

Central California at a Glance



SAN JOAQUIN COUNTY

1391.32 Square miles · 492.6 persons/mile

Population: 702,612
 23.1% Foreign born
 17.5% Below poverty level
 \$53,895 Median household income



Languages
 39.4% Speak a language other than English at home. Top 4:
 1) Spanish 3) Cambodian
 2) Tagalog 4) Hmong

STANISLAUS COUNTY

1494.83 Square miles
 344.2 persons/mile



Population: 521,726
 20.4% Foreign born
 19.2% Below poverty level
 \$49,866 Median household income

Languages
 40.6% Speak a language other than English at home. Top 4:
 1) Spanish 3) Portuguese
 2) Syriac 4) Cambodian

MERCED COUNTY

1934.97 Square miles · 132.2 persons/mile

Population: 262,305
 25.2% Foreign born
 24.6% Below poverty level
 \$43,565 Median household income



Languages
 52% Speak a language other than English at home. Top 4:
 1) Spanish 3) Portuguese
 2) Hmong 4) Punjabi

MADERA COUNTY

2137.07 Square miles · 70.6 persons/mile



Population: 152,218
 21.1% Foreign born
 21.1% Below poverty level
 \$47,397 Median household income

Languages
 43.2% Speak a language other than English at home. Top 4:
 1) Spanish 3) German
 2) Punjabi 4) Portuguese

FRESNO COUNTY

5957.99 Square miles · 156.2 persons/mile

Population: 947,895
 22.1% Foreign born
 24.8% Below poverty level
 \$45,741 Median household income



Languages
 43.4% Speak a language other than English at home. Top 4:
 1) Spanish 3) Punjabi
 2) Hmong 4) Laotian

KINGS COUNTY

1389.42 Square miles
 110.1 persons/mile



Population: 151,364
 20.6% Foreign born
 20.7% Below poverty level
 \$48,761 Median household income

Languages
 42.4 % Speak a language other than English at home. Top 4:
 1) Spanish 3) Portuguese
 2) Tagalog 4) Samoan

TULARE COUNTY

4824.22 Square miles
 91.7 persons/mile



Population: 451,977
 22.7% Foreign born
 24.8% Below poverty level
 \$43,803 Median household income

Languages
 48.3% Speak a language other than English at home. Top 4:
 1) Spanish 3) Tagalog
 2) Portuguese 4) Laotian

KERN COUNTY

8131.92 Square miles · 103.3 persons/mile

Population: 856,158
 20.4% Foreign born
 22.5% Below poverty level
 \$47,727 Median household income



Languages
 41.6% Speak a language other than English at home. Top 4:
 1) Spanish 3) Punjabi
 2) Tagalog 4) Samoan

Remarks to Task Force on Language Access
Sacramento, March 13, 2014

Justice Ron Robie

I am Ron Robie, of the Court of Appeal in Sacramento, Chair of the California Commission on Access to Justice, a collaborative effort involving all three branches of government as well as lawyers, business, labor and civic leaders. Our headquarters is in the State Bar of California. The Commission was created in 1997 to improve Californian's access to justice, including finding long term solutions to the chronic lack of legal assistance available to low and modest means Californians.

But, the Commission's focus is to improve all aspects of access, including language access. Physical access to a courthouse is not enough if one cannot understand the proceedings. Many years ago the "**Justice in the Balance 2020**" Report stated -

"Lack of comprehension is perhaps the greatest single barrier to justice. A failure to understand the system, the law or the language of legal proceedings renders justice incomprehensible at best. At worst, it can result in severe injustice"

Our concern over the lack of language access is longstanding. In 2005 the Commission released a report “**Language Barriers to Access in California.**” Since that time we have been working diligently with all affected parties (including the Judicial Council) to increase the use of interpreters in civil proceedings.

We are very pleased that California will soon have a Language Access Plan to guide this critical effort. The Commission considers this of highest priority. In our 2005 report the first recommendation was that California “**Adopt a comprehensive language access policy for courts**” that explicitly recognizes a right to equal access to courts *without regard to language proficiency.*

It is essential that fully qualified interpreters be available in civil cases, especially for self represented litigants. As a trial judge for 19 years I had firsthand experience with the consequences of the failure to provide this essential service. If a litigant cannot understand and be understood by judges and staff, access is effectively denied.

Adequate Funding is our biggest single problem. The magnitude and importance of this cannot be understated. The courts are already so underfunded and short staffed that we can't even get all our work done in English. I am pleased that members of the Legislature joined this panel. It is imperative that sufficient money be available to meet this critical access need.

Language access must be consistent and state-wide. This need for a statewide approach was highlighted in the Commission's 2010 report "**Improving Civil Justice in Rural California**," which focused on the significant problem of providing access to justice in our vast rural areas. There are an increasing number of languages spoken in rural California.

All of this points up the fact that we need mechanisms to fill in gaps that now exist in availability of qualified interpreters by pooling of resources, for example. And as our Chief Justice has forcefully emphasized - utilizing technology to expand language access beyond the court room and within and among court houses and counties. This will require creativity and thinking "outside the box" if we are to realistically meet the enormous unmet needs.

