



CALIFORNIA STATE UNIVERSITY, SACRAMENTO

SCHOOL OF EDUCATION
DEPARTMENT OF BILINGUAL/MULTICULTURAL EDUCATION

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TO: Mr. Michael Cohen
LOCATION: Domestic Policy Council
FAX: (202) 456-5581

MESSAGE: If there are questions regarding this transmission, please call (916) 278-5942.

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April 14, 1998

Mr. Michael Cohen
Special Assistant to the President
Domestic Policy Council

Dear Mr. Cohen,

It has come to my attention that President Clinton is considering taking a position against the California initiative, Proposition 227. I had the opportunity to talk to the President's assistant, Mr. Mickey Ibarra about this issue when he was in Sacramento at a meeting arranged by Mayor Joe Serna. I am much encouraged by the President's interest in opposing Proposition 227 and in taking a "mend don't end" approach to the implementation of bilingual education. However, I am alarmed by the information that the proposed "mending" will include a time limit for bilingual instruction, reportedly a period of three years. Such a proposal will not be productive in discouraging a vote for Proposition 227, furthermore, it would only further confuse undecided voters about the issues involved in the proposition itself. Please consider the following:

1. One of the important points in opposing Prop. 227 is that it proposes a "one size fits all" solution to addressing the needs of English Learners. This message is consistent with research that English Learners varied in their rate of acquiring academic English based on a variety of background factors. *Although the proposal of three years might seem more generous than the "one year in English" in Prop 227, there is no credible research to support such a proposal.* If President Clinton proposes a three year limit, he would only stir more discussion about "how long does it take in bilingual education", thus taking the attention away from the disastrous proposal of "one year, one program for all" in the Proposition itself. **In the many debates that involved Ron Unz, we have gradually seen his reluctance to defend the one year program. His strategy has been to avoid talking about his initiative but focus on the more inflammatory issues related to bilingual education instead. A three year time limit proposal from the President would only enhance Ron Unz's strategy.**

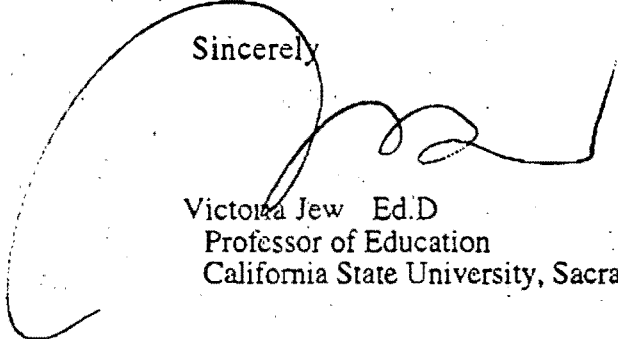
2. An alternative approach to the time limit that would be more helpful in defeating Prop. 227, and is consistent with the opinions of scholars of bilingual education, is to take the position that the education of English Learners is a complicated issue that is too important to be determined through the initiative process by an ill conceived proposition. **It would be more helpful for the President to oppose the initiative and initiate a group consists of knowledgeable individuals with different perspectives to deliberate on ways to "mend the implementation of bilingual education" that would have implication for the nation.**

3. The President's willingness to oppose Prop. 227 is encouraging. His interest to "mend not end" is admirable. However what is most important at this point is to defeat the initiative and to prevent the introduction of like proposals in other states. **If for any reason the President must incorporate a proposal of time limit into his position to oppose, I would strongly urge that he takes no position on Prop 227 so as not to jeopardize the strategies of those who are working**

against the Proposition in California.

If you need further information on this issue, please contact me at (916) 278-4959 (phone), (916) 278-5993 (fax), or E-mail: jewv@csus.edu. I will also call you to for your response in this matter. Furthermore, please apprise me of the President's decision. Thank you for your attention.

Sincerely



Victoria Jew Ed.D
Professor of Education
California State University, Sacramento

STATE UNIVERSITY OF NEW YORK AT BUFFALO
GRADUATE SCHOOL OF EDUCATION

DEPARTMENT OF LEARNING AND INSTRUCTION
BILINGUAL EDUCATION PROGRAM
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FACSIMILE TRANSMISSION COVER SHEET

DATE: 4/16/98 FAX NO.: (202) 456-5581

FROM: RIGUELME A. RODRIGUEZ
SUNY AT BUFFALO BILINGUAL EDUCATION DEPARTMENT

TO: MICHAEL COHEN
SPECIAL ASSISTANT TO THE PRESIDENT
DOMESTIC POLICY COUNCIL

1 PAGES WILL FOLLOW THIS COVER SHEET

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MESSAGE: SEE ATTACHED SHEET

Michael Cohen
Special Assistant to the President
Domestic Policy Council

The President recently made a statement regarding "the need for Hispanics to stay in school and graduate high school and obtain at least two years of college." This statement from the President was during a discussion of race and sports on ESPN. The President also stated that "historically they (Hispanics) have done very well in America through an enormous work ethic and an enormous commitment to family." Unfortunately, in education Hispanics have the highest drop out rate in high school. The President also mentioned that part of the reason Hispanics dropped out of high school was to go to work and help support their families, but a larger reason for Hispanics to drop out has been the lack of services provided for them to make a transition into mainstream America.

I am a Latino male that has obtained a Master's degree because bilingual education was provided for me to assisted me in acquiring English as a second language and facilitated the transition into mainstream America. Athletics as well as bilingual education played a big part in my academic success, but when a large portion of Latinos are dropping out of high school I do not think it would be equitable for the President to impose a three year time limit to Title VII grants that provide the type of services Latinos need to stay in school. If Latinos are to achieve a higher level of education, bilingual education ought to be a priority in facilitating this achievement.

After the statements that the President has stated about the importance of Latinos staying in school, I find it difficult for the White house to take a "mend don't end" approach towards bilingual education and impose a three year time limit which is not based on any credible research.

Riquelme A. Rodriguez


rar4@acsu.buffalo.edu



UNIVERSITY AT BUFFALO
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Fax: (716) 645-3161

April 15, 1998

Mr. Michael Cohen,
Special Assistant to the President
Domestic Policy Council
Washington, D.C.

Dear Mr. Cohen:

We have been informed that President Clinton has decided to take a position against the California Unz Initiative (Proposition 227). The White House plans for a "mend don't end" approach to bilingual education will hurt more than help. It will hurt the children in other states that have not endorsed the Unz position or that at least have a chance to fight it.

The offer to "fix" bilingual education imposing a three year time limit to T. VII grants represents a victory for those whose political agenda have tried to put down progressive ideas, even a progressive President. We, including the President, must state our fundamental opposition to these tactics.

Furthermore, time limits is a bad federal policy because:

It punishes children in all other states,

It is a position not based on any credible research, and

Politically, it muddles the California (and possible future states) campaign message which focuses on why the Unz Initiative harms education.

In summary, I will be very disappointed with President Clinton if he does not oppose the Unz Initiative, but I respectfully prefer him NOT to take any position on Proposition 227, if his support is conditioned in setting time limits to T. VII grants.

Thank you for your anticipated support,

Lillian Malavé Karnath, Ph D
Associate Professor
University at Buffalo

**COUNCIL OF GREAT CITY SCHOOLS OPPOSES CALIFORNIA INITIATIVE TO
LIMIT EDUCATION SERVICES FOR LANGUAGE MINORITY STUDENTS**

RESOLUTION: In opposition to the Unz Initiative "English language Education for Immigrant Children" (Proposition 227) slated for the California June Ballot.

WHEREAS, the Council of the Great City Schools is a national organization representing 50 of the largest urban school superintendents and school boards; and

WHEREAS, our nation's public schools enroll over 3 million students who are English language learners; and

WHEREAS, the member districts of the Council of the Great City Schools are responsible for educating over 40 percent of the nation's linguistically diverse students, who speak over 100 languages; and

WHEREAS, the member districts of the Council of the Great City Schools value the richness of its culturally and linguistically diverse students and communities; and

WHEREAS, the member districts of the Council of the Great City Schools recognize that parents of linguistically diverse students are more likely to be involved in their children's education when schools value their primary language and culture; and

WHEREAS, the proposed California initiative entitled "English Language Education for Immigrant Children" would remove local control from local school boards of education to determine the most effective methods to teach their students; and

WHEREAS, the proposed initiative would outlaw existing educational programs that our districts have found effective in increasing English proficiency and academic achievement for our diverse student population; and

WHEREAS, the proposed initiative mandates a state-imposed "one-size-fits-all" method of teaching language minority children which severely limits options suited to the varied needs of our non-English and limited English speaking students—depriving them an equal opportunity to learn;

BE IT THEREFORE RESOLVED, that the

Council of the Great City Schools **opposes** the proposed California Unz initiative (Proposition 227), entitled "English Language Education for Immigrant Children;" and that the

Council of the Great City Schools will actively participate in the campaign to defeat this initiative.

S
Copy to
Marta, Karen,
Mike, Janet.
Nicky



Board of Directors and Member Districts

As of March 24, 1998

School District	Superintendent	Board Representative
<u>Atlanta Public Schools</u>	Benjamin Canada	Jean Dodd
<u>Baltimore City Public Schools</u>	Robert Schiller	J. Tyson Tildon
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<u>Columbus Public Schools</u>	Rosa Smith	Loretta Heard
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<u>Denver Public Schools</u>	Irv Moskowitz	Bennie Milliner
<u>Detroit Public Schools</u>	Eddie Groun	Irma Clark
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<u>New Orleans Public Schools</u>	Morris Holmes	Maudelle Cade
<u>New York City Public Schools</u>	Rudolph F. Crew	Luis Reyes
<u>Newark Public Schools</u>	Beverly L. Hall	Calvin Ledford
<u>Norfolk Public Schools</u>	J. Frank Sellew	Anna Dodson
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<u>Oklahoma City Public Schools</u>	Marvin Crawford	Ron Bogle
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<u>Philadelphia Public Schools</u>	David Hornbeck	Dorothy Sumners Rush
<u>Pittsburgh Public Schools</u>	Dale Frederick	Ronald Suber
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<u>Sacramento City Unified School District</u>	James Sweeney	Ida Russell
<u>San Antonio Independent School District</u>	Diana Lam	Margaret Mireles

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EFFECTIVE IMPLEMENTATION OF BILINGUAL PROGRAMS: REFLECTIONS FROM THE FIELD

Inside this Issue:

◆ Instructional practices for

bilingual classrooms

◆ Evaluating Title VII programs

◆ The state of bilingual education

◆ A checklist for effective programs

Abelardo Villarreal, Ph.D. and Adela Solís, Ph.D.

