

Instruction

English Learner Students

The goal of educational programs for all students is to enable them to become successful adults in an American society whose common language is English. The primary objective of such programs is the acquisition of communicative and cognitive skills in the English language.

The district's efforts to identify and assist English Learner (EL) students shall be based on sound educational practice and research that meet the requirements of the law, accomplish the Board's goals, and meet the diverse needs of students.

The Superintendent shall maintain procedures that provide for the careful identification, assessment, and placement of English Learner (EL) students.

In pursuit of these educational goals, all EL students shall receive an annual language and skills assessment according to state and district guidelines (Education Code 52171.6). Each EL student shall receive a program of instruction in English language development in order to develop proficiency in English as effectively and efficiently as possible.

English Learners shall be reclassified as fluent English proficient when they have acquired the English language skills of reading, writing, listening, and speaking proficiency necessary to receive instruction in English only in accordance with program procedures outlined in AR 6141.4.

In addition to an objective assessment instrument, including, but not limited to, the State test of English language development, the reclassification process shall include, teacher evaluation, including, but not limited to, a review of the student's curriculum mastery; and, parent opinion and consultations; and comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age. (Education Code 52164.4 and Administrative Code 4306)

Legal Reference Education Code

4425305; 44253.6	Certification for bilingual-bicultural competence
5200 et seq.	Improvement of elementary and secondary education
52060-52065	Native American Indian education program
52130-52136	Impacted Languages Act of 1984
52150-52151	Bilingual teacher grant program
52160-52179	Bilingual teacher training assistance program
5400 et seq.	Programs for disadvantaged children

Administrative Code, Title 5

4300-4320	Bilingual Education program requirements
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Instruction

English Learner Students (continued)

Students are considered fluent English proficiency when they meet the following four criteria:

- a) Assessment of English language proficiency (ELP), using an objective assessment instrument, including, but not limited to, the state test of English language development; and
- b) Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery; and
- c) Parent opinion and consultation; and
- d) Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.

Academic Success

While English language acquisition is the primary objective of the English Language Development program, students are provided access to the core curriculum through individual and small group structures, SDAIE instructional techniques, multi-media materials, and specialized reading and math programs. EL students fully access the core curriculum at their own level of comprehension, assisted by the classroom teacher and bilingual instructional aides. English Learners are monitored for language proficiency and academic progress on an on-going basis. A set of District and State mandated assessments are used to monitor student progress.

Self-Esteem

Cross-cultural awareness is an integral part of the curriculum. Students are validated for their unique backgrounds and experiences in their efforts to achieve English language fluency.

Policy Adopted: March 23, 1987

Policy Revised: September 26, 2005; February 27, 2006; October 6, 2008; August 14, 2017