

# Universal Academy

2021-22

## Bilingual & English as a Second Language Program Manual

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### **Purpose of this Program Manual**

The purpose of this manual is to provide district personnel a clear and concise reference manual, which outlines the district's bilingual/ESL program and demonstrates its compliance with state and federal guidelines.

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## **Vision**

Cultivate multilingual graduates with the socio-cultural awareness to lead their local and global communities.

## **Mission**

Ensure academic success for all Emergent Bilingual students through innovative practices that elevate and cultivate students' culture, language, and identities.

## **Program Goals**

It is the policy of the state that every student in the state who has a home language other than English and who is identified as an English Learner (EL) shall be provided a full opportunity to participate in a bilingual education or English as a second language (ESL) program, as required in the Texas Education Code, Chapter 29, Subchapter B.

To ensure equal educational opportunity, Universal Academy shall:

- (1) identify English language learners based on criteria established by the state;
- (2) provide bilingual education and/or ESL programs as integral parts of the regular program;
- (3) equip ELLs with the skills needed to succeed in the regular school program
- (4) seek certified teaching personnel to ensure that English language learners are afforded full opportunity to master the essential knowledge and skills required by the state (TEKS & ELPS); and
- (5) assess achievement for essential knowledge and skills, to ensure accountability for English language learners and the schools that serve them.

The goal of *ESL programs* shall be to enable English language learners to become competent in listening, speaking, reading, and writing in the English language through the integrated use of second language methods. The ESL program shall be an integral part of the total school program and will emphasize the mastery of English language skills, as well as mathematics, science, and social studies, as integral parts of the academic goals for all students to enable English language learners to participate equitably in school.

### EL Student Goals

The goals of the ESL program for students are as follows:

- Improve English proficiency becoming competent in listening, speaking, reading and writing
  - Attain oral fluency in communication and literacy skills in English
  - Attain high levels of academic achievement in language arts and all content subjects in English
1. Use English to communicate effectively in a social setting. a. Use English to participate in social interaction; b. Interact in, through, and with spoken and written English for personal expression and enjoyment; and c. Use learning strategies to extend communicative competence.
  2. Use English to achieve academic standards in all content areas. a. Use English to interact in the classroom; b. Use English to obtain, process, construct, and provide subject matter information in spoken and written form; and c. Use appropriate learning strategies to construct and apply academic knowledge.

3. Use English socially and in culturally appropriate ways. a. Choose appropriate language variety, register, and genre according to audience, purpose and setting; b. Vary non-verbal communication according to audience, purpose and setting; and c. Use appropriate learning strategies to extend their social-linguistic and social-cultural competence.

## Measurements

The assessment measurements that will be used to analyze the goals are:

- TELPAS
- STAAR/EOC
- MAP
- CIRCLE
- TXKEA
- TPRI

Universal Academy will implement an ESL Program for ELs for the 2021-22 school year.

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## **Bilingual Education and English as a Second Language Program Descriptions**

Each school district that has an enrollment of 20 or more English language learners in any language classification in the same grade level district-wide shall offer a bilingual education program for the English language learners in prekindergarten through the elementary grades who speak that language. "Elementary grades" shall include at least prekindergarten through Grade 5.

All English language learners for whom Universal Academy is not required to offer a bilingual education program shall be provided an English as a second language program, regardless of the students' grade levels and home language, and regardless of the number of such students.

Universal Academy provides eligible English Learners with a hybrid model encompassing content-based and pull-out models. This combination allows instruction in literacy and academic content areas through instruction in oral and academic English language development. Non-academic subjects such as art, music, and physical education are also included for English language development.

Universal Academy elementary grade levels (PK – 5) offer an English as a second language/content-based program model in conjunction with a pull-out program model. Content-based ESL is an English program that serves students identified as English language learners by providing a full-time teacher certified to provide supplementary instruction for all content area instruction. The program integrates English as a second language instruction with subject matter instruction that focuses not only on learning a second language, but using that language as a medium to learn mathematics, science, social studies, or other academic subjects. Reclassification and exiting of a student to an all-English program of instruction without English as a second language support will occur no earlier than the end of Grade 1 or, if the student enrolls in school during or after Grade 1, no earlier than two years or later than five years after the student enrolls in school.

Universal Academy secondary grade levels (6 – 12) offer sheltered instruction in content areas, ESL certified language arts instruction (grades 6-8, ESOL grades 9-12), as well as ESL pull-out supports for eligible students. An English as a second language/pull-out program model is an English program that

serves students identified as English language learners by providing a part-time teacher certified to provide English language arts instruction exclusively, while the student remains in a mainstream instructional arrangement in the remaining content areas. Instruction may be provided by the English as a second language teacher in a pull-out or inclusionary delivery model. Reclassification and exiting of a student to an all-English program of instruction without English as a second language support will occur no earlier than two years or later than five years after the student enrolls in school.

Note: In accordance with state law, EL students for whom a Bilingual Exception or an ESL Waiver are filed must be offered an Alternative Language Program. UA will offer an Alternative Language Program consistent with the ESL Program goals and objectives.

