



AMERICAN PREPARATORY  
ACADEMY

# English Learner Master Plan and Manual for Implementation

American Preparatory Academy  
Created 2019-2020

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**American Preparatory Academy Schoolwide Mission Statement**

Our school's mission is to ensure each student achieves maximum academic success by teaching skills to mastery levels, imparting valuable knowledge, transmitting the common culture that binds us as a nation, and exposing children to supreme examples of artistic and intellectual achievement.

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# Introduction

*The purpose of the English Learner Master Plan* is to help administrators, teachers, instructors, families, and students understand the guidelines American Preparatory Academy follows to help our English Learners (EL) succeed. This handbook includes the steps taken to identify, teach, and monitor our students towards reaching English proficiency. The necessary EL forms are also included in the appendices along with the proper explanation of their purpose and use.

*The definition of an English Learner*<sup>1</sup> is an individual who

1. is between 3 and 21 years old;
2. is enrolled or planning to enroll in an elementary or secondary school;
3. meets one of the following criteria:
  - a. was not born in the United States or whose native language is a language other than English
  - b. who is a Native American or Alaska Native, or a native resident of the outlying areas; and
    - i. comes from an environment where a language other than English has had a significant impact on the individual's English proficiency; or
  - c. who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
4. whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the ability and opportunity to
  - a. meet the challenging State academic standards
  - b. perform well in classrooms in which English is the instructional language; or
  - c. the opportunity to participate fully in society.

As immigrant children and youth also have access to these rights, *the definition of immigrant children and youth* means individuals who

1. is between 3 and 21 years old;
2. were not born in any State; and
3. have not been attending one or more schools in any one or more States for more than three full academic years.

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<sup>1</sup> [Title III Spending Handbook](#)

# Legal Basis

## **Elementary and Secondary Education Act (ESEA) of 1965**

*Amended by the Every Student Succeeds Act (ESSA) of 2015*

The purpose of Title III is to “help ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English”.<sup>2</sup> The ESSA also lays out rules that schools must follow in order to receive federal funding for English Learners. Further details can be found on the U.S. Department of Education’s website via the link in the footnote below.<sup>3</sup>

## **Utah State Rule R277-716<sup>4</sup>**

“The purpose of this rule is:

- a. to address the requirements of Title III and implementing regulations and case law;
- b. to clearly define the respective responsibilities of the Superintendent and LEAs:
  - i. in identifying students learning English who are currently enrolled in Utah schools; and
  - ii. in providing evidence-based language instruction educational programs to identified students; and
- c. in order to:
  - i. meet Title III requirements;
  - ii. meet funding eligibility requirements; and
  - iii. appropriately distribute Title III funds for students learning English to LEAs with approved plans in the Utah Grants Management System.”

States that a local educational agency that receives funds under Title III must ensure that a written plan is established that includes:

- a. an identification process with student registration,
- b. a reliable English language proficiency assessment,
- c. an evidence-based language instruction education program based on Utah English Language Proficiency Standards,
- d. an established student exit criteria from English services, and
- e. a count of the number of students learning English, by classification before July 1 of each year.

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<sup>2</sup> [ESEA Sec 3102](#)

<sup>3</sup> [U.S. Department of Education. ESSA.](#)

<sup>4</sup> [R277-716](#)

## **Title VI**

Title VI of the Civil Rights Act of 1964 prohibits discrimination based on race, color, or national origin in programs or activities which receive Federal financial assistance. The Office for Civil Rights (OCR) is responsible for enforcing Title VI. Title VI applies to English Learners as schools cannot deny equal access to education because of a student's limited proficiency in English.<sup>5</sup>

American Preparatory Academy has a non-discrimination policy as we recognize “the strength we have in our different cultures, nationalities and religious faiths and we honor the diversity of our students and families. Our strength and unity is built as we honor and embrace our diversity while focusing on our shared mission of academic excellence and character development for each student.” APA non-discrimination policy “prohibits all discrimination on the basis of race, color, religion, gender, sexual, orientation, age, national origin, disability, or veteran status. This policy extends to all aspects of American Prep educational programs, as well as to the use of all American Prep facilities, and participation in all school-sponsored activities.”<sup>6</sup>

## **Plyler v. Doe, 1982**

The United States Supreme Court ruled that undocumented immigrant children cannot be denied a free, public education in the United States.<sup>7</sup> The Equal Protection Clause of the 14th Amendment to the U.S. Constitution protects the rights of these individuals' education regardless of immigration status.

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<sup>5</sup> [Education and Title VI](#)

<sup>6</sup> [Utah APA Policy Manual](#), Chapter A, Section 1.4

<sup>7</sup> [U.S. Courts. Plyler v. Doe.](#)

# Funding for English Learners

American Preparatory Academy receives Title III funding each year and must adhere to state and federal requirements for these funds. All uses of funds are authorized, and all additional English language services must “supplement not supplant” (SNS).<sup>8</sup> This means that all EL programs must add to the current required programs that are already in place and must not replace these requirements. All Title III funds fall under this SNS requirement.

Title III funds also cannot be used to meet American Preparatory Academy’s civil rights obligations. English Learners have the right to be free from discrimination based on race, color, or national origin and meaningfully participate in educational programs and services. Their parents/guardians also have the right to receive proper communication regarding their student in a language they can understand.

