



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students



OAKLAND UNIFIED SCHOOL DISTRICT'S ELL MASTER PLAN

1000 Broadway, Oakland, CA 94607 • 510.879.8200 • www.ousd.org



INTRODUCTION TO ELL MASTER PLAN



STATEMENT FROM ANTWAN WILSON, OUSD SUPERINTENDENT

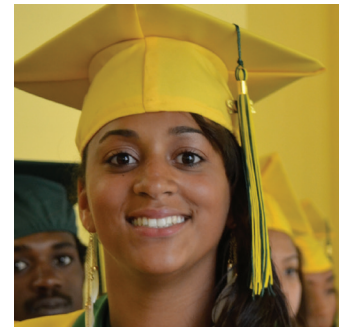
It is my honor to lead a school district with a student body that is so rich in diversity. I deeply believe that all students can thrive when they are provided the right support systems. Each of our English Language Learners (ELLs) has the potential to succeed academically and go on to college, pursue a career, and make significant contributions to our community and society at large.

Nearly 50% of our students speak a language other than English at home and 30% of our student body are classified as English Language Learners. Investment in the success of our ELLs is central to our mission that ***Every Student Thrives!***

In Oakland Unified School District, equity is one of our shared core values and is the center of all that we do. For our ELLs, this means access to all of the opportunities we afford any child and it means that it is our duty to provide ELLs the same high quality education all students receive. This includes the language and social-emotional learning supports needed to ensure their achievement in school and beyond.

While our [Pathway to Excellence](#) strategic plan lays out the overall strategy and priorities for OUSD, this ELL Master Plan goes deeper and details how we serve ELLs. It's important that we have this intentional, deeper focus because of the impact it will have for our students and what it means to our success as a district. The ELL Master Plan provides the guidance and tools for educational practitioners to ensure our ELLs reach their full potential. We hope and expect that all practitioners use this resource well and often to guide programmatic and instructional decisions for ELLs so that ***Every Student Thrives!***

— Antwan Wilson, OUSD Superintendent



STATEMENT FROM SUPERINTENDENT DEVIN DILLON, DEPUTY SUPERINTENDENT OF ACADEMIC SOCIAL EMOTIONAL LEARNING

This year OUSD welcomes a new focus on Academic Social Emotional Learning (ASEL), which fully acknowledges the interconnectedness of OUSD's Social Emotional Learning Standards and core instruction based on the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), the California ELA/ELD Framework.

As we strive to seamlessly integrate Social Emotional Learning into the academic experience of all our students, we recognize that this work is particularly important for our English Language Learners, who represent a diverse group of cultures and languages and who are faced with the challenge of learning content and acquiring a new language at the same time.

While the standards outline the content necessary for all students to master at each grade level, they do not provide a roadmap of how to teach them to mastery. As the Deputy Superintendent of Academic Social Emotional Learning, I am committed to the success of all students in OUSD, including our English Language Learners. This ELL Master Plan and the Three-Year Roadmap to ELL Achievement lay the groundwork for how we will support all teachers as language teachers and achieve success for all our students.

— Devin Dillon, Deputy Superintendent, Academic Social Emotional Learning



STATEMENT FROM NICOLE KNIGHT, EXECUTIVE DIRECTOR OF ELL & MULTILINGUAL ACHIEVEMENT

There is no greater inspiration to me than our students themselves; their resilience and dreams for a better future remind me of my commitment to do all in my power to provide our English Language Learners with their right to the highest quality education we can offer. 50% of our student body speak a language other than English at home and 30% are designated English Language Learners. We have a wonderful opportunity to leverage the cultural and linguistic resources of our multilingual student body to prepare all students for a global society!

At the same time, we recognize the challenge of preparing our educators to meet the varied needs of our diverse language learners, including students with strong educational backgrounds in their first language, refugees fleeing violence in their homelands, and unaccompanied minors with interrupted formal schooling. This ELL Master Plan, together with our Three-Year Roadmap to ELL Achievement, represents our unwavering commitment to support every English Language Learner to develop the language skills, academic competencies, and habits of mind to achieve his or her dreams.

This ELL Master Plan diverges from previous plans by going above and beyond what is required by law to ensure our English Language Learners graduate college, career, and community ready. The Plan outlines our legal obligations for ELLs but also lays out a new vision of instructional programs for ELLs. These programs build on our students' assets and combine powerful content learning with language development guided by Common Core State Standards, Next Generation Science Standards, the ELD standards, and the ELA/ELD Framework. We include guidance and toolkits for principals, teachers, and central office leaders to implement best practices for ELLs, from sample Designated ELD schedules to ELL family engagement in site governance to systems to hold all educators accountable for improving services and outcomes, and much more. I am excited to partner with the community to continue in our efforts towards equity and excellence for ELLs so that all ***Every Student Thrives!***

In partnership,

Nicole Knight , Executive Director, English Language Learner & Multilingual Achievement Office (ELLMA)

TABLE OF CONTENTS

WELCOME TO THE OUSD ELL MASTER PLAN

1. Statement from District Leadership	3
2. Introduction	8
3. Crafting the OUSD ELL Master Plan: A Team Effort	9
4. The Five Essential Practices for ELL Achievement: Our Theory of Action	12
5. How to Use this ELL Master Plan	13

CHAPTER 1: ELL IDENTIFICATION, PROGRAM PLACEMENT AND RECLASSIFICATION

1. Introduction	15
2. Language Group Definitions	16
3. Graphic Overview	17
4. Detailed Timeline of Intake, Assessment, Identification and Placement of ELLs	18
Initial Intake and the Home Language Survey	18
Informing Parents and Guardians of Instructional Program Options	19
Initial Assessment and Classification of Students	19
Initial Parent Notification Letter	20
Ongoing Annual Parent Notification Letter	20
Parents' Right to Opt Out of Instructional Programs but not the Annual Language Proficiency Assessment	21
5. Reclassification of ELLs	22

If you download the ELL Master Plan, you can click on any item in the table of contents to go directly to that chapter, section or subsection. Click any footnote number to go directly to the footnote section.

CHAPTER 2: INSTRUCTIONAL PROGRAMS FOR ELLS

1. Introduction and Graphic Organizer	24
2. Designated and Integrated ELD: A Framework for ELL Instruction	26
3. Scheduling Designated ELD	28
Scheduling Designated ELD in Elementary	28
Scheduling Designated ELD in Secondary	28
4. Instructional Programs Serving ELLs	29
A. English Language Acceleration Program (ELAP)	29
B. Newcomer Universal Supports and Programs	32
B.1 Universal Newcomer Supports	33
B.2 Newcomer Programs	35
C. LTEL Support: Academic Language Acceleration Course (Secondary only, LTEs and At-risk ELLs)	37
D. Dual Language Programs (DL), TK-12	39
D.1 Dual Language Two-Way Immersion Program	40
D.2 Dual Language One-Way Developmental Program	43
5. Minimum Progress Expectations	45
ELAP Instructional Program Minimum Progress Expectations for ELLs	46

INTRODUCTION TO ELL MASTER PLAN

6. Interventions Within MTSS for ELLs Not Meeting Minimum Progress Expectations	47
The Three Tiers of the MTSS Pyramid	47
Supporting Effective Tier 1 Instruction for ELLs	48
Crafting and Following Through on Tier 2 and 3 Interventions	49
MTSS for Dual Language Programs	51
Students May not Be Retained Based on Language Proficiency	51
7. Leveraging Primary Language in ELL Instruction	52
8. Professional Learning to Ensure High Levels of Academic Language Development	53

CHAPTER 3: FAMILY AND COMMUNITY ENGAGEMENT

1. Introduction	55
2. Parent Advisory Committees and the LCAP: Strong Participation From ELL Families	56
The District-level LCAP Parent and Student Advisory Committee (PSAC)	57
The District English Language Learner Subcommittee (DELLS)	57
The Site ELL Subcommittee (SELLS)	58
Coordination and Communication among District-level and Site-level LCAP Committees	59
3. Other District, Regional and Network Parent Engagement Forums	60
4. Supporting Robust ELL Parent Participation at the Site Level	60

5. Communication with Parents	61
Enrollment Options for ELLs including all ELL Subgroups	61
Translation and Interpretation	61
Translation and Interpretation Personnel	63

CHAPTER 4: MONITORING, EVALUATION, AND ACCOUNTABILITY

1. Introduction	65
2. Success Metrics, Recommended Actions and Interventions When Schools Do Not Meet Benchmarks	66
Tiers of Support for Sites: Increasing Intensity and Ensuring Accountability for Sites that Do not Meet Benchmarks	66
Key Yes-No Questions, Key Metrics and Recommended Actions	68
3. Four Structures for Reflection and Improvement	71
The Site ELL Review	72
The Language Acceleration Review Committee (LARC)	73
The Single Plan for Student Achievement (SPSA)	74
The District ELL Review	77
4. Charter and Private School Monitoring, Evaluation and Accountability	78
ELL Services Accountability for Charter Schools	78
ELL Services Accountability and Outreach to Private Schools	79
5. Compliant Spending of Restricted Funds and LCFF Funds	80

FOOTNOTES	82
------------------	-----------

1. INTRODUCTION

“Language is learned, not because we want to talk or read or write about language, but because we want to talk and read and write about the world...”

— Courtney Cazden, Professor Emerita,
Harvard Graduate School of Education

This English Language Learner Master Plan is designed to put into practice the idea that language learning and content learning are most powerful when they happen together. This concept is at the heart of the [2012 California ELD Standards](#) and [2014 California ELA/ELD Framework](#). The pairing of English Language Arts and English Language Development in the title of the Framework itself --“ELA/ELD”--makes a clear reference to the fact that language skills teaching is not intended to be isolated from meaning-making and engagement with the world.

