



➤ ENGLISH LANGUAGE LEARNER POLICY

The mission of Sage Collegiate: Driven by excellence for all in a supportive, rigorous, and ambitious school community, Sage Collegiate Public Charter School educates K-8 students for academic achievement, college success, and a life of opportunity.

At Sage Collegiate, we strive to establish, create, and maintain an environment in which all students, regardless of their language background or usage, are provided with a high-quality education using a combination of support and services to meet their unique language needs. The goal of the school is for all English learners to be academically and socially successful, making growth, eliminating achievement gaps, and working toward English language proficiency and fluency.

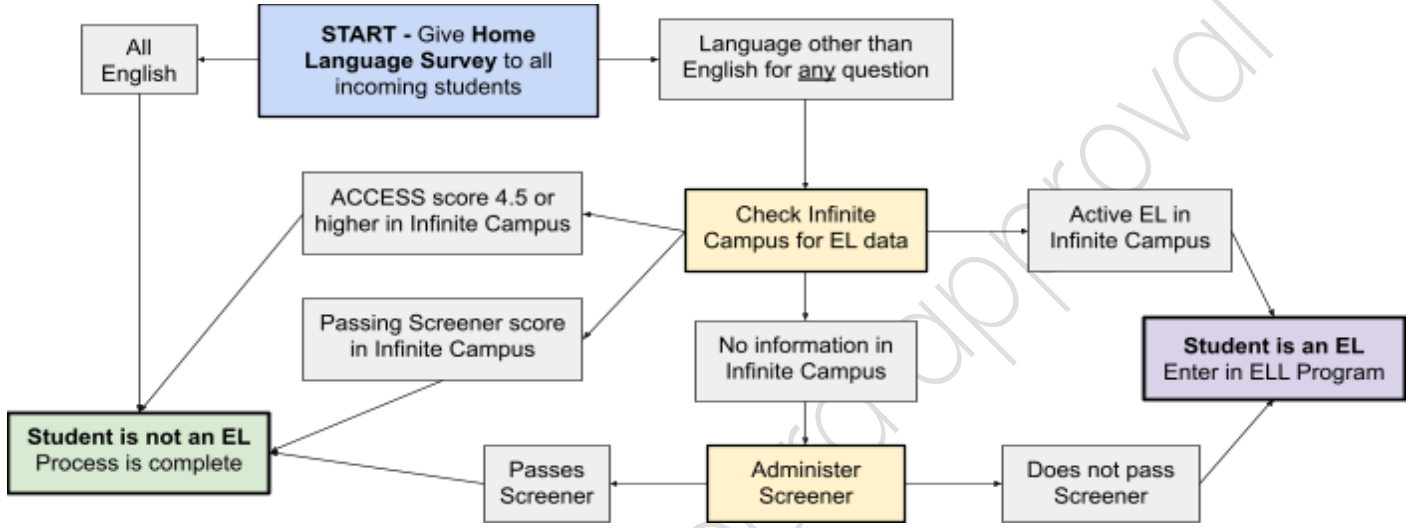
There are common terms and acronyms related to English learners. The most common are listed below.

ACCESS – an ELPA, acronym stands for Assessing Comprehension and Communication in English State-to-State

- **EL.** English learner
- **ELD.** English language development ELL – English language learner
- **ELPA.** English language proficiency assessment
- **ESEA.** Elementary and Secondary Education Act of 1965 ESL – English as a second language
- **ESSA.** Every Student Succeeds Act of 2015 ESOL – English to speakers of other languages
- **First (or Native) language.** First language learned. Can also be the primary language.
- **Heritage language.** Language of a person's culture or ancestry. This language can be lost, not learned, not spoken, native, primary, or secondary to a person
- **Home language.** Language(s) spoken in the home by significant others, family members, etc. who reside in the student's home
- **Home Language Survey.** A set of questions related to student and family language use IFEP – Initial fluent English proficient
- **Language proficiency.** Level of competence at which an individual is able to use language for both basic communicative tasks and academic purposes.
- **Language use.** Activities which involve the production of language in order to communicate. The purpose of the activity might be predetermined but the language which is used is determined by the learners. Thus, getting a new class of learners to walk round and introduce themselves to each other would be a language use activity, and so would be getting them to complete a story.
- **LEA.** Local education agency (such as a school)
- **Native (or First) language.** First language learned. Can also be the primary language OCR (Office of Civil Rights).
- **Primary language.** Language most used by a person
- **Program.** Refers to the ESL, ELL, Bilingual Program, etc. – the supports, curriculum, monitoring, and other components of a system designed to facilitate English acquisition, content and grade-level academic progress, and access to high quality, equitable education for English learners
- **RFEP.** Reclassified fluent English proficient
- **Screeners.** An assessment used to identify language proficiency level TESOL – Teaching English to speakers of other languages
- **Title III.** Part of the ESEA of 1965 and amended by the ESSA of 2015 that ensures English learners attain English language proficiency and meet state academic standards (more info [here](#))
- **WIDA.** World-Class Instructional Design and Assessment

