

2015-2016 English Learner Master Plan for the Alternative, Community, and Correctional Schools and Services (ACCESS) Program of the Orange County Department of Education
July, 2015

English Learner Population at ACCESS

In the 2014-2015 school year, ACCESS ELs numbered 1,466 out of a total of 5,306 students, comprising 28% of the total student enrollment (DataQuest). The following table shows the number and percent of students at each proficiency level by grade who were tested during the 2014-2015 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	4	5	1	0	3	0	2	5	3	16	27	45	42	153
Early Advanced	9	6	6	5	2	5	2	10	19	41	91	106	87	389
Intermediate	12	2	7	6	2	2	4	8	15	61	63	67	48	297
Early Intermediate	6	1	4	1	1	1	0	4	4	17	15	18	17	89
Beginning	7	5	9	4	4	8	6	2	0	9	18	11	18	101
Number Tested	38	19	27	16	12	16	14	29	41	144	214	247	212	1,029

The majority of ELs at ACCESS are in grades 9-12 and at the Intermediate CELDT level and above. 169 ELs were reclassified in the 2014-2015 school year totaling approximately 12% of the EL student population.

Goals of ACCESS EL Program and Strategies to Meet These Goals

Goal #1: English Learns (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) Framework¹. The EL Services team at ACCESS supports implementation of both strategies and includes a manager, two program specialists, teacher leaders who represent each Administrative Unit (A.U.), and staff who work with teachers to support academic language production in day school classrooms throughout ACCESS.

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, 2015	Explain & Describe
March-April, 2015	Sequencing Events
May-June, 2015	Workplace Communications
July-August, 2015	Proposition & Support
September- October, 2015	Compare & Contrast
November-December, 2015	Cause and Effect

These language functions are common cognitive patterns found in all disciplines (math, science, social studies, and ELA). Our functional approach to language learning in designated ELD mirrors our approach to integrated ELD (CM) so students will ultimately learn the functional language needed for success in college, career, and life. Further, this 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, & Linqunti, 2015)².

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

² Heritage, M., Walqui, A., & Linqunti, R. (2015). *English Language Learners and the New Standards: Developing Language, Content Knowledge, and Analytical Practices in the Classroom*. Harvard Education Publishing Group.

The MELD curriculum is based on these common language functions and is written for the majority of ELs at ACCESS: 7th-12th graders who are Intermediate and above on the CELDT. In integrated 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 standards³ - as they explore meaningful and current texts that surround an essential question 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) *Longman ESL Literacy*, (b) *Foundations*, (c) *Future - English for Results*, and (d) *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* is 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).

All ACCESS teachers were trained on *CM* during the 2014-2015 school year. *CM*-trained teachers provide explicit, direct instruction on specific language functions (the same that are highlighted in the MELD curriculum) within the context of each subject area (math, science, social studies, and ELA). 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.