Our vision for [English Language Learner \(ELL\)](#) success certainly includes mastery of language skills. But the ultimate goal for ELLs is joyful and fulfilling participation in the community and the world, a life blessed with the gift of investigation and discovery, hard work, challenge, success, belonging and purpose. It is precisely by working towards this goal in our schools and communities that ELLs will have the most powerful opportunities to use, develop and master rich and complex language.

This document makes clear our critical legal obligations to ELLs, but we also recognize that OUSD educators are less interested in mere compliance with law than in doing whatever is necessary to ensure our ELLs are college, career and community ready. And this task could not be more urgent when ELLs are the lowest performing of any student group in the District, while making up about 30% of our student population.

That is why this ELL Master Plan describes legal mandates but goes even further, providing a comprehensive framework for powerful practices for ELL instruction and services. It is intended as a reference document for all stakeholders in the District, especially site leaders and teachers. The online version of the document is full of links that take the reader to more detailed and in-depth information. Site leaders and other stakeholders can get the essentials from the main document and the deeper understanding from the links.

We hope you share our excitement as we begin this new chapter to accelerate ELL achievement, and we hope that the ELL Master Plan is a robust resource for guidance now and in the years ahead.

2. CRAFTING THE OUSD ELL MASTER PLAN: A TEAM EFFORT

This ELL Master plan is the fruit of years of work and thinking from countless individuals from inside and outside of OUSD. In 2013, the English Language Learner & Multilingual Achievement Office (ELLMA) commissioned the Stanford ELL Review of 14 schools in Oakland. The final recommendations of this report were shared in multiple community engagements and board presentations, and drove the creation of the 3-year OUSD Roadmap to ELL Achievement, with its four priority areas: #1 Advance Quality Instruction; #2 Meet the Needs of the Whole Child; #3 Expand and Enhance Robust Language Programs; and #4 Align Policies and Practices across Central Office Departments.

Concurrent with the Stanford ELL Review and creation of the Roadmap, ELLMA, in cooperation with other content areas, teachers and principals, and experts outside of Oakland, articulated and began to implement a vision of ELL instruction and services in alignment with the 2014 California ELA/ELD Framework, the 2012 California ELD Standards, the Common Core State Standards (CCSS) and the New Generation Science Standards (NGSS). This ELL Master Plan is an important milestone in that process of articulation and implementation, but the work is by no means finished.

As we have drafted the OUSD ELL Master Plan during the 2015-16 and 2016-17 school years, we have reached out for and received generous feedback and input from principals, teachers, content area leaders, and departments. Multiple public engagements with parents, teachers, principals and other stakeholders have allowed us to vet the document with a wide audience.

We wish to specifically thank some of the many who supported this process:

District Leadership

Antwan Wilson, OUSD Superintendent

Devin Dillon, Deputy Superintendent, Academic Social Emotional Learning

Valerie Goode, Deputy Chief, Communications and Public Affairs

Sondra Aguilar, Deputy Chief, Student Services

Charles Wilson, Executive Director, Enrollment Registration & Management

David Montes de Oca, Senior Deputy Chief of Continuous School Improvement

Pablo Cesar Villavicencio, Deputy Chief, Innovation

INTRODUCTION TO ELL MASTER PLAN

Principals:

Kathleen Arnold, Esperanza Elementary

Leticia Castañeda, Community United Elementary

Anita Comelo, Bridges Academy

The Language and Literacy Team (ELLMA Office and Literacy Team, Teaching & Learning):

Nicole Knight, Executive Director, ELLMA

Jessica Riady, Coordinator, Special Projects, ELLMA

Tom Hughes, Director, Newcomer and ELL Programs, ELLMA

Katherine Carter, Multilingual Pathway Coordinator, ELLMA

Michael Ray, ELD Coordinator, ELLMA

Dale Rogers-Eilers, Specialist, ELLMA

James Kindle, Specialist, ELLMA

Nancy Lai, Director, Literacy

Christi Rosigno, Elementary Coordinator, Literacy

Julia Bennett, Coordinator, Early Literacy Cohort

Michelle Perkins, Specialist, ELLMA

Kristie Leunig, Specialist, ELLMA

Viet-Ly Nguyen, Specialist, ELLMA

Holly Darling, Specialist, ELLMA

Melissa Fully, Specialist, Literacy

Amy Stauffer, Specialist, Literacy

Nathaniel Dunstan, Refugee & Asylee Program, ELLMA

The Welcome Center

Alanna Lim, Director, Welcome Center

Yusef Carillo, Coordinator, Enrollment Planning, Welcome Center

Research, Assessment and Data

Ramona Burton, Director, State and Local Assessments

Rattana Yeang, Data Analyst

Community Schools and Student Services Department

Cintya Molina, LCAP Engagement Specialist

Liz Sullivan, Director, Community Engagement

Raquel Jimenez, Community Engagement Coordinator

Office of Accountability Partners

Marcus Silvi, Officer

Maria Beltran, Coordinator

Special Education

Sharon Falk, SELPA Director/Senior Director

Laurie Panther

Other Departments

Angel Ho, Program Manager, Translation Services

Silke Bradford, Director of Quality Diverse Providers

Lisa Spielman, Manager of Local Control Accountability Plan (LCAP)

Alameda County Office of Education

Nathalie Longree Guevara, English Learner Coordinator

Office for Civil Rights, US Department of Education

Katherine Riggs, Senior Civil Rights Attorney

Tamera Wong, Senior Civil Rights Attorney



3. THE FIVE ESSENTIAL PRACTICES FOR ELL ACHIEVEMENT: OUR THEORY OF ACTION

The five [Essential Practices for ELL Achievement](#) organize and focus our support of ELLs in OUSD, and they are woven throughout the OUSD ELL Master Plan. The practices are guided and informed by the research-based Six Key Principles for ELL Instruction from Understanding Language at Stanford University and by New York State’s Blueprint for ELL Success.

They were carefully developed and refined for Oakland’s context in order to develop a framework that guides and helps administrators, school sites and the community understand the systems and supports necessary for ELL achievement.

If we work collectively and relentlessly to enact these practices, then ELLs in OUSD will graduate college, career and community ready. We summarize the Essential Practices below, and invite readers to follow the link at the beginning of this paragraph for greater detail, including alignment to our Teacher Growth and Development System and Leader Growth and Development System.



1. ACCESS & RIGOR: Ensure all English Language Learners have full access to and engagement in the academic demands of Common Core State Standards, Next Generation Science Standards, and California’s 2012 English Language Development Standards.



2. DESIGNATED and INTEGRATED ELD: Ensure ELLs receive daily Designated ELD and Integrated ELD in every content area.



3. DATA-DRIVEN DECISIONS: Make programmatic, placement, and instructional decisions for English Language Learners that are grounded in regular analysis of evidence.



4. ASSET-BASED APPROACH: Leverage the linguistic and cultural assets of our students and ensure that students are active contributors to their own learning and that of their community.



5. WHOLE CHILD: Leverage family and community supports. Activate resources to address the unmet, non-academic needs that hinder ELLs’ ability to thrive in school.

4. HOW TO USE THIS ELL MASTER PLAN

This document has a dual purpose: 1) it serves as a **quick reference guide** to help sites, networks and the District efficiently locate the required and best practices around a theme, such as “Instructional Programs” and 2) it serves as a **resource for deeper dives on best practices for ELLs**.

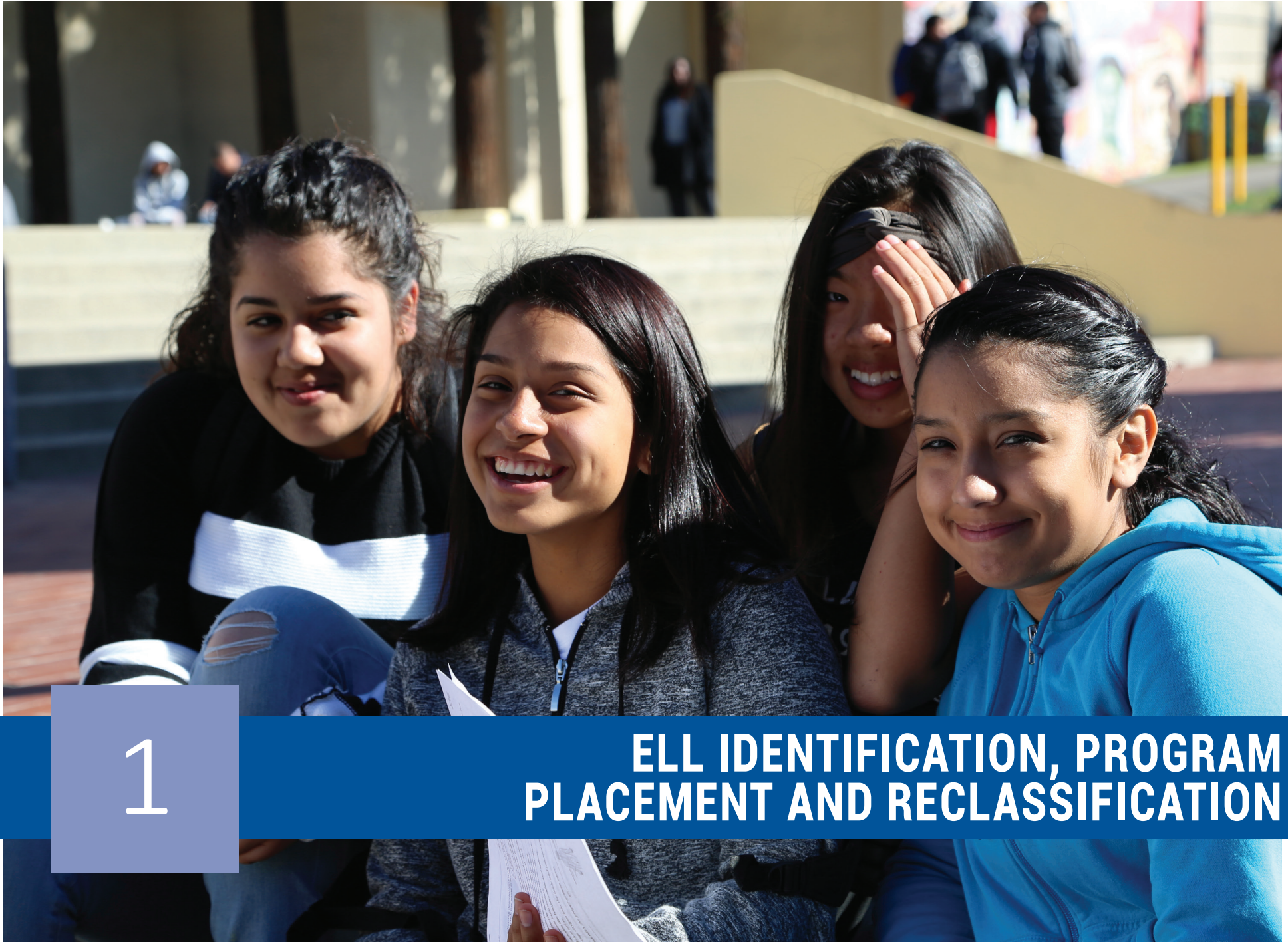
To use the OUSD ELL Master Plan as a **quick reference guide**, two tools will be useful for sites, teachers and other stakeholders:

- Chapters 1 through 4 begin with a bulleted box entitled “WHAT DO SITES NEED TO DO?” This box provides a summary of the most critical information contained in the chapter from the point of view of the school site.
- The Table of Contents on pages 6 - 7 provides links that lead the reader directly to each chapter, section and subsection.

To use the OUSD ELL Master Plan as a **resource for deeper dives on best practices for ELLs**, click on the [blue links](#) in each chapter. These links will take the reader to documents, ranging in length from one to 20 pages, which support deeper knowledge building, reflection or planning. Many of these documents are updated on a continual basis.

For questions about the OUSD ELL Master Plan, please see our Staff Directory on our [ELLMA website](#), or contact the ELLMA Executive Director, nicole.knight@ousd.org.





1

ELL IDENTIFICATION, PROGRAM PLACEMENT AND RECLASSIFICATION

I. INTRODUCTION

In this chapter we describe the protocols and procedures for ensuring accurate and timely identification, assessment and placement of **English Language Learners (ELLs)** in OUSD. We also describe the process for reclassifying ELLs as Fluent English Proficient (RFEP). To begin, we clarify the language group definitions for ELLs that will be referred to throughout this ELL Master Plan.



WHAT DO SCHOOL SITES NEED TO DO? In support of proper and timely identification, placement and reclassification of ELLs, sites:

1. Work with the Welcome Center to place students accurately and promptly based on the assignment in the Parent Notification Letter.
2. Ensure parents receive the Parent Notification Letter within established timelines.
3. Follow the procedures and timeline for reclassifying students.
4. Ensure proper testing of all ELLs, including annual language proficiency testing (CELDT/ELPAC) and assessments related to reclassification.

2. LANGUAGE GROUP DEFINITIONS

These brief definitions of language groups are critical to understanding all the chapters of the OUSD ELL Master Plan.¹ Please note that students with disabilities under IDEA or Section 504 may fit into any of the language groups below.

- 1. ENGLISH LANGUAGE LEARNER (ELL):** Student whose first language is not English and who is in the process of acquiring fluency in social and academic English.

Recently Enrolled ELL: English Language Learner who has been enrolled in U.S. schools for 3 years or less and may or may not be a newcomer student. For example ALL kindergarten ELLs are recently enrolled ELLs, but relatively few are newcomers.

Newcomers: A subgroup of Recently Enrolled ELLs, also referred to as Immigrant Students. Newcomers were not born in the U.S. and they have been in the U.S. for 3 years or less. Newcomers should receive the most intensive support in years 1 and 2, but should be monitored for up to four years. Generally, TK, K and 1st grade students who are also newcomers will not receive specific Newcomer Program services, but rather targeted instruction within their regular classroom. Special categories of newcomers are described below.

Students with Interrupted Formal Education (SIFE): Immigrant students who come from a home in which a language other than English is spoken and 1) entered a United States school after the second grade; 2) have had at least two years less schooling than their peers; 3) function at least two years below expected grade level in reading and mathematics; and 4) may be pre-literate in their first language.

Refugee/Asylee: Students who have been forced to leave their country in order to escape war, persecution, or natural disaster. Refugees generally have special visas to enter the country. Asylees apply for visas, once in the U.S.

Unaccompanied Minors: Unaccompanied minors are children who cross the U.S. border without parents or guardians and are apprehended by immigration officials. Once unaccompanied minors are released to a sponsor, their sponsor is required to enroll them in U.S. schools.

Progressing ELL: An English Language Learner who has been enrolled in US Schools at least 3 years but not more than 6 years, and is demonstrating adequate progress in language development.²

ELL at Risk of Becoming an LTEL: An ELL who has been enrolled in US Schools at least 3 years but not more than 6 years, and is not demonstrating adequate progress. The student has remained at the same CELDT level for at least 2 years, and has not met the Scholastic Reading Inventory (SRI) criteria for reclassification.

Long-Term ELL (LTEL): A student who has been classified as an ELL for more than 6 years.

- 2. INITIALLY FLUENT ENGLISH PROFICIENT (IFEP):**

A Student who, upon enrollment in U.S. schools, is proficient in English along with another language identified in their Home Language Survey.

- 3. RECLASSIFIED FLUENT ENGLISH PROFICIENT (RFEP):**

A former ELL student who has met the criteria to be “reclassified” as fluent English proficient.

Recently Proficient RFEP

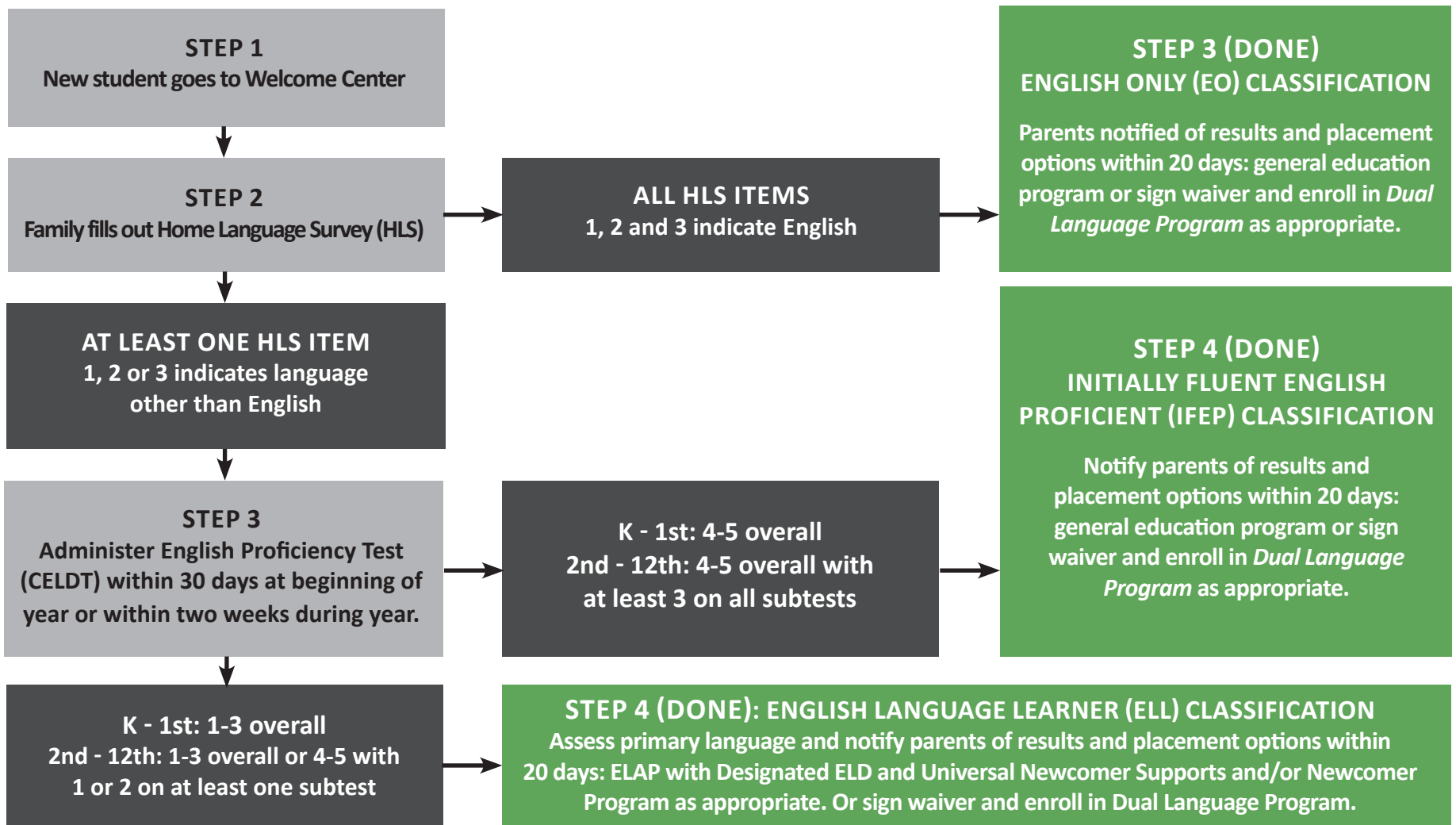
An RFEP who was redesignated less than or equal to 2 years ago. RFEPs need monitoring to ensure they don’t stagnate or regress.