Sage Collegiate follows all state and federal laws and guidelines in regard to English learners, English learner support and program components, and English language development. This handbook is based on resources and guidance from sources such as the [Nevada Department of Education guidance](#), the [Nevada ELL Identification and Placement Guidance Document](#), the WIDA Consortium, and the State Public Charter School Authority, our authorizer.

IDENTIFICATION PROCESS FLOWCHART



STUDENT IDENTIFICATION

There are three ways in which potential English learners are identified.

1. Home Language Survey

According to NAC 388.620, Sage Collegiate shall identify the primary language of each student who enrolls at Sage Collegiate for the first time. The language shall be considered a language other than English if:

- The student first spoke a language other than English;
- The primary language spoken in the home of the student is not English; or
- The language most spoken by the student is not English
- If a student lists a language other than English for any one or more of the questions on the survey, they are identified as a potential English learner (EL).

2. Previous EL Placement or ELPA Score

If a student has previous test scores that indicate possible EL status, the student is identified as a potential EL. This can include below passing scores on language screeners or tests as shown in the student's record history.

3. Teacher Referral

If a teacher notices language issues in the classroom, the student can be referred for possible EL screening. This can be done at any time during the year, and all students are eligible to be referred based on their demonstrated language usage and proficiency in class.



➤ PROGRAM PLACEMENT

▫ Previous ELPA Score

Nevada is a member of the WIDA Consortium, and as such Sage Collegiate uses the WIDA standards for language proficiency and the ACCESS for ELs as the English language proficiency assessment (ELPA). More information on WIDA can be found on the Nevada page of their website at <https://wida.wisc.edu/memberships/consortium/nv>

If a student has ACCESS scores on file (from Infinite Campus, a previous school, parent submission, etc.), the scores are reviewed for proper placement. If the composite score is at or above 4.5 on ACCESS for ELs, the student qualifies for program exit (see section below). If the composite score is below 4.5, the student is an active EL and is placed in the program. If the ELPA is one other than ACCESS from a non-WIDA consortium state, the proficiency level for program exit will be determined based on guidance and exit criteria for that particular ELPA.

▫ Screener

If a student is identified as a potential EL based on their Home Language Survey or other factor, they will be administered the WIDA Screener to determine their eligibility based on their English language proficiency. If a student scores above the passing threshold, they are identified as initial fluent English proficient. If they score below the passing threshold, they are identified as an active English learner (EL) and are entered into the ELL program.

▫ Parent Notification

Once a student is identified as an EL, their parent/guardian is sent a notification letter outlining the placement, the program, the assessment, and their rights. Notification letters are sent home in English as well as the parent's home language or language of choice identified in the home language survey and/or enrollment form. Parents may also contact the school to request materials in specific language(s) as needed.

➤ PROGRAM COMPONENT

Program vs Assessment

There are two main components of the ESL program: the program itself and the language proficiency assessment. Although each school is required to have a comprehensive program and required to administer the ACCESS test, students are only legally required to take the test annually. The program and all its components are available to all English learners, but a family may choose to remove their child from the program and refuse program services at any time. Even if a student is opted out of the program and services, which is not advisable and will deny the student valuable language and academic support, they are still required by federal and state law to take the ACCESS test annually.

Curriculum

All curriculum is aligned to state standards and specifically designed for the interests, needs, learning style, and abilities. As such, each EL receives high quality instruction for all academic standards through a differentiated curriculum. The curricular materials and content are designed to be accessible and effective through their use of high-interest themes, multiple learning styles. English learners choose from various versions, called flavors, of each set of standards, allowing them to be more engaged and comfortable with the course material and content. Teachers also incorporate texts of various levels, visuals, and other materials that assist in comprehension and language learning.