The Access Commission is excited about the work of this task force and wants to help you in any way we can in this essential effort

California Department of Education: Initiatives and Resources for English Learner Programs in the era of Common Core State Standards

- **Common Core State Standards** <http://www.cde.ca.gov/re/cc/>
Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school. Since 2010, 45 states have adopted the same standards for English and math. These standards are called the Common Core State Standards (CCSS). Having the same standards helps all students get a good education, even if they change schools or move to a different state. Teachers, parents, and education experts designed the standards to prepare students for success in college and the workplace.
- **California Common Core State Standards en Español**
<http://commoncore-espanol.com/california-common-core-state-standards-en-espa%C3%B1ol>
Standards-based instruction is at the forefront of education reform because it presents a framework to ensure that all students are engaged in rigorous curricula and prepared to contribute positively to an increasingly complex world. As we prepare to build capacity in implementing the new California Common Core Standards (CCSS), parents, teachers, principals and educators have identified the need for the translation and linguistic augmentation of the California Common Core English Language Art and Literacy in History-Social Studies, Science and Technical Subjects Standards (Common Core ELA/Literacy) and the Mathematics standards into Spanish.
- **Supplemental Instructional Materials (ELA, Math, ELD)**
<http://www.cde.ca.gov/ci/cr/cf/suptsupmatreview.asp>
The State Superintendent of Public Instruction (SSPI) invited publishers of mathematics and English language arts instructional materials to submit supplemental instructional materials that bridge the gap between programs based upon the 1997 standards and the Common Core State Standards (CCSS). Teachers and content experts recruited by the SSPI and the SBE reviewed the supplemental materials for alignment to the CCSS. The materials subsequently approved by the SBE can serve as resources that can help local educational agencies in their transition to the new standards.
- **ELA/ELD Curriculum Framework (2014-2015)**
<http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrk2014pubrev.asp>
The draft 2014 *ELA/ELD Framework* has been developed to support and incorporate the California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (CA CCSS for ELA/Literacy) and the California English Language Development Standards (CA ELD Standards). The draft 2014 *ELA/ELD Framework* for the first of two 60-day public review and comment periods has ended (December 12, 2013 to February 13, 2014).
- **ELA/ELD Adoption of K-8 Instructional Materials (2016)**
<http://www.cde.ca.gov/ci/cr/cf/>
Senate Bill 201 (Chapter 478 of the Statutes of 2013), signed on October 2, 2013, authorized the State Board of Education to conduct a primary adoption of kindergarten through grade eight instructional materials in ELA/ELD aligned to the *California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects* (CA CCSS ELA/Literacy) and the new *California English Language Development Standards* (CA ELD Standards).

California Department of Education: Initiatives and Resources for English Learner Programs in the era of Common Core State Standards

- **ELD Standards and Implementation Plan and Standards**

<http://www.cde.ca.gov/sp/el/er/eldstandards.asp>

The California English Language Development Standards (CA ELD Standards) Implementation Plan identifies major phases and activities in the implementation of the CA ELD Standards throughout California's educational system. The plan describes the philosophy of and strategies for the successful integration of the CA ELD Standards that align to the California Common Core State Standards for English Language Arts and literacy in History/Social Studies, Science and Technical Subjects (CA CCSS for ELA/Literacy) to address English language and literacy skills English learners need in key content areas. The goal of the CA ELD Standards Implementation Plan is to serve as a guide of the major steps in the development, adoption, and implementation of the CA ELD Standards for local educational agencies and county offices of education.

- **Next-generation ELD assessment developed (2015-16)**

<http://www.cde.ca.gov/ta/tg/el/>

The CDE proposes to replace the CELDT with the ELPAC when technically feasible. The CDE developed language to amend state law to build a new English language proficiency (ELP) assessment system that will be valid, reliable, and fully aligned to the 2012 ELD Standards. SB 201 requires the development of two separate English language proficiency assessments—one assessment for the initial identification of students as ELs and a second assessment for the annual summative assessment for measuring annual progress in learning English. The bill also calls for the annual assessment window to be administered as a four-month period after January 1 of each school year, as determined by the State Superintendent of Public Instruction (SSPI), with approval of the State Board of Education.

- **Professional Learning Modules** www.myboe.org

This series is the product of collaborative efforts between the California Department of Education and content and professional learning experts throughout California to help educators transition to the Common Core State Standards. The series includes thirteen modules that are available in both online and on-site professional learning formats. *Two modules focus on English Language Development Standards Implementation.*

- **Demographic Data for California's English Learner Population**

<http://data1.cde.ca.gov/dataquest/>

DataQuest is a dynamic system that provides reports about California's schools and school districts. It contains a wide variety of information including school performance indicators, student and staff demographics, expulsion, suspension, and truancy information and a variety of test results. Data are presented so that users can easily compare schools, districts and counties.

- **Seal of Biliteracy**

<http://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp>

The State Seal of Biliteracy (SSB), per Assembly Bill 815 (Brownley, Chapter 618, Statutes of 2011), became effective January 1, 2012. This program recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English..