

## Instruction

### EDUCATION FOR ENGLISH LEARNERS

The Governing Board intends to provide English learners with challenging curriculum and instruction that ~~develop~~ **maximize the attainment of high levels of proficiency in English** ~~as rapidly,~~ **advance multilingual capabilities,** and ~~effectively as possible while facilitating~~ **facilitate** student achievement in the district's regular course of study.

The district shall identify in its local control and accountability plan (LCAP) **goals and** specific actions and services to enhance student engagement, academic achievement, and other outcomes for English learners.

*(cf. 0460 - Local Control and Accountability Plan)*

*(cf. 3100 - Budget)*

**The Superintendent or designee shall encourage parent/guardian and community involvement in the development and evaluation of programs for English learners.**

*(cf. 0420 - School Plans/Site Councils)*

*(cf. 1220 - Citizen Advisory Committees)*

*(cf. 6020 - Parent Involvement)*

English learners shall be provided **differentiated** English language development instruction **which is** targeted to their English proficiency level, **integrated across all subject areas,** and aligned with the state content standards ~~and curriculum framework~~. The district's program shall be based on sound instructional theory, use standards-aligned instructional materials, **emphasize inquiry-based learning** and ~~assist~~ **critical thinking skills, and provide** students ~~in accessing~~ **with access** to the full educational program.

*(cf. 6011 - Academic Standards)*

*(cf. 6141 - Curriculum Development and Evaluation)*

*(cf. 6161.1 - Selection and Evaluation of Instructional Materials)*

*(cf. 6161.11 - Supplementary Instructional Materials)*

*(cf. 6171 - Title I Programs)*

The Superintendent or designee shall ensure that all staff employed to teach English learners possess the appropriate authorization from the Commission on Teacher Credentialing.

*(cf. 4112.22 - Staff Teaching English ~~Language~~ Learners)*

The ~~Superintendent or designee~~ district shall provide **effective professional development** to teachers, ~~(including teachers in classroom settings that are not the settings of language instruction educational programs),~~ administrators, and other school ~~staff research~~ or ~~community-based~~ **professional development that is designed** organization personnel to improve

the instruction and assessment of English learners and enhance staff's ability to understand and use curricula, assessment, and instructional strategies for English learners. **Such professional development shall be of sufficient intensity and duration to produce a positive and lasting impact on teachers' performance in the classroom.** (20 USC 6825)

*(cf. 4131 - Staff Development)*

*(cf. 4231 - Staff Development)*

*(cf. 4331 - Staff Development)*

~~The Superintendent or designee shall encourage parent/guardian and community involvement in the development, implementation, and evaluation of English language development programs. In addition, to~~ **Staff development shall also address the sociocultural needs of English learners and provide opportunities for teachers to engage in supportive, collaborative learning communities.**

To support students' English language development, the Superintendent or designee may provide an adult literacy training program that leads to English fluency for parents/guardians and community members.

~~*(cf. 0420 - School Plans/Site Councils)*~~

~~*(cf. 1220 - Citizen Advisory Committees)*~~

~~*(cf. 6020 - Parent Involvement)*~~

## **Identification and Assessment**

The Superintendent or designee shall maintain procedures ~~which provide~~ for the **accurate early** identification of English learners and an assessment of their proficiency and needs in the areas of listening, speaking, reading, and writing in English.

Once identified as an English learner, a student shall be annually assessed for language proficiency until he/she is reclassified based on criteria specified in the accompanying administrative regulation.

English learners' academic achievement in English language arts, mathematics, science, and any additional subject required by law shall be assessed using the California Assessment of Student Performance and Progress. As necessary, the test shall be administered with ~~allowable~~ testing variations in accordance with 5 CCR ~~853.5 and 853.7~~ **854.1-854.3**. English learners who are in their first 12 months of attending a school in the United States shall be exempted from taking the English language arts assessment to the extent allowed by federal law. (Education Code 60603, 60640; 5 CCR ~~853.5, 853.7~~ **854.1-854.3**)

*(cf. ~~6152~~6162.51 - State Academic Achievement Tests)*

**Formative assessments may be utilized to analyze student performance and appropriately adapt teaching methodologies and instructions.**

*(cf. 6162.5 - Student Assessment)*

## Language Acquisition Programs

The district shall offer research-based language acquisition programs that are designed to ensure English acquisition as rapidly and as effectively as possible and that provide instruction to students on the state-adopted academic content standards, including the English language development standards. (Education Code 306; 5 CCR 11300)

### At Placement of English Learners

~~Students who are English learners shall be educated through "a minimum, the district shall offer a structured English immersion" (also known as "sheltered program which includes designated and integrated English immersion"), as defined in law and the accompanying administrative regulation, for a temporary transition period not normally intended to exceed one year.~~ **Nearly language development. In the structured English immersion program, nearly all of the classroom instruction in the district's structured English immersion program shall be provided** in English, but with the curriculum and presentation designed for students who are learning ~~the language.~~ **English.** (Education Code 305-306; 5 CCR 11309)

~~"Nearly all," for~~ For the purpose of determining the amount of instruction to be conducted in English, **in the structured English immersion program, "nearly all"** means that all classroom instruction shall be conducted in English except for clarification, explanation, and support as needed.