Instruction

The average class size is kept very low, averaging around 14 students, to ensure that each student, especially ELs, are provided with individual attention and differentiation. Teachers use a seminar approach, facilitating student participation and interaction throughout the class. Students are given many options within the class, and the teachers vary the instructional approach based on the students in a given class. English learning is enhanced and supported through the study of etymology, key vocabulary, direction and assignment details delivered in various formats, and one on one teacher time for all students.

Progress Monitoring

Sage Collegiate uses several comprehensive monitoring systems to track EL progress and make immediate and impactful interventions as needed by each individual student based on their performance and language needs. There are metrics across several areas to capture a broad picture of student progress in language learning and content standards.

Weekly progress reports - student progress data from every teacher

- **Academic Referrals.** Referrals for assistance and support when a student fails to prepare for class or does not complete/turn in an assignment
- **English Language Development.** Period dedicated to English language development for all English learners at Sage Collegiate
- **Term grades and Exit Exams.** Data from each exit exam, broken down by standard, for all classes each month for a total of eight reporting periods annually

Language Proficiency Testing (ELPA) - ACCESS

Students are assessed annually using the ACCESS for ELs, an assessment designed to measure proficiency levels of each student in reading, writing, speaking, and listening. The test is scored on a scale of 1-6 with 6 being equivalent to native English speaker proficiency. This assessment is required for all ELs, regardless of their participation in the ESL program, parent opt outs, or other specific circumstances.

➤ PROGRAM EXIT

When a student scores a 4.5 or higher composite score on the ACCESS for ELs, they are eligible to exit the ESL program. After exiting, they are monitored for at least three years to ensure that they do not struggle or regress in their academic or social English abilities. If a student has not scored at least a 4.5 composite score, they remain classified as an EL and are eligible for all EL services.

Although the cutoff score for program exit is 4.5 in Nevada, Sage Collegiate does recommend a student work toward a score of 5 or higher to better indicate that they have reached a level of proficiency on par with their peers.

➤ STAFFING

Sage Collegiate will ensure staffing needs are met annually based on student enrollment and enrollment projections. The minimum staffing for the ESL program consists of a TESOL-endorsed teacher with experience in language instruction.

➤ TRAINING and PROFESSIONAL DEVELOPMENT

The school will provide training to the content and elective teachers to prepare them for sheltered instruction and language development strategies that should be used in all classrooms. This training will take place at various times throughout the school year including during the pre-service training as well as during weekly PDs throughout the school year.



➤ PARENT INVOLVEMENT

Sage Collegiate actively encourages parent involvement, especially parents of English learners who may themselves benefit from support to manage language barriers they may face. This can include adult and family language development courses, translated school materials, parent input measures, and parent-driven school events and initiatives.

- Rosetta Stone. Parents and other family members can request access to English language development content through an online platform. The school can provide login credentials and place the parent or family member at the right level for their current language level, and they can use the system to learn and practice their language English. The credentials are renewable, based on availability, monthly.
- Translation services. School staff are available to assist with translation services for families and students as needed. For Spanish-English or English-Spanish, the school can provide in depth translations and interpretations. The school can also connect families to certified translation services for official legal documents and other matters that require certification or notarized translation. For other languages, the staff is prepared to provide assistance and referrals for translation and interpretation services.
- Recommended sites recommended for parents and families include:
 - [Las Vegas-Clark County Library](#) - the library has in person and online services for adults and children learning English. Parents can even register for classes online.
 - [VOA Learning English](#) - news site that has tiered levels of news to assist in learning English through interactive reading and listening activities that are relevant and meaningful.
- [Yandex](#) - allows users to translate texts, websites, and even images. This site boasts an attractive interface, fast performance, and translations for several languages. Besides, the website is not only ideal for a one-time lookup but also for learning new languages. The platform has a feature that suggests fixes to bad translations and can support texts of up to 10,000 characters. Additionally, it allows you to swap between two languages with a single button.
- [Google Translate](#) - translates between languages automatically and offers a text box that can accommodate input texts of any size. It also allows users to select the input method, keyboard option, and handwriting. The platform boasts over 100 languages and a plethora of other features, such as the ability to share, save, listen to, and copy the translated text.
- [Reverso](#) - cutting-edge website that automatically translates texts from one language to the next. The site's most outstanding feature is the context translation. Below the translated text, there is a box that features additional examples of how the translation might have turned out if the input text was slightly different. This website also features an on-screen keyboard and allows users to listen to the translated text.
- [Simple English News](#) - site designed to provide current events in approachable English for adults and teens learning the language
- [ELLLO](#) - listening to English conversations and other material is essential for the language learning process, and English Listening Lesson Library Online provides hundreds of listening resources for English learners.

