

Patagonia School Districts

“We are a caring community nurturing and empowering both academic and individual excellence.”

Patagonia Elementary School District - Patagonia Union High School District

PSD English Learner (EL) Program

Mission

Patagonia School District's mission for EL students is to ensure their academic needs are met by providing resources that promote teamwork and collaboration between EL students, their families, and the school.

AZELLA

Arizona English Language Learner Assessment (AZELLA). The AZELLA measures the English proficiency of students who have a primary home language other than English. The assessment is aligned to the English Language Proficiency (ELP) standards. The proficiency levels of AZELLA range from Pre-emergent, Emergent, Basic, Intermediate, and Proficient.

English Learner (EL) Program

The English Learner Program in Patagonia School Districts (PSD) is committed to providing English Learners (ELs) with a high-quality education for success that includes high expectations for EL student achievement and social-emotional development. The district implements the Pull-out SEI Model. PSD also provides instruction by highly qualified teachers using appropriate instructional materials and teaching strategies. Teachers develop lessons that scaffold to the needs of their students' English proficiency/skills needed to access grade-level content standards, as well as work with other support services (programs) to address the student's academic needs.

Qualifications for the EL Program

During the registration process, parents/guardians complete a Home Language Survey (HLS) that asks three language questions. If a response to any question indicates a language other than English, the PSD EL Coordinator will check to see if the student has a current AZELLA record (Arizona English Learner Assessment). If the student does not have a current AZELLA record and the HLS indicates a language other than English, the student will then be given the AZELLA Placement according to their grade level to determine English proficiency. If the student's overall score is less than proficient, the student qualifies for EL services and will be placed in the SEI Pull-Out program. If the student does have an active AZELLA record the student will be placed in EL services for PSD. A district Parental Notification will be sent home after the placement assessment with contact information to reach out to school personnel about their child's placement in the EL program at PSD.

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SEI Model for PSD

PSD implements the Pull-Out SEI Model that requires EL students to receive integrated and targeted instruction according to the time allotment required by the state. The instruction materials must be in English only (except for clarifying purposes). Integrated instruction is implemented in content-area courses that consist of EL and non-EL students in English Language Arts, Science, Social Studies, and/or Math. The content area teachers design instruction that integrates language and literacy development with content learning to help students develop content knowledge, language, and autonomy.

Targeted instruction is taught by EL teachers and the class consists of EL students only. The teachers use the English Language Proficiency Standards with content material to teach language for listening, reading, writing, and speaking.

FEP Students

When an EL student tests as Overall Proficient on the AZELLA placement or reassessment, the student is reclassified as Fluent English Proficient (FEP) and is removed from the EL program. The student is then monitored for two years following their exit from the EL program to ensure continued academic success.

- If a teacher feels that the student is not keeping up academically and documents that the challenges are due to a language other than English, the teacher will reach out to the EL Coordinator to have the student take the AZELLA placement test to see if the student has requalified to be placed back in the EL Program.

Parental Rights

Parents have the right to withdraw their child from EL services at any time. This decision may be based on various factors, such as the parent's belief that their child no longer needs additional language support or a desire for their child to focus on other academic areas. It is important for parents to understand that this decision should be made in consultation with the school and based on the child's individual needs and progress.