In addition, language acquisition programs offered by the district may include, but are not limited to, the following: (Education Code 305-306)

1. The district may offer a dual-language immersion program that provides 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.

*(cf. 6142.2 - World/Foreign Language Instruction)*

2. The district may offer a transitional or developmental program for English learners that provides literacy and academic instruction in English and a student's native language and that enables an English learner to achieve English proficiency and academic mastery of subject matter content and higher order thinking skills, including critical thinking, in order to meet state academic content standards.

The district's language acquisition programs for grades K-3 shall comply with class size requirements specified in Education Code 42238.02. (Education Code 310)

*(cf. 6151 - Class Size)*

In establishing the district's language acquisition programs, the Superintendent or designee shall consult with parents/guardians and the community during the LCAP development process. He/she shall also consult with administrators, teachers, and other personnel with appropriate authorizations and experience in establishing a language acquisition program. (Education Code 305)

At the beginning of each school year or upon a student's enrollment, parents/guardians shall be provided information on the types of language acquisition programs available to students enrolled in the district, including, but not limited to, a description of each program, the process to be followed in making a program selection, identification of any language to be taught in addition to English when the program includes instruction in another language, and the process to request establishment of a language acquisition program. (Education Code 310; 5 CCR 11310)

*(cf. 5145.6 - Parental Notifications)*

Parents/guardians of English learners may choose a language acquisition program that best suits their child. To the extent possible, any language acquisition program requested by the parents/guardians of 30 or more students at the school or by the parents/guardians of 20 or more students at any grade level shall be offered by the school. (Education Code 310; 5 CCR 11311)

### Reclassification

When an English learner ~~has~~ **is determined based on state and district reclassification criteria to have** acquired a reasonable level of English proficiency ~~as measured by any of the state-designated assessments approved by the California Department of Education, any district assessments, and/or other criteria adopted by the Board, he/she shall~~ **pursuant to Education Code 313 and 52164.6, or upon request by the student's parent/guardian, the student shall** be transferred from a ~~structured English immersion classroom to an English language mainstream classroom in which the instruction is overwhelmingly in English.~~ (Education Code 305-306; 5 CCR 11301)

~~(cf. 6162.5 - Student Assessment)~~

~~An English learner has acquired a "reasonable level of English proficiency" when he/she has achieved the following:~~

~~Reached scores of Early Advanced or Advanced with no subscore below Intermediate on the California English Language Development Test (CELDT). Additionally, ELD teacher observation, and teacher and counselor evaluations are part of the determination.~~ **language acquisition program**

~~At any time during the school year, the parent/guardian of an English learner may have his/her child moved~~ into an English language mainstream ~~program.~~ (5 CCR 11301)

## ~~Parental Exception Waivers~~

~~When allowed by law, the parent/guardian of an English learner may submit a request that his/her child be exempted from placement in a structured English immersion program and instead be placed in a class where he/she is taught English and other subjects through bilingual education techniques or other generally recognized educational methodologies permitted by law. (Education Code 310-311)~~

~~Each waiver request shall be considered on its individual merits with deference given to the parent/guardian's preference for student placement.~~

~~A waiver request shall be granted in accordance with law unless the principal and educational staff have determined that an alternative program would not be better suited to the student's overall educational development. (5 CCR 11309)~~

~~If the Superintendent or designee denies the waiver request, he/she shall provide a written justification to the parent/guardian describing the reasons for the denial. A parent/guardian may appeal the decision in writing to the Board. The Board may consider the matter at its next regular Board meeting. The Board may decide not to hear the appeal, in which case the Superintendent's decision shall be final. If the Board hears the appeal, the Superintendent shall send the Board's decision to the parent/guardian within seven working days~~ **classroom.**

## **Program Evaluation**

To evaluate the effectiveness of the district's educational program for English learners, the Superintendent or designee shall report to the Board, at least annually, regarding:

1. Progress of English learners towards proficiency in English
2. The number and percentage of English learners reclassified as fluent English proficient
3. The number and percentage of English learners who are or are at risk of being classified as long-term English learners in accordance with Education Code 313.1
4. The achievement of English learners on standards-based tests in core curricular areas
- 5. For any language acquisition program that includes instruction in a language other than English, student achievement in the non-English language in accordance with 5 CCR 11309**
6. Progress toward any other goals for English learners identified in the district's LCAP
- ~~67.~~ A comparison of current data with data from at least the previous year: **in regard to items #1-6 above**
- 8. A comparison of data between the different language acquisition programs offered by the district**

The Superintendent or designee ~~also~~ shall **also** provide the Board with regular reports from any district or school wide English learner advisory committees.