Good bilingual programs upgrade the quality of instructional programming for limited-English-proficient (LEP) students, while at the same time providing a quality instructional program that embraces bilingualism as an advantage. Research has shown that campuses with such bilingual education programs are successful for all students. Research has also identified characteristics that appear to be present in the majority of successful campuses.

The purpose of this article is to briefly describe the lessons IDRA has learned from the research and in working with numerous bilingual education programs for many years. These lessons are described as reflections on key characteristics and are clustered around 13 major areas (see checklist on Page 12).

Vision and Goals

This area is of utmost significance when the stakeholders (administrators, teachers, parents and students) provide the connection between vision and action and constantly remind themselves of the importance of keeping these links "alive."

Peter Senge reminds us that "our vision is an image of what we want to become" (1990). Only action in relation to that vision can create the reality of successful bilingual education programs within all schools.

Program Leadership

This second area refers to the priority and importance that bilingualism is given at all levels of the school organization. Leadership occurs at all levels. Students provide leadership by aspiring to become bilingual. Parents become community voices

and create a support network that sustains and nurtures the valuable role schools play in promoting bilingualism. Teachers create learning opportunities for children to experience the benefits of bilingualism. Administrators are the pro-active and informed voices in the community responsible for orchestrating the resources that make bilingualism a reality on a school campus. The absence of leadership on a campus dooms the bilingual program to distress and, ultimately, to failure.

Linkages to Central Office Staff

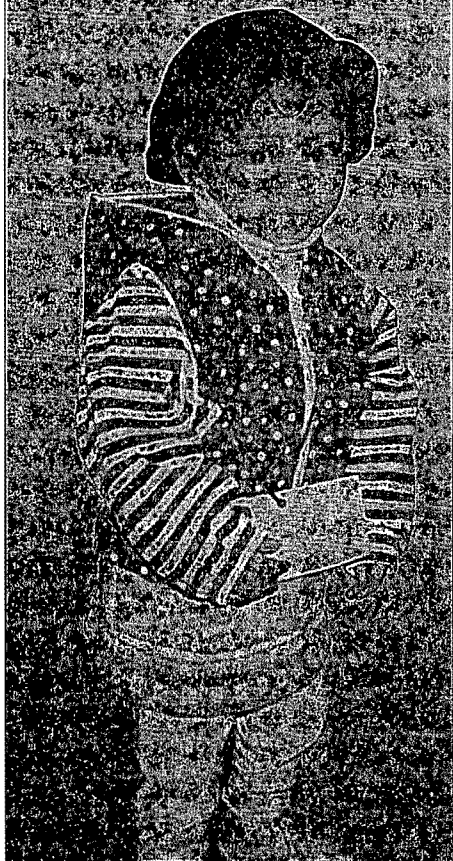
A feeling of "loneliness in the wilderness" is evident on a school campus that strives to implement an effective bilingual education program when everyone knows that the central administration is ambivalent and provides little or no support for the program. It is even worse when the central administration is antagonistic and misinformed about the benefits of the program.

Our experience in working with a number of schools reveals that campuses operating in this environment must generate strength from within and must make an extraordinary effort to celebrate publicly their successes with the community. The message is that support from central administration can facilitate and accelerate the success of the bilingual education program.

Program Articulation

The key to program success is clear articulation of the components by everyone involved. Campus stakeholders must understand and "buy into" the critical elements of the bilingual program. Many successful

Effective Implementation - continued on page 12



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U.S. Department of Justice

Civil Rights Division

Special Counsel for Immigration Related
Unfair Employment Practices
P.O. Box 27728
Washington, DC 20038-7728

BY FAX

April 13, 1998

Delia Pompa, Director
Office of Bilingual Education &
Minority Language Affairs
U.S. Department of Education
230 C Street, S.W.
Room 5082
Washington, D.C. 20202

Dear Delia:

As you may know, the 75th anniversary of the United States Supreme Court decision in Meyer v. Nebraska, 262 U.S. 390 (1923) will occur on Thursday, June 4.

In this case, the U.S. Supreme Court reversed the conviction of a 5th grade teacher who had violated Nebraska law by teaching German to a ten year old student. Nebraska's law barred German from being taught in the classroom until the child successfully completed the eighth grade. On the same day and for the same reasons, the U.S. Supreme Court reversed state court decisions upholding other state English Only laws, including the law making English the official language of the State of Nebraska.

I would be interested to know if the Department of Education or OBEMLA would want to do anything to commemorate this important anniversary. As you will recall, Justice McReynolds wrote in Meyer, "The protection of the Constitution extends to all, to those who speak other languages as well as to those born with English on the tongue."

Recently, our Office commemorated the centennial of the U.S. Supreme Court decision in U.S. v. Wong Kim Ark, the birthright citizenship case, with ceremonies in San Francisco (attended by Mayor Willie Brown, Congresswoman Nancy Pelosi and many judges and local officials) and in Los Angeles with Cruz Reynoso. These events gained a lot of favorable publicity and underscored how

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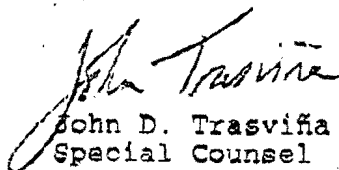
issues the Administration and local communities are addressing today were successfully addressed in the past.

Since this is a bilingual and teacher case, I thought you might be interested in pursuing this. I'd be pleased to be a part of anything the Department or OBEMLA will be doing.

I am sending a similar letter to Mario Moreno.

Many thanks.

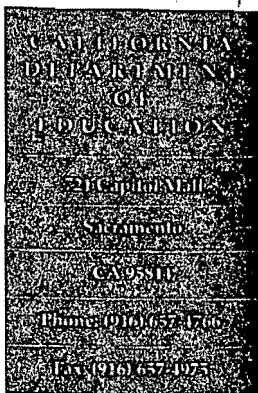
Sincerely,


John D. Trasvía
Special Counsel

THE WHITE HOUSE
WASHINGTON

Mike,
FYI.

Leanne
X65372



DELAINE EASTIN

State Superintendent of Public Instruction

August 1, 1997

3/18
NRN
letter to Sled

Dear Colleague: *Mr. Ponder*

Fourteen months ago, I appointed the Superintendent's Hispanic Advisory Task Force to study the status of Hispanic students' education in California. I asked the Task Force to advise me on what we might do to help improve these students' academic achievement and college transfer rates. I also asked for the group's recommendations regarding support systems--what to improve and what to initiate.

It gives me great pleasure to share with you the result of the Task Force's hard work and deliberations. The recommendations of the 27-member group are found in the enclosed publication, *Mandate for Excellence: A Call for Standards, Assessment, and Accountability in the Education of California's Hispanic Students*. The observations and recommendations contained in this report are the product of community meetings, thoughtful review of reports and studies, and many lengthy discussions. This report reaffirms that California's public schools are failing the vast majority of Hispanic students and, given the growing numbers of these students, we will continue to fail them unless there is intervention at every level.

The Task Force members are asking that we rethink the way in which schools are held accountable. They are urging me to work closely with the State Board of Education and the state Legislature to ensure that legislation is enacted that provides programs and resources to assist more Hispanic students to complete their education and become competent, contributing citizens.

The Task Force recommendations demand our attention. Please study the findings and assist me in looking for avenues that will help Hispanic students to become more successful. I look forward to hearing your best ideas.

If you would like further information regarding this report, please contact Dr. Maria Trejo, Manager, Performance Improvement Unit, at (916) 657-3494.

Sincerely,

DELAINE EASTIN
State Superintendent of Public Instruction

DE:mtn
Enclosure

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Mandate for Excellence

**A Call for Standards,
Assessment,
and Accountability
in the Education
of California's
Hispanic Students**

**The Report of the Superintendent's
Hispanic Advisory Task Force**

Acknowledgments

Superintendent's Hispanic Advisory Task Force

Angel Diaz, Chair; Businessman, Delano

Robert Aguilar, Maya Systems, Inc., Visalia

Jim Bartleson, Chair of Documentation; Teacher, Delano Joint
Union High School District

Jose Manuel Camacho, Vice President, State Parent Migrant
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Rodolfo Castillo, Member, Board of Education, Richgrove
Elementary School District

Frank M. Chavez, Superintendent, Richgrove Elementary School
District

Carmen Cortez, Teacher, Porterville Elementary School District;
Member, Association of Mexican American Educators,
Bakersfield

Jean Flores, Member, Board of Education, Delano Joint Union
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Mary Lou Gomez, Chair of Communication, HOSTS Corporation,
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Rudy Hernandez, Director, Region VIII Migrant Education,
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Dolores M. León, M.D., Chief Executive Officer, Siempre
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Homer Montalvo, Vice President, California State University,
Bakersfield

Paul Nava, Director, Region XI Migrant Education, Watsonville

Virginia Palomo, Member, State Parent Migrant Counsel,
Woodlake

Foreword



TATE SUPERINTENDENT of Public Instruction Delaine Eastin convened the Hispanic Advisory Task Force to provide guidance and advice on the educational needs of Hispanic students in California public schools.

Members of the task force wanted to look at successful programs and strategies that are successful with Hispanic students. They also wanted to discuss ideas for holding schools accountable for the educational attainment of students who are not succeeding. Unfortunately, this report points to the unsatisfactory outcomes of public schooling for Hispanics. Between grades seven and twelve, 40 percent to 45 percent of Hispanic students drop out of school. Measures of college eligibility, attendance, and graduation similarly indicate that Hispanics have lost ground in the last ten years.