Long-term Proficient RFEP

An RFEP who was redesignated more than 2 years ago.

- 4. ENGLISH ONLY (EO):**

A student whose only home language is English.

3. GRAPHIC OVERVIEW: OUSD ELL Intake, Assessment and Placement.³

4. DETAILED TIMELINE OF INTAKE, ASSESSMENT, IDENTIFICATION AND PLACEMENT OF ELLS

In this section, we detail the stakeholders responsible and the time-bound steps of intake, assessment, identification and placement.⁴

INITIAL INTAKE AND THE HOME LANGUAGE SURVEY

Upon entry to the District, students report with family members to the Welcome Center, where they fill out a [Registration Form](#). As part of the Registration Form, parents complete the Home Language Survey (HLS) to determine the primary language of the entering student. Currently, the four questions on the current Home Language Survey are as follows:

1. Which language did your son or daughter learn when he or she first began to talk?
2. What language does your son or daughter most frequently use at home?

If the parents or guardians of a student list a language other than English on any of the Home Language Survey questions 1 through 3, the student must have his or her language proficiency assessed.

3. What language do you use most frequently to speak to your son or daughter?
4. Name the language most often spoken by the adults at home?

If the parents or guardians of a student list a language other than English on any of the Home Language Survey questions 1 through 3, the student must have his or her language proficiency assessed. See Section C. Initial Assessment and Classification of Students below.

NOTE: The first HLS filled out by a parent supersedes any HLS filled out at a later date.

EXAMPLE: Parents filled out a HLS form for their child when the child enrolled in San Lorenzo Unified in the 2014-15 school year. The form indicated the student had a home language other than English, and language proficiency assessment resulted in a classification of ELL. Upon arrival to OUSD during the 2016-17 school year, the parents filled out the HLS form again in a way that indicated the student was English only. The HLS from the San Lorenzo Unified supersedes the HLS filled out on arrival to OUSD, and the ELL classification stands until the student meets the criteria for reclassification.

INFORMING PARENTS AND GUARDIANS OF INSTRUCTIONAL PROGRAM OPTIONS

After completing the [Registration Form](#), including the HLS portion, parents must be informed of the instructional program options available to students. Program options information is to be provided at the Welcome Center both orally and in writing, using language and materials designed to be readily understandable to the parent.

In addition, all parents of students determined through assessment to be ELLs or IFEPs are offered:

- A copy of the [Instructional Programs for ELLs and IFEPs Parent Brochure](#).
- An opportunity to view the [ELL and Immigrant Family Video](#) either livestreaming or on DVD.

The video must also be made available for viewing at each school site upon request. The content of the brochure includes an explanation of available program options along with details regarding the goals and key elements of each program. These materials are also posted on the OUSD website.

After receiving program option information, parents must also be informed of their right to apply for a Parental Exception Waiver. See details below in the section Dual Language Program Waivers.

INITIAL ASSESSMENT AND CLASSIFICATION OF STUDENTS

If the parents or guardians of a student list a language other than English on any of questions 1 through 3 of the Home Language Survey, the students will be given two assessments to determine language proficiency:

- The California English Language Development Test (CELDT)
- A primary language test

These assessments will be administered within 30 days of the student's start date, either at the OUSD Welcome Center or at the school site.

The assessments must be administered by an OUSD staff member trained in the use of CELDT by the Research, Assessment and Data Office. Assessment procedures will take into account the needs of students with learning disabilities, including the [California Matrix 2 Accommodations and Modifications](#).

Scores for both tests will be entered into the OUSD Student Information System. Classification of students will be based on the following cut points:

	Student Classified as ELL	Student Classified as IFEP
Kindergarten - 1st	Overall 1-3 on CELDT	Overall 4-5 on CELDT
2nd - 12th	Overall 1-3 on CELDT or Overall 4-5 with 1 or 2 on at least one subtest	Overall 4-5 on CELDT or Overall with all subtests at 3+

INITIAL PARENT NOTIFICATION LETTER

Within 20 days of completing the assessments, the Welcome Center will inform parents via the Initial Parent Notification Letter of their child's test results and their initial placement in one of the following programs based on those test results:

- For students classified as ELLs: English Language Acceleration Program (**ELAP**) with 30 minutes minimum daily Designated ELD and Integrated ELD across all subject areas throughout the day.⁵
- For students classified as IFEPs or EOs: The general education mainstream

For greater detail, see instructional program descriptions in [Chapter 2: Instructional Programs for ELLs](#).

The Parent Notification Letter will be in English and in the parent's primary language and will also include:

- Information about requesting a waiver from the program placement, including requesting a **Dual Language** instructional program
- The reasons for the child's assessment
- The child's assessment scores
- Descriptions of the instructional programs and how they will help the student become fully proficient in English
- Information about parents' rights to participate in school and District advisory committees

- Procedures for exiting the instructional program
- The student's expected rate of transition to English and expected rate of secondary school graduation.

Click on the link to see a sample [Initial Parent Notification Letter](#) from the 2016-17 school year.

ONGOING ANNUAL PARENT NOTIFICATION LETTER

In the spring, parents will receive an Annual Parent Notification Letter which is an updated version of the Initial Parent Notification Letter listed above. The purpose of the Annual Parent Notification Letter is to:

- Alert parents of their child's instructional program placement for the coming year.
- Give parents an opportunity to request an alternate instructional program, including a **Dual Language** instructional program.
- Give sites and the district time to adjust programs and program placements depending on demand.

PARENTS' RIGHT TO OPT OUT OF INSTRUCTIONAL PROGRAMS BUT NOT THE ANNUAL LANGUAGE PROFICIENCY ASSESSMENT

1. Opting out of ELL Services

Parents have a right to opt their children out of the 30 minutes-per-day minimum of Designated ELD, but this is not best practice and parents should be counseled against this option. Regardless, ELLs must take the CELDT annually until they reclassify as RFEPs. Schools remain responsible for:

- Providing Integrated ELD which includes meaningful access to the core curriculum for all ELL students.
- Carefully monitoring ELL progress in the acquisition of English.
- Alerting ELLs' parents and providing additional support if they are not meeting minimum progress expectations.

ELL students must continue to take the CELDT annually until reclassifying as RFEP. Parents may not opt students out of CELDT testing.

All of these features are part of the baseline **ELAP** program that all teachers and sites must be able to provide.

See [Chapter 2: Instructional Programs for ELLs](#) for more details.

2. Dual Language Program Waivers and Enrollment

As noted above, parents must sign the Parental Exception Waiver that appears on the Parent Notification Letter in order to enroll in Dual Language instructional programs. This waiver must be signed for each year a student requests the alternate **Dual Language** instructional program.

When the parents of 20 or more students at a grade level who speak the same non-English language request a **Dual Language** instructional program, the school is required to provide the program or OUSD will allow the waived students to transfer to a school where the program is provided.

3. Annual Language Proficiency Tests Required for all ELLs

Students who already have been classified as ELLs will take the CELDT every year between the first day of school and October 30 for reassessment.⁶ Typically, this assessment is performed at the school site by staff trained in CELDT administration, including the California [Matrix 2 Accommodations and Modifications](#).

ELL students must continue to take the CELDT annually until reclassifying as RFEP (see section RECLASSIFICATION OF ELLS). Parents may not opt students out of CELDT testing. Parents will receive updated Parent Notification Letters in April or May for the following school year.

