**2016-2017 English Learner Master Plan for the Alternative, Community, and Correctional Schools and Services (ACCESS) Program of the Orange County Department of Education**

## English Learner Population at ACCESS

In the 2015-2016 school year, ACCESS ELs numbered 1,209 out of a total of 5,037 students, comprising 24% of the total student enrollment (DataQuest, California Department of Education, CDE). The following table shows the number of students at each proficiency level by grade who were tested during the 2015-2016 California English Language Development Test (CELDT) annual assessment window.

| Performance Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Advanced | 0 | 1 | 0 | 0 | 2 | 1 | 1 | 2 | 3 | 8 | 15 | 11 | 12 | 56 |
| Early Advanced | 3 | 2 | 3 | 0 | 3 | 1 | 1 | 1 | 10 | 49 | 47 | 41 | 49 | 210 |
| Intermediate | 1 | 1 | 2 | 2 | 4 | 1 | 1 | 2 | 7 | 32 | 37 | 41 | 28 | 159 |
| Early Intermediate | 0 | 1 | 2 | 0 | 1 | 2 | 0 | 1 | 1 | 9 | 14 | 13 | 14 | 58 |
| Beginning | 0 | 3 | 2 | 5 | 3 | 2 | 5 | 1 | 0 | 6 | 5 | 8 | 4 | 44 |
| Number Tested | 4 | 8 | 9 | 7 | 13 | 7 | 8 | 7 | 21 | 104 | 118 | 114 | 107 | 527 |

The majority of English Learners (ELs) at ACCESS are in grades 9-12 and at the Intermediate CELDT level and above. And 189 ACCESS students are considered Redesignated Fluent English Proficient (RFEP) pupils according to 2015-2016 CDE data.

## Goals of ACCESS EL Program and Strategies to Meet These Goals

*Goal #1: ELs will become proficient in English*

*Goal #2: ELs will learn the discipline-specific language needed to be successful in all classes*

The two strategies that ACCESS staff employ to meet these objectives are Designated English Language Development (ELD) using the Monthly English Language Development (MELD) curriculum and Integrated ELD using an approach called *Constructing Meaning (CM)™,* respectively. Both integrated and designated ELD are highlighted as current, best practices for

ELs in California's 2014 English Language Arts (ELA)/English Language Development (ELD) Framework[1]. The EL Services team at ACCESS supports implementation of both strategies and includes a manager, a program specialist, 12 teacher leaders who represent each Administrative Unit (A.U.)[2]; and 11 English Language Development Assistants (ELDAs) who work with teachers to provide ELs opportunities to interact in meaningful ways (with each other, text, and staff) and learn how English works. In short, the ELDAs' work surrounds Parts I and II of California's 2012 ELD standards[3] so ELs at ACCESS become proficient in English and learn the discipline-specific language necessary for success in school and beyond.

### *Goal 1 Strategy: Designated ELD*

ACCESS teachers provide designated ELD through the use of the MELD curriculum, which emphasizes academic English production (speaking and writing) as well as listening and reading. The MELD curriculum consists of six, two-month-long functions throughout the year:

| Dates | Function |
|---|---|
| January-February | Explain & Describe |
| March-April | Sequencing Events |
| May-June | College & Career Readiness[4] |
| July-August | Proposition & Support |
| September- October | Compare & Contrast |
| November-December | Cause & Effect |

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[1] California's 2014 ELA/ELD Framework, California Department of Education: http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp

[2] The 12 teacher leaders are called Regional EL Liaisons (RELLs), and their work in supporting teachers and leading professional development is supplemental; they are paid for this supplemental work with Title III funds; stipends are $1,500/year/RELL.

[3] *California English Language Development Standards* (2012). California Department of Education: http://www.cde.ca.gov/sp/el/er/eldstandards.asp#Implementation

[4] The College and Career Readiness (CCR) function combines the five language functions (Explain & Describe, Sequencing Events, Proposition & Support, Compare & Contrast, and Cause & Effect) and is not a separate function itself; the CCR function was created on the advice of the RELLs to demonstrate to students (and teachers) how knowing functional language supports college and career readiness.

