



1           **SECTION 2.** The State Board of Education shall study the allotment for students  
2 with limited English proficiency (LEP), as enacted by Section 1 of this act. No later than  
3 December 31, 2019, the State Board of Education shall report the results of its study to the Joint  
4 Legislative Education Oversight Committee and the Fiscal Research Division. The report shall  
5 include, at a minimum, the following information:

- 6           (1) Whether the current LEP allotment is aligned with resources needed to ensure  
7 that students with limited English proficiency have the opportunity to become  
8 proficient in English.
- 9           (2) A recommended funding factor to be included in the LEP allotment to account  
10 for the number of languages spoken by students in local school administrative  
11 units and charter schools.
- 12           (3) A recommended plan to foster more bilingual education programs in the State.
- 13           (4) Recommended funding models, with associated costs, to eliminate any  
14 achievement gap between students who are proficient in English and students  
15 with limited English proficiency.
- 16           (5) An analysis of the effects of eliminating in the LEP allotment any  
17 consideration of (i) the concentration of students with limited English  
18 proficiency and (ii) a minimum eligibility threshold. The analysis should  
19 include whether to eliminate any or all of these components of the LEP  
20 allotment and proposed alternative metrics for allotting these funds.

21           **SECTION 3.** There is appropriated from the General Fund to the Department of  
22 Public Instruction the sum of three million four hundred thousand dollars (\$3,400,000) in  
23 recurring funds for the 2019-2020 fiscal year to increase the students with limited English  
24 proficiency allotment.

25           **SECTION 4.** This act becomes effective July 1, 2019.