Title III funds must be used for three activities:

1. Providing effective language instruction educational programs that meet the needs of ELs and demonstrate success in increasing student academic achievement and English language proficiency.
2. Providing effective professional development to classroom teachers, administrators, and other school leaders. Effective training includes:
  - a. Improving instruction and assessment of ELs,
  - b. Helping personnel understand and implement curriculum, assessments, and instructional strategies,
  - c. Sufficient intensity and duration to have a positive and lasting impact on our teachers’ performance in their classrooms.
3. Providing other effective activities and strategies to enhance/supplement language which include parent, family, and community engagement activities.

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<sup>8</sup> [Title III Spending Handbook](#)

# Program Procedures

*A summarized flow chart of the entire English Learner Process is listed in Appendix 15.*

## Enrollment

When a student begins the registration process at American Preparatory Academy, part of the registration includes a Home Language Survey (HLS). This survey along with the questions included can be viewed in Appendix 1.

The purpose of the Home Language Survey is to:

1. Identify a student whose home language is not English, and
2. Identify a student who will be tested on the skills of listening, speaking, reading and writing in English because another language other than English is spoken at home.

*The information gathered cannot be used for immigration matters or reported to immigration authorities.* Translations of the Home Language Survey are also available in Arabic, Chinese (Mandarin), Portuguese, Somali, Spanish, and Vietnamese.

If the HLS identifies that a student speaks another language other than English at home, the student will be tested to determine English language proficiency. The English proficiency assessment will determine whether or not the student will require additional English language services. Students must be *tested for services within 30 days of registration or within two weeks of entry* into school if it is during the year.

There are additional supports that can be used alongside the HLS to help determine a potential English Learner. The school can check the student's records for information about past school experience. The school can also speak with the student and their family members to determine whether the student has received any type of language support services in the past.

## Identification Process

Once the Home Language Survey determines that a student speaks another language other than English, English language screening is required. There are two different types of screener assessments:

- The Kindergarten WIDA-ACCESS Placement Test (W-APT), and
- The WIDA Screener

World-class Instructional Design and Assessment (WIDA) is used by 40 U.S. states and over 400 international schools. WIDA is used across all Utah schools in order to assess English learners on their English proficiency.

The W-APT can be administered to students in pre-K, Kindergarten, or the first semester of 1st grade depending upon individual student circumstances. The test takes an estimated 30 minutes and assesses the four language domains of listening, speaking, reading, and writing. Scoring is based upon a raw test score of correct and incorrect.<sup>9</sup> More detailed information on scoring is available and can be provided by an EL coordinator, listed on Appendix 14.

The WIDA Screener is used for grades 1-12. The screener assesses listening, speaking, reading, and writing. Proficiency is reported for each of the four language domains and three composite scores: literacy, oral language, and overall score. The scores range from 1 to 6. Descriptions are listed below:

Description of English Language Proficiency Levels

Proficiency Level	Description
1: Entering	Knows and uses minimal social language and minimal academic language with visual support
2: Beginning	Knows and uses some social English and general academic language with visual support
3: Developing	Knows and uses social English and some specific academic language with visual support
4: Expanding	Knows and uses social English and some technical academic language
5: Bridging	Knows and uses social and academic language working with grade level material
6: Reaching	Knows and uses social and academic language at the highest level measured by this test

If a student has received a score below 5, they require additional English support.<sup>10</sup> Their WIDA Screener score, along with other supporting evidence (i.e. Home Language Survey) helps the school determine whether or not a student should be classified as EL.

If a student receives an overall score of 5, they are classified as English language proficient. No further steps are required. The school’s EL Coordinator will fill out the form in Appendix 13 which will be placed in the student’s file. The Letter of English Proficiency simply states that the student has tested as English language proficient and will not require additional services. There is no need for this form to be sent to the parents.

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<sup>9</sup> [Kindergarten W-APT](#)

<sup>10</sup> [WIDA Screener](#)



If a student transfers from another Utah school and has been previously screened, they will not require additional screening. Their previous school's testing and other EL documentation will be used to identify the student. If the student transfers from a school outside of Utah, they will require additional screening as not all states have the same standard of English language testing.

### **Identification Notification**

After identifying a student as an English Learner, a notification letter will be sent to the parents or guardians. The identification letter can be viewed in Appendix 2. The results of the student's screener will be included in the letter. Parents/guardians can choose to "opt-out" of the English Language program in which the student will not be placed in any separate, specialized EL services. If the parent/guardian chooses to opt-out, they can fill out the form in Appendix 4 and contact their school EL administrator listed in Appendix 14. Along with the EL Coordinator(s) at the student's school, the Title III coordinator shall be notified of any new EL students. EL Coordinators should contact the Title III director to update this information.

### **Assessment**

Once our students have been identified as ELs, they participate every year in the WIDA ACCESS assessment. The assessment tests the four language domains of Listening, Speaking, Reading, and Writing. A report of the student's WIDA ACCESS scores will be sent to the parents/guardians at the beginning of every school year along with the parent notification letter in Appendix 3.

The scoring of WIDA ACCESS assessments are similar to the WIDA Screener. Scores range from 1-6 with 5 being English proficient. Score descriptions are the same as in the table above titled "Description of English Language Proficiency Levels". If there are any further parent/guardian questions regarding the testing or scoring of our students, the EL Coordinators' contact information can be found in Appendix 14.

