or pointing); follows one-word directions (*go; stop*)
- 2 gives directions with one or two words (*go; stop here*); follows one- or two-word directions (*go in*)
- 3 gives directions with short phrases (*go to corner*); follows directions that include some details (*turn left at the corner*)
- 4 gives longer, more detailed directions with few errors (*Go around the block and stop in the corner*); follows more complex directions (*After you turn right, cross the street and stop*.)
- 5 gives and follows directions comparably to native-speaker peers

LANGUAGE PATTERNS & STRUCTURES

The student uses commands.

☐ yes ☐ not yet

Date _____

Story Time

► page 130

LANGUAGE FUNCTIONS: Retell a Story As partners or small groups retell *Sunday Potatoes*, *Monday Potatoes*, the student participates in the retelling

- 1 non-verbally (using gestures or pointing)
- 2 with one or two words (*dig potatoes*)
- 3 with short phrases (*On the town was a street*.)
- 4 with longer phrases including story details and few errors (*After three days, the family started to hating potatoes*.)
- 5 comparably to native-speaker peers

LANGUAGE PATTERNS & STRUCTURES

The student uses the correct form of past-tense verbs.

☐ yes ☐ not yet

Date _____

Pet Store Role-Play

► page 131

LANGUAGE FUNCTIONS: Ask Questions As children role-play pet store customers, the student asks questions

- 1 non-verbally (using gestures or pointing)
- 2 with one or two words (*how much?*)
- 3 with short phrases (*He eat a lot?*)
- 4 with longer, more detailed phrases and few errors (*Do I have to buy a special food for fishes?*)
- 5 comparably to native-speaker peers

LANGUAGE PATTERNS & STRUCTURES

The student uses appropriate word order and interrogatives in questions.

☐ yes ☐ not yet

Date _____

Loads of Litter

► page 132

CRITICAL THINKING: Classify As students sort the litter, the student classifies

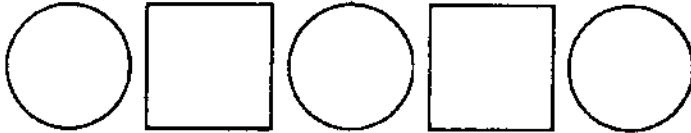
- ☐ yes:
- 1 nonverbally
 - 2 with single words or short phrases (*this plastic*)
 - 3 with longer phrases (*paper go in here*)
 - 4 with connected discourse and few errors (*This is plastic, so I put it to this box*.)
 - 5 comparably to native-speaker peers

☐ not yet

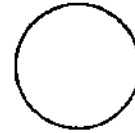
Date _____

Appendix D

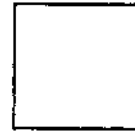
Prueba trimestral
Capítulos 1–12



(A)



(B)



2

3

4

(A)

(B)

(C)



(A)



(B)



9

8

6

(A)

(B)

(C)



1 2 _ 4 5

5

4

3

(A)

(B)

(C)



6 7 _ 9 10

8

5

7

(A)

(B)

(C)

Appendix E

Name _____ Date _____

Recognizes first name _____ Recognizes last name _____
Writes first name _____ Writes last name _____

Colors:

Red blue pink green yellow orange purple black brown white gray

Language Arts:

Left to right _____ Top to bottom _____

Capital Letter Names:

B F C A M S T O R L H D E G K N Z I J P U W Q V Y X

Lower Case Letter names:

B f c a m s t o r l h d e g k n z i j p u w q v y x

Numbers 1-30:

5 3 7 6 2 4 8 1 10 9 0 11 16 12 17 13 15 14 20 18 19 21 28 25 23
27 22 24 26 29 30

Counts to _____ cuts correctly _____ colors _____ pencil grip _____

Patterns:

AB _____ AABB _____ ABC _____ AAB _____

Classifies by:

Color _____ Shape _____ Size _____

Measurement:

Graphs:

More _____ Less _____ Same _____

Addition: _____

Subtraction: _____

Shapes:

Circle oval square triangle diamond rectangle

Physical Development:

Hopping balancing jumping skipping bounce/catch ball

Elementary School District KINDERGARTEN PROGRESS REPORT

PILLOT
2000-2001

K

NAME _____	SCHOOL _____
TEACHER _____	SCHOOL YEAR _____

EXPLANATION OF GRADING SYMBOLS

M = mastered
 S = satisfactory growth
 P = progressing, but needs continued experiences
 N = does not demonstrate this skill
 N/A = not evaluated at this time

SOCIAL DEVELOPMENT	1	2	3
Demonstrates behavior appropriate to situation			
Demonstrates responsibility			
Listens attentively			
Is willing to try new activities			
Works and plays cooperatively with others			
WORK HABITS			
Is able to work independently	1	2	3
Puts forth best effort			
Stays on task to completion			
Follows directions			
Cleans up and cares for materials			
Completes homework			
NAME	1	2	3
Recognizes first name			
Writes first name			
Recognizes last name			
Writes last name			
COLORS	1	2	3
Recognizes colors:			
red blue pink green yellow orange purple			
black brown white gray			
LANGUAGE ARTS	1	2	3
Participates in oral language experiences			
Communicates thoughts and ideas with others			
Enjoys stories, poems, books			
Follows left to right			
Follows top to bottom			
Uses pictures in writing			