PROGRAM EVALUATIONS

The English learner program will be evaluated at least annually using the rubric below. With the frequent data collection methods in place for the ELs, administrators and ESL staff have a variety of metrics in which to base the program evaluation. If there are areas of the program that are falling below "Meets" in the evaluation, programmatic adjustments will be investigated and implemented to improve the program. This may include a small team of staff or a larger collaboration of staff, parents, and students, depending on the area of need and specific circumstances. Any area scored as "Does Not Meet" will warrant an immediate program evaluation and



review by a TESOL, ESL, or language acquisition expert or consultant to guide the improvement plan for the ESL program and rectify its deficiencies.

Draft/pending Board approval

Criteria	Does Not Meet	Working to Meet	Meets
EL subgroup vs school average - year to year growth	ELs fall far below school average	ELs approach school average	ELs perform at or above school average or show significant growth
EL subgroup vs school average - exit exam pass rate	ELs fall far below school average	ELs approach school average	ELs perform at or above school average or show significant growth
EL progress toward proficiency	25% or less of ELs show growth in ACCESS scores	26% - 75% of ELs show growth in ACCESS scores	76% or more ELs show growth in ACCESS scores
EL subgroup vs school average - at-risk list	ELs are at-risk well above school average consistently	ELs are at-risk above school average at times	ELs are at-risk as much as or less than school average
Staffing and ELD	Staffing need not met, student services not consistent	Staffing need mostly met, students all in ELD flex, students services are available	Staffing need met, all students in ELD flex with 18 or less students, all students receive services
EL identification process	No ELs identified in terms 1-3, ELs missed, errors in identification	ELs are identified by term 3, all parent notifications are made, working toward scheduling ELD	ELs are identified by term 2, all parent notifications are made, all ELs scheduled to ELD
MLSS/RTI for ELs	No evidence of interventions for ELs	Some evidence of interventions for ELs	Consistent evidence of interventions for ELs
Exited EL monitoring	ELs inconsistently exited, exited without meeting criteria, ELs prevented from exiting, little evidence of monitoring exited ELs	ELs exited using criteria, evidence of monitoring	All ELs meeting criteria are exited timely, and parents notified, evidence that all exited ELs are monitored
Language-responsive curriculum	No evidence of curriculum to support ELs or ELD	Some evidence of curriculum to support ELs and ELD with occasional holes or inconsistencies	Full evidence of curriculum to support ELs and ELD in all contents consistently
Differentiated instructional practices	No evidence of instructional practices to support ELs or ELD, no accommodations or supports evident in classes	Some evidence of instructional practices to support ELs and ELD with occasional holes or inconsistencies, evidence of accommodations or supports in some classes	Full evidence of instructional practices to support ELs and ELD in all contents consistently, consistent use of accommodations and supports in all classes
Professional learning	No teachers prepared and no language or EL-specific training	Most teachers trained and prepared for ELs and language development across contents	All teachers trained and prepared for EL and language development across contents, follow up trainings evident



ELL NOTIFICATION LETTER

SAGE COLLEGIATE PUBLIC CHARTER SCHOOL
4100 W. Charleston Blvd, Las Vegas, NV 89101

<<Date>>

Dear Family of <<Student>>:

This letter is to inform you that your child, <<FULL NAME>>, Grade - <<GR>>, Date of birth - <<DOB>> has most a recent ACCESS score of <<Last known ELP (ACCESS) Score COMPOSITE>>, and therefore has been identified as an English language learner based upon the Nevada English Language Proficiency Assessment test (ACCESS for ELLs), which measures academic English proficiency. Based upon the test results your child would benefit from placement in the following instruction language program:

- Academic English Language Support Program – The goal of this program is to ensure that children who are limited English proficient attain English proficiency, develop high levels of academic attainment in English. (ESEA 2001, ESSA 2015). Sage Collegiate provides this support during an English language development (ELD) flex period specifically designed for English learners.