### **Instruction**

American Preparatory Academy uses achievement grouping as a method for personalized instruction. Every student at APA belongs to various groups in which they are instructed on reading, spelling, and mathematics. These groups contain between 5-15 students who are placed in a group based on skill, not grade level. They have the ability to change groups whenever they have advanced to a higher level of understanding as every student moves at their own pace. Our English Learners participate in these groups to receive additional English language support. These groups ensure that every one of our students have specialized instruction based on their skill level and needs.

The following table lists the various evidence-based curriculum that is used throughout our schools to help improve English Learner’s language instruction.

Grade	Instruction Explanation	Curriculum
K-3	“The focus of <i>Language for Learning</i> is oral expression. Daily exercises provide the building blocks of listening and reading comprehension by teaching the language of instruction (the phrases and vocabulary used by teachers in instructional settings), word knowledge, common information, concepts, sentence forms, classification, and problem solving. The program can be used with four-year- old children in preschool programs, primary-age children in bilingual and ESL programs, primary-age children in Title I and Special Education programs, and children in speech correction and language classes.” L4L is for all full day Kindergarten students and any K-3 students who need extra support.	<a href="#">Language for Learning (L4L)</a>
K-6th	“ <i>Reading Mastery</i> is a complete basal reading program that uses the Direct Instruction method to help students master essential decoding and comprehension skills. It offers carefully constructed instructional steps - modeling new content, providing guided practice, offering individualized practice and applying skills.”	<a href="#">Reading Mastery</a>
K-8th	“The <i>Core Knowledge Language Arts</i> curriculum provides comprehensive materials to teach reading, writing, listening, and speaking skills.”	<a href="#">Core Knowledge</a>
1st	Language for Thinking is “an expansion of the skills and concepts taught in the Language for Learning Direct Instruction program. Both programs emphasize language as a means of describing the world and as a tool for thinking and solving problems. The program is most commonly used with students in grade 1 but is also effective for high-performing Kindergarten through low-performing grade 3 students, or with speakers of English as a second language.”	<a href="#">Language for Thinking</a>
1st-3rd	“ <i>Adventures in Language</i> is a multi-level Direct Instruction program for the development of basic language skills and written expression. Adventures in Language ® may also be appropriate for older special education students to help them acquire language and written expression skills.”	<a href="#">Adventures in Language</a>
1st-6th	Spalding Spelling is dedicated to teaching all students to spell, write and read.	<a href="#">Spalding Spelling</a>
4th-6th	Voracious Vocabulary is based on Wordly Wise. See below.	Voracious Vocabulary
7th-9th	Wordly Wise is “direct academic vocabulary instruction to develop the critical link between vocabulary and reading comprehension. The robust activities, student engagement, and differentiated instruction provide the flexibility to meet the needs of today’s varying student population.”	<a href="#">Wordly Wise</a>
4th-6th	Spelling Through morphographs “is a one-year program designed to teach spelling to older students (4th grade and older). Students learn that words are composed of morphographs, which roughly are prefixes, suffixes, and bases or roots.”	<a href="#">Morphographs Spelling</a>
4th-12th	<i>Direct Instruction Spoken English</i> is “designed to help non-English speaking students who have at least a third grade knowledge of their native language achieve a functional mastery of the English language in one year or less. The program features an explicit, systematic instructional model that supports English language learners. DISE only teaches spoken English -- not reading or writing skills.”	<a href="#">Direct Instruction Spoken English (DISE)</a>

APA's English instruction teachers are trained in effective language development instruction. Their training includes focused practice groups and individual practice of English vocabulary, mastery learning, mastery checks, and pronunciation drills among other Can-Do descriptors associated with EL instruction. For any additional questions regarding the EL teacher's qualifications and training, please contact the school's EL administrators.

### **Exit Criteria**

Once a student has reached English proficiency, the exit process will begin. A student is reclassified based on two elements:

- The student has received a composite score of 5 on the annual WIDA ACCESS assessment and,
- A teacher-student-parent conference is initiated to discuss the necessary support for the student's ability to make continuous progress within 30 days of receiving the WIDA ACCESS scores or at the first teacher-parent conference of the academic year.

The responsibility of the student's school is to:

1. Notify the parents/guardians
2. Gather a team which includes the parents and student to evaluate the student's progress in Math, English, and Science without additional language services; and,
3. Develop a Monitoring Plan that explains how the student will be supported over the next four years.

The parents/guardians will receive a letter notifying of their child's exit from the program. This Exit Letter can be viewed in Appendix 7. Once the parent receives the letter, the student is formally exited from the EL program.

### **Monitoring**

All ELs that receive formal exit from the ELA program via the Exit Letter will be classified as monitoring status. The monitoring process lasts for four years in which the student will be removed from additional English language services and will no longer be required to take the WIDA ACCESS assessment.

In the beginning of the monitoring process (the beginning of the school year following their WIDA assessment), the parents and teacher or EL Coordinator will meet to create an Amended Individualized Instruction Plan with an Exit Rubric (Appendix 8). This plan will help assess the student's current academic and English language progress while establishing future steps to continue the student's academic achievement. The Exit Conversation Guide (Appendix 9) will also be used during this meeting to help guide the discussion regarding the student's success. Students are welcome to attend these meetings.

