



CCA District English Language Learners (ELL) Handbook

¡SI SE PUEDE!

Mission:

*To provide an opportunity for all students to learn in a safe
atmosphere of academic excellence.*

Revised 2011-2012/ PS

English Language Learning

César Chávez Academy District recognized the needs and challenges of English Language Learners (ELL) and established a sheltered instruction program in 2006. In addition, we also provide our ELL students with small group interventions to ensure that these students achieve academic success on state standards and benchmarks in all content areas and at the same time acquire English language proficiency.

Definition of English Language Learner (ELLs)

“Limited English Proficient” (LEP) is the term applied by the federal government in the No Child Left Behind (NCLB) legislation and by the State of Michigan to classify a student as an English language learner (ELL). The federal government definitions are as follows:

An ELL is a student age 3-21, who is enrolled (or about to enroll) in a United States elementary or secondary school and meets the following requirements:

- An individual who was not born in the United States or whose native language is a language other than English.
- An individual who comes from an environment where a language other than English is dominant.
- An individual who is Native American, Alaska Native, or native resident of outlying areas and comes from an environment where a language other than English has had a significant impact in the individual’s level of English language proficiency.
- An individual who is migratory, speaks a native language other than English, and comes from an environment where a language other than English is dominant.
- An individual who may be unable, because of difficulties in speaking, reading, writing, or understanding the English language to: score at the proficiency level on state assessments of academic achievement, learn successfully in classrooms where the language of instruction is English, and/or participate fully in society.

Definitions and Acronyms used to describe English Language Learners Classes and Programs

- **Limited English Proficient (LEP):** a student whose primary language is not English; therefore he/she experiences difficulties with the mastery of English language skills.
- **Formerly Limited English Proficient (FLEP):** a student who has been exited from Title III/ESL program because the student has scored proficient or advanced proficient on the ELPA and is performing at grade level on state assessments and other local district assessments.
- **English as a second language (ESL):** a student receives ESL instruction during the regular class period, often grouped by English language proficiency levels.
- **Sheltered Instruction:** an instructional approach that engages ELLs above the beginner level in developing grade-level content-area knowledge, academic skills, and increased English proficiency.
- **Sheltered Instruction Observation Protocol (SIOP):** provides teachers with a model of sheltered instruction designed to enhance teachers' practice.
- **English Language Proficiency Assessment Initial Screener (ELPA Initial Screener):** minimal version of the ELPA Assessment used to measure English language proficiency in listening, speaking, reading and writing for ELL students in Michigan for new students in a school district.
- **English Language Proficiency Assessment (ELPA) :** is the annual assessment that measures English language proficiency in listening, speaking, reading and writing for ELL in the State of Michigan. This assessment is administered in the Spring.
- **Bilingual Teacher:** a Bilingual teacher is required to be certified in the area of instruction and in addition have a bilingual endorsement. This teacher may provide bilingual ESL instruction or support services to the ELLs.
- **Bilingual Paraprofessional:** A Bilingual paraprofessional provides support services to the LEP student. Language proficiency must be demonstrated in listening, speaking, reading and writing in both the English language and the native language for which they provide services.
- **Inclusion:** an ELL student is placed in a general education setting and may receive tutorial support or receive service through a team approach.

- **Co-Teaching:** ESL/Bilingual teacher assists in content-area instruction, whenever there is a significant population of ELLs in the building.

Identification of LEP Students

- Each student is given a home language survey immediately upon entering the district, as part of the registration packet.
- If it is indicated on the survey, that another language other than English is spoken at home, he or she will be assessed on the English Language Proficiency Assessment (ELPA) Initial Screener; if the student scores less than proficient on the screener, he or she will be required to take the Spring ELPA.
- The ELPA Initial Screener is administered within the first ten days of the student entering our district depending on the outcomes of the home language survey. The ELPA Initial Screener will be used in combination with other diagnostic tools, and local assessments to determine the eligibility of the student for additional support. Teacher and other professional recommendations may also be utilized.
- If a student scores **basic** on the ELPA Initial Screener, he or she is identified as an ELL/LEP and will automatically be eligible to receive Limited English Proficiency services and will be required to take the Spring ELPA.
- If a student scores **intermediate** on the ELPA Initial Screener, he or she is identified as an ELL/LEP and may be offered support depending on the outcomes of additional assessments. These assessments may include other diagnostic tools and local assessments. This student will be required to take the Spring ELPA.
- If the student scores **proficient** on the ELPA Initial Screener, they have demonstrated mastery of the English language and will not receive English as a Second Language (ESL) services, but will be required to take the Spring ELPA.
- If a student scores **advanced proficient** on the ELPA Initial Screener, they have demonstrated mastery of the English language will not receive English as a Language (ESL) services and will not be required to take the Spring ELPA.