Information gathered from public hearings, a review of state data, research, the work of other commissions, and many personal accounts of the members of the task force point to a pattern of low academic achievement and attainment among Hispanic students. Most students who graduate are ill prepared or unqualified for admission to training programs or colleges and universities. The data in the report indicate that Hispanics are less likely to complete bachelor's degrees and to receive advanced degrees than are other groups examined.

One of the contributing factors is that schools lack accountability. The task force strongly believes that until there are state standards, the educational goals of Hispanic students will not improve. It recommends that a system of rewards and funding be established for schools that meet state standards.

The Hispanic Advisory Task Force calls for immediate and significant changes in holding schools accountable for specific content and performance standards, standardized assessments, and reporting requirements. It suggests a system of rewards and sanctions as well as flexibility for those schools that improve the academic attainment of Hispanic students.

In 1996-97 more than two million Hispanic students represented 38.7 percent of the California student body.

Introduction

The Hispanic Advisory Task Force

BY THE YEAR 2005 Hispanic students will be the majority of students enrolled in California public schools. Despite this trend, schools have consistently failed to meet the academic needs of Hispanic students. State-wide data suggest that Hispanics are performing dramatically below state averages in all the key indicators of success in school. In light of these facts, State Superintendent of Public Instruction Delaine Eastin convened the Hispanic Advisory Task Force.

The task force was organized to provide the Superintendent with advice and guidance, to focus attention on public schools that have failed to meet the academic needs of Hispanic students, and to outline a strategy for holding schools more accountable. Beyond this, the task force's charge was to develop, monitor, and evaluate the implementation of a plan for change.

Members of the task force are a statewide cross-section of K-12 educators, school board members, higher education faculty and administrators, planners of long-standing specialized education programs, business leaders, farm workers, parents, and community activists. With the assistance of the Department of Education staff, the task force conducted a series of meetings to utilize the rich and varied experience of the membership in identifying key issues of

Raymond Paredes, Associate Vice Chancellor, Academic
Development, University of California, Los Angeles

Jesus Quevedo, Member, State Parent Migrant Counsel, Cutler

Pete M. Reyes, Principal, Fancher Creek Elementary School,
Clovis Unified School District

Efrain Rodriguez, Director of Educational Services, Delano Joint
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Juan Rosillo, President, State Parent Migrant Counsel, Watsonville

Rosalia Salinas, President, California Association of Bilingual
Education, San Diego

Juan Sandoval, Principal, Parlier High School, Parlier Unified
School District

Joey Velasquez, Member, Board of Education, Richgrove Elemen-
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California Department of Education Staff

Sonia Hernandez, Deputy Superintendent, Curriculum and
Instructional Leadership Branch

Maria N. Trejo, Manager, Office of Academic Support,
High School Division

Special Thanks

Special thanks are due to **Raymond E. Castro**, Consultant,
California State University, Sonoma, for his work in preparing
the report.

Purpose of the Report

Standards, Assessment, and Accountability

IN THE FALL OF 1996, President Clinton's Commission of Educational Excellence for Hispanic Americans produced a report entitled *Our Nation on the Fault Line: Hispanic American Education*. The much needed report brings focus to the national failure of the public schools in serving Hispanics and other students with comparable needs. The report is especially strong in crafting an agenda for the various federal agencies with respect to improving education for Hispanics.

The Superintendent's Hispanic Advisory Task Force supports the recommendations of the President's commission. The task force is convinced, however, that the need for a state-level report that focuses on the needs and concerns of Hispanics in California remains a critical priority. This report will highlight the unsatisfactory outcomes of public schooling for Hispanics and will recommend specific strategies to hold schools accountable for student academic success.

While exemplary programs and services that support the academic achievement of students exist, they are limited because of a lack of resources, inadequate statewide coverage, and the limited number of students they serve. The following examples represent a cursory review of research-based best practices. They are provided to serve as useful illustrations of what works for Hispanic students.

BRIEF REVIEW OF BEST PRACTICES

This review of best practices will focus on five areas that the task force identified as the most critical to the

The task force was organized to provide the Superintendent with advice and guidance, to focus attention on public schools that have failed to meet the academic needs of Hispanic students, and to outline a strategy for holding schools more accountable.

California's public schools are failing the vast majority of Hispanic students in the state and, given the pattern of growth in the number of Hispanic students, will continue to fail these students unless there is a strong intervention at the highest levels.

concern to Hispanic families and communities throughout the state. The task force also conducted a review of state data, researched the issues, and held many discussions to develop recommendations in four major themes:

1. Clear and specific **standards** that may be used to assess the education of Hispanics and all other students
2. Authentic **assessment** of student progress that is culturally and linguistically appropriate for students and parents
3. Specific indicators of school **accountability** and benchmarks of student success
4. **Incentives** and **sanctions** for districts and schools to improve the achievement of Hispanics and all other students.

The task force then organized a series of statewide community forums to seek comments from parents and community members on their levels of satisfaction concerning the performance of local schools. These community meetings provided local communities with the opportunity to contribute to the description of the statewide experience of Hispanics in public schools. The testimony of parents and community members together with the experience and findings of the task force and analysis by task force members lead to one conclusion: California's public schools are failing the vast majority of Hispanic students in the state and, given the pattern of growth in the number of Hispanic students, will continue to fail these students unless there is a strong intervention at the highest levels.

The task force members believe that high expectations and outcomes for Hispanics and all other students must change. This report is a call for change and a mandate for the state to provide an excellent education for Hispanics and all students. The task force also joins with President Clinton's Commission of Educational Excellence for Hispanic Americans in calling national and state leaders to work together for the improvement of the educational achievement of Hispanic students.

academic success of Hispanic students: parent participation models, programs for English language learners, literacy programs for English-dominant Hispanics, teacher preparation and professional development programs, and school-to-career programs.

1. *Parent participation models*: Perhaps the most crucial element in making schools more responsive to the needs of Hispanic students is the level and quality of parent participation. Schools always respond to the aggressive and consistent involvement of parents. Parents are also more able to participate in the schooling of their children when they receive full and timely information. For example, they should be given information on high-level courses (a-f) required for graduation *before the students begin high school*. In addition, they can participate more fully when the information is given in a form and language they understand.

Parents of students in the Gifted and Talented Education (GATE) program serve as illustrative examples of parents who are given full and timely information and are able to influence the educational process for their children.

The Migrant Education program has also developed an effective model for building parent leadership among migrant parents. Other programs positively affecting the participation of Hispanic parents are the Even Start and Healthy Start programs.

2. *Programs for English language learners (also referred to as limited-English-proficient, or LEP, students)*: The California Department of Education has devoted much attention to establishing a research base for working with students whose dominant language is not English. This effort has resulted in a theoretical framework and a set of guidelines (*LEP Program Guide*, California Department of Education, 1996; *Schooling and Language Minority Students: A Theoretical Framework*, Second Edition, California State University, Los Angeles, and California Department of Education, 1994) that assist school districts with identification and assessment procedures and illustrate effective learning strategies for English language learners. The guidelines focus on the reinforcement of the primary language, especially in content area instruction, and on English language development. When programs are fully funded and implemented, the results are impressive. California has ten federally funded Academic Excellence programs that show statistically significant student gains from pretests

to post-tests in English language proficiency and content and knowledge. Their strategies have also increased graduation rates and have reduced drop-out rates.

3. *Literacy programs for English-dominant Hispanics:* Native-born Hispanics are consistently overlooked in the offering of specialized instruction to improve English literacy because they are neither identified as English language learners nor recognized as needing specialized development of English literacy skills. School districts have achieved a marked success with these students in employing the Reading Recovery program. Other learning strategies that have proved successful are Reciprocal Teaching and Guided Reading.

4. *Teacher preparation and professional development programs:* Successful implementation of all programs requires strong teacher preparation and professional development efforts. New initiatives, such as class-size reduction, create shortages of qualified teachers. Currently, there are a number of efforts to reinvent teacher education and expand the number of qualified teachers. The recent work of the National Commission on Teaching and America's Future, *What Matters Most: Teaching for America's Future* (September, 1996), is an example of these efforts. With respect to Hispanic students, the Tomas Rivera Center has published a series of papers outlining teacher education strategies that produce teachers more responsive to the needs of Hispanic students. In addition, California's Commission on Teacher Credentialing has developed a set of standards for all teachers, which are presented in the report entitled *Educator Preparation for California 2000: The Accreditation Framework*.

Examples of successful professional development programs include the Migrant Mini-Corps program for instructional aides who study to become teachers and the Optimal Learning Environment (OLE) program designed to retrain practicing teachers in the area of effective literacy programs for special education students who are also English learners. The California Department of Education has established two important programs to prepare certified bilingual teachers. The Bilingual Teacher Recruitment Program has 23 collaborators and is assisting more than 800 teacher candidates. The Bilingual Teacher Training Program provides in-service preparation at 13 sites for more than 15,000 teachers who want to qualify for bilingual certifications (CLAD/BCLAD).

5. *School-to-Career Initiative*: Hispanic parents, like other parents, are concerned about how their children are being prepared for the workplace. California's School-to-Career Initiative provides a new vision of schooling for all students as career-bound and college-bound students. It maintains that the outcome of schooling is the workplace. It proposes the contextualization of learning by showing the application of high academic standards and the need for more rigorous graduation requirements. By demonstrating how stronger skills and broader knowledge lead to better career opportunities, this vision can raise ambitions, encourage more young people to seek higher education, and increase graduation rates.

The task force encourages the inclusion of more Hispanic students in School-to-Career programs, such as the Advancement Via Individual Determination (AVID) College Readiness Program and the California Partnership Academies, because they present a broad career focus that prepares at-risk students for entrance to college and careers. Those programs help students develop long-term perspectives of schooling and work preparation.