The student's progress outside of the ELA program will be monitored via their end-of-the-year assessments and grade reports. Beginning in the second year of the monitoring process, the parents will be sent an annual letter notifying them that their student is meeting grade-level standards (Appendix 10). If a student is struggling without the additional English language services, their monitoring status can be reviewed. A letter will be sent to the student's parents if the student is struggling (Appendix 11). During the parent-teacher conferences, the teachers and parents can decide whether or not to re-enroll the child into the ELA program. Another IIP can be created for the student. This is in Appendix 6.

### **Program Completion**

A student will completely exit the monitoring program once their four years of monitoring is complete. During this time their records will need to demonstrate that they have met grade-level requirements and are succeeding without additional English language services. Once their four years is finished, they will no longer be classified as EL and will no longer require special English language monitoring.

### **Refusal of Services**

Parents/guardians have the choice to opt their student out of the English Language Acquisition program.<sup>11</sup> The school cannot recommend that a parent opt their child out of the program. Opting out of the program would mean that the child does not participate in any additional English language instruction coursework or classes, and/or English language proficiency testing.<sup>12</sup> In Utah, parents do have the option to opt-out of state administered testing. Parental opt-out of EL services does not opt students out of annual WIDA ACCESS assessments. The school will administer WIDA ACCESS annually. Parents that wish to opt-out of the ELA program can fill out the form in Appendix 4.

If the school finds that the student is struggling in their coursework, the school is responsible to take additional steps to help the student succeed. For instance, the school can notify the parents/guardians about the student's lack of progress and encourage them to have their student opt-in to additional English language instruction coursework. Parents that wish to re-enroll their child into the ELA program can fill out the form in Appendix 5. If the parents/guardians decide to remain opted-out of the program and the student still struggles academically, the school will provide additional support outside of the EL program. American Preparatory Academy strives to ensure that every one of our students succeeds and excels academically.

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<sup>11</sup> [Tools and Resources for Serving English Learners Who Opt Out of EL Programs](#)

<sup>12</sup> [Utah English Learner Identification and Placement Guidance](#)

# English Learner Documentation Folder

Every student at American Preparatory Academy has a Cumulative (CUM) Folder which includes student records such as report cards, registration information, etc. Separate to the CUM folder, every EL student must have an EL Documentation Folder. This EL folder must include:

- Identification Letter (Appendix 2)
- Parent Refusal of Service, if applicable (Appendix 4)
- WIDA Screener/W-APT
- Yearly Parent Notification Letters (Appendix 3)
- Yearly Individualized Instruction Plans (Appendix 6)
- WIDA ACCESS annual assessments
- Yearly assessments

Once the student receives a score of 5 on their WIDA assessment, they will be moved to monitoring status. Monitoring will last for four years in which the student will not be WIDA assessed, but their progress will be tracked and reviewed yearly via grade reports and end-of-year assessments. The following monitoring documents are required:

- Exit Letter (Appendix 7)
- Amended Individualized Instruction Plan (Appendix 8)
- Yearly Report Cards
- Yearly Parent Progress Letters (Appendix 10 & 11)

# English Learners with Disabilities

If an English Learner requires additional services and support because of a disability, APA will apply those accommodations to their English Language Acquisition program. During enrollment, or any other time a disability is made aware to the school, the school's ELL coordinator and Special Education director will meet together to establish a plan. This plan will be incorporated into the student's Individualized Instruction Plan found in Appendix 6.

**Not all English Learners are identified as students with disabilities because of their limited English language proficiency. Only EL students with an Individualized Education Plan (IEP) or Section 504 Plan will be identified as students with disabilities.**

The following questions are examples of the types of considerations taken when creating an individualized education plan (IEP) for our EL students with disabilities:<sup>13</sup>

- ❖ Has the dominant language in the home been considered?
- ❖ Has the child's primary language of communication been considered?
- ❖ Does the IEP Team have access to WIDA assessments and data?
- ❖ Do progress monitoring activities measure progress towards English mastery?
- ❖ Does the instructional plan incorporate a variety of instructional strategies?
- ❖ Is there a member of the IEP team that has detailed knowledge of the student's needs, understands how language develops, and strategies that can be used when educating a student learning English?

For assessments, there are available accommodations for WIDA assessments to help APA continue to track their progress in achieving English language proficiency.<sup>14</sup> The student's special education assessments, however, must be provided in the child's native language in order to separate the student's language needs from their disability-related needs.

For any additional questions regarding accommodations and process for our EL students with disabilities, please contact the school's EL coordinator.

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<sup>13</sup> [English Learner Toolkit](#)

<sup>14</sup> [WIDA Accessibility And Accommodations Supplement](#)

## Long Term English Learners

Although American Preparatory Academy strives to help every student reach academic proficiency, some do fall behind. *A long term English Learner is a student who has not reached a minimum standard of English language proficiency after six years of enrollment in the ELA program.* The minimum threshold for APA is receiving at least a 4.5 on their WIDA ACCESS assessment.<sup>15</sup> APA strives to ensure that every one of our EL students reaches proficiency before this six year mark. Therefore, APA tracks all of our EL students to ensure that any students who are struggling in learning the English language can receive additional assistance.

If a student is identified as a long term English learner, the school's EL Coordinator will pull the student's most recent Individualized Instruction Plan (IIP). A meeting will be set up with the student and parents/guardians along with a school personnel such as their teacher, the EL Coordinator, or another academic director with a detailed knowledge of the student's progress. A new IIP will be drafted with the parent(s) and student to ensure new steps will be understood and taken to improve the student's English language progress.