When your child becomes English proficient according to the Nevada English Language Proficiency Assessments by earning a 4.5 on the ACCESS test, your child will be exited from the Academic English Language Support Program; however, his/her academic progress will be monitored for two years thereafter. Results of the ACCESS, which indicates your child's level of English proficiency, are sent home with your child annually. For English Language Learners who are also special education students, their individual Education Plan will reflect the acquisition of English fluency objectives.

The goal is to develop proficiency in academic English and to provide student success. Although parents have the prerogative to withdraw their child from direct services, it is strongly recommended that students receive academic support that these programs provide. If you have questions, you are encouraged to email us anytime.

Sincerely,

Amanda Hopkins, Manager of Student Services
ahopkins@sagecollegiate.org

[SPANISH VERSION]



ELL OPT-OUT FORM

SAGE COLLEGIATE PUBLIC CHARTER SCHOOL
4100 W. Charleston Blvd, Las Vegas, NV 89101

<<Date>>

Dear Family of <<Student>>:

STUDENT NAME:

I am aware that my child has a most recent ACCESS score that is under 4.5 and therefore s/he has not shown legal proficiency in English and therefore has been identified as an English language learner based upon the Nevada Language Proficiency Assessment test (ACCESS for ELLs), which measures academic English proficiency. Based on these results, Sage Collegiate has placed her/his in the following program to assist her/his academic English acquisition:

Academic English Language Support Program. The goal of this program is to ensure that children who are limited English proficient attain English proficiency, develop high levels of academic attainment in English. (ESEA 2001, ESSA 2015). Sage Collegiate provides this support during an English language development flex period specifically designed for English learners.

When my child becomes English proficient according to the Nevada English Language Proficiency Assessments by earning a 4.5 on the ACCESS test, he/she will be exited from the Academic English Language Support Program; however, his/her academic progress will be monitored for two years thereafter. Results of the ACCESS, which indicates the level of English proficiency, are sent home annually. For English Language Learners who are also special education students, their individual Education Plan will reflect the acquisition of English fluency objectives.

I understand that my child is not academically proficient in English according to NV state testing, but I do not want my child to participate in the above-named program.

By signing this letter, I hereby waive the English language learner and English language development services offered by Sage Collegiate, including the ELD flex period and supports. As mentioned above and in the notification letter I received, I am aware that federal and state law mandates that my child is testing annually using ACCESS for ELLs until s/he reaches a score of 4.5 to be exited from the ELL program.

PARENT PRINTED NAME: _____

PARENT SIGNATURE: _____

DATE SIGNED: _____

[TRANSLATE TO SPANISH]



ELL EXIT LETTER
SAGE COLLEGIATE PUBLIC CHARTER SCHOOL
4100 W. Charleston Blvd, Las Vegas, NV 89101

<<Date>>

Dear Family of <<Student>>:

This letter is to inform you that your child, <<FULL NAME>>, Grade - <<GR>>, Date of birth - <<DOB>> was tested for academic English proficiency using the ACCESS for ELLs language proficiency test. Your child scored above a composite score of 4.5. Based on this score, your has been been exited from the following instruction language program:

Academic English Language Support Program. The goal of this program is to ensure that children who are limited English proficient...attain English proficiency, develop high levels of academic attainment in English. (ESEA 2001, ESSA 2015). Sage Collegiate provides this support during an English language development flex period specifically designed for English learners.

For three academic school years, Sage Collegiate will monitor their grade-level academic English proficiency even though they are no longer in the program. If you have questions, you are encouraged to contact us.