The five language functions on page 2 (Explain & Describe, Sequencing Events, Proposition & Support, Compare & Contrast, and Cause & Effect) are common cognitive patterns found in all disciplines (math, science, social studies, and ELA). Incidentally, the functional approach to language learning in designated ELD mirrors ACCESS' approach to integrated ELD (called *Constructing Meaning,* or *CM*) so students will ultimately learn the functional language needed for success in college, career, and life. Further, the alignment will help ACCESS ELs address the challenge of having to acquire the "content knowledge and analytical practices at the same time as they are learning English" (Heritage, Walqui, & Linquanti, 2015)[5]. Finally, the alignment between designated and integrated ELD – and the emphasis on five common language functions in both approaches – will help teachers deepen their own understanding of ELD instruction thus ensuring more successful implementation of the ELD standards in both dedicated ELD classes and throughout the school day in integrated ELD.

The MELD curriculum is based on these five common language functions and is written for the majority of ELs at ACCESS: 6th-12th graders who are Intermediate and above on the CELDT. In designated ELD, students interact in meaningful ways and learn how English works – the two goals that comprise Parts I and II of California's 2012 ELD standards – as they explore meaningful and current texts corresponding to each language function. MELD also targets the Common Core Anchor Standards for college and career readiness. Not only is MELD aligned to the Common Core, but it is also in line with the most recent research surrounding our current understanding of language teaching and learning: No longer is language learning an individualized, linear process focused on form and correctness but rather it is a social process in which discourse leads to meaning-making in the context of specific topics, audiences and tasks.

For elementary ELs, *Systematic ELD* materials and resources are available for Beginner-Intermediate-level ELs in grades K-6. For adolescent and adult Beginner-Intermediate level students, ACCESS teachers use several textbooks including (a) *Future - English for Results,* (b) *Weaving it Together: Connecting Reading and Writing* and (c) *the Oxford Picture Dictionary* and accompanying workbooks*.*

### *Goal 2 Strategy: Integrated ELD*

ACCESS teachers implement an approach to integrated ELD called *Constructing Meaning (CM). CM i*s a model that includes lesson planning templates (Backwards Design), instructional strategies (including the Gradual Release Model) and tools that support ELs in academic speaking, note-making, and writing. The model also includes mechanisms for teachers and administrators to analyze data in a continuous improvement cycle (i.e. classroom walk-through and teacher reflection tools). Important to note is that the *CM* lesson-planning process includes teacher analysis of student texts-to-be-learned ("text analysis tool") as well as analysis of tasks, aligned to the content standards, that students are expected to perform ("task analysis tool").

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[5] Heritage, M., Walqui, A., & Linquanti, R. (2015). *English Language Learners and the New Standards: Developing Language, Content Knowledge, and Analytical Practices in the Classroom.* Harvard Education Publishing Group.

These planning tools (text and task analyses) ensure teachers explicitly teach language alongside content, which is necessary for students' comprehension of texts (input) and ability to effectively complete tasks (output) in line with second language acquisition theories (Krashen's Comprehensible *Input* theory and Swain's Comprehensible *Output* hypothesis). In sum, the *CM* approach supports ELs' receptive and productive academic language development.

All ACCESS teachers were trained on *CM* during the 2014-2015 school year. ACCESS teachers provide explicit, direct instruction on specific language functions (the same five that are highlighted in the MELD curriculum) within the context of each subject area (math, science, social students, and ELA) throughout the school day. Teachers engage students in learning and using both functional ("mortar") and domain-specific ("bricks") vocabulary as they read and create complex, academic texts within the content classrooms (see pages 8-9 for sample strategies).

Here again, integrated ELD is also aligned to Parts I and II of the ELD standards, so in both integrated and designated ELD, students are interacting in meaningful ways and learning about how English works. Ultimately, the two parts of the ELD standards, together with the five, common language functions, are the foundations for both integrated *and* designated ELD; this alignment creates a coherent, integrated system to ensure ELs become proficient in English and learn the discipline-specific language needed to be successful.