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<sup>15</sup> [Long-term English Learners Across 15 WIDA States](#)

# Parent Support and Services

Along with providing our EL students with the proper services, the parents/guardians of our EL students have additional rights.<sup>16</sup> American Preparatory Academy strives to uphold meaningful communication throughout every step of the Alternative Language Program (ALP) process with the parents. Parents will receive notifications throughout their child's ALP plan in which they will be informed of what education their child is receiving and their child's progress. Parents are also encouraged to participate whenever possible (i.e. parent-teacher conferences regarding their child's progress).

Part of Title III funding also includes offering additional parent, family, and community engagement activities to enhance or supplement language instructional education programs for ELs. For further information about these engagement activities, look for the weekly campus newsletters which will include detailed information.

## Adult English Classes

For parents/guardians that are interested in participating in English services, APA offers three adult English classes. Two classes are offered at West Valley 2, and one class at West Valley 1. The weekly campus newsletters include the days and times that these classes are held. Contact the campus EL coordinators for further information.

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<sup>16</sup> [Title III Spending Handbook](#)





- Home
- Students
- Families
- Staff
- Student Services
- Food Service
- Office
- Administration
- Educator Access Plus
- Advanced Features
- Federal/State Reporting
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Custom Forms Tab

- Opt Stu Serv
- Method of Instr
- Fed Impact Aid
- Special Ed
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- Discipline
  - Offenses
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- Health
- Portfolio
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  - Highlights
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- Test Scores
- Fee Mgmt
- Picture
- RTI/MTSS
- Custom Forms
  - 2020-21 Confirm E...
  - 4th Grade Recorders
  - Ambassador Field ...
  - FERPA
  - Health Conditions
  - High School
  - Home Language S...
  - Old Aspire Informa...
  - Pickup Change Re...
  - Registration
  - Special Services
  - Student Compact
  - Test
  - Testing
  - USIS
- Grades

Student: [Redacted] [Redacted] [Redacted] Ranges Add Delete Transfer Pseudo

Grad Year (Grade): [Redacted] DOB (Age): [Redacted] Entity, School, Status: 201, 201, I Default: 201, 201, I

Gender: [Redacted] Other ID: [Redacted] State ID: [Redacted] Phone: [Redacted] Homeroom: [Redacted]

Home Language Survey

2 - Child Speaks at Home: español

3 - Language Adults Speak: español

4 - Understands & Speaks: español - ingles

5 - School to Home Lang: español

Household Speaks Mostly: [Redacted]

My Child Speaks: little to no English at home

Refugee Background: No

US Enrollment Date: [Redacted]

Buttons: Edit, Print, Delete, History

Created: 06/08/2021 10:33pm Modified: 06/08/2021 10:33pm

There is a report you can run through Data Mining in Skyward. This report is already set up to give you the correct fields. The report is called **EL Identifier Survey**.



**AMERICAN PREPARATORY**  
ACADEMY  
**English Learner Identification Letter**

Dear Parent or Guardian,

When your child, \_\_\_\_\_ (Student ID: \_\_\_\_\_), enrolled at our school, you completed a home language survey included in the registration materials. The survey indicated that a language other than English is spoken by your child or used in your home. Because of this, your child was given an English language acquisition test, known as WIDA, to measure his or her proficiency in English. Based on the results of this test, your child qualifies to participate in the English Language Acquisition (ELA) program for English Learners (EL).

**The following is a summary of your student's WIDA SCREENER/W-APT screening test results:**

Test Section	Listening	Speaking	Reading	Writing	Overall
<i>Proficiency Level</i>					

\*Results are on a scale of 1-6. A score of 1 indicates the student uses minimal social and academic language. A score of 6 indicates the student uses social and academic language at the highest level measured by the test.

The school will test your student each year for English language proficiency to support academic achievement in Math, English, and Science. You will be notified of your child's progress when the results are received. Your child's academic achievement will also be provided on his/her report card, bi-monthly reports, and standardized test results. Please contact your child's teacher if you need more information about your student's progress.

**English Language Acquisition (ELA) Program**

The ELA program is designed for students who are not yet fluent in English. Your student's progress will be monitored on a weekly basis and reviewed by our academic team to ensure their needs are being met. It is our responsibility to provide a quality English language services program for your student until they are identified as proficient in English. The ELA program includes achievement-level academic groupings, direct instruction, academic extended day, collegium hall, DISE pull-out instruction, family literacy programs, and other EL family supports. We will also provide this instruction by a qualified teacher who is endorsed or certified to teach ELs. All ELs are expected to graduate within the same time frame as non-EL students.

**Monitoring and Exit Requirements**

Students are exited from the ELA services when they have demonstrated fluency (achieved an overall score of "5") on their annual English language proficiency assessment. A student who has exited ELA services will continue to be monitored for a minimum of four years. After four years of successful classroom performance, students will be removed from the program. You will be notified of your child's exit from the ELA program.

**Additional Information**

We will also provide Special Education Services, if necessary, as aligned to the English language services.

If you are interested in participating in a parent ELA class, please contact the school secretaries for more information. If you have any questions about the ELA Program or your student's placement, please contact your student's academic director.

