



Huntington Beach Union High School District Board Policies and Administrative Regulations

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Instruction

Education for English Learners

It is the intent of the Governing Board that equality of opportunity be preserved for all students in the district identified as English learners.

The goal of educational programs for students who are English learners 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 cognitive skills in the English language. At the same time, academic progress should be assured within a common, core curriculum taught in a comprehensible form of English through strategies appropriate to student needs.

The district's efforts to identify and assist students who are English learners shall be based on sound educational practice and research which meets the requirements of law, accomplish the Board's goals and meet the diverse needs of students. The Board recognizes that the recruitment, development and retention of qualified instructors and assistants is essential to the success of these efforts and shall take action to provide the necessary personnel.

The Superintendent or designee shall maintain procedures that provide for the careful identification, assessment, and placement of English learners in consultation with the parent/guardian of such students. Special care shall be taken to keep parents/guardians informed of their rights concerning the voluntary enrollment of their children in district programs for English learners.

Classroom Instruction

Designated English language development means instruction provided during a time set aside in the regular school day for focused instruction on the state-adopted English language development standards to assist English learners to develop critical English language skills necessary for academic content learning in English. (5 CCR 11300)

Integrated English language development means instruction provided during a time set aside in the regular school day for focused instruction on the state-adopted English language development standards to assist English learners in consultation with the parent/guardian of such students. Special care shall be taken to keep parents/guardians informed of their rights concerning the voluntary enrollment of their children in district programs for English learners. (5 CCR 11300)

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Education for English Learners (continued)

Language Acquisition Program Options

The district will offer a language acquisition program designed to meet the needs of English learners. The Structured English Immersion (SEI) program option for English learner students is a language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. At minimum, students are offered Designated English language development and provided access to grade level academic subject matter content with Integrated English language development. (EC 310; 5 CCR 11310)

The district shall notify parents/guardians at the beginning of each school year or upon the student's enrollment regarding the process to request a language acquisition program for their child. The notice shall also include the following: (5 CCR 11309, 11310)

1. A description of the programs provided, including structured English immersion
2. The manner in which the program is designed using evidence-based research and includes both designated and integrated English language development
3. The manner in which the district has allocated sufficient resources to effectively implement the program, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development, and opportunities for parent/guardian and community engagement to support the program goals
4. The manner in which the program will, within a reasonable period of time, lead to language proficiency and achievement of the state-adopted content standards in English and, when the program includes instruction in another language, in that other language
5. The process to request establishment of a language acquisition program not offered at the school

The district shall provide additional and appropriate educational services to English learners for the purposes of overcoming language barriers and academic deficits in other areas of the core curriculum. (5 CCR 11302)

Parent Choice

Parents may decline their child's participation in a state-recommended English language instructional program. In such cases, however, the student is to receive instruction that develops proficiency in English and promotes academic achievement. Any parent whose child is receiving or is eligible to receive English learner programs or services has the right to decline or opt his or her child out of the English learner programs or particular English learner services being offered.

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This decision must be voluntary and based on a full understanding of the English learner child's rights, the range of services available to the child, and the benefits of such services to the child. If a parent decides to opt his or her child out of English learner programs or particular English learner services, that child still retains his or her status as an English learner. It is also important to note that the child's English language proficiency will still be annually assessed. The district must continue to monitor the English language proficiency and academic progress of students who opt out of English learner programs and services. If a student does not demonstrate appropriate growth in English language proficiency or maintain appropriate academic levels, the district must inform the parents in a language they understand and offer English learner services. A parent who voluntarily declines English learner services will complete the Parent Opt Out of Structured English Immersion Program Services. The request is valid only for the school year in which it is approved and must be renewed annually unless the student is reclassified as fluent English proficient.

Requesting a Language Acquisition Program

Language acquisition programs in HBUHSD are research-based language acquisition programs that are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible and provides instruction to English learners based on the state-adopted academic content standards, including English language development standards. 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.

Process for requesting an alternative program:

A family requesting an alternative language acquisition program can submit their request verbally or in writing. The school will keep track of each verbal and written request to include:

1. The date of the request
2. The names of the parent and pupil
3. A general description of the request
4. The pupil's grade level

Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible. A language acquisition program offered by the district is a transitional or developmental program for English learners that provides literacy and academic instruction in English and a

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student's native language that enables an English learner to achieve English proficiency and academic mastery of subject matter content and higher order thinking skills, including critical thinking, in order to meet state academic content standards. Parents may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan. Parents of English learners have a right to decline or opt their children out of the school district's language acquisition program or opt out of particular English learner service(s) within a language acquisition program. However, districts remain obligated to provide the student meaningful instruction until the student is reclassified, inform the parent when progress is not made, and offer the parent programs and services to consider at that time.

Annual Student Assessment and Program Evaluation

All English learners shall receive an annual language and skills assessment. (Education Code 52171.6)

English learners shall be reclassified as fluent English proficient when they are able to comprehend, speak, read, and write English well enough to receive instruction in an English language mainstream classroom and make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English and who are in the regular course of study. (Education Code 52164.6)

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 shall ensure that schools compile data on programs for English language learners in order to help determine program effectiveness

Legal Reference:

EDUCATION CODE

300-340	English language education for immigrant children, Language acquisition programs, Assessment for English proficiency
430-446	English Learner and Immigrant Pupil Federal Conformity Act
33050	Nonwaivable provisions
42238.02	Local Control Funding Formula
42253.1-44253.11	Qualifications of teachers of English learners
48980	Parent/Guardian notifications

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- 48985 Notices to parents in language other than English
- 52052 Accountability; numerically significant student subgroups
- 52060-52077 Local control and accountability plan
- 52160-52178 Bilingual Bicultural Act of 1976
- 56302 CDE manual on English learners with disabilities
- 60603 Definition; recently arrived English learner
- 60640 California Assessment of Student Performance and Progress
- 62002.2 Continuation of advisory committee after program sunsets
- CODE OF REGULATIONS, TITLE 5
- 11300-11316 English learner programs
- 11517.6-11519.5 English Language Proficiency Assessments for California
- UNITED STATES CODE, TITLE 20
- 1412 State eligibility
- 1701-1705 Equal Educational Opportunities Act
- 6311 State plan
- 6312 Local educational agency plan
- 6801-7014 Limited English proficiency and immigrant students
- 7801 Definition of English learner

Policy

- Adopted: 1-13-87
- Revised: 5-9-00
- Revised: 9-19-23