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### **Exceptions and Waivers**

**Exceptions.** A school district that is unable to provide a bilingual education program shall request from the commissioner of education an exception to the bilingual education program and the approval of an alternative program. The approval of an exception to the bilingual education program shall be valid only during the school year for which it was granted. A request for a bilingual education program exception must be submitted by November 1, 2021.

**Waivers.** A school district that is unable to provide an English as a second language program because of an insufficient number of certified teachers shall request from the commissioner a waiver of the certification requirements for each teacher who will provide instruction in English as a second language for English language learners. The approval of a waiver of certification requirements shall be valid only during the school year for which it was granted. A request for an English as a second language program waiver must be submitted by November 1, 2021.

Note: Universal Academy would like to comply with the mandatory bilingual education program. However, we must request an exception from the state for the 2021-22 school year for the following language groups: Spanish and Telegu. Every effort has been made to employ bilingual certified teachers. These student groups will be served with an ESL program.

Note: In accordance with state law, EL students for whom a Bilingual Exception or an ESL Waiver are filed must be offered an Alternative Language Program. UA will offer an Alternative Language Program consistent with the ESL Program goals and objectives.

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### **Language Proficiency Assessment Committee (LPAC)**

School districts shall by local board policy establish and operate a language proficiency assessment committee. The school district shall have on file policy and procedures for the selection, appointment, and training of members of the language proficiency assessment committee(s). ([EHBE/LEGAL](#), [EHBE/LOCAL](#))

At campuses required to provide a bilingual education program, the language proficiency assessment committee shall be composed of a campus administrator, a bilingual educator (when the student is in a bilingual program), a transitional/ESL educator, and a parent of a participating English language learner.

The campus may add other members to the committee in any of the required categories or as necessary to meet the needs of the student.

At campuses and grade levels not required to provide a bilingual education program, the language proficiency assessment committee shall be composed of one or more professional ESL personnel, a campus administrator, and a parent of an English language learner participating in the program designated by the school district.

No parent serving on the language proficiency assessment committee shall be an employee of the school district.

Each campus shall establish, train, and operate a sufficient number of language proficiency assessment committees to enable them to discharge their duties within 4 weeks of the enrollment date of English language learners and as required to adequately make decisions and monitor student performance.

All members of the language proficiency assessment committee, including parents, shall be acting for the school district and shall observe all laws and rules governing confidentiality of information concerning individual students. The campus shall be responsible for the orientation and training of all members, including the parents, of the language proficiency assessment committee.

*Initial LPAC/Annual review:* Upon their initial enrollment and at the end of each school year, the language proficiency assessment committee shall review all pertinent information on all English language learners identified and shall:

- (1) designate the language proficiency level of each English language learner;
- (2) designate the level of academic achievement of each English language learner;
- (3) designate, subject to parental approval, the initial instructional placement of each English language learner in the required program;
- (4) facilitate the participation of English language learners in other special programs for which they are eligible provided by the school district with either state or federal funds; and
- (5) classify students as English proficient in accordance with the state criteria and recommend their exit from the bilingual education or English as a second language program.
- (6) (annual review at the end of the school year) consider STAAR scores, TELPAS scores, classroom grades and teacher anecdotal information. Following the state's guidelines for program reclassification and exit, recommendations will be made.

The language proficiency assessment committee shall give written notice to the student's parent advising that the student has been classified as an English language learner and requesting approval to place the student in the required bilingual education or English as a second language program. The notice shall include information about the benefits of the bilingual education or English as a second language program for which the student has been recommended and that it is an integral part of the school program.

Pending parent approval of an English language learner's entry into the bilingual education or English as a second language program recommended by the language proficiency assessment committee, the school

district shall place the student in the recommended program, but may count only English language learners with parental approval for the bilingual education allotment.

*Mid-Year Assessment LPAC:* Before the administration of the state criterion-referenced test each year, the language proficiency assessment committee shall determine the appropriate assessment option for each English language learner. Universal Academy performs and maintains LPAC documentation for all mid-year assessment decisions for grades 3-12 (and any ARD/SpEd state assessment decisions) in the student's cumulative folder.

### **EL/EB Case Management**

The ESL Department teachers shall review EL/EB student data and build individual systematic and strategic plans for students. Students identified as LEP/EL/EB are actively monitored through a case management model to ensure continuous academic monitoring and intervention implementation. ESL teachers shall serve as case managers responsible for linguistic plans, cycle-grade monitoring, language intervention through pull-out or push-in, and by working in collaboration with the classroom teachers to reinforce language acquisition strategies in the classroom. ESL Case Managers are responsible for LEP/EB folder maintenance, EL/EB student monitoring, LPAC recommendations and documentation, and teacher support for language acquisition and acceleration.

### **EL/EB Folder Maintenance**

The student's permanent record shall contain documentation of all actions impacting the English Learner (see EL/EB Folder checklist).

Documentation shall include:

- (A) the identification of the student as an English language learner;
- (B) the designation of the student's level of language proficiency;
- (C) the recommendation of program placement;
- (D) parental approval of entry or placement into the program;
- (E) the dates of entry into, and placement within, the program;
- (F) assessment information;
- (G) additional instructional interventions provided to students to ensure adequate yearly progress;
- (H) the date of exit from the program and parental approval; and
- (I) the results of monitoring for academic success, including students formerly classified as English language learners.