*You have the right to decline your child's enrollment in the ELA Program. Please notify your student's EL Coordinator if you would like more information about being removed from the program.*

**Please sign, date, and return the form to your child's school, and it will be placed in the student EL folder.**

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
EL Coordinator Signature

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date



**AMERICAN PREPARATORY  
ACADEMY**  
**Yearly Parent Notification for English Learners**  
*To be mailed at the beginning of every school year.*

Student Name: \_\_\_\_\_ School: \_\_\_\_\_

Grade: \_\_\_\_\_ School Year: \_\_\_\_\_ Student ID: \_\_\_\_\_ SSID: \_\_\_\_\_

Dear Parent or Guardian,

Your student has been identified as an English learner based on Utah’s test for Listening, Speaking, Reading, and Writing in English (WIDA). Every year your student receives an English proficiency score from the WIDA ACCESS assessment. Your student’s most recent WIDA ACCESS assessment is also included with this letter. If you have any additional questions regarding their assessment, please contact your child’s school EL coordinator: \_\_\_\_\_.

Their overall proficiency level is listed below:

Level 1: Entering \_\_\_\_\_ Level 2: Beginning \_\_\_\_\_ Level 3: Developing \_\_\_\_\_ Level 4: Expanding \_\_\_\_\_

*School responsibilities for English Language Services for your child*

1. We will provide a quality English language services program for your student until they are identified as proficient in English.
2. We will provide English language instruction by a qualified teacher who is endorsed or certified to teach English learners.
3. We will test your student each year for English language proficiency to support academic achievement in Math, English, and Science.
4. We will provide Special Education Services, if necessary, as aligned to English language services.

*You have the right to decline your child’s enrollment in American Preparatory Academy’s English Language Acquisition program. Please notify your student’s academic director if you would like more information about being removed from the program. Refusal of services must be renewed each school year.*

**Please sign, date, and return the form to your child’s school. It will be placed in the student’s EL folder. This form can also be included in the fall Parent-Teacher Conference with a review of the Student WIDA Report from the USBE Data Gateway.**

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
EL Coordinator Signature

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date



**AMERICAN PREPARATORY  
ACADEMY**  
**English Language Refusal of Services Form**

Student Name: \_\_\_\_\_ School: \_\_\_\_\_

Grade: \_\_\_\_\_ School Year: \_\_\_\_\_ Student ID: \_\_\_\_\_ SSID: \_\_\_\_\_

As the parent/guardian of this student, you have the legal right to opt your child out of the English Language Acquisition (ELA) program services. American Preparatory Academy’s ELA is specifically designed to help your child reach English language proficiency while meeting grade-level academic requirements. If you still wish to opt your child out of the ELA program services, please initial the following statements below. Doing so will indicate that you fully understand and agree with each statement.

\_\_\_\_\_ I am aware of my child’s English language assessment score and other information about my child’s current academic progress, and understand why he/she was recommended for additional English language instruction.

\_\_\_\_\_ I am familiar with the ELA programs and services the school has available for my child.

\_\_\_\_\_ I have had the opportunity to discuss the available ELA programs and services with the school.

\_\_\_\_\_ I understand that this refusal of services must be renewed each year as it is only valid for the current school year listed above.

\_\_\_\_\_ All of this information has been presented to me in a language I understand.

Reason for refusal of services:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
EL Coordinator Signature

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date



AMERICAN PREPARATORY  
ACADEMY

**Notification to Opt-In to English Learner Services**

Student Name: \_\_\_\_\_ School: \_\_\_\_\_

Grade: \_\_\_\_\_ School Year: \_\_\_\_\_ Student ID: \_\_\_\_\_ SSID: \_\_\_\_\_

On \_\_\_\_\_ (*date of previous refusal of services*), you requested that your child be removed from the English Language Acquisition (ELA) program services. We understand that you have revisited your previous decision and would now like to re-enter your child into the ELA program. We believe these services will benefit your child and help them succeed in their grade-level academic content.

Please initial the following statements. By doing so, you are indicating that you understand and agree with the statements.

\_\_\_\_\_ I wish to opt my child back into the English Language Acquisition program and services offered to my child.

\_\_\_\_\_ I understand that my child will be immediately re-enrolled in the services offered in the ELA program.

\_\_\_\_\_ I understand that the school will continue to communicate with me regarding my child’s English language and academic progress.

\_\_\_\_\_ I understand that if I have any questions regarding the ELA program and services, I can contact the school’s English Language Coordinator.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
EL Coordinator Signature

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date



**AMERICAN PREPARATORY  
ACADEMY**

**Yearly Individualized Instruction Plan**

*To be used every year during parent-teacher conferences*

Student Name: \_\_\_\_\_ School: \_\_\_\_\_

Grade: \_\_\_\_\_ School Year: \_\_\_\_\_ Student ID: \_\_\_\_\_ SSID: \_\_\_\_\_

**WIDA Results**

Listening: \_\_\_\_\_ Writing: \_\_\_\_\_ Speaking: \_\_\_\_\_ Oral: \_\_\_\_\_ Reading: \_\_\_\_\_

Literacy: \_\_\_\_\_ Comprehension: \_\_\_\_\_ **Composite Overall Score:** \_\_\_\_\_

*Results are on a scale of 1-6. A score of 1 indicates the student uses minimal social and academic language. A score of 6 indicates the student uses social and academic language at the highest level measured by the test.*