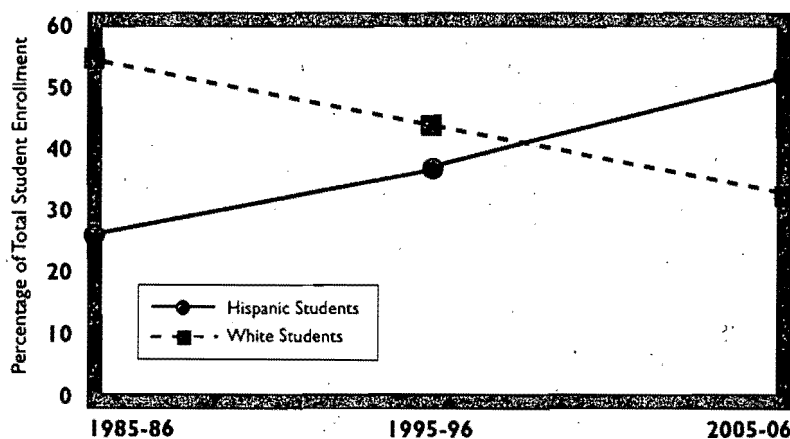
The purpose of this overview of best practices is to underscore a fundamental point: there exists no lack of sound research-based programs to improve public schools. Carefully crafted standards, guidelines, and strategies are already in place. The fact is that Hispanic students are not served. Too few Hispanics are targeted by these innovations, and school districts with large concentrations of Hispanic students adopt these best practices—if they adopt them at all—with little consistency. Local educational agencies are also allowed to seek waivers for any and all program requirements, leaving many students unserved. The task force has concluded that this unacceptable situation has been allowed to exist because of the lack of strong state-level requirements and legislative mandates to hold schools accountable.

The need to adopt and implement these requirements is urgent. As demonstrated in the following section, the status of academic progress for Hispanic students in California is unacceptably poor. The adoption and implementation of standards, assessment procedures, and clear indicators of accountability will reverse this trend. The purpose of this report is to provide the State Superintendent of Public Instruction with a blueprint for positive change and to provide the State Board of Education and the State Legislature with a mandate to require excellence in the reform of California public schools.

Key Indicators of Low Performance

HISPANICS REPRESENT a significant number of students in California, and that number is still growing. As indicated in table 1, Hispanics represented almost 40 percent of California's student enrollment in the 1995-96 academic year. By the year 2005 Hispanics will comprise the majority population in the state's public schools. Equally significant is the fact that almost 50 percent of Hispanics enrolled in the same year were identified as English language learner (ELL), or limited-English-proficient (LEP),

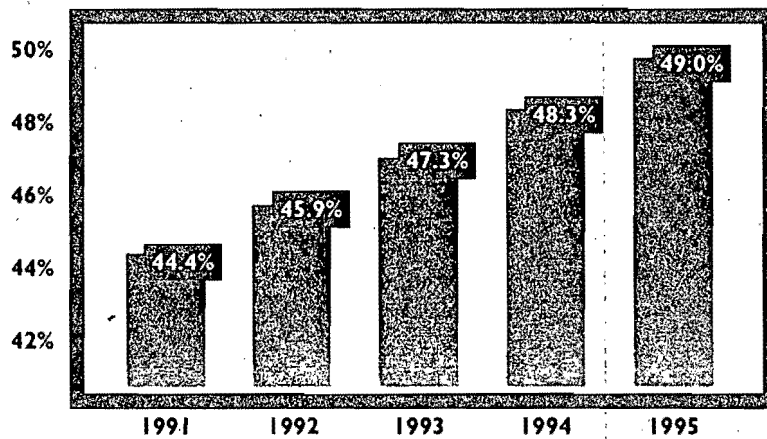
TABLE 1 California Hispanic and White Student Enrollment Projections (K-12) 1985-86 to 2005-06



Source: California State Department of Finance,
Demographic Research Unit, November, 1996

students (see table 2). It is important to note that the number of all ELL students grew by 141 percent during the ten-year period between 1985 and 1995. Hispanics contributed significantly to that growth; in 1995 Hispanics represented more than 78 percent of all ELL students (see Appendix A, tables A.1 and A.2). High drop-out rates indicate low levels of attainment, which severely limit opportunities for students to attend colleges of their choice and lead to little or no opportunity for individuals to attain meaningful or high levels of employment.

TABLE 2 Number of LEP Students (Spanish) as a Percentage of Hispanic Enrollment

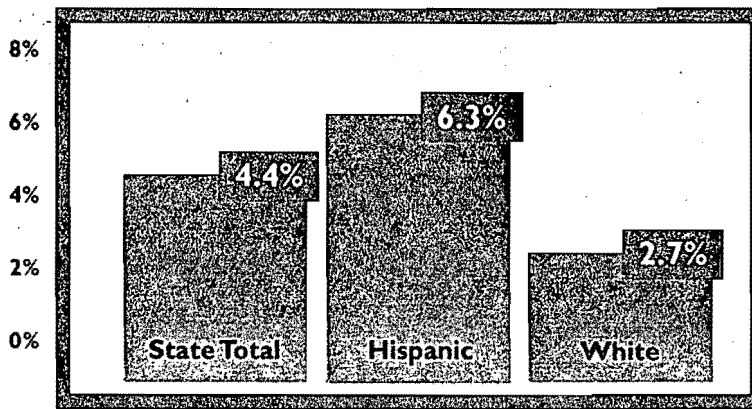


Source: Educational Demographics Unit
Research, Evaluation, and Technology Division, 1995

Although the drop-out information collected by the California Department of Education has limitations, the numbers for Hispanics are troublesome. For example, the Hispanic drop-out rate was 6.3 percent, almost 2 percent above the state average, in 1994-95. Over a four-year period the Hispanic drop-out rate can be estimated at approximately 24 percent, or almost 7 percent above the state average (see tables 3 and 4). When Hispanic drop-out rates are

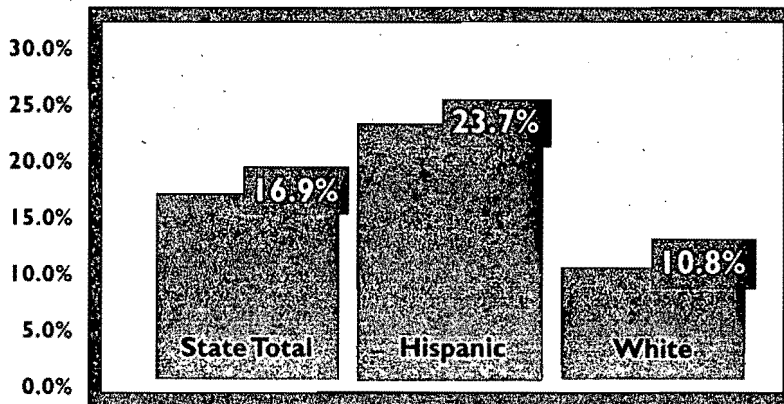
High drop-out rates indicate low levels of attainment, which severely limit opportunities for students to attend colleges of their choice and lead to little or no opportunity for individuals to attain meaningful or high levels of employment.

TABLE 3 Percentage of Dropouts in California Public Schools Grades 9-12, 1994-95 (1-year rate)



Source: California Department of Education, 1996

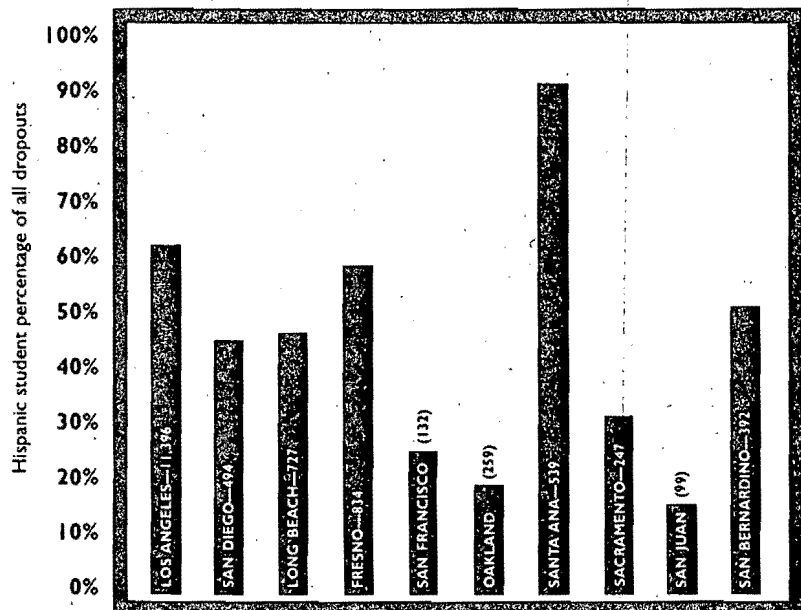
TABLE 4 Percentage of Dropouts in California Public Schools Grades 9-12, 1994-95 (4-year derived rate)



Source: California Department of Education, 1996

presented in comparison with the rate for the total population, the results are shocking. In table 5 Hispanic dropouts are shown as a percentage of the total number of dropouts in each of the state's ten largest school districts. Note that seven districts have a drop-out percentage of 30 percent or higher; four districts have a rate of 50 percent or more; and one district indicated that 91 percent of its dropouts were Hispanic.