English Language Proficiency Assessment (ELPA) and Levels of Proficiency

The following chart shows ELPA Spring Assessment and ELPA Initial Screener level of proficiency correlated to the Michigan English Language Proficiency Standards Levels 1-5. The chart below may assist you to determine the level of the student's proficiency and the student's placement.

Basic- This student’s performance indicates **minimal or no** English language acquisition in the areas of listening, reading, writing, speaking and comprehension.

Low Intermediate- This student’s performance indicates **partial or developing** English language acquisition in the areas of listening, reading, writing, speaking and comprehension.

High Intermediate- This student’s performance indicates **near-sufficient or mostly developed** English language acquisition in the areas of listening, reading, writing, speaking and comprehension.

Proficient- This student’s performance indicates **sufficient or well-developed** English language acquisition in the areas of listening, reading, writing, speaking and comprehension.

Advanced Proficient- This student’s performance indicates **substantial understanding and application** of complex English language skills in the areas of listening, reading, writing, speaking and comprehension.

ELPA/ELPA Initial Screener Score	Proficiency Levels ELPA and ELPA Initial Standard
Basic (B)	(1)
Low Intermediate (LI)	(2)
High Intermediate (HI)	(3)
Proficient (P)	(4)
Advanced Proficient (AP)	(5)

Programs for English Language Learners

I. Legal Responsibilities

English Language Learners provisions are included under Title I and Title III of NCLB.

Title I Outlines the state standards, assessments, annual yearly programs and other accountability requirements for ELL students.

Title III Title III funds are used to provide language instruction educational programs- defined as courses in which ELL students are placed for the purpose of attaining English proficiency, while meeting challenging State academic content and student academic achievement standards. These programs may make use of both English and the child’s native language to enable the child to develop and attain English proficiency, but school districts are required to use approaches and methodologies based on scientifically-based research. Each school or district using Title III funds must implement an effective means of outreach to parents of ELL children. They must inform parents about how they can be active participants in assisting their children to learn English, achieve at high levels in core academic subjects and meet State standards.

Title III schools and school districts must:

- Describe in their Title III application to the state how the district has consulted with teachers, researchers, administrators and parents and others in developing their Title III plan.
- Inform parents of a child identified for participation in a Title III program within 30 days after the beginning of the school year. For a child who enters school after the beginning of the school year, the school must inform parents within two weeks of the child’s placement in such a program.
- Communicate with parents in an understandable and uniform format, which means communicating the same information to all parents in an effective method.

Title III Funds may be used for the following school district/and or school activities:

- English instruction beyond the school day
- Staff training and professional development
- Curriculum development
- Remedial tutoring, tutorials, and/or youth counseling
- Technology acquisition
- Parental engagement
- Summer programs

II. Federal Law

There exists a substantial body of federal law which establishes the rights of the LEP Students and which define the legal responsibilities of school districts serving these students. Administrators and school boards who are responsible for local policies and programs can turn for guidance and direction to this body of law. It includes the following:

1968 Constitution of the United States, Fourteenth Amendment

“...No State shall...deny to any person within its jurisdiction the equal protection of the laws.”

Title VI of the Civil Rights Act of 1964

“No person in the United States shall, on the grounds of race, color, or national origin be denied the benefits of, or be subject to discrimination under any program or activity receiving federal financial assistance.”