The language proficiency assessment committee shall monitor the academic progress of each student who has reclassified and exited from a bilingual or English as a second language program during the first four years after exiting.

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### **EL/EB Identification/Testing and Classification of Students**

When identifying English language learners, Universal Academy will administer (within 4 weeks of their enrollment) to each student who has a language other than English as identified on the home language survey:

- in prekindergarten through Grade 12, an oral language proficiency test approved and mandated by the Texas Education Agency (preLas or Las Links); and
- in Grades 2-12, a TEA-approved oral language proficiency, reading proficiency, and writing proficiency tests (Las Links).

All oral language proficiency testing shall be administered by professionals or paraprofessionals who are proficient in the language of the test and trained in language proficiency testing (Las Links Certified).

For entry into a bilingual education or English as a second language program, a student shall be identified as an English learner (EL) following the Las Links criteria.

For students who are dually served under the ARD and LPAC, the admission review and dismissal (ARD) committee in conjunction with the language proficiency assessment committee (LPAC) shall determine an appropriate assessment instrument and designated level of performance for indicating limited English proficiency for students for whom those tests would be inappropriate as part of the individualized education program (IEP). The decision for entry into a bilingual education or English as a second language program shall be determined by the ARD committee in conjunction with the LPAC.

Within 4 weeks of their initial enrollment in the school district, students shall be identified as English language learners and enrolled into the required bilingual education or English as a second language program. Prekindergarten and kindergarten students preregistered in the spring shall be identified as English language learners and enrolled in the required bilingual education or English as a second language program within 4 weeks of the start of the school year in the fall.

### **Home Language Survey**

School districts shall conduct only one home language survey of each student. Universal Academy will document all efforts made to obtain the HLS from previously attended districts. The home language survey shall be administered to each student new to the school district and to students previously enrolled who were not surveyed in the past. School districts shall require that the survey be signed by the student's parent or guardian for each student in prekindergarten through Grade 8, or by the student in Grades 9-12. The original copy of the survey shall be kept in the student's permanent record.

The home language survey shall be administered in English and Spanish; for students of other language groups, the home language survey shall be translated into the home language whenever possible. The home language survey shall contain the following questions:

- (1) "What language is spoken in your home most of the time?"
- (2) "What language does your child speak most of the time?"

Additional information may be collected by the school district and recorded on the home language survey.

The home language survey shall be used to establish the student's language classification for determining whether the school district is required to provide a bilingual education or English as a second language program. If the response on the home language survey indicates that a language other than English is used, the student shall be tested to determine EL/LEP/EB status.

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### **LEP/EB Student Designations**

There are several designations for students who are limited English proficient (LEP).

1. EL (English learner) indicates that the student speaks a language other than English as reported on the HLS (home language survey). The student has been tested for English language proficiency and has not yet mastered a fluent score.
2. EP (English Proficient) indicates a student whose HLS reflects English and/or who has been tested and scored fluent in English and/or who has met the reclassification criteria.
3. EB (Emergent Bilingual) is interchangeable with EL.
4. ESL (English as a Second Language) refers to the program of services. A student is not ESL. They are served through an ESL program.
5. Participant is used to refer to a student that has qualified for ESL services and their parent has approved the services.
6. Denial is used to refer to a student that has qualified for ESL services, however, the parent has denied services. A denial student shall be considered EL until they meet the state Reclassification/Exit criteria. Even though they will not be receiving ESL services, they are still required to be assessed for language proficiency with TELPAS. They are not afforded linguistic accommodations on the STAAR. The student will remain an EL (not served) until they meet the Reclassification/Exit criteria.
7. Reclassified refers to a student who has met the reclassification criteria (See Reclassification/Exit Criteria for 2021-22).
8. Exited refers to a student who has met the reclassification criteria and whose parent has given permission for their student to exit the ESL Program.
9. Monitor is used to refer to a student that has met the exit criteria and is now considered an EP student. They do not receive services, but the ESL Department is required to actively monitor exited students for two years after exit and up to 5 years for accounting purposes. If a need emerges, it may be recommended that the student re-enter services with parent permission.

## **Parental Authority and Responsibility**

The parents shall be notified that their child has been classified as an English language learner and recommended for placement in the required bilingual education or English as a second language program. They shall be provided information describing the bilingual education or English as a second language program recommended, its benefits to the student, and its being an integral part of the school program to ensure that the parents understand the purposes and content of the program. The entry or placement of a student in the bilingual education or English as a second language program must be approved in writing by the student's parent. The parent's approval shall be considered valid for the student's continued participation in the required bilingual education or English as a second language program until the student meets the exit criteria, graduates from high school, or the parent requests a change in program placement.

The school district shall notify the student's parent of the student's reclassification as English proficient and his or her exit from the bilingual education or English as a second language program and acquire approval.

