

EDUCATION FOR ENGLISH LANGUAGE LEARNERS

The Governing Board intends to provide English learners with challenging curriculum and instruction that develop proficiency in English as rapidly and effectively as possible while facilitating student achievement is the district's regular course of study.

English learners shall be provided English language development instruction targeted to their English proficiency level and aligned with state content standards. The district's program shall be based on sound instructional theory and adequately supported in order to assist students in accessing the full educational program.

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

The Superintendent or designee shall encourage parent and community involvement in the development, implementation, and evaluation of English language development programs. In addition, to support students' English language development, the Superintendent or designee may provide an adult literacy training program for parents/guardians and community members that leads to English fluency.

Identification and Assessment

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

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

Placement of English Learners

Students who are English learners shall be educated through "sheltered English immersion" as defined in law and administrative regulation, during a temporary transition period not normally intended to exceed one year.

When an English learner has 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 be transferred from a structured English immersion classroom to an English language mainstream classroom in which the instruction is overwhelmingly in

English.

An English learner has acquired a “reasonable level of English proficiency” when he/she has achieved the following: a minimum score of Early Advanced or Advanced on the California English Language Development Test.

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.

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.

Each waiver request shall be considered on its individual merits with deference given to parental 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.

Standardized assessments or other equivalent assessment measures shall be used to assist with gathering pertinent information. These equivalent measures may include local assessments, local standards, and teacher evaluations.

The principal shall consider all waiver requests made pursuant to Education Code 311(c) which applies to students with special needs and shall submit a rationale of the decision regarding the waiver to the Superintendent. When determining whether or not to recommend the approval of the waiver request, the principal shall assume that the facts justifying the request attested by the parent/guardian are a true representation of the child’s condition. All such waiver requests shall be granted unless the principal and educational staff determines that the alternative program requested by the parent/guardian would not be better suited for the overall educational development of the student.

If the waiver requested by the parent/guardian is granted, and 20 or more students in a given grade level at the same school receive a waiver, the school shall be required to offer such a class or allow students to transfer to another public school within the district

or be granted an inter-district permit to a district in which such class *if* offered. If fewer than 20 students at the same school receive a waiver, the student shall be allowed to transfer to another public school within the district or be granted an inter-district permit to a district in which such a class is offered.

Students wishing to transfer shall be subject to the district's intra-district and inter-district attendance policies and administrative regulations (cf. 5116.1 Intra-district Open Enrollment; cf. 5117 –Inter-district Attendance; cf. 5117.1 –Inter-district Attendance Agreements; cf. 5117.2 –Alternative Inter-district Attendance Program).

If the Superintendent or designee denies the waiver request, he/she shall provide a written justification to the parent/guardian describing the reason(s) 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 cases 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.

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 the progress of English learners towards proficiency in English the following:

1. The number and percentage of English learners reclassified as fluent English proficient;
2. The number and percentage of English learners who are or are at risk of being classified as long-term English learners;
3. The achievement of English learners on standards-based tests in core curricular areas; and
4. A comparison of current data with data from at least the previous year.

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

Revised: May 22, 2013

Reviewed: December 9, 2008

Adopted: March 13, 2002