

Policy 6142.2: World Language Instruction

Status: ADOPTED

Original Adopted Date: 03/01/2009 | **Last Revised Date:** 07/01/2019 | **Last Reviewed Date:** 07/01/2019

In order to prepare students for global citizenship and to broaden their intercultural understanding and career opportunities, the Governing Board shall provide students with opportunities to develop communicative and cultural proficiency and literacy in one or more world languages.

The Superintendent or designee shall recommend a variety of world languages to be taught in the district's educational program based on student interest, community needs, and available resources.

For any program designed to provide students with instruction in a language other than English to a degree sufficient to produce proficiency in that language, the Superintendent or designee shall establish a process for schools to receive and respond to input from parents/guardians and other stakeholders regarding the non-English language in which instruction will be provided. (5 CCR 11300, 11312)

If American Sign Language courses are offered, they shall be open to all students regardless of hearing status.

The district shall offer a sequential curriculum aligned with the state content standards, state curriculum framework, and, as applicable, California university admission requirements for languages other than English.

Instruction in world languages shall be offered to secondary school students beginning no later than grade 7 and shall be designed to develop students' skills in understanding, speaking, reading, and writing the language. (Education Code 51220)

The district may establish a dual-language immersion program that provides integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. (Education Code 305-306)

The Board shall ensure that students have access to high-quality instructional materials in world languages. In accordance with Board policy, teachers shall be encouraged to identify and use supplemental resources, such as literature, technology, newspapers and other media, dictionaries, and volunteers from the community to enhance the world language instructional program.

The Superintendent or designee shall provide professional development as necessary to ensure that teachers of world languages have the knowledge and skills they need to implement an effective instructional program that helps students attain academic standards, including communicative and cultural proficiency and understanding.

Students shall obtain credit toward high school graduation requirements for completing one year of a world language or American Sign Language course during grades 9-12.

The district shall determine appropriate measures to assess student proficiency in world languages offered by district schools. Students who have attained a high level of proficiency may receive recognition for their achievement, including the State Seal of Biliteracy for students graduating from high school.

The Superintendent or designee shall provide periodic reports to the Board regarding the effectiveness of the district's world language program which may include, but not be limited to, whether the district's world language program is serving the grade levels required by law, a description of the district's curriculum and the extent to which it is aligned with the state's content standards and curriculum framework, student achievement of district standards for world language instruction, and student participation rates in each language course. Program evaluation shall be used to identify needed improvements and may be considered in determining the world languages to be taught in the district.

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

| State | Description |
|---------------------------|---|
| 5 CCR 1632 | <u>Alternative credits toward graduation for foreign language instruction in private school</u> |
| Ed. Code 300-340 | <u>English language education for immigrant children</u> |
| Ed. Code 42238.02 | <u>Local Control Funding Formula</u> |
| Ed. Code 44253.1-44253.11 | <u>Qualifications of teachers of English learners</u> |
| Ed. Code 44256-44257 | <u>Credential requirements; including teachers of foreign language</u> |
| Ed. Code 48980 | <u>Parent/Guardian notifications</u> |
| Ed. Code 51212 | <u>Legislative intent to encourage foreign language instruction in grades 1-6</u> |
| Ed. Code 51220 | <u>Course of study for grades 7-12</u> |
| Ed. Code 51225.3 | <u>High school graduation requirements</u> |
| Ed. Code 51243-51245 | <u>Alternative credits toward graduation for foreign language instruction in private school</u> |
| Ed. Code 60119 | <u>Sufficiency of textbooks and instructional materials; hearing and resolution</u> |
| Ed. Code 60605.3 | <u>Content standards for world language instruction</u> |
| Ed. Code 60605.5 | <u>Revision of state standards for world language</u> |

[instruction](#)

Management Resources

California Department of Education
Publication

Description

Two-Way Language Immersion Program FAQ

California Department of Education
Publication

World Language Content Standards for California Public Schools, Kindergarten Through Grade Twelve, adopted January 7, 2009

California Department of Education
Publication

Foreign Language Framework for California Public Schools, Kindergarten Through Grade Twelve, 2003

Center For Applied Linguistics
Publication

Guiding Principles for Dual Language Education, Second Edition, 2007

Commission on Teacher Credentialing
Publication

CL-622 Serving English Learners

CSBA Publication

[English Learners in Focus, Issue 2: The Promise of Two-Way Immersion Programs, Governance Brief, September 2014](#)

University Of California Publication

A-G Guide

Website

[CSBA District and County Office of Education Legal Services](#)

Website

[University of California, List of Approved A-G Courses](#)

Website

[American Council on the Teaching of Foreign Languages](#)

Website

[California Association for Bilingual Education](#)

Website

[California Department of Education, Foreign Language](#)

Website

[California Foreign Language Project](#)

Website

[California Language Teachers' Association](#)

Website

[Center for Applied Linguistics](#)

Website

[CSBA](#)

Cross References

Code

0500

Description

[Accountability](#)

1240

[Volunteer Assistance](#)

1240

[Volunteer Assistance](#)

4112.22

[Staff Teaching English Learners](#)

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|-------------|--|
| 4131 | <u>Staff Development</u> |
| 5126 | <u>Awards For Achievement</u> |
| 5126 | <u>Awards For Achievement</u> |
| 5145.6 | <u>Parent/Guardian Notifications</u> |
| 5145.6-E(1) | <u>Parent/Guardian Notifications</u> |
| 6011 | <u>Academic Standards</u> |
| 6141 | <u>Curriculum Development And Evaluation</u> |
| 6141 | <u>Curriculum Development And Evaluation</u> |
| 6141.4 | <u>International Baccalaureate Program</u> |
| 6142.94 | <u>History-Social Science Instruction</u> |
| 6143 | <u>Courses Of Study</u> |
| 6143 | <u>Courses Of Study</u> |
| 6146.1 | <u>High School Graduation Requirements</u> |
| 6146.11 | <u>Alternative Credits Toward Graduation</u> |
| 6146.11 | <u>Alternative Credits Toward Graduation</u> |
| 6151 | <u>Class Size</u> |
| 6161.1 | <u>Selection And Evaluation Of Instructional Materials</u> |
| 6161.1 | <u>Selection And Evaluation Of Instructional Materials</u> |
| 6161.1-E(1) | <u>Selection And Evaluation Of Instructional Materials</u> |
| 6161.11 | <u>Supplementary Instructional Materials</u> |
| 6163.1 | <u>Library Media Centers</u> |
| 6174 | <u>Education For English Learners</u> |
| 6174 | <u>Education For English Learners</u> |
| 6190 | <u>Evaluation Of The Instructional Program</u> |