Current Status (check column that applies):

Subject and Skills	Above Grade Level	At Grade Level	Below Grade Level
<i>Mathematics</i>			
<i>Science</i>			
<i>English Language Arts</i>			

*Recommendations:*

Mathematics: \_\_\_\_\_

Science: \_\_\_\_\_

English Language Arts: \_\_\_\_\_

*Circle yes or no for recommendations:*

Participate in direct instruction mainstream curriculum Yes      No

Participate in Direct Instruction Spoken English (DISE) class Yes      No

Participate in reading comprehension English support class Yes      No

Participate in decoding English support class Yes      No

Parent/Guardian Support (parents/guardians should choose ways they will support the student's learning in the home):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Additional Comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Teacher/EL Coordinator Signature

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date



**AMERICAN PREPARATORY  
ACADEMY**  
**Exit from English Language Services**

Student Name: \_\_\_\_\_ School: \_\_\_\_\_

Grade: \_\_\_\_\_ School Year: \_\_\_\_\_ Student ID: \_\_\_\_\_ SSID: \_\_\_\_\_

Dear Parent/Guardian,

American Preparatory Academy’s responsibility is to notify our students’ parents when their child has reached English proficiency. Your student has been tested at a level 5 on their annual WIDA ACCESS assessment. This means your child will be exited from the school’s English Language Acquisition program.

Your child’s school is to convene a team, including the parents and student, to evaluate the student’s academic growth in Math, English, and Science without a formal English language services program. During this time, a Monitoring Plan will be developed to explain how the student’s academic achievement will be supported over the next four years. This plan will be reviewed each year to ensure that your student is making progress toward graduation from high school. Once the four years of monitoring is complete, your child will no longer require additional English language monitoring.

Your child is entitled to be involved in all school programs and educational opportunities as a Civil Right.

**This information cannot be used for immigration matters or reported to immigration authorities.**

If you have any questions regarding your child’s exit and/or involvement in the English Language Acquisition program, please contact your child’s school EL coordinator.

\_\_\_\_\_  
EL Coordinator Signature

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date

Date Sent: \_\_\_\_\_

**This form will be placed in the EL student folder. This form can also be included in the fall Parent-Teacher Conference with a review of the Student WIDA Report from USBE Data Gateway.**



**AMERICAN PREPARATORY  
ACADEMY**

**Amended Individualized Instruction Plan and Exit Rubric**

*To be used when the student reaches English proficiency, has exited the program, and begins monitoring for four years. To be used during parent-teacher conferences.*

Student Name: \_\_\_\_\_ School: \_\_\_\_\_

Grade: \_\_\_\_\_ School Year: \_\_\_\_\_ Student ID: \_\_\_\_\_ SSID: \_\_\_\_\_

**WIDA Results**

*Last WIDA score in which student reached proficiency.*

Listening: \_\_\_\_\_ Writing: \_\_\_\_\_ Speaking: \_\_\_\_\_ Oral: \_\_\_\_\_ Reading: \_\_\_\_\_

Literacy: \_\_\_\_\_ Comprehension: \_\_\_\_\_ **Composite Overall Score:** \_\_\_\_\_

*Results are on a scale of 1-6. A score of 1 indicates the student uses minimal social and academic language. A score of 6 indicates the student uses social and academic language at the highest level measured by the test.*

**Exit Date:** \_\_\_\_\_

The student has achieved a 5.0 or better on the WIDA Composite Score, what additional support will the student need to ensure increased achievement on grade level academic content?

Current Status (check column that applies):

Subject and Skills	Above Grade Level	At Grade Level	Below Grade Level
<i>Mathematics</i>			
<i>Science</i>			
<i>English Language Arts</i>			

*Recommendations:*

Mathematics: \_\_\_\_\_

Science: \_\_\_\_\_

English Language Arts: \_\_\_\_\_

Recommendations for Early College Course Work (if applicable): \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

The following statements are to be discussed with parents/guardians if possible. Explain why or why not and how the student can improve.

1. The student maintains progress as related to the increasing challenges of academic language in the content.

Comments:



2. Accomplishes learning tasks appropriate to grade level content standards, through both productive and receptive language functions (speaking, writing, listening, and reading).

Comments:

3. Develops persistence as well as intra- and interpersonal skills to support self-regulation and prosocial behaviors.

Comments:

4. Performs well in range of educational opportunities, including courses such as Advanced Placement (AP), designated honors courses, and/or other advanced programs.

Comments:

Parent/Guardian Support (parents/guardians should choose ways they will support the student's learning in the home):

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Additional Comments: \_\_\_\_\_

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\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Teacher/EL Coordinator Signature

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date



**AMERICAN PREPARATORY**  
ACADEMY  
**Exit Conversation Guide**  
*To be referenced during Parent-Teacher Conferences*

American Preparatory's expectation is that the EL team, on the behalf of and with the student, will ensure that these questions and topics are directly answered, addressed, and included in the written recommendations in the **Amended Individualized Instruction Plan and Exit Rubric**.

1. For the parents/guardian/family:
  - a. What supports will be available to my student to maintain progress?
  - b. What supports will be available to my student to accomplish learning tasks appropriate to grade level content standards?
2. For the teacher/school team/parent and student:
  - a. Goal setting together to ensure continued progress toward grade level content standards.
  - b. What follow-up is necessary to support the student in meeting these goals?
3. For teacher/school team/parent and student:
  - a. Explaining the range of educational opportunities available at the school/district.
  - b. In what opportunities has your student already participated?
  - c. How can we ensure that your student can access these opportunities?



