

Policy 6142.2 World Language Instruction

Status: ADOPTED

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Last Revised Date: 08/28/2024

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.

Natomas Unified has developed two current paths for students to approach world languages. A third pathway is under development and shall begin with the opening of the Heredia-Arriaga School. The three paths are/shall be:

1. Students can be provided **ACCESS** to world languages in elementary, middle school, and/or high school. **ACCESS** is best described as students being enrolled in a course or period of time during their day/week and being exposed to world language(s). Elementary experiences at Primary Year International Baccalaureate schools is a good representation of this. The goal for these experiences is providing access to open students' minds to the wonder and possibilities of learning other languages. At the middle and high school levels, the goal of **ACCESS** is to provide opportunities for students to meet the UC/CSU a-g requirements. Students experience these opportunities and the instructional approaches behind them are not necessarily about becoming bilingual or multilingual.
2. Students can become **BILINGUAL or MULTILINGUAL** or have their bilingualism/multilingualism be recognized through course of study or appropriate alternative means. This is most traditionally recognized when students take UC/CSU a-g approved course(s) in middle or high school in progress levels (for example, Spanish 1 to Spanish AP Language) and students demonstrates the personal drive to become bilingual or multilingual through class achievement, taking and passing the appropriate AP exam, passing the Seal of Biliteracy exam/requirements, and/or other available options.
3. Students can enroll in the district's **Dual-Language Immersion (Two-Way Immersion) School** which offers language learning and academic instruction for native speakers of English and native speakers of another language. The goals of dual-language immersion programs are language proficiency and academic achievement in

students' first and second languages, and cross-cultural understanding. The district's program shall start at the Heredia-Arriaga School and shall matriculate through an identified middle school and high school path that meets the dual immersion needs for students K-12. NUSD graduates who matriculate through the program should be bilingual/biliterate and be able to both read and write in at least two languages.

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. (Education Code 51220)

Instruction in world languages may 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.

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.

03/2009
 03/2017
 06/07/2017
 02/26/2020
 11/17/2021
 08/28/2024

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

5 CCR 1632

Ed. Code 300-340

Ed. Code 42238.02

Ed. Code 44253.1-44253.11

Ed. Code 44256-44257

Ed. Code 48980

Ed. Code 51212

Ed. Code 51220

Ed. Code 51225.3

Ed. Code 51243-51245

Ed. Code 60119

Ed. Code 60605.3

Ed. Code 60605.5

Management Resources
 California Department of Education
 Publication

California Department of Education
 Publication

California Department of Education
 Publication

Center For Applied Linguistics Publication

Description

Alternative credits toward graduation for foreign language instruction in private school

[English language education for immigrant children](#)

[Local Control Funding Formula](#)

[Qualifications of teachers of English learners](#)

[Credential requirements; including teachers of foreign language](#)

[Parent/Guardian notifications](#)

[Legislative intent to encourage foreign language instruction in grades 1-6](#)

[Course of study for grades 7-12](#)

[High school graduation requirements](#)

[Alternative credits toward graduation for foreign language instruction in private school](#)

[Sufficiency of textbooks and instructional materials; hearing and resolution](#)

[Content standards for world language instruction](#)

[Revision of state standards for world language instruction](#)

Description

Two-Way Language Immersion Program FAQ

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

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

Guiding Principles for Dual Language Education, Second Edition, 2007

Commission on Teacher Credentialing
Publication
CSBA Publication

University Of California Publication
Website
Website
Website
Website
Website
Website
Website
Website

CL-622 Serving English Learners

[English Learners in Focus, Issue 2: The Promise of Two-Way Immersion Programs, Governance Brief, September 2014](#)
A-G Guide
[CSBA District and County Office of Education Legal Services](#)
[University of California, List of Approved A-G Courses](#)
[American Council on the Teaching of Foreign Languages](#)
[California Association for Bilingual Education](#)
[California Department of Education, Foreign Language](#)
[California Foreign Language Project](#)
[California Language Teachers' Association](#)
[Center for Applied Linguistics](#)
[CSBA](#)

Cross References

Code

0500
1240
1240
4112.22
4131
5126
5126
5145.6
5145.6-E(1)
6011
6141
6141
6141.4
6142.94
6143
6143
6146.1
6146.11
6146.11
6151
6161.1
6161.1
6161.1-E(1)
6161.11
6163.1
6174
6174
6190

Description

[Accountability](#)
[Volunteer Assistance](#)
[Volunteer Assistance](#)
[Staff Teaching English Learners](#)
[Staff Development](#)
[Awards For Achievement](#)
[Awards For Achievement](#)
[Parent/Guardian Notifications](#)
[Parent/Guardian Notifications](#)
[Academic Standards](#)
[Curriculum Development And Evaluation](#)
[Curriculum Development And Evaluation](#)
[International Baccalaureate Program](#)
[History-Social Science Instruction](#)
[Courses Of Study](#)
[Courses Of Study](#)
[High School Graduation Requirements](#)
[Alternative Credits Toward Graduation](#)
[Alternative Credits Toward Graduation](#)
[Class Size](#)
[Selection And Evaluation Of Instructional Materials](#)
[Selection And Evaluation Of Instructional Materials](#)
[Selection And Evaluation Of Instructional Materials](#)
[Supplementary Instructional Materials](#)
[Library Media Centers](#)
[Education For English Learners](#)
[Education For English Learners](#)
[Evaluation Of The Instructional Program](#)