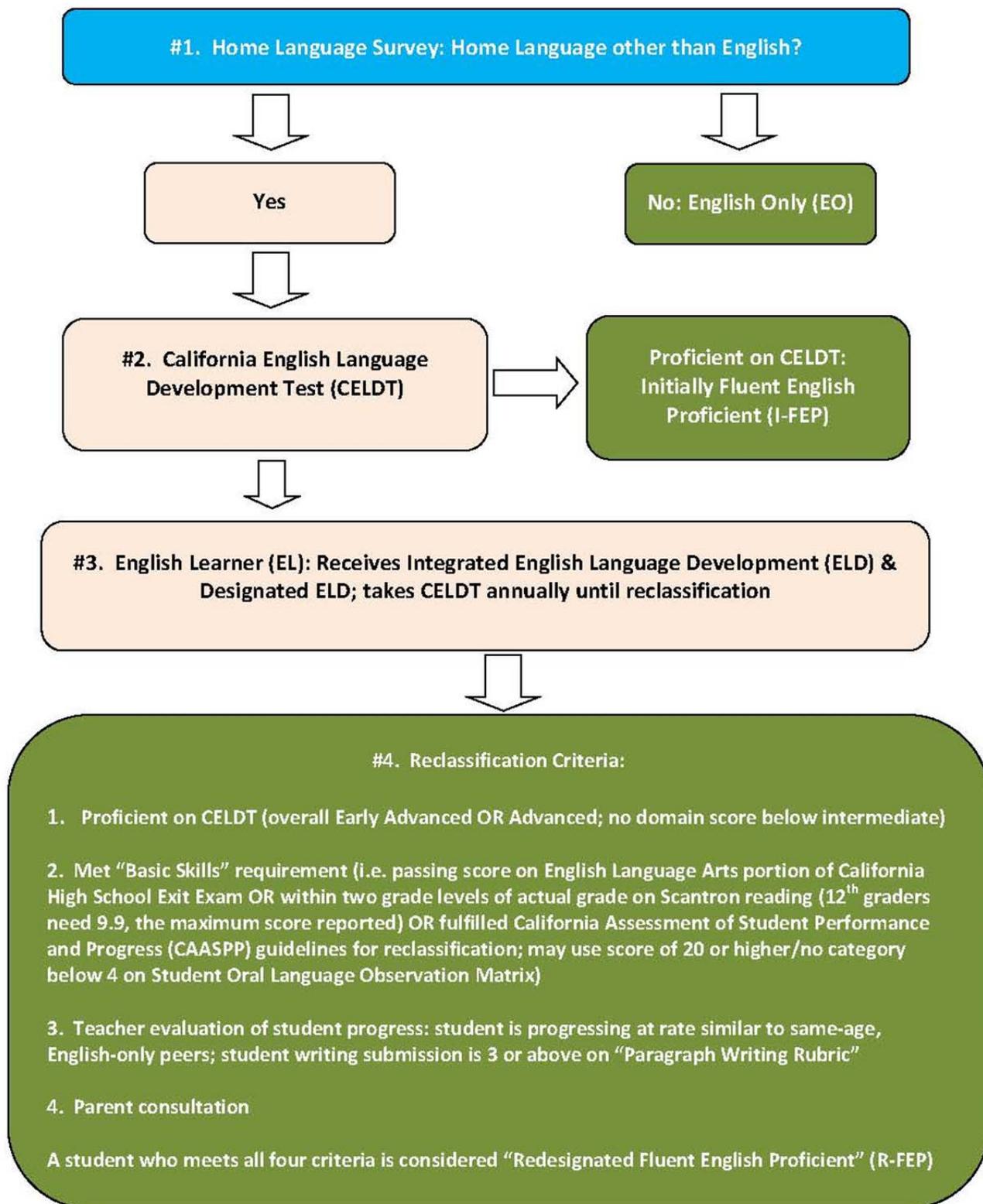**Key Themes for ELs' Meaningful Participation in the Education Program at ACCESS**

The following sections provide a description of the EL program at ACCESS. The sections are aligned to key themes from the 2015 guidelines from the Civil Rights Division of the U.S. Department of Justice and the Office for Civil Rights of the U.S. Department of Education[6]. The following sections demonstrate how ELs participate meaningfully in the education program at ACCESS.

**Part I. Identifying & Assessing All Potential EL Students**

The graphic on the next page represents ACCESS' process for identifying and reclassifying ELs:

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[6] *Ensuring English Learner Students can Participate Meaningfully and Equally in Educational Programs:* http://www2.ed.gov/about/offices/list/ocr/ellresources.html

## 2016-2017 English Learner Identification and Reclassification Process

**#1.  Home Language Survey: Home Language other than English?**

**Yes**

**No: English Only (EO)**

**#2.  California English Language Development Test (CELDT)**

**Proficient on CELDT: Initially Fluent English Proficient (I-FEP)**

**#3.  English Learner (EL): Receives Integrated English Language Development (ELD) & Designated ELD; takes CELDT annually until reclassification**

