

Education for English Learners

The Board of Education intends to provide English learners with challenging curriculum and instruction that develop full proficiency in English as rapidly and effectively as possible study while facilitating 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 English language development instruction targeted to their English proficiency level and aligned with state content standards and curriculum framework. The district's program shall be based on sound instructional theory, and use standards-aligned instructional materials to assist students in accessing 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 district shall provide effective professional development to teachers (including teachers in classroom settings that are not the settings of language instructional programs), administrators, and other school 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 UDC 6825)

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.

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 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 this policy and 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 testing variations in accordance with 5 CCR 853.5 and 853.7. 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)

Language Acquisition Programs

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)

Language acquisition programs are educational 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. The language acquisition programs provided to students shall be informed by research and shall lead to grade-level proficiency and academic achievement in both English and another language. (Education Code 306)

The district shall offer English learners a structured English immersion program to ensure that English learners have access to the core academic content standards, including the English language development standards, and become proficient in English. In the structured English immersion program, nearly all of the classroom instruction shall be provided in English, but with the curriculum and presentation designed for students who are learning English. (Education Code 305-306)

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)

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.

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)

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)

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. (Education Code 310)

When an English learner is determined pursuant to state and district reclassification criteria as delineated in accompanying Exhibit A to have acquired a reasonable level of English proficiency pursuant to Education Code 313 and 52164.6, or upon request by the student's parent/guardian, the student shall be transferred from a language acquisition program into an English language mainstream classroom.

Program Evaluation

To evaluate the effectiveness of the district's educational program effectiveness for English learners, the Superintendent or designee shall report to the Board, at least annually, regarding progress towards proficiency in English; the number and percentage of English learners who have been reclassified as fluent English proficient; the number and percentage of English learners who are or are at risk of being classified as long-term English learners; the achievement of English learners on standards-based tests in core curricular areas; progress towards any other goals for English learners identified in the district's LCAP; and a comparison of current data from at least the previous year. The Superintendent or designee shall provide the Board with regular annual reports from any district or school-wide English learner advisory committees.

Legal Reference:

EDUCATION CODE

300-340 English language education

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

52052 Numerically Significant student subgroups

52060-52077 Local Control and Accountability Plan
 52130-52135 Impacted languages act of 1984
 52160-52178 Bilingual Bicultural Act
 56305 CDE manual on English learners with disabilities
 60603 Definition, recently arrived English learner
 60605.87 Supplemental instructional materials, English language development
 60640 California Assessment of Student Performance and Progress
 60810-60812 Assessment of language development
 62005.5 Continuation of advisory committee after program sunsets
 CODE OF REGULATIONS, TITLE 5
 853.5-853.7 Test administration; universal tools, designated supports, and accommodations
 11300-11316 English Learner Education
 11510-115167 California English Language Development Test
 UNITED STATES CODE, TITLE 20
 1412 Individuals with Disabilities Education Act
 1701-1705 Equal Educational Opportunities Act
 6311 Title I state plan
 6312 Title I local education agency plans
 6801-7014 Title III, Language instruction for limited English proficient and immigrant students
 7801 Definitions
 CODE OF FEDERAL REGULATIONS, TITLE 34
 100.3 Discrimination prohibited
 200.16 Assessment of English learners
 COURT DECISIONS
 Valeria G v. Wilson (9th Circuit) 2002 U.S. App. Lexis 20956
 California Teachers Association et al. v. State Board of Education et al., (9th Circuit, 2001) 271F.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
 Casteneda v. Pickard (5th Cir. 1981) 648 F.2d 989
 ATTORNEY GENERAL OPINIONS
 83 Ops.Cal.ATty.Gen 40 (2000)
 Management Resources:
 CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
 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
 U.S. DEPARTMENT OF EDUCATION NONREGULATORY GUIDANCE
 Assessment and Accountability for Recently Arrived and Former Limited Proficient (LEP) Students, May 2007
 Accountability for English Learners Under the ESEA, Non-Regulatory Guidance, 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 Parents, January 7, 2015
 WEB SITES
 CDE: <http://www.cde.ca.gov/sp/el>
 CSBA: <http://www.csba.org>
 U.S. Department of Education: <http://www.ed.gov>
 National Clearinghouse for English Language Acquisition: <http://www.nceal.us>

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LONG BEACH UNIFIED SCHOOL DISTRICT