Two U.S. Supreme Court rulings, one interpreting the Fourteenth Amendment and one interpreting the Civil Rights Act of 1964, have exercised considerable influence over the Educational rights of language-minority students. These cases may be summarized as follows:

1974 Lau v. Nichols

The U.S. Supreme Court ruled that a school district’s failure to provide English language instruction to LEP students denied them meaningful opportunity to participate in the district’s educational program in violation of Title VI of the Civil rights Act of 1964; the court further noted that equality of opportunity is not provided by giving the LEP student the same facilities, textbooks, teachers, and curriculum which non-LEP students receive.

1982 Plyler v. Doe

The U.S. Supreme Court ruled that the Fourteenth Amendment to the U.S. Constitution prohibits states from denying a free public education to undocumented immigrant children regardless of their immigrant status. The Court emphatically declared that school systems are not agents for enforcing immigration law and determined that the burden undocumented aliens may place on an educational system is not an accepted argument for excluding or denying educational service to any student.

Spectrum of Support for ELL Students

The ELPA Assessment is administered in the spring to all ELL/LEP students; outcomes are used to determine students continued participation in the ELL program.

Once a student is identified as ELL they will receive services to help him/her be successful through increased proficiency in the English Language and academic content. There is a range of services the student can receive. They include, but are not limited to the following:

- CCA (K-12) inclusive services, performed through direct instruction by the core classroom teacher(s) through the use of the SIOP Model in the general education classroom.
- Assistance of bilingual support staff.

- Accommodations and/or modifications of content for **basic, intermediate, and newcomer students**.
- Modified assignments and assessments.
- One-on-one or small group instruction offered to students who scored **Basic, Low Intermediate and/or newcomers**. Instruction is based on individual students' needs.
- ELL after-school clubs and tutoring assistance.
- Summer School Program.
- Computer-assisted instruction that allows for student learning, problem solving, and acceleration of students' language skills.
- Opportunities to participate in family learning activities, which include parent workshops, educational field trips and family projects.

Alternative Language Program Description

The SIOP Model is applied in all Cesar Chavez Academy District general education classrooms for the benefit of English language learners who are learning content and language simultaneously. It is implemented in content-based, secondary ESL classes and content-area classes, and elementary classes that serve a mix of ELLs and native English speakers.

Components of SIOP include:

- 1) Preparation
- 2) Building background
- 3) Comprehensible input
- 4) Strategies
- 5) Interaction
- 6) Practice and application
- 7) Lesson delivery
- 8) Review and assessment

Supplemental Support Program Description

Cesar Chavez Academy Lower Elementary (K-2)

- Students identified as ELL/LEP who scored Basic, Low Intermediate, and High Intermediate in the ELPA Initial Screener and/or ELPA Spring Assessment participate in an ELL extended day program M-F from 3:30-4:30. This program reinforces English language skills through a variety of instructional strategies and high levels of student

engagement. The *Santillana Intensive* ELL program is utilized to help support this program.

- Students identified as ELL are placed in Tier II and/or Tier III interventions to support students on targeted skills. Skills targeted during this time cover the five essential components in reading; phonemic awareness, phonics, vocabulary, comprehension, and fluency. Students participating in interventions receive 30-60 minutes each day of small group targeted interventions.
- Bilingual/Spanish Literacy class is offered to students once a week. During this class the bilingual teacher reinforces core content through the use of explicit vocabulary and comprehension pertinent to what students are learning in class.

*Program effectiveness will be addressed at School Improvement Team (S.I.T.) Meetings.

Description of Services CCALE (K-2)

ELPA OUTCOME	SERVICES	DELIVERY
Basic/ Low Intermediate	Bilingual/Spanish Literacy class	40 minutes per week
	Extended ELL Club	300 minutes per week
	Tier 2 and Tier 3 interventions	210 minutes per week (average)
High Intermediate	Bilingual/Spanish Literacy Class	40 minutes per week
	Tier 2 interventions	120 minutes per week
Proficient	Progress Monitoring	Fully-Inclusive Classroom
Advanced Proficient	Progress Monitoring	Fully-Inclusive Classroom
FLEP	Progress Monitoring	School-wide common assessments and Scantron Assessment

Cesar Chavez Academy Upper Elementary (3-5)

- Students identified as ELL/LEP (Basic, Low Intermediate, High Intermediate) are placed in Tier II and Tier III interventions with a bilingual interventionist and afterschool ESL clubs
- At the same time, eligible students that are newcomers to the United States that are non-native English speakers receive intensive ESL instruction from a bilingual interventionist at least 5 hours a week. The focus of these interventions is vocabulary, pronunciation, and Reading comprehension.

