

**CLOVIS UNIFIED
SCHOOL DISTRICT****INSTRUCTION**

Alternative/Specialized Programs

EDUCATION FOR ENGLISH LEARNERS

PURPOSE: To ensure that English learners (EL) are provided with programs that develop fluency in English as prescribed by law.

The Board intends to provide English learners with a challenging core curriculum and instruction that develops proficiency in English as rapidly and effectively as possible to assist students in becoming productive members of our society.

The District's program shall be based on sound instructional theory and shall be adequately supported so that English learners can achieve results at the same academic level as their English-proficient peers.

To ensure that the District is using sound methods that effectively serve the needs of English learners, the Superintendent or designee shall annually examine program results, including reports of the students' academic achievement and their progress towards proficiency in English. The Superintendent or designee shall ensure that schools compile data on programs for English learners to determine program effectiveness. The Board encourages District staff to exchange information with other school districts and the county office of education about programs, options, and strategies for English learners that succeed under various demographic conditions.

The Superintendent or designee shall maintain procedures that provide for the identification, assessment, and placement of English learners and for their re-designation based on criteria adopted by the Board and specified in the administrative regulation. Said procedures are described in the District's Master Plan - A Guide to Services for English Learners.

Students who are English learners shall be educated through structured English immersion during a temporary transition period not normally intended to exceed one year. After one year, students may continue in structured English immersion until they meet the District's criteria but not to exceed three years. In the structured English immersion process, classroom instruction shall be nearly all in English. All classroom instruction shall be in English; however, clarification, explanation, assistance, and support, as needed, may be in a student's primary language. Instruction shall be enhanced through identified techniques (i.e., graphic organizers, academic day instruction, and realia) that support the needs of English learners.

Upon enrollment, each student's primary language shall be determined. The Home Language Survey is the instrument used for the determination. Within 30 calendar days of their initial enrollment, students who are identified as having a primary language other than English, as determined by the Home Language Survey, shall be assessed for English proficiency in listening, speaking, reading, and writing. Within 90 days of initial enrollment, students identified as having limited English proficiency shall be further assessed for primary language proficiency in listening, speaking, reading, and writing. English learners will be assessed annually until they are reclassified

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as English proficient. The Superintendent or designee shall develop criteria for determining student needs on the basis of these assessments.

Before students are enrolled in a program for English learners, parents/guardians shall receive information about the program and their opportunities for parental involvement. This information shall include the fact that a student's participation in the program is voluntary. A parent/guardian may request that his/her child not be enrolled in a program for English learners.

An English learner shall be transferred from a structured English immersion process to an English language mainstream classroom when the student 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. Additional and appropriate services shall be provided until the English learner is re-designated to fluent English proficiency. A student has acquired a reasonable level of English proficiency when he/she has reached the intermediate fluency stage of English language development as measured by the English Language Proficiency Assessments for California (ELPAC).

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

The Board recognizes that English learners who have been enrolled in the District for less than one year (12 months) may be tested in the Smarter Balanced Assessment Consortium (SBAC), with standard or non-standard accommodations, in accordance with the manuals or other instructions provided by the test publisher. Such nonstandard accommodations may be applied at each school to identified English learners enrolled in the District less than one year for whom nonstandard accommodations may be appropriate due to the student's limited English proficiency. Nonstandard accommodations may include, but are not limited to, reading and translating the test instructions into the student's primary language and the use of a bilingual dictionary.

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EDUCATION CODE

300-340 English language education for immigrant children

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

52160, et seq. Bilingual-Bicultural Education Act of 1976

52164.6 Reclassification criteria

52169 Requirements for establishment of program

52171 Evaluations of student progress

52171.6 Annual report to legislature

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52177 Administration of article
52180-52186 Bilingual teacher training assistance program
54000-54041 Programs for disadvantaged children
62000-62005.5 Evaluation and sunseting of programs

CODE OF REGULATIONS, TITLE 5
853 Achievement Test Accommodations
4320 Bilingual education program requirements
11300-11305 English language education for immigrant children

UNITED STATES CODE, TITLE 20
1701-1705 Equal Educational Opportunities Act

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