Write: Student Record Folder

Yellow: 3rd Trimester

Pink: 2nd Trimester

Goldend: 1st Trimester

Uses scribbled writing			
Uses random letters			
Uses beginning letters			
Copies print			
Uses temporary spelling			
Uses conventional spelling			
Names these letters in random order (circle)			
A a B b C c D d E e F f G g H h I i J j K k L l M m N n O o P p Q q R r S s T t U u V v W w X x Y y Z z			
Recites these sounds in random order (circle)			
a b c d e f g h i j k l m n o p q r s t u v w x y z			
ENGLISH LANGUAGE DEVELOPMENT	1	2	3
Level of Development (I, II, III, IV, or V)			
MATHEMATICS	1	2	3
Recognizes these numbers in random order (circle)			
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30			
Counts to:			
Recognizes and creates patterns (circle)			
AB AAB ABC AAB Other			
Classifies by attributes: color, shape, size			
Uses measurement			
Identifies basic shapes (circle)			
Reads simple graphs: more, less, same			
Demonstrates addition and/or subtraction concepts			
PHYSICAL DEVELOPMENT	1	2	3
Demonstrates large muscle development (circle)			
hopping balancing jumping			
skipping bounce/catch ball			
Demonstrates small muscle development (circle)			
cutting coloring pencil grip			
ATTENDANCE	1	2	3
Absences			
Tardies			
Referrals to office			

Appendix F

Writing Test

Directions

Please give the writing prompt to all students at all grade levels. Before you read the prompt to your students, remind them of the writing expectancies for your grade level. These rubrics or expectancies are aligned with the *California State Language Arts Standards*.

This writing sample is a draft within the 5 step writing process. To encourage the writing process and to encourage the best samples from students, you may use the attached graphic organizer for prewriting. You may conduct a whole class discussion and brainstorm for up to 15-20 minutes about the story elements such as title, setting, characters, problems, events, and solution. When the brainstorm activity is completed, remove the graphic organizer from students' view.

The writing sample should be completed in one sitting. Give students up to forty-five (45) minutes to write a story in response to the prompt. Give students their own blank graphic organizer after the teacher removes the class's graphic organizer from sight. Direct students to write a story that is consistent with the story elements from the graphic organizer.

Return the completed writing tests to your school's Testing Coordinator. You may include students' graphic organizer if you choose.

Please be sure that each paper has the following heading:

Upper right hand corner: Student's name (*first & last*)
 School
 Teacher's name
 Grade level

Student Writing Question
Fall, 2000

Write about a party or celebration you have been to that was special to you. You may want to include these topics:

- **What kind of celebration was it?**
- **Where did the celebration take place?**
- **What did you do at the celebration?**
- **Who was at the celebration?**
- **When was the celebration?**
- **Why was the celebration held?**

SUGGESTIONS FOR THE TEACHER

1. Review prompt with students.
2. Allow students think time.
3. Allow students to pair-share ideas.
4. Model mapping or organizational strategies (i.e. mind mapping).
5. Have students write and self-edit within the forty-five minutes allowed.
6. Return completed writing samples to your Testing Coordinator.

Kindergarten Writing Rubric

INDICATOR	PERFORMANCE Student's ability	1	2	3	4
		Little or no evidence	Approaching proficiency	Proficient, meets grade level standards	Exceeds grade level standards
Organization & Focus	<ul style="list-style-type: none"> • Uses letters and phonetically spelled words. • Writes consonant- vowel-consonant words. • Writes left-to-right. • Writes top-to-bottom. 				
Penmanship	<ul style="list-style-type: none"> • Writes upper case letters. • Writes lower case letters. • Attends to form and spatial alignment. 				
Spelling	<ul style="list-style-type: none"> • Spells independently using prephonetic to early phonetic knowledge. • Spells independently using sounds of the alphabet. • Spells independently using knowledge of letter names. 				

Appendix G

California State University, Monterey Bay

PARENT INTERVIEW QUESTIONS

1. *Why did you choose to sign a waiver and put your child in a bilingual alternative class?*
2. *Who explained the waiver process to you? How did they explain it?*
3. *Is this student (name) your first school age child? What are the names/ ages/ sexes of any other siblings?*
4. *Did any of your other children (if relevant) have bilingual education? Were/ Are you happy with their progress? Why or why not? Describe their class structures for me.*
5. *Do you have other friends or family who influenced your view of bilingual education? How?*
6. *Who lives with the student at home?*

7. *Does anyone at home speak English? How much? How was it learned?*
8. *What language does the student use at home? With whom does he/she ever use English?*
9. *How long has the student been in the U.S.? How long has the family been here?*
10. *Do you return to Mexico often as a family?*
11. *How much formal education do the family members have?*
12. *Who helps student with homework? In English or Spanish?*
13. *Do you enjoy reading with your child? Does anyone else read with him/her? In English or Spanish?*

14. *Sometimes, a student's ability to learn English is hampered by speech impediments, or hearing difficulties, etc. Is/Was there anything unusual about your child's development prior to enrolling in school that you think could affect his/her learning?*
15. *Is there anything else you think I should know that might affect your child's progress?*