### **Relationship with Parents**

The parents of English language learners play an important role in their child's program and should be involved in all phases of the ESL program. Parents have the right to information about their roles, responsibilities, and rights. Their participation in interviews, reporting on developmental and educational histories, and the process of language acquisition is invaluable. Parents provide information that can form a framework for understanding the student and interpreting the data. A combined parent-professional approach can increase the validity of the referral to English as a Second Language services and the assessment data. Trust and respect are the cornerstones of any good relationship between parents and school professionals. Becoming familiar with traditions from other cultures helps to establish a sense of trust and cooperation between the school and home. Practices that can build a partnership between professionals and parents:

- y Pronounce parents' names correctly.
- y Ask parents about the family, how decisions are made, and how rules are established.
- y Give parents an opportunity to talk about goals for their child.
- y Understand that in some cultures the avoidance of eye contact is a sign of respect and does not indicate disinterest.
- y Understand that the parents' level of proficiency and confidence in English may affect the degree to which they participate, even with an interpreter present. Some parents may not ask questions, but may wait to be told what is important. Do not assume this lack of assertiveness implies agreement with school observations or recommendations. In fact, it may signal disagreement or confusion and frustration with the recommendations and outcomes.
- y Ensure that the interpreter translates conversations held among professionals so that the parent feels involved at all times.
- y Acknowledge all concerns as legitimate ones. It may be very difficult for parents to voice their concern.
- y Talk about the student's academic, behavioral, and social strengths and positive traits as well as areas of need.
- y Listen attentively to the parents, be willing to learn from them, and practice active listening skills to clarify what has been communicated.
- y Respect the parent's right to disagree.
- y Use language without jargon and acronyms as much as possible.
- y Ask parents specific questions to check for understanding.
- y Obtain parental by-in by requesting parental permission for assessment and for ESL service delivery. Follow-up after the meeting and do what was agreed upon.

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## **EL/EB Program Reclassification & Exit**

For reclassification from a bilingual education or English as a second language program, a student may be classified as English proficient at the end of the school year in which a student would be able to participate equally in a general education, all-English instructional program. This determination shall be based upon all of the following: TEA-approved tests that measure the extent to which the student has developed oral and written language proficiency and specific language skills in English; satisfactory performance on the reading assessment instrument (TELPAS), or a TEA-approved English language arts assessment instrument administered in English (STAAR/EOC), or a score at or above the 40th percentile on both the English reading and the English language arts sections of a TEA-approved norm-referenced standardized achievement instrument for a student who is enrolled in Grade 1 or 2 (Las Links); and TEA-approved criterion-referenced written tests when available (TELPAS), or other TEA-approved tests when criterion-referenced tests are not available, and the results of a subjective teacher evaluation.

A student may not be reclassified from the bilingual education or English as a second language program in prekindergarten or kindergarten.

Upon reclassification, parents should be notified that their student is eligible to exit bilingual or ESL services. The parent may select for the student to continue receiving services if there are enough open seats for ELs to receive services.

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## **Monitoring Exited ELs**

For determining whether a monitored student who has been exited from a bilingual education or English as a second language program is academically successful, the following criteria shall be used at the end of the school year: the student meets state performance standards in English on the criterion-referenced assessment instrument for the grade level as applicable; and the student has passing grades in all subjects and courses taken.

The ARD committee in conjunction with the LPAC (language proficiency assessment committee) shall determine an appropriate assessment instrument and performance standard requirement for exit for students for whom those tests would be inappropriate as part of the IEP. The decision to exit a student who receives both special education and special language services from the bilingual education or English as a second language program is determined by the ARD committee in conjunction with the LPAC.

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## **EL/EB Program Design**

The English as a second language program shall be implemented with consideration for each English learner's unique readiness level, and the campus shall provide for ongoing coordination between the English as a second language program and the regular educational program. The English as a second language program shall address the affective, linguistic, and cognitive needs of English language learners as follows:

(1) Affective. English language learners shall be provided instruction using second language methods in English to introduce basic concepts of the school environment, which instills confidence, self-assurance, and a positive identity with their cultural heritages.

(2) Linguistic. English language learners shall be provided intensive instruction to develop proficiency in listening, speaking, reading, and writing in the English language. The instruction in academic content areas shall be structured to ensure that the students master the required essential knowledge and skills and higher-order thinking skills.

(3) Cognitive. English language learners shall be provided instruction in English in language arts, mathematics, science, and social studies using second language methods. The instruction in academic content areas shall be structured to ensure that the students master the required essential knowledge and skills and higher-order thinking skills.

English as a second language strategies, which may involve the use of the students' home language, may be provided in any of the courses or electives required for promotion or graduation to assist the English language learners to master the essential knowledge and skills for the required subject(s). The use of ESL strategies shall not impede the awarding of credit toward meeting promotion or graduation requirements.

In subjects such as art, music, and physical education, the English language learners shall participate with their English-speaking peers in regular classes provided in the subjects. Universal Academy will ensure that students enrolled in bilingual education and English as a second language programs have a meaningful opportunity to participate with other students in all extracurricular activities.

The required bilingual education or English as a second language programs shall be provided to every English language learner with parental approval until such time that the student meets reclassification criteria or graduates from high school.