TABLE 5 Percentage of Hispanic Dropouts Compared with All Dropouts for Each of the 10 Largest School Districts in California, 1994-95



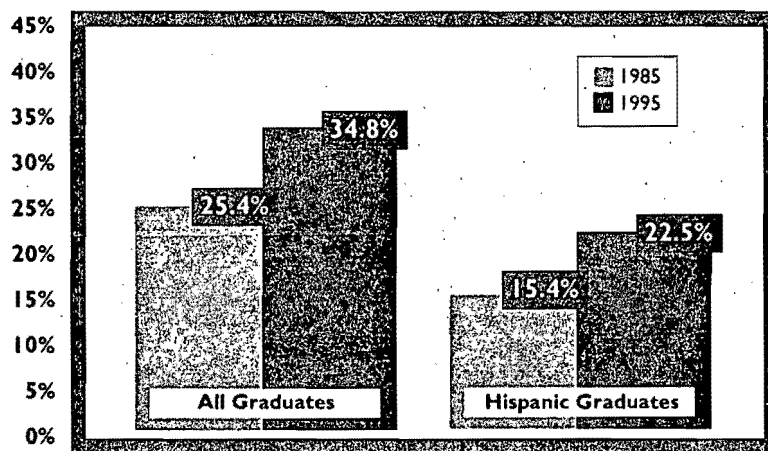
NOTE: Actual number of Hispanic dropouts indicated inside the bar or in parentheses.
Source: California Department of Education, 1996

There are several key indicators of the academic growth, college success, and ultimate job attainment of students. These include high school graduation, college eligibility, college attendance, and college completion. Academic progress is also measured by the number of students meeting three measures of eligibility requirements for admission to the public university systems.

1. The first measure of college eligibility is completion of the *a-f* course requirements. Students complete prescribed core courses, such as English and mathematics, at certain levels. In 1985 about 25 percent of all graduates completed the *a-f* requirements, but the rate for Hispanics was about 15 percent. Ten years later the percentage of all graduates meeting this requirement rose to almost 35 percent. The percentage for Hispanics also rose (to almost 23 percent), but the gap between the rate for Hispanics and the average rate for the state widened by 12 percentage points. Compared with all state graduates, Hispanics lost ground in meeting the *a-f* course requirements during the last ten years (see table 6).

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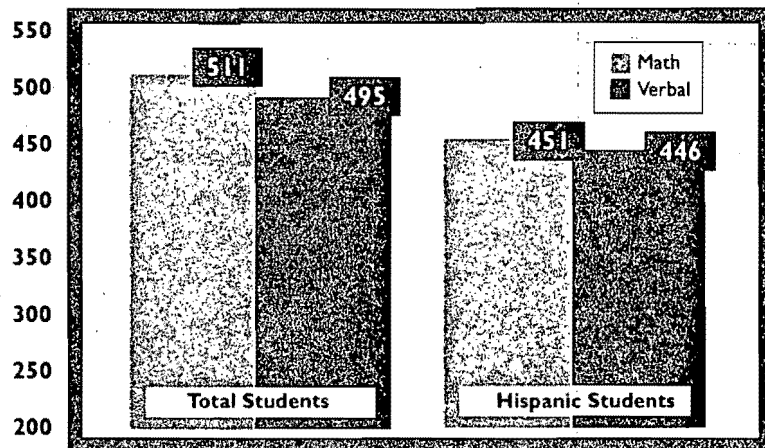
TABLE 6 High School Graduates Completing A-F Course Requirements: Graduates of 1985-1995



Source: CBEDS, 1996

2. The second measure of college eligibility is the Scholastic Aptitude Test (SAT) score. In 1996, as indicated in table 7, Hispanics scored significantly below the state average on both math and verbal tests. The College Board data indicate that this pattern of low SAT scores for Hispanics in California has been consistent during the last five years.

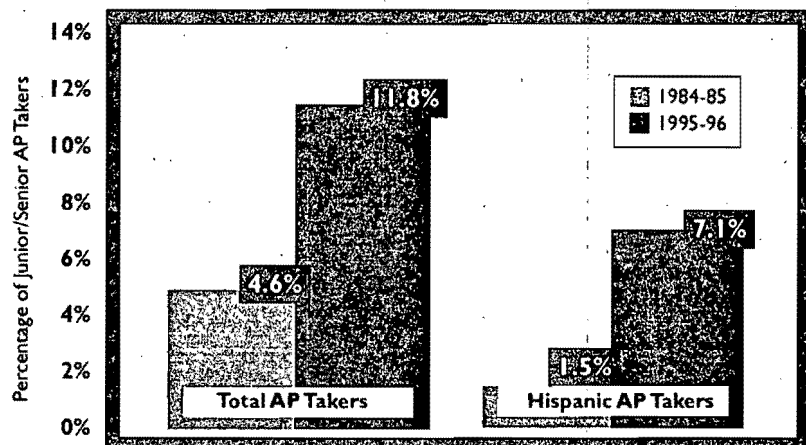
TABLE 7 1996 California SAT Math and Verbal Scores
Hispanic v. Total



Source: College Board, 1996

3. The third measure is student participation in the Advanced Placement (AP) program. It is a useful indicator because of the high correlation between participation in AP and success in college. In 1995-96 the statewide rate of AP participation was 12 percent; the rate for Hispanics was 7 percent. This gap has been increasing during the ten-year period (see table 8).

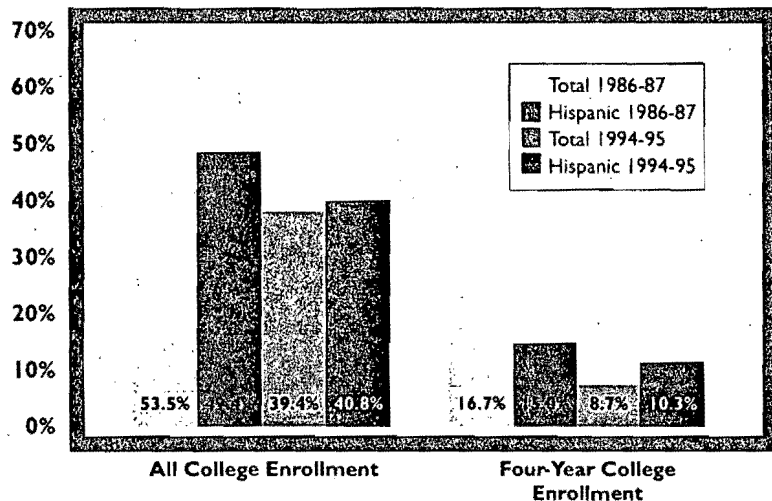
TABLE 8 Rate of Advanced Placement (AP) Exam Participation



Source: College Board, 1996

Equally important indicators of academic progress are the college attendance and completion rates. In 1994-95 the statewide college attendance rate was 49 percent; the rate of college attendance for Hispanics was 40 percent, lower than any other group examined. Most Hispanics who attend college are enrolled in community colleges. The college attendance rate for Hispanics at both the University of California and the California State University systems was 10 percent, five percentage points lower than the statewide rate. This discrepancy has narrowed somewhat since the 1986-87 academic year (see table 9). College completion data, however, suggest that improving college attendance rates for Hispanics does not translate into significant college completion

TABLE 9 College Attendance Rate
California High School Graduates
Total and Hispanic 1986-87 and 1994-95

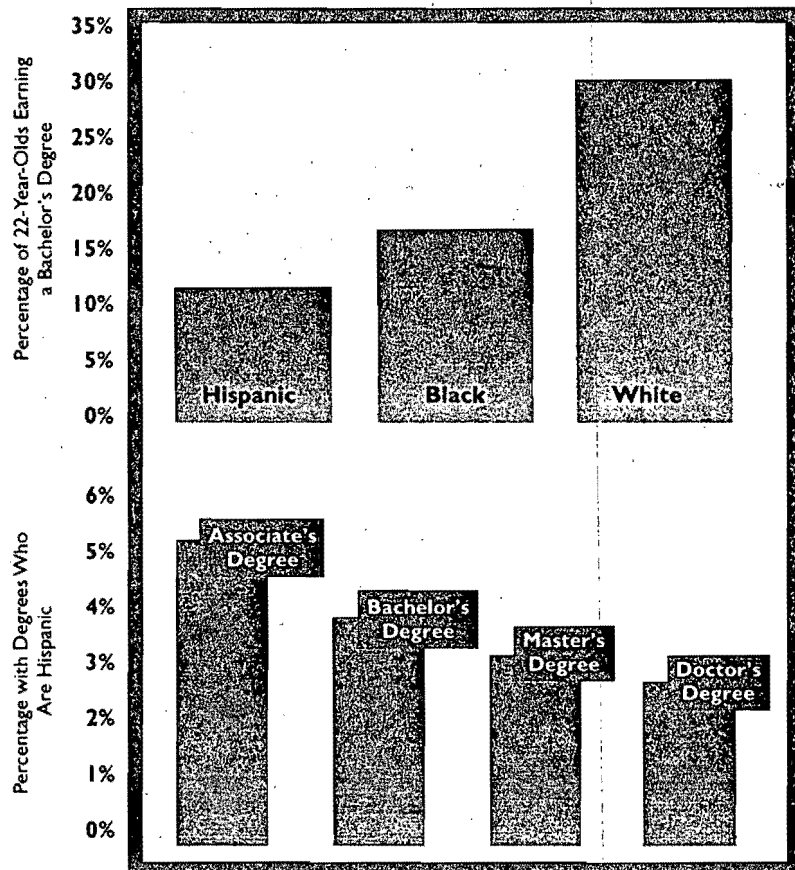


Source: High School Graduates Data, CBEDS, 1996
College Enrollment Data, CPEC, 1996

Hispanics are less likely to complete bachelor's degrees than are the other groups examined. The percentage of Hispanics receiving advanced degrees is even lower.

rates. As indicated in table 10, Hispanics are less likely to complete bachelor's degrees than are the other groups examined. The percentage of Hispanics receiving advanced degrees is even lower.

TABLE 10 College Completion Rate: 1990 Hispanics Compared with Others



Source: National Center for Education Statistics, 1990

A popular explanation for the consistently low outcomes in academic progress for Hispanics is the negative effect of the influx of immigrants in the schools. Differences in language and culture, some argue, account for the gap in student performance. Yet the work of researchers, such as Montañó-Harmon, indicates that the educational attainment of second- and third-generation students is just as poor and that the needs of these students, although distinct, are just as critical as are those of immigrants. Making immigrants the scapegoats for failure only distracts one from the task of making all Hispanics—indeed, all students—successful in school and prepared for a bright future.