- An intensive ESL club is offered twice a week to students who scored basic, low intermediate and/or high intermediate on the ELPA Initial Screener and Spring

ELPA Outcome	Service	Delivery
Basic	ESL Interventionist	300-600 per week
	Bi-lingual Support (SIOP)	Fully Inclusive Classes are needed
Low Intermediate	Title I and Title III Interventionist	300-600 Minutes per week
	Bi-lingual Support	Fully Inclusive classes as needed
	Reading Interventions	300-600 minutes per week
High Intermediate	Title I and Title III Interventionist	Fully Inclusive Classes as needed
	Bi-lingual Support (Interventionist)	Fully Inclusive Classes as needed
	Reading Interventions	300-600 Minutes per week.
Proficient	Teacher Instruction &	Fully Inclusive Classroom, as

ELPA.

	Monitoring (SIOP)	needed
Advanced Proficient	Teacher Instruction and Monitoring (SIOP)	Fully Inclusive Classroom, as needed
FLEP	Teacher Instruction & Progress Monitoring	Data Progress monitoring Tools: MEAP, SCANTRON, Study Island, Accelerated Reading, Writing Benchmark, Running Records, DIBELS (3 rd gd.)

Cesar Chavez Academy Middle School (6-8)

- Small group instruction as well as support in the general education classroom is being utilized at the middle school for eligible students, after individual ELPA and ELPA Screener data are analyzed.
- ESL pull-out class is offered to students who scored at the basic level on the Spring ELPA and/or ELPA Initial Screener.

*Program effectiveness will be addressed at School Improvement Team (S.I.T.) Meetings.

Description of Services CCAMS (6-8)

ELPA OUTCOME	SERVICES	DELIVERY
Basic	ESL section of content-area class (Gen Ed Teacher)	300-600 minutes per week
	Bilingual Support (Paraprofessional)	Fully inclusive classes, as needed
Low Intermediate	Title I Interventionist	300-450 minutes per week
	Bilingual Support (Paraprofessional)	Fully inclusive classes, as needed
High Intermediate	Title I Interventionist	Fully inclusive classes, as needed
	Bilingual Support (Paraprofessional)	Fully inclusive classes, as needed
Proficient	Teacher Instruction & Monitoring	Fully Inclusive Classroom, as needed
Advanced Proficient	Teacher Instruction & Monitoring	Fully Inclusive Classroom, as needed
FLEP	Teacher Instruction & Progress Monitoring	State Assessments, Local Performance on MEAP,SCANTRON, ACCELERATED READER

Cesar Chavez Academy High School (9-12)

- English as a Second Language (ESL) Class: Offered to students who scored basic or low intermediate on the ELPA. With the ESL teacher and other teachers' input and discretion, other students whose test scores and performance in classes indicate that they need more explicit instruction and practice in English will also be placed in this class. The class is designed to support ELLs in two ways:
 1. Explicit language instruction, according to proficiency level
 2. Translation and clarification of academic content in native language, in support of other classes.
- General Education Support: Two models of support are used to support ELLs in their general education classes.
 1. **Pull-Out Model:** Primarily for students who scored basic on ELPA Initial Screener and/or Spring ELPA, this model is designed to provide high-need students with intensive and individualized language instruction.
 2. **Push-in Model:** ESL support staff members assist students within in large-or small group setting, according to nature of the lesson. Assistance consists of translation and clarification of content and assignments, facilitating communication between student and teacher, and petitioning or helping to modify work (accommodations).

*Program effectiveness will be addressed at School Improvement Team (S.I.T.) Meetings.

