

## **BOARD POLICY**

Placentia-Yorba Linda Unified School District

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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) goals and 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 differentiated 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.

No middle or high school student who is an English learner shall be denied enrollment in any of the following:

1. Courses in the core curriculum areas of reading/language arts, mathematics, science, and history-social science, courses required to meet state and local high school graduation requirements, or courses required for middle school grade promotion.

However, an English learner may have their participation in any such course delayed if the student has been enrolled in a school in the United States for less than 12 months or is enrolled in a program designed to develop the basic English skills of newly arrived immigrant students, and the course of study provided to the student is designed to remedy academic deficits incurred during participation and to enable the student to attain parity of participation in the standard instructional program within a reasonable length of time after the student enters the school system.

2. A full course load of courses specified in Item #1 above.
3. Other courses that meet the "a-g" course requirements for college admission or are advanced courses such as honors or Advanced Placement courses, on the sole basis of the student's classification as an English learner.

The Superintendent or designee shall encourage parent/guardian, family, and community engagement in the development, implementation, and evaluation of programs for English learners.

#### **Staff Qualifications and Training**

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. Such professional development shall be of sufficient intensity and duration to produce a positive and lasting impact on teachers' performance in the classroom.

### **Identification and Assessment**

The Superintendent or designee shall maintain procedures for the early identification of English learners and an assessment of their proficiency using the state's English Language Proficiency Assessments for California (ELPAC). To oversee test administration, the Superintendent or designee shall annually designate a district ELPAC coordinator and a site coordinator for each test site.

Once identified as an English learner, a student shall be annually assessed for language proficiency until the student 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 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.

### **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.

At a minimum, the district shall offer a structured English immersion program which includes designated and integrated English language development. 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.

In addition, language acquisition programs offered by the district include 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.

The district's language acquisition programs for Grades K-3 shall comply with class size requirements, per the district's collective bargaining agreement.

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. The Superintendent or designee shall also consult with administrators, teachers, and other personnel with appropriate authorizations and experience in establishing a language acquisition program.

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.

Whenever a student is identified as an English learner based on the results of the ELPAC, the student's parents/guardians 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.

### **Reclassification**

When an English learner is determined based on state and district reclassification criteria 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 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 shall also provide the Board with regular reports from any district or schoolwide 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
44253.11	Qualifications for teaching English learners
48980	Parental notifications
48985	Notices to parents in languages other than English
52052	Accountability; numerically significant student subgroups
52060-52077	Local control and accountability plan
52160-52178	Bilingual Bicultural Act
56305	CDE manual on English learners with disabilities
60603	Definition, recently arrived English learner
60640	California Assessment of Student Performance and Progress
60811-60812	Assessment of English language development
602005.5	Continuation of advisory committee after program sunsets

#### CODE OF REGULATIONS, TITLE 5

854.1-854.3 CAASPP and universal tools, designated supports, and accommodations  
854.9 CAASPP and unlisted resources for students with disabilities  
11300-11316 English learner education  
11517.6-11519 English Language Proficiency Assessment 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 Title I local education agency plans  
6801-6871 Title III, language instruction for English learners proficient and immigrant students  
7081 Definitions

#### CODE OF FEDERAL REGULATIONS

100.3 Discriminations prohibited  
200.16 Assessment of English learners

#### 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

#### ATTORNEY GENERAL OPINIONS

83 Ops.Cal.Atty.Gen 40 (2000)

Policy adopted: 10/13/98  
Policy revised: 10/28/03  
Policy revised: 1/10/17  
Policy revised: 2/9/2021