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### **English Language Proficiency Standards (ELPS)**

The English language proficiency standards outline English language proficiency level descriptors and student expectations for English language learners (ELs/EBs). In order for ELLs to be successful, they must acquire both social and academic language proficiency in English as contained in the ELPS. Social language proficiency in English consists of the English needed for daily social interactions. Academic language proficiency consists of the English needed to think critically, understand and learn new concepts, process complex academic material, and interact and communicate in English academic settings. In grades K-12 the English language proficiency standards are assessed by TELPAS in the same way that the Texas Essential Knowledge and Skills (TEKS) are assessed by STAAR/EOC.

Universal Academy will implement the ELPS as an integral part of each subject in the required curriculum. Teachers of ELs/EBs will document the ELPS and language differentiation practices in their lesson plans. ESL Pull-out teachers will document linguistic differentiation and activities for each pull-out group.

## **EL/EB Instructional Practices**

Classroom instruction at Universal Academy shall effectively integrate the ELPS documented in the teachers' lesson plans. Second language acquisition with quality content area instruction ensures that ELs/EBs acquire social and academic language proficiency in English, learn the knowledge and skills in the TEKS, and reach their full academic potential. Effective instruction in second language acquisition involves giving ELs/EBs opportunities to listen, speak, read, and write at their current levels of English development while gradually increasing the linguistic complexity of the English they read and hear, and are expected to speak and write.

The English language proficiency levels of beginning, intermediate, advanced, and advanced high are not grade-specific. ELs/EBs may exhibit different proficiency levels within the language domains of listening, speaking, reading, and writing. The proficiency level descriptors [available from TEA](#) show the progression of second language acquisition from one proficiency level to the next and serve as a road map to help content area teachers instruct ELs/EBs commensurate with students' linguistic needs.

Teachers of ELs/EBs will identify students' English language proficiency levels in the domains of listening, speaking, reading, and writing in accordance with the proficiency level descriptors for the beginning, intermediate, advanced, and advanced high levels. Linguistic accommodations should match the students language proficiency level AND provide challenge for the student to grow in their language proficiency.

## **Aligned District Curriculum**

Universal Academy follows the state standards (TEKS & ELPS) as the foundational curriculum. Rigorous lessons are designed with differentiation strategies and appropriate pacing to ensure success for all learners. Students will be provided instruction in the knowledge and skills of the foundation and enrichment curriculum in a manner that is linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's levels of English language proficiency to ensure that each student learns the knowledge and skills in the required curriculum.

Universal Academy teachers of ELs/EBs shall provide content-based or pull-out instruction including the cross-curricular second language acquisition essential knowledge and skills in a manner that is linguistically accommodated to help the student acquire English language proficiency; and provide intensive and ongoing foundational second language acquisition instruction to ELs/EBs in Grade 3 or higher who are at the beginning or intermediate level of English language proficiency in listening, speaking, reading, and/or writing as determined by the state's English language proficiency assessment system. These ELs/EBs require focused, targeted, and systematic second language acquisition instruction to provide them with the foundation of English language vocabulary, grammar, syntax, and English mechanics necessary to support content-based instruction and accelerated learning of English.

## **Assessment: Benchmarks, District and Teacher Created Assessments**

Universal Academy teachers of ELs/EBs will use the district curriculum pacing guides to ensure that students are acquiring academics at a rate that will guide academic success. ELs/EBs will participate in all district assessments. Appropriate assessment accommodations will be provided to eligible ELs/EBs, per TEA requirements. These classroom and district assessment linguistic accommodations should reflect the student's language proficiency level and allow the student to have access to the content of the assessment.

Teachers should document the assessment accommodations throughout the school year as these will form the basis for the LPAC’s assessment decisions for the 2020-21 STAAR testing.

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### **EL Professional Development**

Each student's level of proficiency shall be designated by the language proficiency assessment committee in accordance (LPAC). Teachers shall accommodate the instruction, pacing, and materials to ensure that English learners have a full opportunity to master the essential knowledge and skills of the required curriculum.

All Universal Academy teachers will receive 6 hours of language acquisition and linguistic instruction and accommodation training each year. Teachers of ELs/EBs will receive additional training.

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### **Required Summer School Program**

Summer school programs that are provided for English language learners who will be eligible for admission to kindergarten or Grade 1 at the beginning of the next school year shall be implemented in accordance with this section.

**Note: Due to COVID19 Restrictions and Guidance, UA was not able to host the 2020 Summer Program. The UA Summer Program requirement will be met through a rigorous, virtual enrichment program designed to increase the exposure and experience with the English language.**

**The 2020 and 2021 required EL Summer Programs were hosted in the 2021 summer session. Currently, the 2022 EL Summer Program is scheduled for June of 2022.**

Purpose of EL summer school programs:

English language learners shall have an opportunity to receive special instruction designed to prepare them to be successful in kindergarten and Grade 1. Instruction shall focus on language development and essential knowledge and skills appropriate to the level of the student. The program shall address the affective, linguistic, and cognitive needs of the English language learners.

Establishment of, and eligibility for, the program:

To be eligible for enrollment:

- (i) a student must be eligible for admission to kindergarten or to Grade 1 at the beginning of the next school year and must be an English language learner; and
- (ii) a parent or guardian must have approved placement of the English language learner in the required bilingual or ESL program.

Operation of the program:

Enrollment is optional. The program will operate for the required 120 hours of instruction. The student/teacher ratio for the program district-wide shall not exceed 18 to one. A school district is not required to provide transportation for the summer program.

