

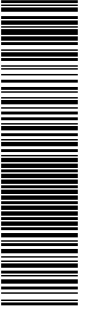
78884

UNBACKED

04/09/26 03:46 PM
RN 26 11777 PAGE 1

An act to amend Section 306 of the Education Code, relating to pupil instruction.

SECURED
COPY



261177778884BILL

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1. The Legislature finds and declares all of the following:

(a) California educates a linguistically diverse pupil population, including more than 1,000,000 English learners enrolled in public schools.

(b) Educational research recognizes that allowing pupils to draw upon their full linguistic repertoire within English-medium classrooms can support comprehension, engagement, and access to grade-level academic content.

(c) Existing provisions of the Education Code define formal language acquisition programs but do not expressly address translanguaging-based instructional strategies used within English-medium instruction.

(d) Clarification of statutory language is necessary to ensure consistent statewide understanding of permissible instructional practices while maintaining existing credentialing requirements and program structures.

SEC. 2. Section 306 of the Education Code is amended to read:

~~306. The definitions of the terms used in this article and in Article 1 (commencing with Section 300) are as follows:~~

306. For purposes of this chapter, the following definitions apply:

(a) “English learner” means a pupil who is “limited English proficient” as that term is defined in ~~the federal No Child Left Behind Act of 2001 (20 U.S.C. Sec. 7801(25))~~. Section 9832 of Title 42 of the United States Code.

~~(b) “Native speaker of English” means a pupil who has learned and used English in his or her home from early childhood and English has been his or her primary means of concept formation and communication.~~

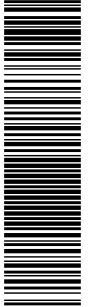
~~(c)~~

~~(b) “Language acquisition programs” refers to means educational programs designed for English learners to ensure English acquisition as rapidly and as effectively as possible, and that provide instruction to pupils on the state-adopted academic content standards, including the English language development standards. A language acquisition program does not include the use of translanguaging-based instruction in an English-only instructional setting.~~ The language acquisition programs provided to pupils shall be informed by research and shall lead to grade level proficiency and academic achievement in both English and another language. Language acquisition programs may include, but are not limited to, all of the following:

(1) Dual-language immersion programs that provide integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding.

(2) Transitional or developmental programs for English learners that provide instruction to pupils that utilizes English and a pupil’s native language for literacy and academic instruction and enables an English learner to achieve English proficiency and academic mastery of subject matter content and higher order skills, including critical thinking, in order to meet state-adopted academic content standards.

(3) Structured English immersion programs for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English.



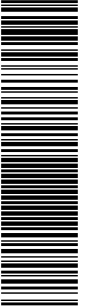
(c) “Native speaker of English” means a pupil who has learned and used English in the pupil’s home from early childhood and whose primary means of concept formation and communication is in English.

(d) (1) “Translanguaging-based instruction” means the use of a pupil’s full linguistic repertoire to support comprehension, engagement, and access to grade-level academic content in an English-only instructional setting. Translanguaging-based instruction does not, on its own, constitute primary language instruction or a language acquisition program and does not require possession of a bilingual authorization.

(2) School districts and county offices of education may incorporate translanguaging-based instructional strategies within English-only instructional settings if English remains the primary language of formal instruction, curriculum delivery, and assessment.

- 0 -

SECURE COPY



LEGISLATIVE COUNSEL'S DIGEST

Bill No. _____
as introduced, _____.
General Subject: English learners: translanguaging-based instruction.

Existing law requires school districts and county offices of education, as part of the parent and community engagement process required for the development of a local control and accountability plan, to solicit input on, and provide to pupils, effective and appropriate instructional methods, including, but not limited to, establishing language acquisition programs, as provided. Existing law, for these purposes, defines “language acquisition programs” to mean educational programs designed to ensure English acquisition as rapidly and effectively as possible, and that provides instruction to pupils on the state-adopted academic content standards, as provided.

This bill would provide that a language acquisition program does not include the use of translanguaging-based instruction in an English-only instructional setting. The bill would define “translanguaging-based instruction” as the use of a pupil’s full linguistic repertoire to support comprehension, engagement, and access to grade-level academic content in an English-only instructional setting and would provide that translanguaging-based instruction does not, on its own, constitute primary language instruction or a language acquisition program and does not require possession of a bilingual authorization. The bill would expressly authorize school districts and county offices of education to incorporate translanguaging-based instructional strategies within English-only instructional settings, as provided.

Vote: majority. Appropriation: no. Fiscal committee: no. State-mandated local program: no.

