

Instruction

Education for English Learners

The Paramount Unified School District Board of Education shall provide English learners with challenging core curriculum and instruction that maximizes the attainment of high levels of proficiency in English and facilitates student achievement in the District's regular course of study as rapidly and as effectively as possible in order to assist students to become contributing and productive members of society.

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 from English learners.

The Superintendent or designee shall ensure that all staff employed to teach English learners possess the appropriate authorization from the Commission on Teaching Credentialing.

Staff Development

The District shall provide effective professional development to teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), administrators, and other school or community-based organization personnel 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' implementation in the classroom.

Staff development shall also address the sociocultural needs of English learners and provide opportunities for teachers to engage in supportive, collaborative learning communities.

Identification and Assessment

The Superintendent or designee shall maintain procedures which provide for the early identification and assessment of English Learners. Once identified as an English Learner, a student shall be annually assessed in the areas of listening, speaking, reading, and writing for English language proficiency until he/she is reclassified to Fluent English Proficient based on Board-adopted criteria and specified in administrative regulations.

Education for English Learners (continued)Student Assessment

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 5 CCR 854.1-854.3. English learners who are in their first 12 months of attending school in the United States shall be exempted from taking the English language arts assessment to the extent allowed by federal law.

Parent Involvement

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

Academic Standards

English learners shall be provided differentiated English language development instruction which is targeted to their English proficiency level, integrated across all subject areas, and aligned with the state content standards. The District's program shall be based on sound instructional theory, use standards-aligned instructional materials, emphasize inquiry-based learning and critical thinking skills, and provide students with access to the full educational program.

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.

For the purpose of determining the amount of instruction to be conducted in English in the structured English immersion program, "nearly all" means that all classroom instruction shall be conducted in English except for clarification, explanation, and support as needed.

Class Size

The District's language acquisition programs for grades K-3 shall comply with class size requirements specified in Education Code 42238.02.

Education for English Learners (continued)Parent Notifications

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. He/she 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.

Parents/guardians of English learners 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 programs 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 achievement of English learners on standards-based tests in core curricular areas
4. The number and percentage of English learners who are or are at risk of being classified as long-term English learners in accordance with Education Code 313.1
5. Progress toward any other goals for English learners identified in the District's LCAP

Education for English Learners (continued)

6. A comparison of current data with data from at least the previous year in regard to items #1-5 above

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 for immigrant children
33308.5	CDE Guidelines not binding
44253.5-44253.10	Certification or bilingual-cross cultural competence
44985	Notices to parents in languages other than English
52015	Components of school improvement plan
52130-52136	Impacted languages act of 1984
52160-52178	Bilingual Bicultural Act
52164.6	Reclassification criteria
52169	Requirements for establishment of program
52171.6	Annual report to legislature
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

Regulations Code, Title 5

4301-34320	Bilingual education program requirements
11300-11305	English language education for immigrant children

United States Code, Title 20

1701-1705 - Equal Educational Opportunities Act

Court Decisions

Castañeda v. Pickard (5th Cir. 1981) 648 F. 2d 989
 Teresa P. et al. v. Berkeley Unified School District et al.
 (1989) 724 P. Supp. 698
 Valeria G. v. Wilson, C – 98-2252-CAL (July 1998)
 Comité de Padres, et al., v. Superintendent of Public
 Instruction, et al. - February 5, 1985

Policy

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PARAMOUNT UNIFIED SCHOOL DISTRICT
 Paramount, California