**#4.  Reclassification Criteria:**

1.  Proficient on CELDT (overall Early Advanced OR Advanced; no domain score below intermediate)

2. Met "Basic Skills" requirement (i.e. passing score on English Language Arts portion of California High School Exit Exam OR within two grade levels of actual grade on Scantron reading (12th graders need 9.9, the maximum score reported) OR fulfilled California Assessment of Student Performance and Progress (CAASPP) guidelines for reclassification; may use score of 20 or higher/no category below 4 on Student Oral Language Observation Matrix)

3. Teacher evaluation of student progress: student is progressing at rate similar to same-age, English-only peers; student writing submission is 3 or above on "Paragraph Writing Rubric"

4. Parent consultation

A student who meets all four criteria is considered "Redesignated Fluent English Proficient" (R-FEP)

Upon enrollment, parents/guardians complete a home language survey for their children in either English or Spanish; if the answer to any of the first three questions on the survey is a language other than English, CELDT results as well as language designation status will be obtained from the referring district and the California Longitudinal Pupil Achievement Data System (CALPADS). Students with a home language other than English who are new to a California school will be CELDT tested within 30 calendar days of enrollment. All ELs will be assessed annually until they are reclassified.

**Part II. Providing Language Assistance to EL Students and Progress Monitoring**

Education Codes 305 and 306 indicate that ELs should be placed in "sheltered English immersion" (SEI) until they reach "reasonable fluency" at which point they should be served in English language mainstream classes (ELMCs). The definition of **Reasonable Fluency** at ACCESS is **Early Intermediate** or higher on the CELDT in reading and writing and **Intermediate** or higher in speaking and listening. Students who are not considered reasonably fluent receive ELD for the majority of the school day with the support of a tutor. These students, however, participate in math classes with their peers because the language demands of math are lower. ELD consists of one-on-one tutoring in listening, speaking, reading, and writing using appropriate instructional materials (either *Systematic ELD™* for students in grades K-6 or *Future Series, Weaving it Together,* and/or *English Yes* for older students). Additionally, students who have not achieved reasonable proficiency in English use Rosetta Stone for no more than 30 minute sessions no more than two times per day. Students can also check out a computer and use the program at home. As students progress in English proficiency, they participate with their classmates in science, then social studies, and finally, English Language Arts. Teachers monitor students' language acquisition progress on a daily basis rather than waiting for annual CELDT results to ensure students are receiving the best instruction at the moment, aligned to their current language proficiency, to ensure they learn English as rapidly and efficiently as possible.

Because ACCESS students perform lower on average than their peers in districts, all teachers provide language assistance to all students; students access core content concepts via integrated ELD, *CM*, and they learn academic English via both *CM* and MELD. In addition, average student: teacher ratios are lower at ACCESS than in traditional districts; therefore, teachers are better able to monitor progress and provide at-the-moment supplementary, catch-up assistance to students falling behind.

At enrollment, ACCESS staff, including teachers, counselors, transition specialists, and/or administrators, meet with students to review transcripts and create an Individual Learning Plan (ILP) for each student. If students are struggling academically, teachers implement interventions ranging from tutoring support, supplementary curriculum (such as reading/math intervention programs), and/or initiating the Student Intervention Team (SIT) process, which involves meetings of school staff, parents, and students in order to devise the best system of supports for each student including academic, socio-emotional, and behavioral. In short, ELs at ACCESS receive targeted, individual support, beginning at enrollment and continuing to exit, to maximize

their language and content learning and to overcome emotional and behavioral obstacles that threaten their success.

**Part III. Staffing & Supporting the EL Program**

All ACCESS staff are provided sufficient resources to ensure that MELD and *CM* are effectively implemented. All teachers of ELs hold a CLAD certificate (or equivalent) authorizing them to provide both designated and integrated ELD instruction.

Each Administrative Unit (A.U.) within ACCESS also has an EL teacher leader called a Regional English Learner Liaison (RELL) who provides professional development, coaching, and support to teachers within the A.U. to ensure ELs learn English and the academic, discipline-specific language needed for college, career, and life success. Specifically, RELLs meet with principals at least six times a year to coordinate support to teaching staff. This includes providing staff with EL student data to engage staff in a continuous improvement cycle to bridge the gap between where students are and where they should be (at-grade-level).

