


<p>Bridges Charter School</p> 	<p>Board Policy-</p> <p>Education for English Language Learners</p>	
<p>Policy Number:</p> <p style="text-align: center;">6174</p>	<p>Adopted:</p> <p style="text-align: center;">11/18/13</p>	<p>Revised:</p> <p style="text-align: center;">3/13/17</p>

Bridges Charter School’s Board intends to provide English language learners (EL) with challenging curriculum and instruction that develop proficiency in English as rapidly and effectively as possible in order to assist students in accessing the full educational program and achieving the district's academic standards. Bridge’s program shall be based on sound instructional theory and shall be adequately supported so that English language learners can achieve results at the same academic level as their English-proficient peers in the regular course of study.

The Director or designee shall maintain procedures which provide for the identification, assessment and placement of English language learners and for their redesignation based on criteria adopted by the Board and specified in administrative regulations.

1. Identification and Assessment

Upon enrollment, each student's primary language shall be determined through use of a home language survey.

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, and for whom there is no record of results from an English language development test shall be assessed using the California English Language Development Test (CELDT).

All students shall have sufficient time to complete the CELDT as provided in the directions for test administration.

Any student with a disability shall take the CELDT with those accommodations for testing that the student has regularly used during instruction and classroom assessment as delineated in the student's individualized education program (IEP) or Section 504 plan that are appropriate and necessary to address the student's individual needs.

2. Bridges Programs for ELs

English Language Mainstream (ELM) classroom means a classroom in which the students either are native English language speakers or already have acquired reasonable fluency in English (Education Code 306)

Structured English Immersion (SEI) means an English language acquisition process in which nearly all classroom instruction is in English but with the

curriculum and presentation designed for students who are learning the language.
(Education Code 306)

3. Reclassification of EL Students

Any student under consideration for reclassification from EL to Fluent English Proficient (FEP) will be assessed pursuant to the following criteria and meet all requirements specified:

- a. English language proficiency assessed: Level 4 or 5 on CELDT
- b. Bridges Common Assessments: Grade Level achievement in reading and writing
- c. Parent opinion and consultation, and
- d. Comparison of student performance on California Assessment of Student Performance and Progress (CAASPP) in relation to English proficient students of the same age.

EDUCATION CODE

300-340 English language education for immigrant children

430-446 English Learner and Immigrant Pupil Federal Conformity Act

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

51101 Rights of parents to information

51101.1 Rights for parents of English learners

52130-52135 Impacted languages act of 1984

52160-52178 Bilingual Bicultural Act

52180-52186 Bilingual teacher training assistance program

54000-54028 Programs for disadvantaged children

60810-60812 Assessment of language development

62001-62005.5 Evaluation and sunseting of programs