World Language Instruction

Original Adopted Date: 02/16/2010 **|** **Last Revised Date**: 08/04/2026 **|** **Last Reviewed Date**: 08/04/2026

In order to prepare students for global citizenship and to broaden their intercultural understanding and career opportunities, the Board of Education 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 may establish a process for schools to receive and respond to input from parents/guardians and other educational partners regarding the non-English language in which instruction will be provided.

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.

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.

The Board shall ensure that students have access to high-quality instructional materials in world languages. In accordance with Board policy, teachers shall also 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 language 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 may 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.

Legal References:

STATE

CALIFORNIA CODE OF REGULATIONS

5 CCR 1632 Alternative credits toward graduation for foreign language instruction in private school

EDUCATION CODE

300-340 English language education for immigrant children

42238.02 Local Control Funding Formula

44253.1-44253.11 Qualifications of teachers of English learners

44256-44257 Credential requirements; including teachers of foreign language

48980 Parent/Guardian notifications

51212 Legislative intent to encourage foreign language instruction in grades 1-6

51220 Course of study for grades 7-12

51225.3 High school graduation requirements

51243-51245 Alternative credits toward graduation for foreign language instruction in private school

60119 Sufficiency of textbooks and instructional materials; hearing and resolution

60605.3 Content standards for world language instruction

60605.5 Revision of state standards for world language instruction

MANAGEMENT RESOURCES

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATION

Two-Way Language Immersion Program FAQ

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

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

PUBLIC EMPLOYMENT RELATIONS BOARD DECISION

Davis Joint Unified School District (1984) PERB Decision No. 474

WEBSITES

CSBA District and County Office of Education Legal Services https://legalservices.csba.org/#

University of California, List of Approved A-G Courses https://admission.universityofcalifornia.edu/admission-requirements/freshman-requirements

American Council on the Teaching of Foreign Languages http://www.actfl.org/

California Association for Bilingual Education http://www.gocabe.org/

California Department of Education, Foreign Language http://www.cde.ca.gov/ci/fl

California Foreign Language Project http://www.stanford.edu/group/CFLP

California Language Teachers' Association http://www.clta.net/
Center for Applied Linguistics http://www.cal.org/
CSBA http://www.csba.org/

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