Universal Academy is required to offer a bilingual or English as a second language (ESL) program during the regular school year, and as such, shall offer a summer program focused on language acquisition and development for ELs/EBs entering K or 1.

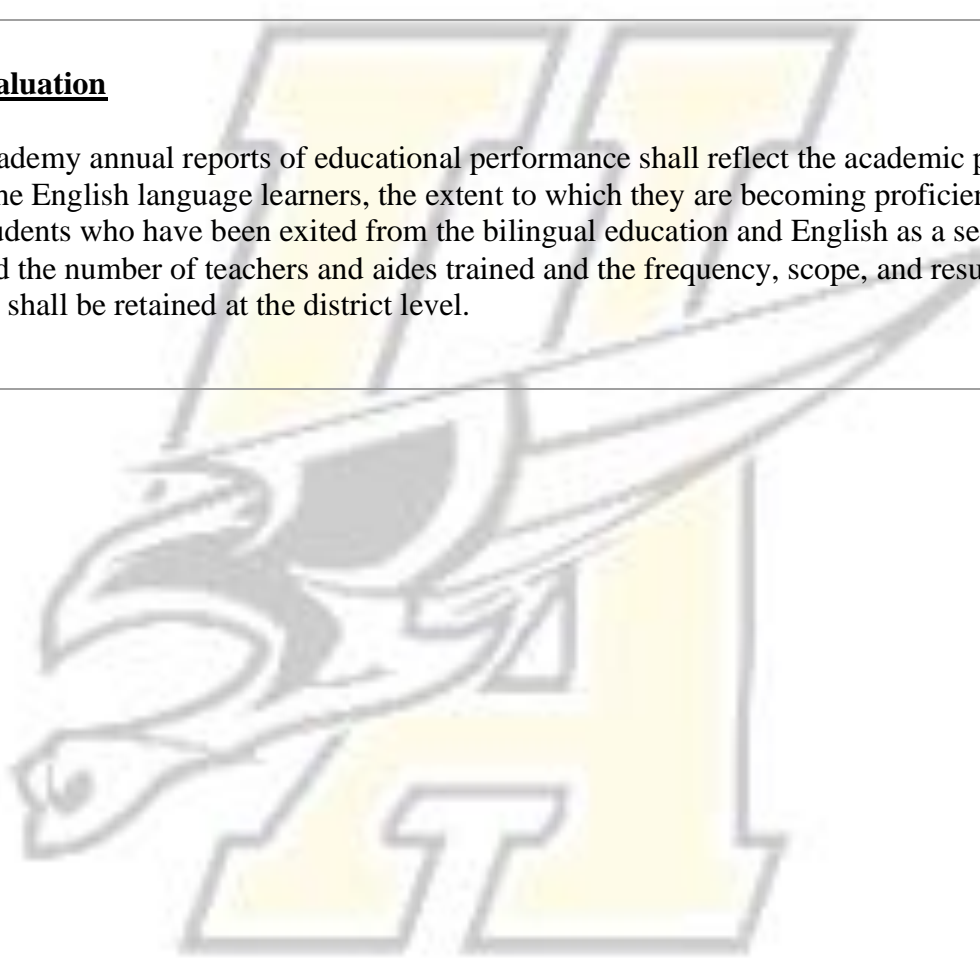
Note: EL Summer Program information shall be sent to parents no later than April 1, 2022 for the 2022 EL/EB Summer session.

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**Program Evaluation**

Universal Academy annual reports of educational performance shall reflect the academic progress in either language of the English language learners, the extent to which they are becoming proficient in English, the number of students who have been exited from the bilingual education and English as a second language programs, and the number of teachers and aides trained and the frequency, scope, and results of the training. These reports shall be retained at the district level.

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Universal Academy  
Bilingual & ESL Program Forms

UA Form #	Title of Form	Last updated
	LPAC General Forms	
	LPAC Member Roster	7/2020
	LPAC Meeting Minutes	7/2020
	LPAC Confidentiality Oath	7/2020
	PEIMS Student and Program Information Form (ELLs)	7/2020
	LPAC Initial Placement & Review	
	LPAC Initial Review	7/2020
	ESL Education Program Benefits/Parent Permission – E ESL Education Program Benefits/Parent Permission – S	7/2020
	Initial Parent Notification – E Initial Parent Notification – S	7/2020
	ELL Student Data Tracking	7/2020
	LPAC Assessment Decision	
	LPAC Assessment Review	Awaiting TEA release of new documentation processes
	Eligibility for English I EOC Special Provisions	
	LPAC Assessment – Linguistic Accommodations	
	LPAC Annual Review	
	Parental Report on Student Progress – E Parental Report on Student Progress – S	
	Parental Report on Student Progress for Parent Denials – E Parental Report on Student Progress for Parent Denials - S	
	LPAC Exit Notification – E LPAC Exit Notification – S	
	LPAC Monitoring	
	LPAC Monitoring of Exited/Reclassified Students	Awaiting TEA release of new documentation processes
	Bilingual/ESL Summer School	
	Bilingual Summer School Invitation/Registration – E Bilingual Summer School Invitation/Registration – S	Awaiting TEA release of new documentation processes
	ESL Summer School Invitation/Registration – E ESL Summer School Invitation/Registration – S	Awaiting TEA release of new documentation processes

