

BOARD POLICY

Placentia-Yorba Linda Unified School District

Instruction

6123 - BP

EDUCATION FOR ENGLISH 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 in the district's regular course of study.

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

English learners shall be provided daily English language development (ELD) instruction. They will receive both Integrated ELD (every day, throughout the day in all content areas) to support their academic and linguistic development as well as Designated ELD (a protected time during the school day) targeted to their English proficiency level and aligned with the state content standards and curriculum framework. The district's program shall use standards-aligned instructional materials, assist students in accessing the full educational program, and be adequately supported so that English learners are provided with the opportunity to achieve at the same academic level as their English-proficient peers.

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 provide to teachers, administrators, and other school staff research-based professional development that is designed 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.

The Superintendent or designee shall encourage parent/guardian and community involvement in the development, implementation, and evaluation of English language development programs.

Identification and Assessment

The Superintendent or designee shall maintain procedures which provide for accurate identification of English learners and an assessment of their proficiency 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 current guidelines. 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.

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
4. The achievement of English learners on standards-based tests in core curricular areas
5. Progress toward any other goals for English learners identified in the district's LCAP
6. 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.

Legal Reference:

EDUCATION CODE

300-340	English language education
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
44253.11	Qualifications for teaching English learners
48985	Notices to parents in languages other than English
52052	Academic Performance Index; numerically significant student subgroups
52060-52077	Local control and accountability plan
52130-52135	Impacted Languages Act of 1984
52160-52178	Bilingual Bicultural Act
602005.5	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
11510-11517	California English Language Development Test

UNITED STATES CODE, TITLE 20

1701-1705	Equal Educational Opportunities Act
6312	Local education agency plans
6801-6871	Title III, Language instruction for limited English proficient and immigrant students
7012	Parental notification

COURT DECISIONS

Valeria G. v. Wilson (2002) 307 F.3d 1036

California Teachers Association v. State Board of Education et. al., (8th Circuit, 2001) 271 F.3d 1141

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

Teresa P. et. al., (1989) 724 F. Supp 698

Policy adopted: 10/13/98

Policy revised: 10/28/03

Policy revised: 1/10/17