In addition to teaching staff, a total of 36 tutors are currently working throughout the ACCESS program to provide supplementary academic tutoring to students. Of these 33, 11 are English Language Development Assistants (ELDAs) who provide both push-in and pull-out individual and group tutoring aimed at ensuring students interact in meaningful ways (with each other, staff, and with text) and learn about how English works. In short, ELDAs target Parts I and II of the ELD standards specifically to ensure students become proficient in English and learn the discipline-specific language needed to be successful in all classes and in life. Four additional ELDAs will be hired during the 2016-2017 school year for a total of 15, consistent with the Local Control Accountability Plan (LCAP) goal.

**Part IV. Providing Meaningful Access to All Curricular Programs**

ACCESS teachers use *CM* strategies to engage ELs in academic discourse and help them make sense of text as well as produce academic writing. *CM* strategies and MELD curriculum support students in gaining the skills and confidence to articulate their thoughts in a sophisticated, academic manner. In both integrated and designated ELD, students learn how English works, and both approaches, integrated and designated ELD, support students' increased **metalinguistic awareness**, a critical, 21$^{st}$ century skill they need to negotiate a complex world. ELs at ACCESS learn and question why authors use particular words, phrases, syntax and discourse patterns, so they, in turn, can use language deliberately – for specific purposes and for maximum impact. Other *CM* tools include well-known approaches such as sentence starters/frames, close reading tools, the RAFT strategy (Role, Audience, Format, and Topic), graphic organizers, the Frayer Model, conversation routines, and so on. These strategies help students access grade-level curriculum, meet promotion and graduation requirements, and become successful beyond high school. Examples of two commonly-used tools to support academic conversation and writing, respectively, are the Academic

Conversation Tool and the Summary Template (pages 8-9). These tools are used in both integrated and designated ELD.

**Academic Conversation Tool[7]**

| POSE A QUESTION | PRESENT AN IDEA | SUPPORT YOUR THINKING |
|---|---|---|
| • I wonder if …<br>• I wonder why …?<br>• How does _____ relate to …?<br>• What do you think about …? | • I think/In my opinion …<br>• I believe …<br>• In my experience …<br>• One idea _____ is … | • I know _____ because …<br>• _____ is an example of …<br>• One reason _____ is …<br>• According to _____, … |
| **BUILD ON AN IDEA** | **CHALLENGE AN IDEA** | **ASK FOR DETAILS** |
| • I agree that _____ because …<br>• Something I would add is …<br>• To build on your idea, …<br>• You make a great point. To take it a step further,… | • On the other hand, …<br>• I disagree _____ because …<br>• Another way of looking at it is …<br>• But what about …? | • Can you elaborate on …?<br>• Can you explain what you mean by …?<br>• What is an example of …?<br>• I'm not sure I follow you. Could you explain _____ another way? |
| **PARAPHRASE/CHECK YOUR UNDERSTANDING** | **GIVE/RECEIVE FEEDBACK** | **CLOSE THE CONVERSATION** |
| • In other words, …<br>• It sounds like you're saying …<br>• I think I understand. You mean…<br>• Let me see if I have this right: … | • I noticed that you …<br>• I was impressed by …<br>• What if you changed …?<br>• I appreciate what you said about …<br>• Thank you for …<br>• Based on your feedback, I will … | • It sounds like we all …<br>• In summary, I/we …<br>• In the end, I/we …<br>• We seem to agree about _____ but disagree about … |

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[7] The Academic Conversation Tool, developed by ACCESS staff, combines a *CM* tool, the discussion cards, as well as discussion moves that Zwiers & Crawford (2011) outline in their book *Academic Conversations*. About the Academic Conversation Tool, ACCESS students maintain "it helps us learn to speak better, to use better language than street language, better words; it helps us sound smart."