*Legal Reference:*

EDUCATION CODE

300-340 *English language education, especially:*

**305-310 Language acquisition programs**

**313-313.5 Assessment of English proficiency**

430-446 *English Learner and Immigrant Pupil Federal Conformity Act*

33050 *State Board of Education waiver authority*

42238.02-42238.03 *Local control funding formula*

44253.1-44253.11 *Qualifications for teaching English learners*

**48980 Parental notifications**

48985 *Notices to parents in language other than English*

52052 ~~Academic Performance Index; numerically~~ **Numerically** significant student subgroups

52060-52077 *Local control and accountability plan*

~~52130-52135 Impacted Languages Act of 1984~~

52160-52178 *Bilingual Bicultural Act*

~~60200.7 Suspension of state instructional materials adoptions~~

~~60605.87 Supplemental instructional materials, English language development~~

**56305 CDE manual on English learners with disabilities**

**60603 Definition, recently arrived English learner**

60640 *California Assessment of Student Performance and Progress*

60810-60812 *Assessment of language development*

~~62005~~62002.5 *Continuation of advisory committee after program sunsets*

CODE OF REGULATIONS, TITLE 5

~~853.5-853.7 Test administration;~~854.1-854.3 **CAASPP and universal tools, designated supports, and accommodations**

**854.9 CASSPP and unlisted resources for students with disabilities**

11300-11316 *English learner education*

11510-11517.5 *California English Language Development Test*

**11517.6-11519.5 English Language Proficiency Assessments for California**

UNITED STATES CODE, TITLE 20

**1412 Individuals with Disabilities Education Act; state eligibility**

1701-1705 *Equal Educational Opportunities Act*

**6311 Title I state plan**

6312 ~~Local~~ **Title I local** education agency plans

6801-~~6871~~7014 **Title III, Language** language instruction for ~~limited~~ **English proficient** learners and immigrant students

~~7012 Parental notification~~

**7801 Definitions**

CODE OF FEDERAL REGULATIONS, TITLE 34

**100.3 Discrimination prohibited**

**200.16 Assessment of English learners**

COURT DECISIONS

*Valeria G.O. v. Wilson Davis*, (2002) 307 F.3d 1036

*California Teachers Association v. State Board of Education et al.*, (9th Circuit, 2001) 271 F.3d 1141

*McLaughlin v. State Board of Education*, (1999) 75 Cal.App.4th 196

*Teresa P. et al v. Berkeley Unified School District et al.*, (1989) 724 F.Supp. 698



ATTORNEY GENERAL OPINIONS  
83 Ops.Cal.Atty.Gen. 40 (2000)

Management Resources:

CSBA PUBLICATIONS

English Learners in Focus: The English Learner Roadmap: Providing Direction for English Learner Success, Governance Brief, February 2018

English Learners in Focus, Issue 4: Expanding Bilingual Education in California after Proposition 58, Governance Brief, March 2017

English Learners in Focus, Issue 1: Updated Demographic and Achievement Profile of California's English Learners, Governance Brief, rev. September 2016

English Learners in Focus, Issue 3: Ensuring High-Quality Staff for English Learners, Governance Brief, July 2016

English Learners in Focus, Issue 2: The Promise of Two-Way Immersion Programs, Governance Brief, September 2014

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

~~Academic Criterion~~ California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs and Practices for English Learners, 2018

Matrix One: Universal Tools, Designated Supports, and Accommodations for the California Assessment of Student Performance and Progress for 2017-18, rev. August 2017

Reclassification Guidance for 2017-18, CDE Correspondence, August 11, 2014 April 28, 2017

~~California English Language Development Test (CELDT): 2013-14 CELDT Information Guide, 2013~~

Integrating the CA ELD Standards into K-12 Mathematics and Science Teaching and Learning, December 2015

Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve, rev. March 2015

English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten Through Grade Twelve, 2014

Common Core State Standards for Mathematics, rev. 2013

English Language Development Standards for California Public Schools: Kindergarten Through Grade Twelve, 2012

~~Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments~~

THE EDUCATION TRUST- WEST PUBLICATIONS

Unlocking Learning II: Math as a Lever for English Learner Equity, March 2018

Unlocking Learning: Science as a Lever for English Learner Equity, January 2017

U.S. DEPARTMENT OF EDUCATION NONREGULATORY GUIDANCE PUBLICATIONS

~~Assessment and~~ Accountability for English Learners Under the ESEA, Non-Regulatory Guidance, January 2017

Innovative Solutions for Including Recently Arrived and Former English Learners in State Accountability Systems: A Guide for States, January 2017

English Learner Tool Kit for State and Local Educational Agencies (SEAs and LEAs), rev. November 2016

English Learners and Title III of the Elementary and Secondary Education Act (ESEA), as Amended by the Every Student Succeeds Act (ESSA), Non-Regulatory Guidance, September 23, 2016

Dear Colleague Letter: English Learner Students and Limited English Proficient (LEP) Students, May 2007 Parents, January 7, 2015

WEB SITES

CSBA: <http://www.csba.org>

California Association for Bilingual Education: <http://www.gocabe.org>

California Department of Education: <http://www.cde.ca.gov/sp/el>

National Clearinghouse for English Language Acquisition: <http://www.ncela.us>

*The Education Trust-West: <https://west.edtrust.org>  
U.S. Department of Education: <http://www.ed.gov>*

PERRIS UNION HIGH SCHOOL DISTRICT  
Perris, California

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CURRENT POLICY