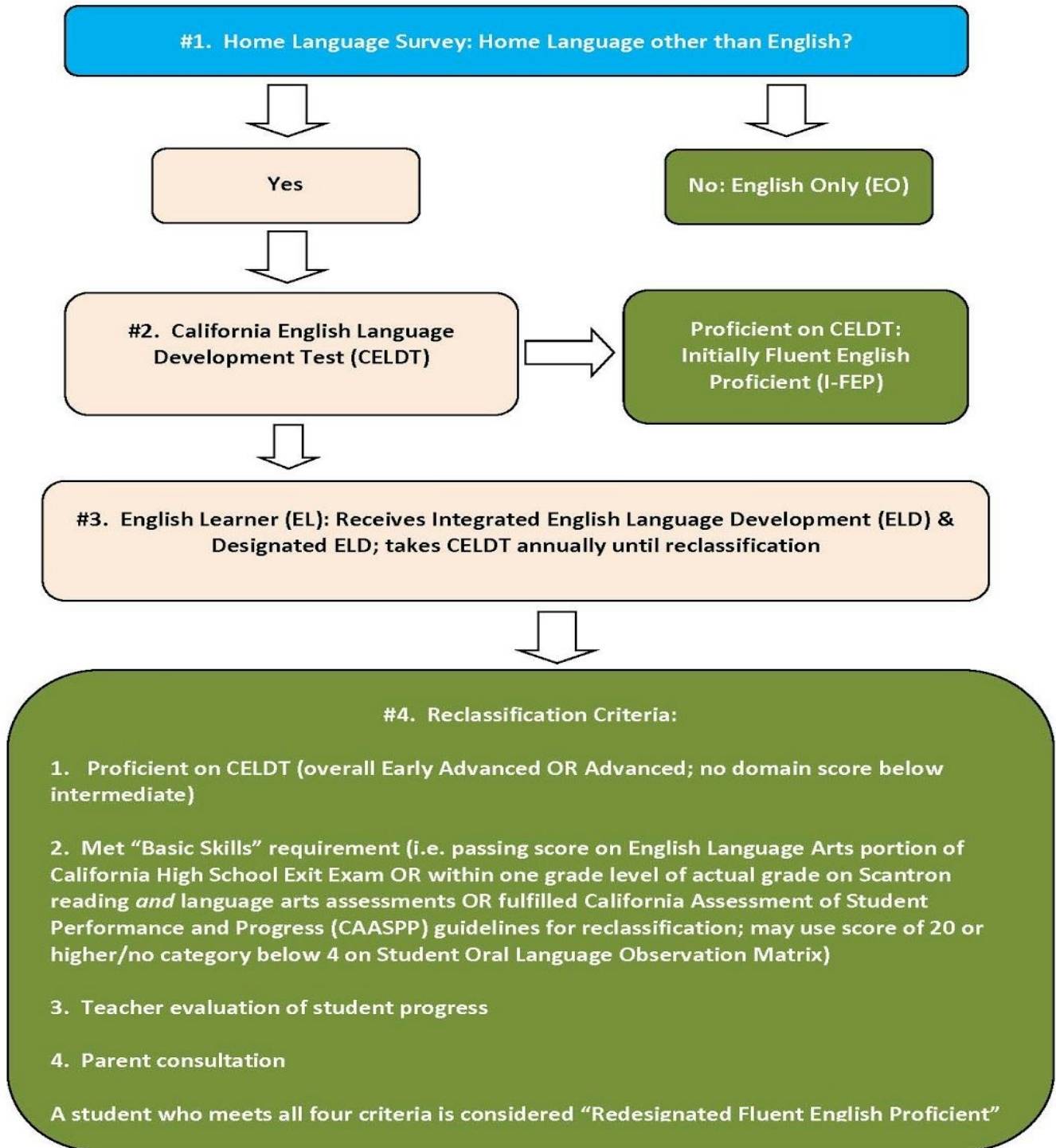
The following sections below, Parts I-VIII, outline key components to ensure ELs at ACCESS can participate meaningfully in the education program. These components are based on the 2015 guidelines from the Civil Rights Division of the U.S. Department of Justice and the Office for Civil Rights of the U.S. Department of Education⁴.

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

⁴ *Ensuring English Learner Students can Participate Meaningfully and Equally in Educational Programs*: <http://www2.ed.gov/about/offices/list/ocr/ellresources.html>

Part I. Identifying & Assessing All Potential EL Students

The following graphic represents ACCESS' process for identifying and reclassifying ELs:



Upon enrollment, parents/guardians will complete a home language survey for their children; 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 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

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). This document uses the more current terminology as articulated in California’s ELA/ELD Framework: designated and integrated ELD. In particular, ELs will receive designated ELD instruction (i.e. SEI) until they reclassify. At the same time, students will receive discipline-specific language support - or integrated ELD - in all content courses (ELMC) using the *CM* approach described earlier.

Part III. Staffing & Supporting the EL Program

All ELs will be 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 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 learn the academic, discipline-specific language needed for college, career, and life success. Specifically, RELs 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).

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 and produce academic writing to access grade-level curriculum, meet promotion and graduation requirements, and success beyond high school.

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 & 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 and academic achievement will be monitored each year through the CELDT and the California Assessment of Student Performance and Progress (CAASPP), respectively. Students who meet the four criteria for reclassification listed on page 4 will exit the EL program. However, these Redesignated Fluent English Proficient (RFEP) pupils will be monitored every six months 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 state-assessments, ACCESS staff will administer an ELD writing prompt three times per year to determine whether designated and integrated ELD are making an impact on student achievement. Teachers and staff will engage in reflective dialogues after each administration to analyze student work products in a continuous improvement cycle that identifies and addresses strengths and weaknesses in curriculum and/or instruction in order to maximize student learning. Results of these writing assessments as well as statewide assessments will be provided to principals as well.

Part VIII. Ensuring Meaningful Communication with Parents of ELs

Parents of ELs will receive information about ACCESS' EL programs and services in an annual notification letter; they will also receive notices of their child's initial and annual CELDT results and, if applicable, an annual notice regarding failure to meet Annual Measurable Achievement Objectives (AMAOs). Notices will be in English and Spanish, and parents will be provided contact information to call to receive additional information in English, Spanish, or Arabic.

Besides parent letters, parents of ELs will participate in - and lead - 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 ACCESS' Local Control Accountability Plan (LCAP). To ensure that communication is meaningful and reciprocal, parent input will be shared with the leadership team so that parents' concerns and advice inform decision-making at ACCESS.