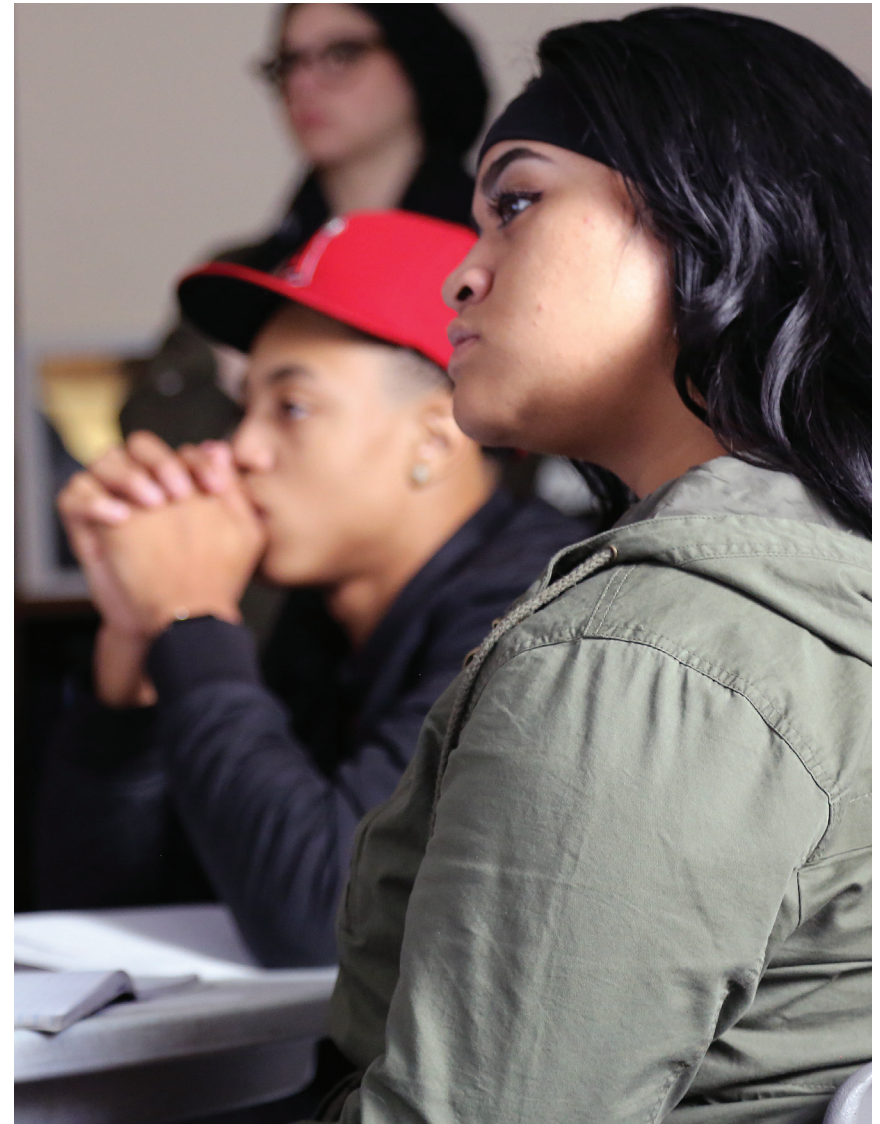
5. RECLASSIFICATION OF ELLS

To be reclassified as fluent English proficient, students must meet the following criteria:

- CELDT scores: 4 or 5 overall, and 3 or higher in each section of the test. For 1st and 2nd graders, 4 or higher in each section
- Reading proficiency near or at grade-level expectations. For 1st and 2nd graders, reading proficiency at grade level or above
- Satisfactory grades in ELA / ELD / English
- Teacher recommendation

Students' records are reviewed for reclassification in February/ March, and at the end of the year. Parents of students reclassified as proficient will be notified via written communication during March-April for spring reclassification or in the following October or earlier for reclassification based on end-of-year data.⁷ Parents will be offered the opportunity to learn about what reclassification means for their child in a meeting scheduled by the school site.

- For more detailed information, see the document [Reclassification Overview](#).
- Please direct parents to the document [FAQ for Families on ELL Reclassification](#). Note the description of the critical role played by the use of the [English Language Learner Snapshot](#) in parent-student-teacher conferences.
- A parallel reclassification process is being developed for ELLs with IEPs. See the folder [Reclassification for Dual Identified Students](#).





2

INSTRUCTIONAL PROGRAMS FOR ELLS

I. INTRODUCTION AND GRAPHIC ORGANIZER

OUSD's instructional programs for [English Language Learners \(ELLs\)](#) are the core of our mission to ensure ELLs are college, career and community ready. The purpose of our instructional programs is to teach ELLs to understand and use academic English proficiently and effectively while at the same time ensuring they have meaningful access to a high quality education and the opportunity to achieve their full academic potential. OUSD instructional programs for ELLs are:

- Clearly defined.
- Research based.
- Aligned with the rigor of the Common Core State Standards, New Generation Science Standards, [California ELD Standards](#) and [California ELA/ELD Framework](#).
- Driven by the theory of action laid out in the [Essential Practices for ELL Achievement](#).
- Designed to address the needs of each ELL subgroup.
- Strongly supported and resourced at the site, network and central office level.
- Effectively monitored.

In this chapter we:

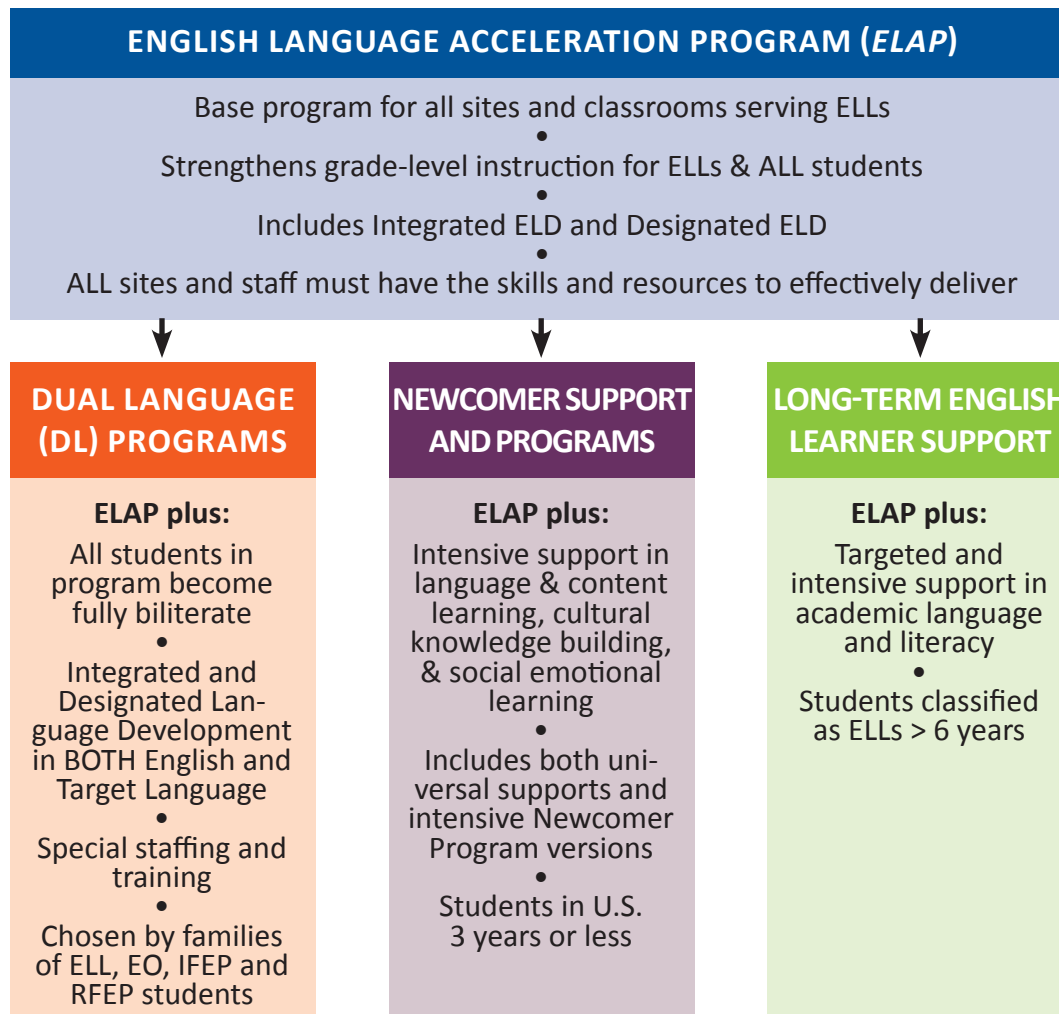
- Describe the framework for ELL instruction known as Integrated ELD and Designated ELD.
- Provide guidance for the scheduling and implementation of Designated ELD.
- Describe the instructional programs that put the Integrated and Designated ELD framework into action for all ELL subgroups.
- Articulate minimum progress expectations for students enrolled in the instructional programs.
- Explain how we use the MTSS framework to monitor and support ELLs who are not meeting minimum progress expectations.
- Provide guidance on using an ELL's primary language as a learning resource.
- Outline the professional development that supports effective instruction for ELLs.



WHAT DO SCHOOL SITES NEED TO DO? In order to provide robust instructional programs for ELLs, sites:

1. Provide instructional programs that address the needs of all ELL subgroups present at the site.
2. Implement the chosen instructional program(s) at the site with fidelity.
3. Provide robust Integrated ELD across the content areas aligned with the CA ELA/ELD Framework.
4. Provide 30 minutes of Designated ELD to ELLs until they reclassify.
5. Provide ongoing professional learning on best practices in ELL instruction supported by central office, including ELLMA and Teaching and Learning.
6. Monitor ELL progress and effectiveness of instruction with both formative and summative assessments and using the School Performance Framework (SPF) and Key Performance Indicators.
7. Use MTSS to ensure robust support of ELLs at the site.

The graphic below summarizes OUSD's instructional programs for ELLs. Notice that **ELAP** is the base program for all ELL programs. The three specialized programs include all the elements of **ELAP** with specific additions and changes.



2. DESIGNATED AND INTEGRATED ELD: A FRAMEWORK FOR ELL INSTRUCTION

At the heart of both the [2012 California ELD Standards](#) and the [2014 CA ELA/ELD Framework](#) is the research-supported idea that people learn language best when they can use it in meaningful ways to engage with content they are interested in. The concepts of Integrated ELD and Designated ELD are used throughout the 2014 CA ELA/ELD Framework to support this goal of linking ELD with meaningful and engaging learning.

In order to deliver quality Designated and Integrated ELD to all OUSD ELLs, schools with ELLs must:

Provide a minimum 30 minutes a day Designated English Language Development that:

- Is targeted at ELL proficiency levels with groupings of not more than two proficiency levels.
- Is aligned to the [2012 California ELD Standards](#).
- Focuses on communicative purposes, not on discrete grammar instruction.
- Addresses speaking, listening, reading and writing.
- Is embedded in or explicitly connected to grade-level content or topics.
- Emphasizes [Focused Language Study \(FLS\)](#) to help students understand how language works in meaningful contexts.