Task Force Goal and Recommendations

GOAL

As envisioned in *What Matters Most: Teaching for America's Future*, a report by the National Commission on Teaching and America's Future (1996), the California State Superintendent's Hispanic Advisory Task Force has developed an ambitious but fundamental goal:

By the year 2002, with the implementation of the task force recommendations, California public schools will provide Hispanics and all other students with the level of quality education that prepares them for the challenges of adulthood, the world of work in a changing technological environment, and full participation in our civic society.

RECOMMENDATIONS

To hold school districts accountable for the highest achievement of Hispanic students, the task force has developed the following set of recommendations organized around four themes:

1. Content and Performance Standards
2. Assessment
3. Accountability
4. Incentives and Sanctions



Content and Performance Standards

I

The task force recommends that the State Board of Education and the Legislature adopt a single set of content and performance standards for all students that represent the level of excellence required to meet the goal.

The task force promotes the adoption of higher standards for all students. It recommends that the Commission for the Establishment of Academic Content and Performance Standards and the State Board of Education develop and adopt standards, such as those illustrated in the Challenge School District Standards, the New Standards, the California Education Round Table Standards in English and Math, the National Council of Teachers of Mathematics Standards, the National Academy of Science (NAS) Standards, and the various national standards for the social sciences and humanities. While demanding rigorous standards for school districts, the task force adheres to the belief that standards should be written clearly to allow school districts the maximum flexibility possible to meet those standards. However, at no time should waivers be allowed, at any governance level, that permit districts to adopt standards benchmarked below those set by the State Board of Education.

Assessment

2

The task force recommends that the Commission for the Establishment of Academic Content and Performance Standards and the State Board of Education adopt an assessment system that is standardized and consistent across school districts and that links an evaluation of actual student work with the planned curriculum.

The task force wishes to stipulate that the following requirements be attached to this recommendation:

- a. School districts must be required to assess every student's progress annually by using state-approved, appropriate, and comparable measures with no option for waiving this requirement.
- b. School districts must be required to submit a report on the progress of individual students and to discuss the results at meetings held with individual parents or guardians, utilizing appropriate languages and cultural cues, at least twice during the school year.
- c. School districts must be required to provide report cards in each of the major languages spoken in the district.

Accountability

3

The task force recommends that the State Board of Education and the Legislature hold school districts accountable for demonstrating that their students are meeting the statewide standards set by the State Board.

The task force wishes to stipulate that the following requirement be a part of this recommendation:

School districts must be required to submit an annual report to the California Department of Education by language group, ethnicity, and gender and include the following items in the report:

- a. Academic progress in reading and in all curriculum subjects
- b. Drop-out data, beginning with the middle school level
- c. The rate of students passing the proficiency examinations as required by SB813 for both middle and high school students
- d. Retention rates—the number of students not passing
- e. Student attendance—the number of unexcused absences
- f. Student mobility—the number of students moving in and out of the district

The task force further recommends that the yearly report be published in the local media and be presented to the local community at a public meeting.

Incentives and Sanctions

4

The task force recommends the application of incentives and sanctions.

The task force recommends the application of the following incentives and sanctions:

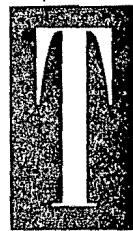
- a. If schools *exceed* the statewide standards, they will be rewarded with statewide recognition and financial incentives.
- b. If schools *meet* the standards, they will be rewarded with statewide recognition.
- c. If schools *fail* to meet the statewide standards, the following actions occur: year one, sanctions; year two, interventions; and year three, school closure after failing to improve student achievement rates.

The task force considers the enforcement of the accountability measures so compelling that it calls for the State Board of Education, the State Superintendent of Public Instruction, school district boards, and the school district superintendents to pledge their commitment to enforce the measures in order to increase the educational attainment of Hispanic students.

¹The task force wishes to convey to schools that a closure in this instance does *not* mean a permanent closing of a school. Rather, any such closure—a step taken only in extreme cases—would be temporary and for the purpose of reconstitution (with new staff or administration, for example).

Conclusion

Mandate for Excellence



HIS REPORT has focused attention on the failure of California public schools to meet the academic needs of Hispanic students. The pattern of low academic achievement and attainment has been a persistent one. The important indicators of student success, such as high school graduation, college eligibility, college attendance, and college completion, point to one troubling conclusion: *Schools not only are failing Hispanic students but also are being allowed to continue to fail them without being held accountable for the results.*

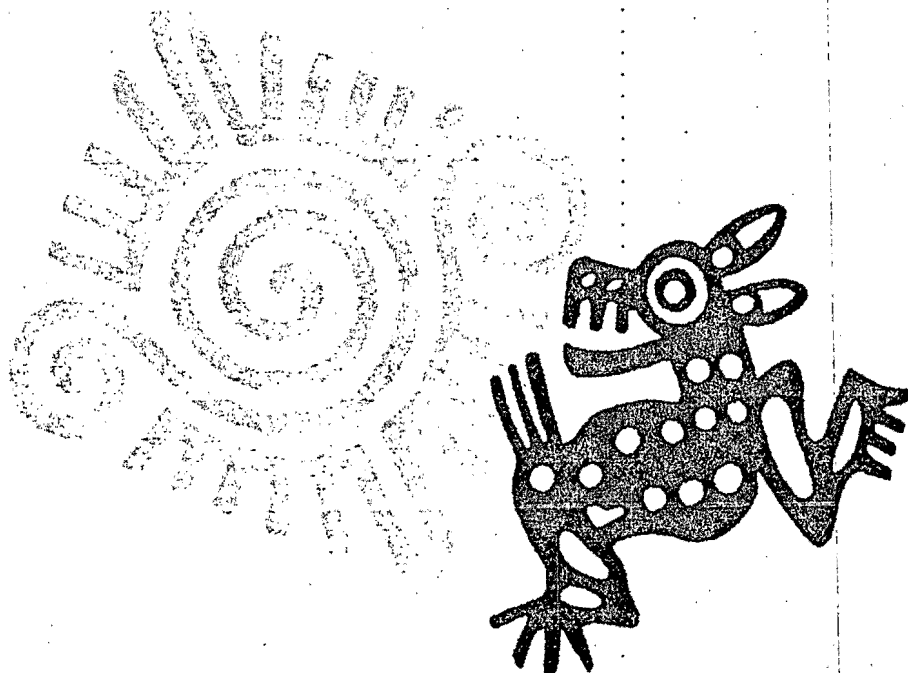
The task force calls for an immediate and significant change in the way California holds its schools accountable. To implement this change, the task force has presented a set of recommendations that will produce a new system of excellence and accountability. The strength of these recommendations is reflected in three elements:

1. A single set of content and performance standards for all students, including a moratorium on waivers or exceptions to meeting those standards
2. A statewide assessment system that uses standardized and other linguistically and culturally appropriate measures of student progress
3. A process for accountability that provides incentives to school districts that exceed the standards, statewide recognition for those that meet the standards, and sanctions for those that fail to meet the standards.

Holding school districts accountable for meeting statewide standards requires that the districts be allowed maximum flexibility to develop their own implementation strategies. The task force recommends specific strategies that the State of California should adopt to support the work of the school districts. The State Superintendent should work with the State Board of Education and the Legislature to adopt legislation that provides additional resources for:

- Programs that lead to a more aggressive role for Hispanic parents in the schools
- Professional development to build the skills of teachers of Hispanic students
- The implementation and expansion of programs and best practices proven to contribute to the academic success of Hispanic and all other students

Despite the history of persistently low outcomes for Hispanic students, the task force is convinced that the system of excellence and accountability recommended in this report will set in motion the changes necessary to reverse that trend. The Hispanic Advisory Task Force asks State Superintendent Delaine Eastin to support this effort to give the state's public schools a mandate for excellence.

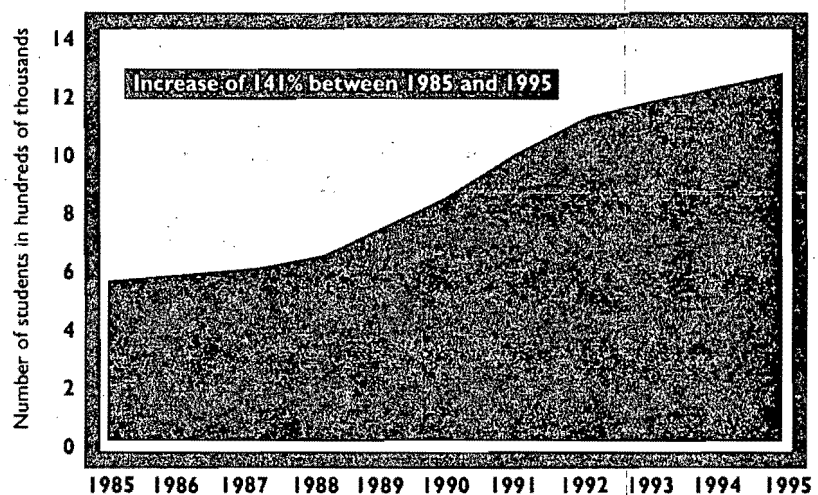


APPENDIX A

English Language Learners 1985-1995

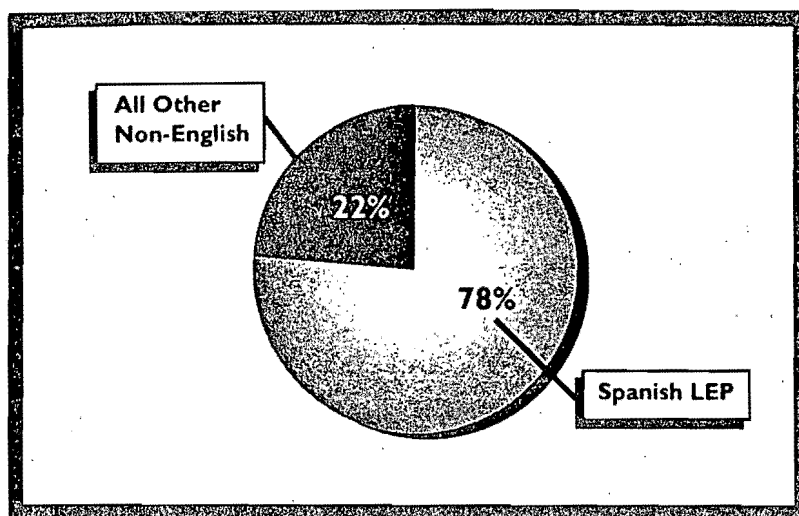
The number of all English learners, or limited-English-proficient (LEP) students, grew by 141 percent between 1985 and 1995. Hispanics contributed significantly to that growth. See the following tables.