**Summary Template[8]**

Single-Paragraph Summary Template:
## Expository Writing

| | | | | |
|---|---|---|---|---|
| **Identifying the topic** | The *article / chapter / website / film* **titled** "_____ _____"… | ○ examines  ○ addresses  ○ introduces  ○ supports | ☐ the idea of…  ☐ the relationship between…  ☐ the importance of..  ☐ the reasons for… | _____  _____  _____  _____ |
| **Introducing the content** | The *article / chapter / website / film* **uses / relies / cites** … | ○ facts  ○ examples  ○ information  ○ expert opinion | ☐ to explain…  ☐ to discuss…  ☐ to describe…  ☐ to support… | _____  _____  _____  _____ |
| **Including key details** | Another important idea from the *article / chapter / website / film* … | ☐ illustrates that …  ☐ indicates that …  ☐ explains why …  ☐ discusses the … | | _____  _____  _____  _____ |
| **Including key details** | _____  _____  _____ | ○ is a key detail  ○ is a powerful example  ○ is essential information | ☐ that illustrates …  ☐ that explains …  ☐ that proves ….  ☐ because … | _____  _____  _____  _____ |
| **Conclusion** | The **examples / details / information / ideas** found in the *article / chapter / website / film* | ○ support  ○ confirm  ○ clarify  ○ reinforce  ○ emphasize | ☐ the value of …  ☐ the need for…  ☐ the link between…  ☐ the causes of… | _____  _____  _____  _____ |

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[8] The Summary Template is a *CM* tool that supports a critical, academic, Common-Core aligned skill: to summarize academic text

All ELs at ACCESS are entitled to an equal opportunity to participate in all programs offered by ACCESS.

**Part V. Evaluating ELs for Special Education and Providing Dual Services**

The EL Services team works collaboratively with special education staff at ACCESS to ensure that (a) ELs are not overly identified as having special needs, (b) Individualized Education Programs (IEPs) for ELs with special needs contain linguistically appropriate goals, (c) ELs with special needs have access to both integrated and designated ELD instruction, and (d) reclassification decisions are made on an individual basis to ensure that ELs with special needs do not remain ELs simply because their disability prevents reclassification; in other words, alternative assessments for reclassification may be provided for students on an individual basis.

**Part VI. Monitoring and Exiting EL Students from EL Programs and Services**

ELs' language proficiency will be monitored each year via the CELDT. Students' academic progress will be determined by the California Assessment of Student Performance and Progress (CAASPP) as well as local-district assessments, the Scranton Performance Series, along with student writing samples from the MELD curriculum and the Write-On, which is administered monthly at some sites. Students who meet the four criteria for reclassification listed on page 5 will exit the EL program. However, these Redesignated Fluent English Proficient (RFEP) pupils will be monitored for two years following reclassification to ensure they are making sufficient progress in the ACCESS program, and if not, to identify additional resources to ensure they meet academic content standards.

**Part VII. Evaluating the Effectiveness of the EL Program**

Besides examining data on an ongoing basis (from high stakes testing as well as student work and writing samples) to make continued improvements to the MELD curriculum and professional development, this year's evaluation process as articulated in the Title III plan includes site visits from the EL Services Team, together with the principals, twice a year, to examine evidence of ELD standards implementation: "interacting in meaningful ways" and "learning about how English works". Evidence will be shared with principals at Action Group meetings, and the manager of the EL Services Team will lead discussions with principals of what evidence was collected – along with examples of classroom instruction that addressed *neither* part of the ELD standards. These discussions will support subsequent conversations between administrators and staff, as well as additional support for teachers to ultimately improve overall teaching and learning at ACCESS, and more specifically, improve ELs' English proficiency and academic achievement.

**Part VIII. Ensuring Meaningful Communication with Parents of ELs**

Upon enrollment, parents receive all information in the language most understandable to them – English or Spanish. All notices, reports, statements, and records provided to parents or guardians are available in both Spanish and English. Additionally, parents of ELs receive information about ACCESS' EL programs and services in an annual notification letter; they also receive notices of their child's initial and annual CELDT results. Notices will be in English and Spanish, and parents will be provided contact information to call to receive additional information in English or Spanish. Besides parent letters, parents of ELs will participate in EL Advisory Committee (ELAC) meetings as well as District EL Advisory Committee (DELAC) meetings to advise principals, district administrators, and the superintendent on EL programs and services. The DELAC committee will also provide input on LCAP. To ensure that communication is meaningful and reciprocal, parent input will be shared with the leadership team so that parents' concerns and advice continuously inform decision-making processes at ACCESS. In addition, the focus for EL parent advisory meetings in 2016-2017 will be advocacy: We intend to support the leadership development of our parents – and ultimately the improvement of our program – by including, in every meeting, time for parents to brainstorm, share, and learn about ways they can advocate for their children.

**Summary**

ACCESS ELs are among the most vulnerable students in the county. Lack of educational opportunities combined with high-poverty living have led to devastating consequences for these youth. But ACCESS ELs are also great thinkers who quickly make progress when provided strategic and coherent approaches, guided by current research, in a nurturing learning environment.