- Includes systematic development of academic vocabulary.
 - Requires students to spend at least 50% of instructional time producing oral and written language.
 - At the secondary level
 - includes at least one period of Designated ELD per school day as long as the student is an ELL, with two periods for newcomers.
 - is part of a comprehensive Designated ELD Course sequence, including Academic Language Acceleration (Secondary only, LTELs and At-risk ELLs)¹ that includes intentional language development along with reading instruction.
- People learn language best when they can use it in meaningful ways to engage with content they are interested in.*

Provide Integrated ELD across content areas that:

- Has clear articulation, instruction, and assessment of [Content-Language Objectives](#).
- Provides students appropriate levels of [language-focused scaffolds](#) in content area instruction.

- Intentionally develops students' academic language and literacies specific to each discipline (language of math, science, history, etc.), a practice sometimes referred to as [Discipline-specific and Academic Language Expansion \(DALE\)](#).
- Requires ample oral and written production of language.
- Intentionally incorporates the Three High-Impact Language Practices ([Using Complex Text](#), [Fortifying Complex Output](#) and [Fostering Interaction](#)) into content area instruction and core routines such as Reading and Writing Workshop.

Effective provision of Designated and Integrated ELD rests on the specific investments from key stakeholders detailed below:

1. All teachers with ELLs in their classrooms, PK-12:
 - Must be skilled at providing Integrated ELD, including careful consideration of the language demands of a task (see [Content-Language Objectives](#)) and carefully planned language learning embedded in engaging content and activities.
 - Must be skilled at providing content-embedded Designated ELD when they teach this period or course.
 - Need ongoing training in effective planning and delivery of Designated and Integrated ELD.
2. The District and School Sites shall:
 - Ensure effective Integrated ELD is provided in all elementary and secondary classrooms.
 - Provide ongoing professional development that allows ALL teachers PK-12 to become experts in the delivery of effective Integrated ELD as well as Designated ELD where applicable.

- Ensure all ELLs receive at least 30 minutes per day of Designated ELD until they reclassify.
- Ensure elementary schools as a whole and individual teachers reach Stage III: Consistent Implementation on the [Descriptors for Stages of Designated and Integrated ELD Implementation](#) (See [Chapter 4, MONITORING, EVALUATION, AND ACCOUNTABILITY](#) for monitoring, procedures, timelines and protocols on using this document).

LEARN MORE ABOUT DESIGNATED AND INTEGRATED ELD HERE:

All teachers with ELLs in their classrooms, PK-12, must be skilled at providing Integrated ELD, including careful consideration of the language demands of a task and carefully planned language learning embedded in engaging content and activities.

[Essential Practices for ELL Achievement](#)

[Essential Practices for Supporting ELL Achievement #2: DESIGNATED AND INTEGRATED ELD- ELEMENTARY TEACHER](#)

[Essential Practices for Supporting ELL Achievement #2: DESIGNATED AND INTEGRATED ELD- SECONDARY TEACHER](#)

3. SCHEDULING DESIGNATED ELD

SCHEDULING DESIGNATED ELD IN ELEMENTARY

A protected minimum 30-minutes-a-day Designated ELD time needs to be set aside for all ELL students at the elementary level. Scheduling this time can be a complex task in elementary. In the document [Sample Schedules for Designated ELD in Elementary](#), we provide guidance for schools as they roll out and refine their Designated ELD practices.

Building capacity to provide high quality Designated ELD embedded in content takes time. Teachers and sites may temporarily use district-recommended supplemental materials for as many as three or four out of five 30-minute Designated ELD sessions a week.

All schools should move toward the goal of at least three or four days a week of content-embedded Designated ELD within a two-year period, and the sample schedules show what these sched-

A protected minimum 30-minutes-a-day Designated ELD time needs to be set aside for all ELL students at the elementary level.



ules might look like at the elementary level. [Chapter 4, MONITORING, EVALUATION, AND ACCOUNTABILITY](#) provides procedures, timelines and protocols to guide sites in their use of the [Descriptors for Stages of Designated and Integrated ELD Implementation](#).

As elementary schools and teachers move through the stages of ELD implementation, they depend less and less on supplementary Designated ELD curriculum and more and more on skillfully planned and implemented content-embedded Designated ELD.

SCHEDULING DESIGNATED ELD IN SECONDARY

As long as a student is classified as an ELL, s/he must receive at least 30 minutes a day of protected Designated ELD. At the middle and high school level, this means that at least one course in a student's day must be a Designated ELD course. [Chapter 4, MONITORING, EVALUATION, AND ACCOUNTABILITY](#) sets out monitoring and procedures to ensure that students are receiving this instruction.

4. INSTRUCTIONAL PROGRAMS SERVING ELLs

This section describes each of the instructional programs available to ELLs in OUSD. Please refer to [Chapter I, Section 2. LANGUAGE GROUP DEFINITIONS](#) for definitions of ELL subgroups referred to throughout this chapter and document. The Programs are:

English Language Acceleration Program • LTEL Support • Universal Newcomer Supports and Newcomer Programs • Dual Language Programs

A. ENGLISH LANGUAGE ACCELERATION PROGRAM (ELAP)

ENGLISH LANGUAGE ACCELERATION PROGRAM (ELAP)

Base program for all sites and classrooms serving ELLs

- Strengthens grade-level instruction for ELLs & ALL students

- Includes Integrated ELD and Designated ELD

- ALL sites and staff must have the skills and resources to effectively deliver

Because every site and nearly every classroom in OUSD will serve ELLs at some point during the year, all sites and teachers must be equipped to provide the required base program for ELLs, the **English Language Acceleration Program (ELAP)**. **ELAP** provides Designated ELD to ELLs and Integrated ELD to ALL students in any class that includes ELLs. The **ELAP** instructional program will benefit all students because of its focus on building disciplinary language and general academic language. The other three supporting instructional programs for ELLs are special versions of the ELAP base program that provide additional benefits and/or more targeted instruction for certain groups of students.



PROGRAM FEATURES OF THE ENGLISH LANGUAGE ACCELERATION PROGRAM (ELAP)

Students Served and Exit Criteria

1. The program serves ELLs from “Pre-Emerging” to Bridging (CELDT Levels 1-5). EOs, IFEPs and RFEPs enrolled in an ELAP classroom will also receive the supports provided by Integrated ELD in the **ELAP** model.
2. Once ELLs are reclassified and become RFEP, they are “exited” from Designated ELD but they continue to receive all other supports provided in **ELAP**, including robust Integrated ELD.
3. Interested parents are fully informed on the option to request an appropriate **Dual Language Program** in lieu of the **ELAP** instructional program.

Program Components

(Continued on p31)

1. For Designated ELD:
 - Minimum 30 minutes per day as a protected time for Focused Language Study embedded in content. At least 60 minutes or two periods is recommended for newcomer ELLs. See [Designated English Language Development Course Descriptions for Secondary ELLs for secondary Designated ELD course sequence](#).
 - Teachers should use district-recommended supplemental materials to support Designated ELD when teachers or sites are at Stage II: Beginning Implementation or Stage III: Consistent Implementation for Designated and Integrated ELD.
2. Both Integrated and Designated ELD will feature:
 - Standards-based instruction with differentiation and language development strategies in all content areas including:
 - Use of Content-Language Objectives to articulate demands and expectations for both content and language mastery and use
 - The Three High-Impact Language Practices: Using Complex Text, Fortifying Complex Output and Fostering Interaction
 - SDAIE, GLAD and other strategies for making content instruction understandable, listed on the document Strategies for Designated and Integrated ELD
 - Scaffolding calibrated by proficiency level to provide both high challenge and sufficient support for all students
 - Partner and group work to foster content and language learning, social emotional learning and cultural competence
 - Use of both core and supplemental curriculum
 - Leveraging of primary language for content and language learning. See the document: [Leveraging Primary Language to Accelerate ELL Achievement](#)
 - Routines that are clear, predictable and supportive of CCSS-aligned rigor and high student engagement

Program Components

(Continued from p30)

- Monitoring of ELLs to ensure progress towards reclassification within 6 years, and monitoring of RFEPs for two years
 - Intensive monitoring of newcomers, LTELs, and ELLs at-risk of becoming LTELs, including twice-yearly assessment and creation of action plans by the site-based [Language Acceleration Review Committee \(LARC\)](#)
 - For ELLs with IEPs, clear articulation and consistent implementation of IEP language development goals
3. Family engagement activities, bilingual support staff and strong community partnerships will support the educational experience of ELLs.

Staffing, Credentialing and Professional Development

1. Appropriate Multiple-Subject or Single-Subject Credential with CLAD or BCLAD certification
2. Ongoing District-sponsored or approved professional development in Designated and Integrated ELD and, as appropriate, effective practices for newcomers, LTELs, and ELLs at-risk of becoming LTELs
3. For ELLs with disabilities, a special education teacher should provide consultation to the Designated ELD teacher, or should co-teach with the designated ELD teacher.

