Multilingual English Learner Master Plan



Equitable, Coherent and Sustainable Systems

DAC/DELAC Meeting
October 18, 2022

November 2022

January 2023





October 2022

May 2022



Typologies of Multilingual Learners

- Normatively Progressing English Learners
- Immigrant/Newcomers
- Long Term English Learners (LTEL)
- At-Risk for Long Term English Learners (AR-LTEL)
- English Learners with Special Needs
- Reclassified Fluent English Proficient (RFEP)

Who are our Immigrant/Newcomer Students?



Immigrant:

Students who have been in U.S. schools for 3 years or less

Newcomer:

Newly arrived, newly enrolled immigrants – usually less than 1 year

- Well-educated
- Educated
- Interrupted formal education



Best Practices for Immigrant/Newcomers

- Welcoming Environment
  - Sense of safety and belonging
- Social Emotional Support
- Valuing identity
  - Home language, culture, customs, etc.
  - Promoting use and development of home language in school and community
- Encouragement
- High quality academic programs designed to meet the academic and language developments of the student



- Communication with families
  - Education system, academic instruction, etc.
  - Student advocacy
  - Available resources

Who are our ARLTEL/LTEL Students?



At-Risk for Long-Term English Learner (ARLTEL)

- Grades 3 +
- Enrolled in a U.S. school for 4 or more years
- Scored a 1, 2 or 3 on ELPAC
- Standard “Not Met” on CAASPP
- (applies to Grades 4 and 5 only)

Long-Term English Learner (LTEL)

- Grade 6 +
- Enrolled in a U.S. school for 6 or more years
- Did not make Annual Progress on ELPAC
- Standard “Not Met” on CAASPP



Education Code 313.1

Best Practices for AR-LTEL/LTELs



- Three R's: Rigor, Relevance and Relationships
- Active Engagement in their own education; goal setting
- A focus on oral and written language development
- Explicit academic vocabulary instruction
- Relevant materials
  - Grade level appropriate
  - High-interest
  - Real-life Application
- Instruction/program that addresses academic gaps
- Inclusive school environment
- Consistent routines
- Progress monitoring
  - AR-LTEL and LTEL Monitoring Forms

Who are our MEL's with Special Needs?

Some of our students are identified as Multilingual English Learners with learning differences, or special needs.

Depending on their Individualized Education Plan, they receive their education in:

- General Education classroom
  - Speech services
  - Resource Specialist services (RSP)
- Special Day class
  - Mild/Moderate
  - Moderate/Severe



Best Practices for MEL's with Special Needs



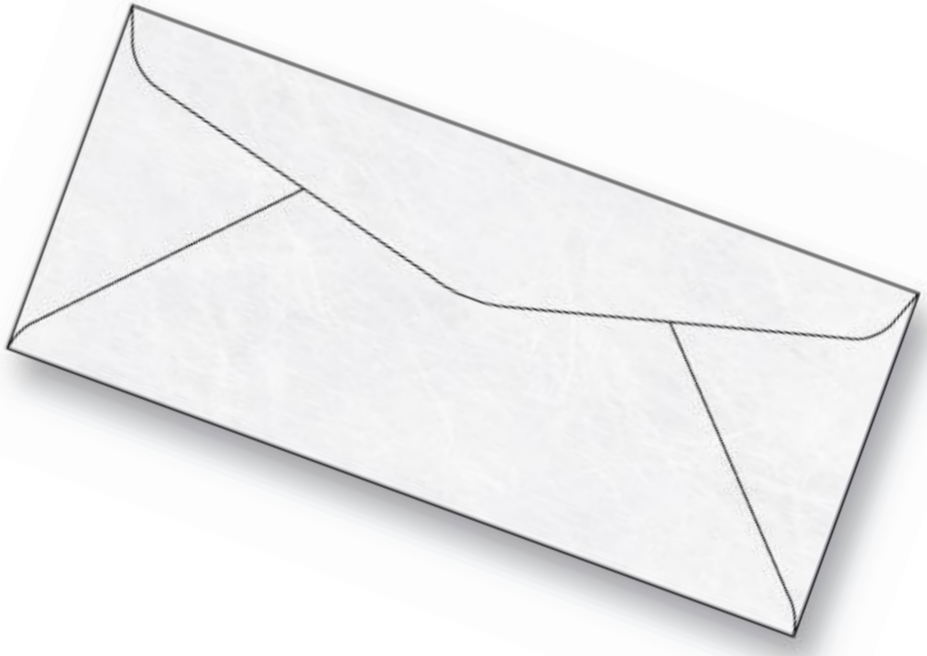
These strategies could be used in either Integrated or Designated ELD (depending on the goals and specifics of lessons and units of study) and should be differentiated to meet individual students' English language proficiency and disability-related learning needs.

- *LEVERAGING BACKGROUND KNOWLEDGE*
- *SCAFFOLDING COMPREHENSION OF COMPLEX TEXTS*
- *FOSTERING VOCABULARY DEVELOPMENT*
- *SCAFFOLDING WRITING AND LANGUAGE AWARENESS*
- *COLLABORATIVE DISCUSSIONS*
- *SEQUENCING LEARNING TASKS*

Collaborative Activity: “Match the Typology”

With your school team, place the items in the activity envelope on the table and match the

- **MEL Typology** with the
- **Student Profile** and
- appropriate **Strategy**



MEL Typology

Student Profile

Strategy

Thank you for your engagement!

If you have any ***input, comment or suggestions*** for this section of the MEL Master Plan, "Equitable, Coherent and Sustainable Systems," please place them on the ***index cards*** and leave at the tables.

Thank you!



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