


<p><b>Bridges Charter School</b></p> 	<p><b>Board Policy-</b></p> <p><b>Education for English Language Learners</b></p>	
<p><b>Policy Number:</b></p> <p><b>6174</b></p>	<p><b>Adopted:</b></p> <p><b>11/18/13</b></p>	<p><b>Revised:</b></p> <p><b>03/13/17</b> <b>09/14/20</b></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 reclassification 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 Initial English Language Proficiency Assessments for California (ELPAC)

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

Any student with a disability shall take the ELPAC 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

Bridges will use the following four criteria to establish reclassification policies and procedures:

- a) Assessment of ELP – Level 4 on Summative ELPAC
- b) Teacher evaluation (including, but not limited to, a review of the student's curriculum mastery)
- c) Parent opinion and consultation
- d) Comparison of student performance in basic skills (compared against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age) Assessments to be considered: CAASPP and NWEA

### Reclassification of EL Students with Disabilities

Students with disabilities, including those with the most significant cognitive disabilities, are to be provided with the same opportunities to be reclassified as students without disabilities. Local individualized education program (IEP) teams, therefore, may determine appropriate measures of ELP and performance in basic skills and minimum levels of proficiency on these measures that would be equivalent to an English-proficient peer with similar disabilities, in accordance with local reclassification policies based on the state definition of ELP (*EC* Section 313[f]).

In accordance with federal and state laws, the IEP team may address the individual needs of each EL student with a disability using multiple criteria in concert with the stated four reclassification criteria in *EC* Section 313(f). Other criteria may be used to supplement the four required criteria to ensure that the most appropriate decision is made for each student.

---

EDUCATION CODE300-340 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 sun setting of  
programs