TABLE A-1 Trends in Number of English Learning Students (LEP/FEP) in California Public Schools, 1985 through 1995



Source: Educational Demographics Unit
Research, Evaluation, and Technology Division, 1995

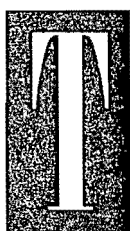
TABLE A-2 **Primary Languages of LEP Students, 1995**



Source: Educational Demographics Unit
Research, Evaluation, and Technology Division, 1995

APPENDIX B

Other Recommendations



THE CHARGE to the Hispanic Advisory Task Force was to look at every aspect of education that has an impact on Hispanic students and their families. In its deliberations, therefore, the group also looked at other important issues and concerns, which are noted here for the Superintendent's consideration:

- 1.0 It is recommended that in order to better serve Hispanic families with programs and services administered by the Child Development Division (CDD), (a) an advisory group be established to review the Department of Education's contracting practices; and (b) a subcommittee of the Hispanic Advisory Task Force be established to assist CDD by recommending policies and by assisting with the selection and allocation of child care contracts.
- 2.0 It is recommended that in order to maintain the quality of services to migrant families, the Department of Education administration keep its commitment to fully staff the Migrant Education office.
- 3.0 It is recommended that because of the continued shortages of bilingual qualified teachers who can work with English learners, legislation and budget proposals be supported to increase funds to keep, train, and qualify teachers for BCLAD and CLAD credentials.
- 4.0 It is recommended that contracts and procurement procedures currently in place in the Department of Education be reviewed and that the process and the announcement procedures be expanded to include minority and small business contractors.
- 5.0 It is recommended that the legal definition of dropouts be changed statutorily so that the law requires tracking individual students in grades seven through twelve, not by making year-to-year group comparisons.

Glossary of Terms

a-f requirements. These are the core academic courses that both the California State University and the University of California systems require for admission.

standards. There are two types of standards: content and performance. Content standards specify what teachers are expected to teach and students are expected to learn. Performance standards define the degrees of mastery or levels of attainment. Performance standards are designed to indicate how well a student must perform to show attainment of a content standard. These standards will be used to measure student achievement for individual students, schools, school districts, county schools, and state schools.

assessment. The system designed to determine the success of an instructional program, including benchmarks of performance, tools for measuring performance, and a process for data/information gathering and analysis. Statewide assessments will measure student achievement in basic and applied academic skills by using a balance of multiple-choice items and tools that require application of knowledge and skills.

accountability. In the context of the public schools, this is the system of reports and procedures designed to provide incentives (i.e., rewards and sanctions) to schools that exceed or fail predetermined standards of student academic achievement.

drop out-rate. The legal definition of a high school dropout is a person who was formerly enrolled in grades seven through twelve, has left school for 45 consecutive school days and has not enrolled in another public or private educational institution or school program, has not reenrolled in the school, has not received a high school diploma or its equivalent, was under

twenty-one years of age, and was formerly enrolled in a school or program leading to a high school diploma or its equivalent.

English language learner. Refers to students who are dominant in a language other than English. ("Limited-English-proficient students" and "English language learners" are synonymous terms and are used interchangeably.) The State Board of Education adopted the term and recognized that it is becoming more widely used because it does not imply that the identified students are in any way *limited* participants in the educational process.

waiver. The current option available to school districts that allows them to request that they be relieved of the requirement to meet a given state regulation.

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* Also available at the same price in these editions: Armenian/English, Cambodian/English, Chinese/English, Hmong/English, Japanese/English, Korean/English, Laotian/English, Pilipino/English, Samoan/English, Spanish/English, and Vietnamese/English.

† Also available at the same price for students who speak Cantonese, Japanese, Korean, Pilipino, and Portuguese.

Prices are subject to change. Please call 1-800-995-4099 for current prices and shipping charges.

April 14, 1998

Secretary Richard Riley
Secretary of Education

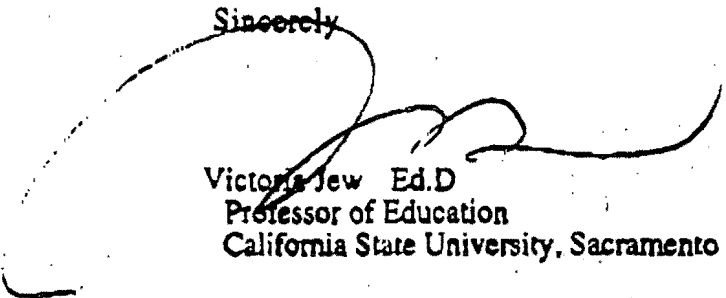
Dear Secretary Riley,

It has come to my attention that President Clinton is considering taking a position against the California initiative, Proposition 227. I had the opportunity to talk to the President's assistant, Mr. Mickey Ibarra about this issue when he was in Sacramento at a meeting arranged by Mayor Joe Serna. I am much encouraged by the President's interest in opposing Proposition 227 and in taking a "mend don't end" approach to the implementation of bilingual education. However, I am alarmed by the information that the proposed "mending" will include a time limit for bilingual instruction, reportedly a period of three years. Such a proposal will not be productive in discouraging a vote for Proposition 227, furthermore, it would only further confuse undecided voters about the issues involved in the proposition itself. Please consider the following:

1. One of the important points in opposing Prop. 227 is that it proposes a "one size fits all" solution to addressing the needs of English Learners. This message is consistent with research that English Learners varied in their rate of acquiring academic English based on a variety of background factors. *Although the proposal of three years might seem more generous than the "one year in English" in Prop 227, there is no credible research to support such a proposal.* If President Clinton proposes a three year limit, he would only stir more discussion about "how long does it take in bilingual education", thus taking the attention away from the disastrous proposal of "one year, one program for all" in the Proposition itself. In the many debates that involved Ron Unz, we have gradually seen his reluctance to defend the one year program. His strategy has been to avoid talking about his initiative but focus on the more inflammatory issues related to bilingual education instead. A three year time limit proposal from the President would only enhance Ron Unz's strategy.
2. An alternative approach to the time limit that would be more helpful in defeating Prop. 227, and is consistent with the opinions of scholars of bilingual education, is to take the position that the education of English Learners is a complicated issue that is too important to be determined through the initiative process by an ill conceived proposition. It would be more helpful for the President to oppose the initiative and initiate a group consists of knowledgeable individuals with different perspectives to deliberate on ways to "mend the implementation of bilingual education" that would have implication for the nation.
3. The President's willingness to oppose Prop. 227 is encouraging. His interest to "mend not end" is admirable. However what is most important at this point is to defeat the initiative and to prevent the introduction of like proposals in other states. If for any reason the President must incorporate a proposal of time limit into his position to oppose, I would strongly urge that he takes no position on Prop 227 so as not to jeopardize the strategies of those who are working against the Proposition in California.

If you need further information on this issue, please contact me at (916) 278-4959 (phone), (916) 278-5993 (fax), or E-mail: jewv@csus.edu. I will also call you to for your response in this matter. Furthermore, please apprise me of the President's decision. Thank you for your attention.

Sincerely



Victoria Jew Ed.D
Professor of Education
California State University, Sacramento

CONGRATULATIONS TO MARINA MIDDLE SCHOOL!



The Language Academy would like to congratulate Marina Middle school on their successful Title VII

Grant proposal. Marina will receive \$150,000 for two years for their bilingual program, enabling them to provide teacher training, books and materials, as well as some additional staff.

SEEKING SUCCESS STORIES

Do you have a successful program, an exciting class, or a new and dynamic learning technique used in your school that you would like to see featured in this newsletter? If so, contact Hene Kelly by phone at 469-4780, by fax at 469-4790, or via e-mail at hkelly@muse.sfusd.k12.ca.us.

COMPLIANCE CLINICS FOR ADMINISTRATORS

The Language Academy staff will sponsor a one-on-one opportunity to have your questions answered on topics of critical interest.

Every Friday
through the fall semester

8:30-9:30 a.m.

Language Academy
300 Seneca Avenue, San Francisco

By reservation only.

Contact Alfonso Santos by 2:00 p.m. on Thursday.
Phone 469-4000 • Fax 239-1837

MARK YOUR CALENDAR

December 13, 1997, Saturday • Opening of SFUSD Fook Yum Parent Institute • 4:00 p.m. • 555 Sacramento Street, San Francisco

January 24, 1998, Saturday • Summit: Best Practices for Language Learners 9:00 a.m.-4:00 p.m. (Location to be announced at a later date.)

Check our website for more information on these and other events:
<http://sf.bilingual.net>

Language Academy & Other Bilingual Programs
San Francisco Unified School District
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SFUSD LANGUAGE ACADEMY

and other bilingual programs

NEWSLETTER

HOOVER MIDDLE SCHOOL: PLANNING FOR CHANGE

BY MICHAEL RESNICK—

Opportunities abound at a school that is willing to change. Herbert Hoover Middle School is changing as their student population changes.

Herbert Hoover is committed to expanding language learning opportunities. They are adding more language classes to the program. There are now three sections of Japanese immersion during the school day. Last year Hoover offered one after-school section.