Description of Services CCAHS (9-12)

ELPA OUTCOME	SERVICES	DELIVERY
Basic	ESL Class (Teacher)	300 minutes per week
	Bilingual Support (Paraprofessional)	900 minutes per week (average)
Low Intermediate	ESL Class (Teacher)	300 minutes per week
	Bilingual Support (Paraprofessional)	900 minutes per week (average)
High Intermediate	ESL Class (Teacher)	ESL Teacher's Discretion
	Bilingual Support (Paraprofessional)	Fully inclusive classes, as needed
Proficient	Teacher Consultation	Fully Inclusive Classroom, as needed

Advanced Proficient	Teacher Consultation	Fully Inclusive Classroom, as needed
FLEP	Progress Monitoring	State Assessments, Local Performance

Goals of the Program

- To move 10% of the students annually to Formerly Limited English Proficient (FLEP).
- To educate Limited English Proficient students with the same rigorous standards as all students in the school district.
- To teach the English language domains of listening, speaking, reading, and writing skills.
- To provide students with an opportunity to progress academically within their peer group by using tutoring assistance in their first language.
- To foster positive attitudes toward school and positive self-concepts.
- To promote pride in the students' cultural and linguistic backgrounds.
- To involve families and community leaders in the educational process in order to make education a cooperative effort between home and school.

Progress Monitoring

Student progress is monitored in different ways:

- Weekly progress reports
- K-2 continuously monitored through weekly DIBELS assessments and Bi-monthly phonemic awareness and phonics screeners
- Report cards
- Running records from content area teachers and ESL staff
- Feedback and observation from teachers
- Summative assessments
- RTI meetings to discuss progress
- Spring ELPA

	High School	Middle School	Upper Elementary school	Lower ES
Standardized Test	ELPA	ELPA	ELPA	ELPA
	MEAP /MME	MEAP	MEAP	MEAP
Formative Assessment	Scantron	Study Island	DIBELS 3rd -	DIBELS K-2
	Read 180	Star Reader	Star Reader	Star Reader

		Scantron	Scantron	Scantron
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Exiting from Title III- Program Services

CCALE (K-2) and CCAUE (3-5) Exit criteria from ESL services include the following:

- Students attending CCAE (K-2) and CCAUE (3-5) who score proficient or advanced proficient on the Spring ELPA for two consecutive years will be considered Formerly Limited English Proficient (FLEP) and will no longer receive ELL services; however progress will be measures in all four language areas through local and state assessments. (Students in K and 1st grade will not be exited from LEP status).
- Demonstrated proficiency on other formative assessments.
- Professional assessment (teacher input, grades, etc.).

CCAMS (6-8) and CCAHS (9-12) Exit criteria from ESL Services include the following:

- CCAMS (6-8) and CCAHS (9-12) will continue administering the Spring ELPA Assessment to all eligible LEP students until they exit the program based on the district exit criteria.
- ELL/LEP student demonstrates proficiency (score of *proficient or advance proficient*) on the Spring ELPA for at *least* one year. Note: Analysis of proficiency should occur at an individual level and include all four domains.
- Demonstrated proficiency on other school-level, formative assessments.
- Professional assessment (e.g. teacher input, evaluating grades, etc.).

Monitoring Formerly Limited English Proficient Student (FLEP)

- Once the student has been exited, they are considered Formerly Limited English Proficient (FLEP) and no longer tested on Spring ELPA. They are subsequently monitored for the next 2 years to ensure that they have maintained progress and are achieving state content standards. Progress will be monitored by the methods detailed below, under “Progress Monitoring.” If during the progress monitoring process the student is not succeeding in the general education courses, general education teachers/ESL support staff meet to determine eligibility to re-enter into Title III programs and will be eligible to take the Spring ELPA.

Professional Development

The goal of professional development is to increase staff with best practice opportunities to meet the needs of ELL students.

- SIOP trainings and teacher support
- Differentiated Instruction
- Other professional development opportunities geared toward teaching ELL students (MABE, MRA conferences)
- Staff is provided with professional mentoring/coaching to support the ELL plan in classrooms
- Walkthroughs performed by ELL coach and Instructional coaches to help monitor performance of the SIOP model

Parent Communication

Parents of Limited English Proficient students receive notices of school programs and activities impacting their child's education. All School- to- home communication is translated in order to ensure that students and parents are informed in their first language.

Parent ESL classes are offered to promote language development in the hopes that parents may then be able to enforce language skills learned with their children.