Family Information

1. During the enrollment process, parents are fully informed about other program placement options. Once a student is placed in the **ELAP** (or other instructional program), parents are informed of the placement.
2. ELL students and their families meet with the teacher at least twice a year and use the ELL Snapshot and other data sources to:
 - Review student's progress and set goals for meeting reclassification criteria and/or academic progress targets.
 - Identify strategies including specific courses in secondary that will allow the student to meet the goals.
3. The teacher of LTELs, ELLs at risk of becoming LTELs, newcomers and ELLs with IEPs will hold these meetings with a family member at least once in the fall and once in the spring with a special focus on reviewing program placement and accelerating language and academic outcomes.
4. At least twice yearly, the site-based LARC meets to review progress of LTELs, ELLs at risk of becoming LTELs, newcomers and ELLs with IEPs. The Committee's purpose is to create action plans to to accelerate academic language development and academic achievement. See Chapter 4, MONITORING, EVALUATION, AND ACCOUNTABILITY for further details.

B. NEWCOMER UNIVERSAL SUPPORTS AND PROGRAMS

NEWCOMER SUPPORT AND PROGRAMS

ELAP plus:

Intensive support in language & content learning, cultural knowledge building, & social emotional learning

- Includes both universal supports and intensive Newcomer Program versions

- Students in U.S. 3 years or less

The newcomer population has increased markedly in recent years in OUSD, including a significant number of unaccompanied minors. Newcomers in OUSD are defined as students who have been in the U.S. for three years or less, but newcomers should be monitored and supported for up to four years as needed.

OUSD offers two levels of services to newcomer ELLs, **Universal Newcomer Supports** and fully articulated **Newcomer Programs**. Both are described in subsections below.

Newcomers and the MTSS Pyramid

Before detailing newcomer services, we wish to bring attention to the [OUSD MTSS Pyramid for ELLs-TK-5](#) and the [OUSD MTSS Pyramid for ELLs-6-12](#) described in Section 6: INTERVENTIONS WITHIN MTSS FOR ELLS NOT MEETING MINIMUM PROGRESS EXPECTATIONS. As sites and teachers provide the additional supports necessary for serving newcomers, the frame of the MTSS Pyramid for ELLs is a critical tool that should be applied with a “newcomer lens.”

Emerging levels of language proficiency or gaps in a student’s education (particularly for SIFE students) need careful attention and college and career readiness. The urgency of preparing students for graduation within a compressed timeline means that sites and teachers should also be vigilant for signals that a student’s learning trajectory is notably different than that of their newcomer peers. If this is the case, the site may consider whether further investigation or referral for testing for a learning disability is necessary.

Emerging levels of language proficiency or gaps in a student’s education (particularly for SIFE students) need careful attention since newcomers have less time to achieve the goal of graduation and college and career readiness.

At the same time, sites and teachers should bear in mind that newcomer language proficiency and academic gaps can give the false impression that a student has a specific learning disability. This is especially true in secondary, where the difference between expected academic achievement and the language proficiency and academic achievement levels of SIFE students may create a more stark contrast.

B.1 Universal Newcomer Supports

All newcomers at OUSD sites must receive baseline **Universal Newcomer Supports**, which consist of additions to the the baseline **ELAP** instructional program. For example, **Universal Newcomer Supports** include a more robust intake process at the site and additional Designated ELD each day.

In addition to the Program Components in the table description below, see the [Universal Supports for Elementary Newcomers Strategy List](#) and [Universal Supports for Secondary Newcomers Strategy List](#) for greater detail on specific strategies that provide needed support to newcomers.

FEATURES OF UNIVERSAL NEWCOMER SUPPORTS

Students Served and Exit Criteria

1. Universal Newcomer Supports serves students 2nd through 12th who have been in the U.S. three years or less with a “pre-Emerging” to Emerging (CELDT 1/low 2) level of language development. Generally, TK, K and 1st grade and some 2nd grade students who are also newcomers will receive lighter **Universal Newcomer Support**, including more targeted instruction and differentiation within their regular classroom. As ELLs with beginning levels of English proficiency, newcomer students are placed in the **ELAP** instructional program, but are fully informed on their option to request an appropriate **Dual Language** instructional program if they are Spanish dominant.
2. Universal Newcomer Supports also serves students who have the option to attend a full **Newcomer Program**, but choose to attend a school where a full newcomer program is not offered.
3. Generally, students will exit the extra period of Designated ELD after one year, but students will still receive the other Universal Newcomer Supports for at least two years and for up to four years as needed. For greater detail, see the document [Newcomer Entry and Exit Criteria](#).

Components

(Continued on p34)

In addition to the Program Components from the **ELAP** instructional program above, **Universal Newcomer Supports** should include these components:

1. A robust newcomer intake process at the site, including transcript analysis to identify prior schooling as well as proficiency levels in math, home language and literacy, and the flagging of any newcomer who might have or need an IEP (see the [Sample School Site Newcomer Placement Form](#))
2. Special attention to literacy development and early reading skills as needed

Components

(Continued
from p33)

3. At least 2 periods daily of specialized Designated ELD plus Integrated ELD that teaches language and literacy while developing content and cultural knowledge as well as social emotional learning skills
 - For elementary, a period is defined as a discrete block of at least 30 minutes.
 - For secondary, one of the periods should be a course from the ELD course sequence.
4. Independent computer-based learning is in addition to, not in lieu of, the minimum 2 periods of Designated and Integrated ELD mentioned.
5. When possible, leverage primary language:
 - To develop content knowledge and aid in the comprehension of English texts and class discussions.
 - To provide content area instruction in the primary language when resources are available, especially at sites with appropriate **Dual Language** instructional programs.
6. Heterogeneous grouping that provides structured opportunities for newcomers to work collaboratively with more advanced ELLs and EOs
7. Additional steps for access to the core over and above the points listed in “Standards-based instruction with differentiation and language development strategies in all content areas” in the **ELAP** Instructional Program Components including:
 - Heterogeneous grouping that provides structured opportunities for newcomers to work collaboratively with more advanced ELLs and EOs
 - More targeted scaffolding and differentiation including additional small group work, plus use of language partners
8. Extended Learning Opportunities including summer school and after school programs that specifically target newcomers at the secondary level
9. Counseling and other services, both within and outside of the school, to support newcomer students and families in the case of newcomer students who have experienced trauma or who are unaccompanied minors
10. Family engagement activities, bilingual support staff and strong community partnerships to provide extra support

Staffing,
Credentialing
and
Professional
Development

In addition to the Program Components bullets from the **ELAP** instructional program above, **Universal Newcomer Support** should include these features:

1. Teacher enrollment in the District-sponsored Elementary or Secondary Newcomer Supports and Programs course (see section 8. PROFESSIONAL LEARNING TO ENSURE HIGH LEVELS OF ACADEMIC LANGUAGE DEVELOPMENT below), when there are a significant number of newcomers in a classroom
2. Central Office/[English Language Learner & Multilingual Achievement Office \(ELLMA\)](#)-supported site-based cycles of inquiry to create more robust newcomer instruction and social emotional learning

Family
Information

In addition to the Family Information included in the **ELAP** description, **Newcomer Programs** should inform the parents of specific newcomer supports their child is receiving at the school, including language and literacy targets and exit criteria.

B.2 Newcomer Programs

Newcomer Programs are located at specific elementary and secondary sites in OUSD. They include the baseline **ELAP** instructional program as well as the **Universal Newcomer Supports**, but they provide deeper and more intensive support in:

- The early levels of language acquisition
- Carefully scaffolded content learning
- Important cultural knowledge
- Social emotional learning and support

The school site also cooperates with agencies outside the school to provide additional needed support to the student and their families.

See the document [Newcomer Services Overview](#) for a listing of these additional supports. For a listing of current Newcomer Programs in OUSD, please see the document [OUSD Newcomer Programs](#).

See the document [Newcomer Program Design](#) for information on planning and launching a newcomer program in OUSD.

FEATURES OF NEWCOMER PROGRAMS, 2ND-12TH

Students Served and Exit Criteria

See **Universal Newcomer Supports** above except that the **Newcomer Programs** instructional program does not include newcomer students who choose to attend a school without a full **Newcomer Program**.

Program Components

In addition to the Program Components from the **Universal Newcomer Supports** listed above, **Newcomer Programs** should include these features:

1. For access to the core, in addition to the points listed in “Standards-based instruction with differentiation and language development strategies in all content areas” in the **ELAP** Instructional Program Components description, add:
 - Elementary
 - Possible newcomer pull-out lasting up to 2 hours combining Designated ELD with some Integrated ELD and content teaching, including foundational literacy, together with cultural and school knowledge building
 - Comprehensive Integrated ELD during the rest of the school day, as usual
 - Secondary
 - Newcomer-specific sections of Designated ELD and other core content area classes
 - Possible newcomer core class double period of combined Designated and Integrated ELD, including building school and U.S. cultural knowledge
 - Access to electives and P.E. in mainstream sections with peers of all language fluencies
2. Extended learning opportunities, such as after school programs and summer enrichment, designed for newcomers and integrated with the rest of the student body
3. Targeted services for newcomers integrated into the site Coordination of Services Team (COST) process to address non-academic needs that may impede learning. These services may include mental health, health and wellness services, family engagement, mentorship, legal assistance, and other services.
4. Structures and systems to welcome and integrate newcomers who arrive anytime after the first day of school

Staffing,
Credentialing
and
Professional
Development

In addition to the Staffing, Credentialing and Professional Development bullets from the **Universal Newcomer Support** program above, **Newcomer Programs** should include these features:

1. A lower teacher/student ratio to provide more individualized instruction in secondary newcomer courses
2. Secondary teachers assigned to no more than two academic preps in order to focus their attention on providing targeted instruction to this vulnerable student population

Family
Information

Same as the Family Information included in the **Universal Newcomer Supports** description above

C. LTEL SUPPORT: ACADEMIC LANGUAGE ACCELERATION COURSE (SECONDARY ONLY, LTELS AND AT-RISK ELLS)

LONG-TERM ENGLISH
LEARNER SUPPORT

ELAP plus:

Targeted and intensive
support in academic
language and literacy

- Students classified as
ELLs > 6 years

Schools in OUSD that have implemented LTEL courses have experienced dramatically higher LTEL reclassification rates.