Academic electives are available to all eighth grade students. It is in these classes that English language learners gain social language while participating in classes such as math experience, film and books, environ-

mental studies, and science experience. Language clubs are very active. The Spanish and Italian clubs meet weekly and offer social opportunities to practice a new language.

The well-established Cantonese and Spanish immersion programs for bilingual students are growing each year. The majority of students in the Cantonese immersion program come from West Portal Elementary, and the two schools are working together. The school is pleased that students from Buena Vista Elementary have chosen to OER to Hoover to be part of the Spanish immersion program. The ESL and SDAIE programs are cored with block scheduling in math/science and language arts/social studies. The students are grouped into appropriate language levels.

The Language Academy at Hoover has established a bilingual peer tutoring program. Students are



matched by language and visit fellow students during the school day. There is a plan to expand the program to include parent tutors and translators.

The multilingual library at Hoover is expanding thanks to donations from the PTA. The parent group is supportive of the ideas and goals of the Language Academy and is interested in seeing how all children will be involved in language learning.

Teachers know that change takes time and planning. It is always a group effort. In planning for change, the Language Academy at Hoover has conducted a Staff Language Survey and a Parent Language Survey to gauge

Michael Resnick shows some overhead transparencies while teaching mathematics to his beginning ESL students

the support of the Hoover community for language learning. So far the responses have been positive. The surveys will help in planning for the future. The results will be shared with all stakeholders.

Students, staff, and parents can enter the doors of Herbert Hoover Middle School with the understanding that it is a "language friendly" school ready to teach all students and prepare them to become bilingual in both their social and academic worlds.



ROLLING READERS KICK-OFF

On October 14, 1997, *Rolling Readers* had a very impressive city-wide kick-off event to publicize this new SFUSD program which will bring volunteers into the city's classrooms to read and tutor elementary students. Throughout the day, well-known children's authors such as Alma Flor Ada, Robert San Souci, Morrie Turner, and Marilyn Sachs read to students at bookstores in the city and at the New Main Library. Deputy Superintendent Linda Davis read to students from Flynn Elementary School at the New Main Library.

Rolling Readers was invited to San Francisco by Superintendent Waldemar Rojas who feels the program has the ability to help meet one of his top



TOP: Deputy Superintendent Linda Davis read to students from L. R. Flynn Elementary School at the San Francisco New Main Library; **BOTTOM:** Alma Flor Ada, an internationally-known author of children's books, read to students from Alvarado Elementary School at La Casa del Libro bookstore

priorities, the raising of the achievement level of African-American and Latino students and those

who are English Language Learners to the national average (50th percentile) by 1999.

CORRECTION



The caption to this photo, which appeared in the previous issue of the Language Academy Newsletter, incorrectly identified two of the Language Olympics winners pictured as students of Washington High School. Darling Yaoska Lopez and Eva Naranjo, the silver and bronze medalists in the Spanish High School category, are actually from Newcomer High School. We apologize for the error.



LANGUAGE ACADEMY NEWSLETTER

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Language Academy & Other Bilingual Programs

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PARENTS AND CHILDREN: A FORMULA FOR SUCCESS

HIPPY IS THE newest program which is being implemented by the Language Academy in cooperation with the Latino Parent Center. HIPPY stands for Home Instruction Program for Preschool Youngsters. It is a model which helps parents teach their three, four, and five-year-olds at home. HIPPY parents spend fifteen minutes a day with each child and a story book, a puzzle, or a learning game. The end result is children who enter kindergarten ready to succeed.

HIPPY had its first meeting on Wednesday, September 17, to introduce interested parents to the program. The schools represented were Edison, Fairmount, L. R. Flynn, Marshall, and Sanchez Elementary Schools. Assistant Superintendent Rosita Apodaca introduced the program. Later a film was shown highlighting the key elements and successes which parents can expect from this exciting new endeavor. This was followed by a lively question-and-answer period. The participants learned that if they choose to become



part of HIPPY, they will be trained by Yolanda Safir, HIPPY coordinator, and by home teachers who are also parents in the community.

HIPPY was developed in 1969 at the National Council of Jewish Women (NCJW) Research Institute for Innovation in Education at the Hebrew University of Jerusalem, Israel. Since its inception, it has grown into a world-wide movement through which a curriculum continues to adapt to local programs on five continents, from the Netherlands to New Zealand, South African townships to Mexico. HIPPY now serves more than fifteen thousand families in urban, suburban, and rural areas across the country.

HIPPY builds on the basic bond between parents and children. Supported by easy-to-use

activity packets, home visits, and group meetings, HIPPY parents learn how to prepare their children for success in school and beyond. Throughout their children's third, fourth, and fifth years, parents receive a progressive series of ninety (90) weekly packets of daily activities. Learning and play mingle throughout HIPPY's structured curriculum as parents encourage their children to recognize shapes and colors, tell stories, follow directions, solve logical problems, and acquire other school readiness skills.

FOR THE PARENTS, HIPPY PROVIDES:

- an enhanced sense of their own abilities.
- the satisfaction of teaching their own children.
- the excitement of seeing their children's abilities

Dr. Rosa Apodaca and other Language Academy staff members introduced the HIPPY program to interested parents during its first meeting on September 17

grow.

- an opportunity for both fun and learning with their children.
- the support, guidance, and friendship of a trained home teacher.
- a support group of parents.
- a bridge to other social agencies in their community.

FOR THE CHILDREN, HIPPY PROVIDES:

- quality time with their parents.
- interesting age appropriate lessons which help them succeed in school.
- the knowledge that their parents care about them and their education.

TEACHING SPANISH LANGUAGE ARTS THROUGH LITERATURE

On October 8 and 9, 1997, middle and high school Spanish bilingual teachers were brought together to attend a workshop where Clarita Kohen, author of children's books and an expert in bilingual education, demonstrated different approaches and techniques to teach listening, speaking, reading, and writing

through the textbook *"Encuentros."* Angie Sagastume of the Language Academy facilitated this workshop.

This was the first time in two years that Spanish bilingual teachers have met to exchange ideas and discuss concerns, successful teaching strategies, and areas of potential growth. Networking and mutual support were important aspects of the two day workshop. The participants plan to have follow up meetings on a bi-monthly basis.



Spanish bilingual teachers met for the first time in two years to exchange ideas and discuss concerns and teaching strategies in a workshop conducted by Clarita Kohen



ROSALINDA BOLAND is the new director of the Language Academy and Other Bilingual Programs. Her job is to oversee the department and to work with school personnel, parents, and the community at school sites to help their schools reach the Language Academy

designation. She has told the staff and parents, "I fully support the Language Academy goal that all students achieve at grade level academically and are competent in two or more languages. I look forward to working with Dr. Rosa Apodaca and the staff of the Language Academy to make this goal a reality."

Rosalinda was born in Corpus Christi, Texas and moved to Dallas when she was in seventh grade. She attended middle school in Dallas and high school in Richardson, Texas, a suburb of Dallas. She has a B.S. in Elementary Education and Mathematics and an Ed.D. in Bilingual Education and Elementary Education.

Before joining the Language Academy, Rosalinda worked in Dallas where she served as dean of instruction at Skyline Career Development Center and Comprehensive High School. Prior to that, she was the coordinator for Bilingual Education/ESL for the Dallas Independent School District.

She said, "My greatest educational achievement before coming to San Francisco was the development of a successful at-risk program for overage high school students. These students had been ninth graders for 2-4 years because they had not acquired enough credits to become sophomores."

SAN FRANCISCO LANGUAGE PROGRAMS MUST MEET OR EXCEED COMPLIANCE

The Ten AMP Standard

THE SAN FRANCISCO Unified School District language programs will undergo a special review by the State Department in December or early January to determine if we are serving students according to State standard.

Superintendent Waldemar Rojas declared that, "San Francisco is proud of its diversity and our positive responsiveness to the needs of all our students. Our strong belief requires a quality education for all students. San Francisco has set the designation for quality as a Ten AMP standard which is a more rigorous level than the State standard."

All San Francisco schools must meet the State Department of Education standard. The Language Academy and the Operations Departments have joined to work with all our

schools not just meet, but exceed the State standard. "We cannot allow even one student to go unserved," said Rojas in an exclusive interview with the Language Academy Newsletter. "Your service to English Language Learners sends a strong message about our belief system of educating all students to achieve maximum potential. Be part of the solution! You are the ones that can make it happen. Make it happen!"

The challenge and goal for the District is to give our stakeholders a program which exceeds State standards. "Set higher goals," said the superintendent. "Have as many of the ten AMPs in place by December as you can. I fully support the expansion of the AMPs and your great strides in making a difficult paradigm shift from bilingual education as a transition and remedial program to valuing multilingualism as an asset. I am counting on you."

"Your service to English Language Learners sends a strong message about our belief system of educating all students to achieve maximum potential."

**—Dr. Waldemar Rojas,
Superintendent of Schools**



THE TEN ACADEMIC MASTER PRINCIPLES (AMPs)

ASCHOOL CAN ONLY TAKE THE NAME *Language Academy* when it meets the rigorous requirements set forth by the Academic Master Principles (AMPs). The ten research-based AMPs are both criteria for entrance into the Language Academy network of schools and a constant challenge to the schools of the Language Academy to perform at ever-higher levels of achievement.

Language Academy schools must adhere to the ten AMPs:

1. Programs are predicated on a research-based model that predicts student achievement.
2. Prerequisites and mastery criteria are clearly delineated and communicated to students and parents.
3. Students show sufficient progress to reach and sustain on-grade-level achievement.
4. Site and district language Proficiency and Academic Achievement Assessment Committees regularly monitor the progress of students.
5. Curriculum is based on SFUSD core curriculum standards.
6. Courses have a curriculum guide with a description, standards, goals, and objectives.
7. Schools identify and purchase core and supplementary materials for each course of study.
8. Teachers are competent language professionals prepared to implement 21st Century technologies.
9. Students have access to extra-curricular and co-curricular activities in targeted languages.
10. Parents, site administrator(s), and school staff demonstrate knowledge and support of all ten AMPs.