

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT
Instruction

EDUCATION FOR ENGLISH LANGUAGE LEARNERS

BP 6174

The governing board of Folsom Cordova Unified School District intends to provide limited-English-proficient students (English language learners) with a challenging core curriculum and instruction that develops proficiency in English as rapidly and effectively as possible.

The District's program shall be based on sound educational theory and shall be adequately supported so that English language learners achieve results at the same academic level as their English-proficient peers in the regular course of study.

The Board encourages staff to exchange information with other districts and the County Office of Education about programs, options, and strategies for English language learners that succeed under various demographic conditions.

(cf. 4112.22 – Staff Teaching Students of Limited English Proficiency)

The Superintendent or designee shall maintain procedures that provide for the identification, assessment, and placement of English language learners and for their reclassification based on criteria adopted by the Board and specified in administrative regulations.

To evaluate program effectiveness, the Superintendent or designee shall regularly examine program results, including reports of the students' academic achievement, progress towards proficiency in English, and the progress of students who have been reclassified as fluent English proficient. The Superintendent or designee shall annually report these findings to the Board and shall also provide the board with regular reports from any District or school English learner advisory committees.

(cf. 6190 – Evaluation of the Instructional Program)

Type of Instruction

Students who are English language learners shall be educated through "sheltered English immersion" or "structured English immersion" during a temporary transition period. "Nearly all" of the classroom instruction in the District's sheltered English immersion program shall be in English, but with the curriculum and presentation designed for students who are learning the language. (Education Code 305, 306)

The District has defined the term "nearly all" as follows: Instruction for core curriculum subjects (English, math, science, and social studies) is provided in English and students use English- language textbooks and assessments. Primary language may be used in the course of instruction to clarify, reteach, or otherwise link new English concepts to the primary language.

When an English language 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 or any locally developed assessments and using other criteria developed by the District, 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. (Education Code 305; 5 CCR 11301)

An English language learner in grades 1-12 has acquired a "reasonable level of English proficiency" when he/she has achieved any of the following:

- (1) Overall proficiency level of Early Intermediate, Early Advanced, or Advanced on the California English Language Development Test (CELDT), or
- (2) Proficiency level of Basic, Proficient, or Advanced on the California Standards Test for English Language Arts (CST-ELA), or
- (3) Satisfactory completion of the District’s replacement English language development programs, or
- (4) Teacher recommendation

An English language learner in kindergarten is placed in an English Language Mainstream Class.

(cf. 6011 - Academic Standards)

(cf. 6162.5 - Student Assessment)

(cf. 6171 - Title I Programs)

Upon the request of his/her parent/guardian, a student shall be placed in an English language mainstream classroom. (5 CCR 11301)

Parental Exception Waivers

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

Parent/guardian requests for waivers from Education Code 305 regarding placement in a sheltered English immersion program shall be granted in accordance with law and administrative regulation.

Legal Reference:

EDUCATION CODE

300-340 English language education for immigrant children

430-446 English Learner and Immigrant Pupil Federal Conformity Act

33308.5 CDE guidelines not binding

44253.5-44253.10 Certification for bilingual-cross-cultural competence

48985 Notices to parents in language other than English

51101 Rights of parents to information

51101.1 Rights for parents of English learners

52130-52135 Impacted languages act of 1984

52160-52178 Bilingual Bicultural Act
52180-52186 Bilingual teacher training assistance program
54000-54041 Programs for disadvantaged children
60810-60812 Assessment of language development
62001-62005.5 Evaluation and sunseting of programs

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Adopted: January 18, 2001