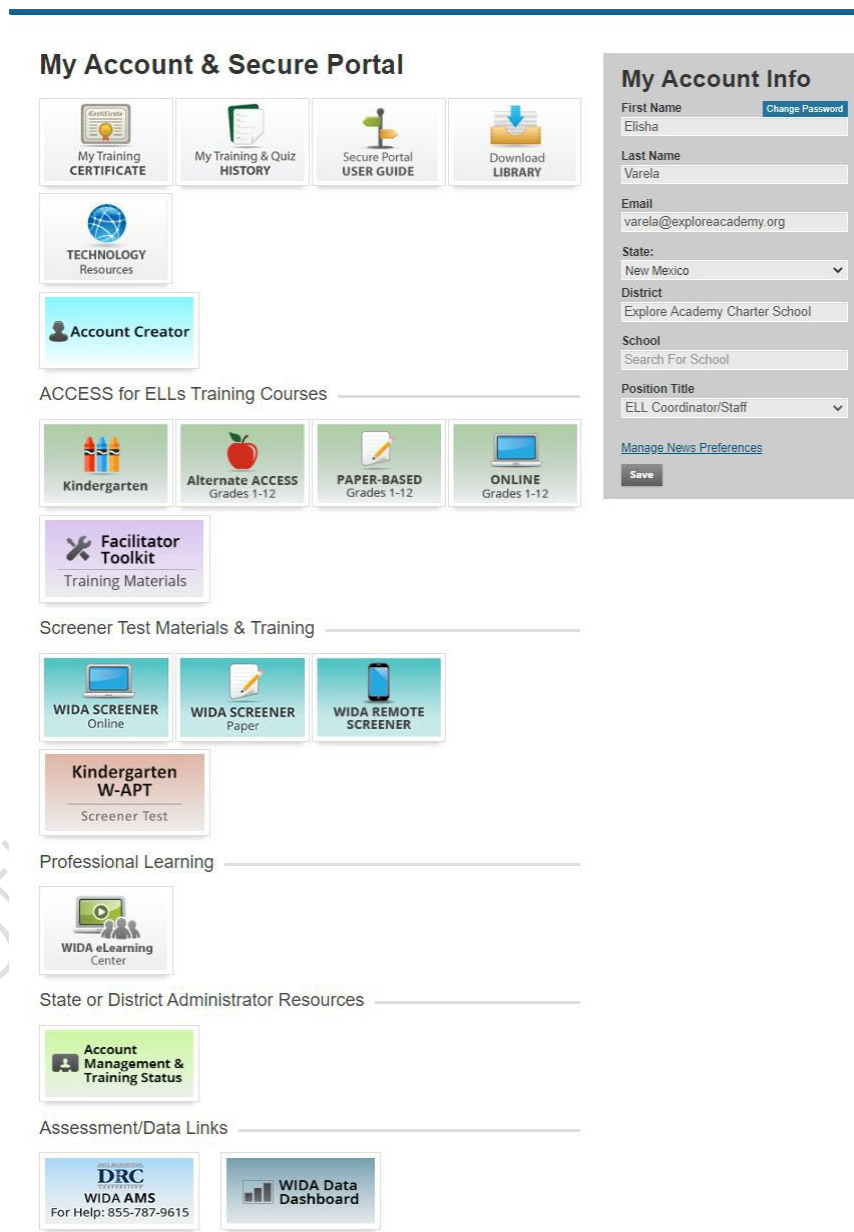
Sincerely,

Amanda Hopkins, Manager of Student Services
ahopkins@sagecollegiate.org

[SPANISH VERSION]

WIDA CERTIFICATION

1. You should have an account in the WIDA system. If you do not or you are unsure, email ahopkins@sagecollegiate.org for help.
2. To log into the WIDA site, go [here](#) and select "WIDA Secure Portal" from the drop down. Once there, you will see all the training materials that are available to you. The interface will look more or less like this



My Account & Secure Portal

My Training CERTIFICATE | My Training & Quiz HISTORY | Secure Portal USER GUIDE | Download LIBRARY

TECHNOLOGY Resources

Account Creator

ACCESS for ELLs Training Courses

Kindergarten | Alternate ACCESS Grades 1-12 | PAPER-BASED Grades 1-12 | ONLINE Grades 1-12

Facilitator Toolkit Training Materials

Screener Test Materials & Training

WIDA SCREENER Online | WIDA SCREENER Paper | WIDA REMOTE SCREENER

Kindergarten W-APT Screener Test

Professional Learning

WIDA eLearning Center

State or District Administrator Resources

Account Management & Training Status

Assessment/Data Links

WIDA AMS For Help: 855-787-9615 | WIDA Data Dashboard

My Account Info

First Name [Change Password](#)

Last Name

Email

State:

District

School

Position Title

[Manage News Preferences](#)



3. You have to get certified annually for the tests Sage Collegiate administers by passing the corresponding quiz with an 80%. The main quiz you have to pass is:

ADMINISTRATION QUIZ: Grades 1 – 12

You should also do the ACCESS & Screener Speaking Quiz Grades 1-12 because it is actually very helpful in scoring spoken answers. To access these, click on My Training and Quiz History. The quiz options and interface are shown below.

4. Once you have passed the quiz(zes), go to My Training Certificate and it will present you with a certificate, like the one shown below, that lists all your certifications and their corresponding dates. You can send this to Amanda Hopkins, and she will put it in your employee file.

[SCREEN SHOT]

