



Student Services

English Language Acquisition Services (ELAS)

Mission: To ensure meaningful, educational opportunities for students, families and staff that will increase the academic achievement, cultural collaboration and English literacy for English learners.

Goals:

1. **Programs:** Provide quality programs to address the needs of individual ELL populations.
2. **Curriculum:** Develop quality curriculum that provides opportunities for ELL to acquire knowledge of grade level standards while acquiring English.
3. **Compliance:** Monitor and support ELL identification, placement, assessment and transition to increase the achievement of ELL.
4. **Culture:** Establish networks that will support the transition of many students into the American school system and transition into college.

Programs and Curriculum: Identification and Placement of English Language Learners (ELL)
(Note: [See the Identification and Placement Table/Flow Chart](#) for steps to identify, assess, and place students).

SEI Model Scheduling for Leona Schools: Beginning FY09, 4 credits per year will equate 20 hours per week. ELL will be scheduled in the following structure:

ELD 1-8 (SEI Classroom)

- Grouped by proficiency level as required by the law.
- Focuses on “Conversational English and Academic Vocabulary” and “English Grammar.”
- Can receive English credit.

ELD Language Arts (SEI Classroom)

- Grouped by proficiency levels or mixed with various levels.
- Focuses on “English Reading” and “English Writing.”
- Receive Elective credit.

Content Class (Mainstream Classroom)

- Preferably math because students are still required to take the AIMS.

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English Language Development Classes

ELD 1-8: May provide students with English Credit, AND the classroom teacher must be highly qualified in English and has an SEI 15 hour provisional endorsement or ESL/BLE endorsement.

ELD Language Arts classes: These classes provide elective credit and teachers must be highly qualified in English with an SEI provisional endorsement or ESL/BLE endorsement.

ELL Placed in Mainstream Classes: ELL may be placed in mainstream classes but must remain in the SEI program (LEPA in School Master) unless they have passed the AZELLA and are exited from the program as Reclassified. Individual ELLs who have not passed AZELLA but have demonstrated grade level literacy on another assessment, may be placed on an Individual Language Learner Plan (ILLP, formerly ELL IEP).

Individual Language Learner Plan (ILLP): The purpose of an Individual Language Learner Plan is to provide students individualized program placement based on multiple indicators including the AZELLA score. This means that students at these schools are labeled ELL but are enrolled in mainstream classrooms.

Entering and Exiting the SEI Program: A student is placed in the SEI Program and exited based on the results of the AZELLA test. AIMS scores, transcripts and other data may support putting students on an ILLP but **NOT** justify exiting a student from the program. **AZELLA in, and AZELLA out.**

Compliance

1. Students are required to take the AZELLA test, if a language other than English is stated on the **Primary Home Language Other Than English (PHLOTE)** Form.
2. If student doesn't test proficient in English, on the AZELLA test, then the student will be placed in the ELD program.
3. A parent notification letter will be mailed to the student's home, parents or legal guardians must sign, date, and return this form to Maya High School.
4. The student will only exit the ELD program if he or she tests proficient in the AZELLA exam.
5. If the student passes the AIMS exam, shows grade level proficiency in the Galileo Reading and Writing tests, and is progressing well in his or her classes, but has not passed the AZELLA, the student may be eligible for an ILLP. See the ELA Facilitator for more information.



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Culture

1. Provide a supportive, cooperative, and successful learning environment for all ELLs.
2. Communicate with ELL students and parents on issues of social, educational, and disciplinary concerns that pertain to or affect a student’s academic success.
3. Place students on an academic success contract that divides equal responsibility between students, parents, teachers, and administration to promote academic excellence in all classes.

AZELLA and TLG Identification and Placement of ELL

High School 2008/2009

AZELLA and TLG Identification	Placement by Total Composite Scaled Score Range (varies per grade)	Required ELD Course “Conversational English and Academic Vocabulary” & “English Grammar”	Additional ELD Courses from TLG ELD Curriculum “English Reading,” “English Writing,” and Academic English Reading/Writing”
Pre-Emergent	9: Below 581	B1: ELD 1 B2: ELD 2 B3: ELD 3 B4: ELD 4	Option 1- ELD Language Arts A1- A2 Option 2- ELD Language Arts B1-B2 Option 3- ELD Language Arts C1-C2 Option 4- ELD Language Arts D1-D2 Option 5- ELD Language Arts Lab (formerly ELD R/W: N Teq (technology-integrated English) or ELD R/W: Language Lab)
	10: Below 583		
	11: Below 588		
	12: Below 593		
Emergent	9: 581- 604		
	10: 583-606		
	11: 588-609		
	12: 593-613		
Basic	9: 605-655	B1: ELD 3 B2: ELD 4 B3: ELD 5 B4: ELD 6	
	10: 607-658		
	11: 610-659		
	12: 614-662		
Intermediate	9: 656-702	B1: ELD 5 (ENG 9a) B2: ELD 6 (ENG 9b) B3: ELD 7 (ENG 10a) B4: ELD 8 (ENG 10b)	
	10: 659-706		
	11: 660-711		
	12:663-717		
Proficient	Students are exited and can be scheduled according to transcript.		

Identification: English learners are identified based on their AZELLA Total Composite Scaled Score. The range varies per grade level but placement is based on AZELLA label as outline in the first column of the above table.

Placement: Student shall be placed in twenty hours of English Language Development per week.

- One class will be the ELD 1-8 class appropriate for the Composite Scaled Score.
- One class will be the ELA 1-D class appropriate for the Composite Scaled Score.

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