Acronym	Term	Meaning
	Academic English	The English language ability required for academic achievement in context-reduced situations, such as classroom lectures and textbook reading assignments. Academic English is also known as CALP.
	Accommodations (for English Language Learners)	Adapting language (spoken or written) to make it more understandable to second language learners. In assessment, accommodations may be made to the presentation, response method, setting, or timing/scheduling of the assessment.
AYP	Adequate Yearly Progress	Under the accountability provisions in the No Child Left Behind (NCLB) Act, all public school campuses, school districts, and the state are evaluated for Adequate Yearly Progress (AYP). Districts, campuses, and the state are required to meet AYP criteria on three measures: Reading/Language Arts, Mathematics, and either Graduation Rate (for high schools and districts) or Attendance Rate (for elementary and middle/junior high schools).
BE	Bilingual Education	An educational program in which two languages are used to provide content matter instruction. MFISD's bilingual program is a one-way Dual Language (DL) program.
BICS	Basic Interpersonal Communicative Skills	BICS describes the development of conversational fluency in the second language. The terms BICS and CALP are most frequently used to discuss the language proficiency levels of students who are in the process of acquiring a new language. These students typically develop proficiency in BICS well before they acquire a strong grasp of CALP or academic language.
	Bicultural	Identifying with the cultures of two different ethnic, national, or language groups. To be bicultural is not necessarily the same as being bilingual. Someone can even identify with two different language groups without being bilingual.
	Bi-literacy	Bi-literacy is the ability to effectively communicate or understand written thoughts and ideas through the grammatical systems, vocabularies, and written symbols of two different languages.
CALP	Cognitive Academic Language Proficiency	A language-related term which refers to formal academic learning, as opposed to BICS. The skills that are needed to succeed in the academic classroom, including problem solving, inferring, analyzing, synthesizing, and predicting. The terms BICS and CALP are most frequently used to discuss the language proficiency levels of students who are in the process of acquiring a new language. These students typically develop proficiency in BICS well before they acquire a strong grasp of CALP or academic language.
	Code switching	The ability or tendency to switch among languages/dialects in the course of a conversation. Code switching tends to occur when people who are bilingual or bi-dialectal are in the presence of others who speak the same language.
	Cognates	Words in different languages related to the same root, e.g. education (English) and educación (Spanish).
DL	Dual Language	The Dual Language Program is a bilingual education program designed to promote bilingualism, bi-literacy, cross-cultural awareness, and high academic achievement. One-way DL classrooms are composed of ELL qualified students. BE/ESL certified teachers deliver high-level academic instruction in English and Spanish incorporating second language acquisition methods that are developmentally, affectively, linguistically, and cognitively appropriate, enabling students to reach high levels of academic achievement in both English and Spanish.
EB	Emergent Bilingual	Term that is interchangeable with EL and LEP.
EFL	English as a Foreign Language	Another bilingual education term that refers to the English language when taught to students in non-English speaking regions or countries.
EL	English Learner	A student who is in the process of acquiring English and has another language as the first native language. The terms English language learner and limited English proficient student are used interchangeably.
ELL	English Language Learner	A student who is in the process of acquiring English and has another language as the first native language. The terms English language learner and limited English proficient student are used interchangeably.
ELLAC	ELL Advisory Council	This advisory council is comprised of teachers, campus administrators, district administrators, parents and students. The council is charged with reviewing and recommending the district's best practices for ELLs.
ELPS	English Language Proficiency Standards	Standards developed by TEA to ensure effective and equitable education for ELs. These standards were developed to complement the discipline-specific standards while addressing the linguistic support needed by ELs.  The ELPS are structured into 5 categories:

Acronym	Term	Meaning
		<ol style="list-style-type: none"> <li>1. Learning Standards</li> <li>2. Listening Standards</li> <li>3. Speaking Standards</li> <li>4. Reading Standards</li> <li>5. Writing Standards</li> </ol> <p>The ELPS are designed to enhance content instruction through the infusion of language strategies to ensure mastery of the content-area TEKS.</p>
ESL	English as a Second Language	ESL refers to a program or course designed for students whose first language is not English.
EP	English Proficient	Student who is fluent in English and not served in an ESL Program.
FES	Fluent English Speaker	Rating given to indicate that an EL is proficiency in the English language.
FSS	Fluent Spanish Speaker	Rating given to indicate that an EL is proficiency in the Spanish language.
HL	Home Language	Home language reflects the language that is used in the home setting.
HLS	Home Language Survey	A survey sent home to parents to determine what languages are spoken in a student's home environment. Students with an HLS that shows a language other than English shall be tested for English Language Proficiency.
L1	Language 1 (primary language)	An EL's first language or native language. This term may be used to refer to persons who are speaking in their native language.
L2	Language 2 (secondary language)	An EL's second language, often used in the context of "L2 student" to designate students who are Non-native speakers of a language.
	Language Proficiency	To be proficient in a second language means to effectively communicate or understand thoughts or ideas through grammatical systems and its vocabulary, using its sounds or written symbols. Language proficiency is composed of oral (listening and speaking) and written (reading and writing) components as well as academic and non-academic language.
LEP	Limited English Proficient	Limited English proficient is the term used by the federal government, most states, and local school districts to identify those students who have insufficient English to succeed in English-only classrooms. Increasingly, English learner (EL) is used in place of LEP.
LPAC	Language Proficiency Assessment Committee	Texas Administrative Code, Chapter 101, Subchapter AA, Commissioner's Rules Concerning the Participation of English Language Learners in State Assessments requires language proficiency assessment committees (LPACs) to make assessment decisions on an individual student basis and in accordance with administrative procedures established by the Texas Education Agency (TEA). LPACs are also charged with identification of LEP status, annual evaluation of language proficiency, monitoring of classroom performance, and recommending instructional settings and assessments for ELs.
	Multilingualism	The ability to speak more than two languages, with possible proficiency in many languages.
	Native Language Or Heritage Language	The first language a person acquires in life, or identifies with as a member of an ethnic group.
NES	Non-English Speaker	An EL who has minimal or no proficiency in English.
NSS	Non-Spanish Speaker	Rating given to indicate that an EL is not proficiency in the Spanish language.
PHLOTE	Primary Home Language Other Than English	A term used to identify a student whose native or home language is one other than English.
PLD	Proficiency Level Descriptors	PLDs are used to rate English language proficiency. The levels include beginning (B), intermediate (I), advanced (A) and advanced high (AH). English language proficiency is measured in four domains: reading, writing, listening and speaking.

Acronym	Term	Meaning
Primary Language	Primary Language	The primary language is the language in which bilingual/multilingual speakers are most fluent, or which they prefer to use. This is not necessarily the language first learned in life.
	Reclassification Criteria	<p>Reclassification criteria are a set of guidelines for ending special services for English learners and placing them in mainstream, English-only classes as fluent English speakers. This is usually based on a combination of performance on an English language proficiency test, grades, standardized test scores, and teacher recommendations.</p> <p>Current RECLASSIFICATION Criteria set by TEA each year by grade level:</p> <ul style="list-style-type: none"> <li>• Advanced High on Listening</li> <li>• Advanced High on Speaking</li> <li>• Advanced High on Reading</li> <li>• Advanced High on Writing</li> <li>• Met Standard on STAAR Reading/ELA or Advanced High on Reading</li> <li>• Met Standard on STAAR Writing/ELA or Advanced High on Writing</li> <li>• Performing satisfactory in classes</li> </ul>
	Scaffolding	A way of teaching in which the teacher provides support in the form of modeling, prompts, direct explanations, and targeted questions — offering a teacher-guided approach at first. As students begin to acquire mastery of targeted objectives, direct supports are reduced and the learning becomes more student-guided.
	Sheltered	<p>Language learning strategies used by teachers and learners to help develop speaking, reading, vocabulary, listening and writing in English. The strategies aim to make language lessons comprehensible allowing access to the content.</p> <p>A sheltered course is one where content is taught and reinforced with language built into every instructional activity. Sheltered courses follow the grade-level TEKS. Students must demonstrate mastery of these while learning the English language necessary to meet the grade-level expectations.</p>
SIOP	Sheltered Instruction Observation Protocol	A research-based, explicit model of sheltered instruction, in which the language and context for academic subject matter are adapted for ELs.
SLAR	Spanish Language Arts and Reading	Instruction that addresses Spanish grammar, spelling, reading and writing skills.
STAAR	State of Texas Assessments of Academic Readiness	The State of Texas Assessments of Academic Readiness (STAAR) assesses academic ability and growth for students in grades 3-12. The following grades/subjects are tested: 3 <sup>rd</sup> – Reading & Math 4 <sup>th</sup> – Reading, Writing, & Math 5 <sup>th</sup> – Reading, Math, Science 6 <sup>th</sup> – Reading and Math 7 <sup>th</sup> – Reading, Writing, & Math 8 <sup>th</sup> – Reading, Math, Science, & Social Studies 9 <sup>th</sup> – 12 <sup>th</sup> End of Course Exams: English I, English II, Algebra, Biology, US History
TEKS	Texas Essential Knowledge and Skills	The standards designed to guide instruction in each grade level or course. The TEKS are required, by law, to be taught.
TELPAS	Texas English Language Proficiency Assessment System	The TELPAS is an annual assessment that measures the English language proficiency of second language learners on a scale that includes the level of beginning (B), intermediate (I), advanced (A) and advanced high (AH). English language proficiency is measured in four domains: reading, writing, listening and speaking

## **Addendums**

TEC

[https://tea.texas.gov/sites/default/files/89bb-two\\_0718.pdf](https://tea.texas.gov/sites/default/files/89bb-two_0718.pdf)

<https://statutes.capitol.texas.gov/Docs/ED/pdf/ED.29.pdf>

TAC

[https://tea.texas.gov/sites/default/files/89bb-two\\_0718.pdf](https://tea.texas.gov/sites/default/files/89bb-two_0718.pdf)

Title III

<https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/essa-legislation-table-contents/title-iii-part-a/#TITLE-III-PART-A>