**AMERICAN PREPARATORY**  
ACADEMY

**Yearly Parent Notification for Monitoring Students**

*To be sent beginning of the second year of the monitoring process.*

Student Name: \_\_\_\_\_ School: \_\_\_\_\_

Grade: \_\_\_\_\_ School Year: \_\_\_\_\_ Student ID: \_\_\_\_\_ SSID: \_\_\_\_\_

Dear Parent/Guardian,

Your student exited the English Language Acquisition program on \_\_\_\_\_ as their WIDA ACCESS assessments showed English language proficiency. Since then, your student has not received any additional English language services but has been monitored on their academic progress and success. This year marks the \_\_\_\_\_ out of four years in the monitoring process.

This letter is to notify you that your student’s academic progress is at or above grade level. Therefore, your student will continue to be monitored and will not require additional English language services.

No additional action is required. If you do have any questions, please feel free to contact your child’s school.

\_\_\_\_\_  
EL Coordinator Signature

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date



**AMERICAN PREPARATORY**  
**ACADEMY**  
**Parent Notification of Monitoring Change**

Student Name: \_\_\_\_\_ School: \_\_\_\_\_

Grade: \_\_\_\_\_ School Year: \_\_\_\_\_ Student ID: \_\_\_\_\_ SSID: \_\_\_\_\_

Dear Parent/Guardian,

Your student exited the English Language Acquisition program on \_\_\_\_\_ as their WIDA ACCESS assessments showed English language proficiency. Since then, your student has not received any additional English language services but has been monitored on their academic progress and success. This year marks the \_\_\_\_\_ out of four years in the monitoring process.

This letter is to notify you that your student’s academic progress is below grade level. We feel it is best to meet and discuss your student’s progress. Additional English language services or re-enrollment into the English Language Acquisition program might be necessary.

We would like to meet with you on \_\_\_\_\_ (*date*) at \_\_\_\_\_ (*time*). We will reach out to you in the next couple of days to confirm this meeting time. If you are not able to attend, please contact us at \_\_\_\_\_ (*phone or email*).

\_\_\_\_\_  
Academic Director

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
EL Coordinator Signature

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date



**AMERICAN PREPARATORY**  
ACADEMY

**Completion of the English Learner Acquisition Program**

Student Name: \_\_\_\_\_ School: \_\_\_\_\_

Grade: \_\_\_\_\_ School Year: \_\_\_\_\_ Student ID: \_\_\_\_\_ SSID: \_\_\_\_\_

The purpose of this letter is to notify you of your child’s completion of American Preparatory Academy’s English Learner Acquisition Program. Your student has tested as English proficient via the annual WIDA ACCESS assessment guidelines. The student has also completed the four years of monitoring for all of our English Learner students to monitor their progress outside of the program. The student will no longer require additional English services or monitoring.

If you have any additional questions regarding their completion of the program, please contact your child’s school.

\_\_\_\_\_  
EL Coordinator Signature

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date



**AMERICAN PREPARATORY  
ACADEMY**

**Letter of English Proficiency**

*To be placed in the student's folder, not sent to the parents/guardians.*

Student Name: \_\_\_\_\_ School: \_\_\_\_\_

Grade: \_\_\_\_\_ School Year: \_\_\_\_\_ Student ID: \_\_\_\_\_ SSID: \_\_\_\_\_

The purpose of this letter is to document that this student has tested proficient in the English language according to WIDA assessment guidelines. This student will not be enrolled in the English Language Acquisition program as the first and only time that this student was tested, he/she received a composite score of \_\_\_\_\_ and thereby, demonstrates proficiency.

Any additional reasons why this student is not being enrolled as an English Learner:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

As this student has not participated in English Learner program services within the state of Utah, he/she will not be assigned a Monitoring Plan.

\_\_\_\_\_  
EL Coordinator Signature

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date



**AMERICAN PREPARATORY  
ACADEMY**  
**English Learner Coordinators List**  
As of 1/1/2020

*Parents/guardians, if you have any questions regarding your child's involvement in or questions regarding the English Learner Acquisition program, please contact the English Learner coordinator at your child's school.*

<b>Coordinator</b>	<b>Email</b>	<b>Phone Number</b>
<b>Draper 1</b>		
Jodi Johnson	jjohnson@apamail.org	(801) 553-8500
<b>Draper 2</b>		
Shantel Park	spark@apamail.org	(801) 810-3590
Camille Peterson	camille.peterson@apamail.org	(801) 810-3590
<b>Draper 3</b>		
Aimee Buroker	aburoker@apamail.org	(395) 434-2000
<b>Salem</b>		
Keri Elmer	kelmer@apamail.org	(801) 465-4434
<b>West Valley 1</b>		
Melanie Ferlo	mferlo@apamail.org	(801) 839-3613
<b>West Valley 2</b>		
Robin Riding	rriding@apamail.org	385-351-3090
<b>District Coordinator</b>		
Lauren Butterfield	pdaley@apamail.org	
<b>Special Education Director</b>		
Joan Ottley-Zeeman	joz@pamail.org	

## English Learner Acquisition Program Process