The **Academic Language Acceleration²** course is designed to explicitly address the language and literacy gaps that impede academic success for LTELS and At-Risk ELLs while meeting A-G requirements for ELA course rigor. However, the **Academic Language Acceleration** course is still taken IN ADDITION to a core ELA class, not in lieu of it, and it meets the minimum 30-minutes per day Designated ELD instruction required for ELLs.

The course focuses on academic language and literacy development and emphasizes student engagement, expository text, goal setting, and empowering pedagogy.

Writing from evidence, vocabulary development, and reading of increasingly complex

text and text-based academic discussions are key components. Please see the [LTEL Course Handbook](#) for more specific LTEL course requirements. At sites with more than 20 LTELS, an LTEL course must be offered.

At sites with more than 20 LTELS, an LTEL course must be offered.

FEATURES OF LTEL SUPPORT: ACADEMIC LANGUAGE ACCELERATION COURSE

Students Served and Exit Criteria

1. Students are enrolled in the program if they have been ELLs for more than six years or if they are at-risk of becoming LTELs and have finished the other courses in the ELD course sequence. In order to fully access, with scaffolds, the course texts, it is recommended that these students achieve a score of at least 450 on the SRI for grades 6 to 8, and at least 700 for grades 9 to 12. If they have not, students should also enroll in a reading intervention course, and this course should include the language development features that are standard for Integrated ELD across all content areas.
2. Students are exited from the program when they reclassify as Fluent English Proficient (RFEP). They may stay in the program during part or all of their two years of RFEP monitoring if the data demonstrates they are not making adequate progress as indicated by the Key Performance Indicators.

Program Components

In addition to the Program Components bullets from the **ELAP** instructional program above, the **Academic Language Acceleration Course** should include these features:

1. The program is designed to explicitly address the language and literacy gaps that impede academic success for LTELs.
2. A smaller class size to reduce the student-teacher ratio when possible is recommended.
3. Site monitors progress throughout course using curriculum-embedded benchmark assessments.
4. Overall progress is monitored annually through CELDT/ELPAC and SRI.
5. Curriculum emphasizes rich oral and written academic language development and work with complex text.
6. Instruction is designed to provide appropriate supports and scaffolds without undermining “productive struggle.”
7. Student engagement is emphasized and encouraged through consistent instructional routines that emphasize structured speaking opportunities.
8. Goal-setting around language development and reclassification is emphasized.
9. Each LTEL is assigned to a counselor, teacher or TSA to monitor progress across all content areas.
10. For LTELs with IEPs, clear articulation and consistent implementation of IEP language development goals is provided.

Staffing, Credentialing and Professional Development

In addition to the Staffing, Credentialing and Professional Development bullets from the **ELAP** instructional program above, the **Academic Language Acceleration Course** should include required ongoing District-sponsored or approved professional development in Designated and Integrated ELD and LTEL support.

Family Information

See Family Information included in the **ELAP** instructional program description above

D. DUAL LANGUAGE PROGRAMS (DL), TK-12

DUAL LANGUAGE (DL) PROGRAMS

ELAP plus:

All students in program become fully biliterate

- Integrated and Designated Language Development in BOTH English and Target Language

- Special staffing and training

- Chosen by families of ELL, EO, IFEP and RFEP students

These programs are designed to support ELL, IFEP and EO students to develop language and academic content in two languages, with the goal of achieving full bilingualism and biliteracy. Both One-Way and Two-Way programs provide instruction for at least 50% of time in the target language (e.g. Spanish) in elementary, and at least 30% in secondary.

OUSD is engaged in the multi-year process of fully building out our Dual Language programs, in alignment with our Academic Guidance document and our Three-Year ELL Roadmap, cited below:

“OUSD has a PK-12 Dual Language Pathway, including two-way immersion and developmental bilingual programs, that ensures every child in OUSD has the opportunity to become biliterate and bilingual.”

Please see the video [Building Multilingual Pathways in OUSD](#)

In addition to the program descriptions that follow, please see the following documents:

- [OUSD Sample Dual Language Schedules](#) for guidance on language allocation for a range of dual language settings
- [Dual Language Program Design](#) for information on planning and launching a **Dual Language** program in OUSD
- [Guiding Principles for Dual Language Education](#) for a systematic cataloguing of critical elements of **Dual Language** programs, presented in rubric form

D.1 DUAL LANGUAGE TWO-WAY IMMERSION PROGRAM

The goal of the Dual Language Two-Way Immersion Program is full bilingualism and biliteracy, grade-level academic achievement, and positive cross-cultural competencies for ELLs, EOs and IFEP/bilingual students. This model is open to students of all language backgrounds, however students who enroll in a Dual Language program after first grade should demonstrate a minimum level of competency in the target language in order to ensure they are successful with this model of instruction. Ideally, classes are composed of a balance of EOs, ELLs and bilingual students. Content learning in both languages facilitates language learning among the students as they engage in collaboration that values both languages equally.

The Dual Language Two-Way Immersion Models offered in OUSD are:

90/10— 90% instruction in the target language, 10% instruction in English in kindergarten.

Each year English increases reaching 50% target language and 50% English by 5th grade. In secondary, English may increase to 70%.

50/50— 50% instruction in the target language, 50% instruction in English.

English and the target language are used equally for instruction beginning in kindergarten. In secondary, English may increase to 70%.

PROGRAM FEATURES OF DUAL LANGUAGE TWO-WAY IMMERSION PROGRAM

Students Served and Exit Criteria

1. ELLs of any proficiency level, including newcomers and students with disabilities, as long as they have proficiency in the target language, currently Spanish. Note that for students with certain disabilities, such as language processing disabilities, special supports may be necessary in order for the **Dual Language** program to be successful.
2. After the end of first grade, students who enroll in a **Dual Language** program should demonstrate a minimum level of competency in the target language.³
3. Since **Dual Language** is being built out to a full TK-12 education program, there is no “exit” apart from graduation. In the event that a family chooses to discontinue their child’s participation in the **Dual Language** instructional program, parents must be informed of the negative effects of changing language programs from one year to the next, and ELLs should be monitored to ensure their academic success during their transition to the **ELAP** instructional program.
4. Each class has ELLs and non-ELLs (ideally 50 percent in each group, or a minimum of 33 percent).

Program Components

In addition to the Program Components bullets from the **ELAP** instructional program above, the **Dual Language Two-Way Immersion Model** should include these features:

1. Clearly articulated TK-12 Dual Language pathway
2. BOTH Integrated ELD and Integrated Spanish Language Development (SLD) for all students
3. Daily **Focused Language Study** for all students in BOTH languages: ELLs in Designated ELD, EOs/IFEPs in Designated SLD
4. Purposeful and strategic separation of languages during the instructional day
5. For elementary, at least 50% of the day in target language
6. For secondary students:⁴
 - For content classes taught in English, robust Integrated ELD for ELLs as well as instructional differentiation
 - Minimum 30% of A-G coursework in target language
 - Courses taught in the target language, combining the following:
 - Academic content area courses (math, social science, science)
 - Elective classes
 - World languages electives/coursework based on language proficiency level including AP classes in the target language

Staffing, Credentialing and Professional Development

In addition to the Staffing, Credentialing and Professional Development bullets from the **ELAP** instructional program above, the **Dual Language Two-Way Immersion Model** should include these features:

- Appropriate Multiple Subject or Single Subject Credential with BCLAD certification (or CLAD certification when a teacher is instructing in English only)
- Ongoing District-sponsored or approved professional development in Dual Language instruction
- For students with disabilities, a special education teacher, providing consultation to the Designated ELD teacher, or co-teaching with the Designated ELD teacher

**Family
Information**

1. ELL students are placed in **ELAP** instructional program unless parents submit a waiver to participate in a **Dual Language** instructional program.
2. When the parents of 20 students at a grade level who speak the same non-English language request a **Dual Language** instructional program, the school is required to provide the program or OUSD will allow the waived students to transfer to a school where the program is provided.
3. Parents of EO or English-dominant students must apply for admission of their children to the program.
4. Where appropriate **Dual Language** instructional program options exist, parents of ELLs are encouraged at both the Welcome Center and the school site to apply for a waiver to enroll their newcomer child in a **Dual Language Two-Way Immersion** instructional program.⁵
5. Parents of ELLs also receive an annual notification informing them of the need to renew the waiver for a **Dual Language** instructional program.
6. Parents meet with the teacher at least twice a year and use the Dual Language Learner Snapshot and other data sources to:
 - Review program placement and progress
 - Set goals for meeting reclassification criteria and academic progress targets in both languages

D.2 DUAL LANGUAGE ONE-WAY DEVELOPMENTAL PROGRAM

The goal of this program is the same as the *Dual Language Two-Way Immersion* instructional program but in this case it only serves either bilingual students or students who are dominant in the Target language.

In cases where this program is one strand within a larger school, all *One-Way Developmental Models* must include both content and non-content based integration time with students in the *ELAP* or general education instructional program on a daily basis. This prevents linguistic isolation and ensures all students benefit from cross-cultural exchanges.

The Dual Language One-Way Developmental Models offered are:

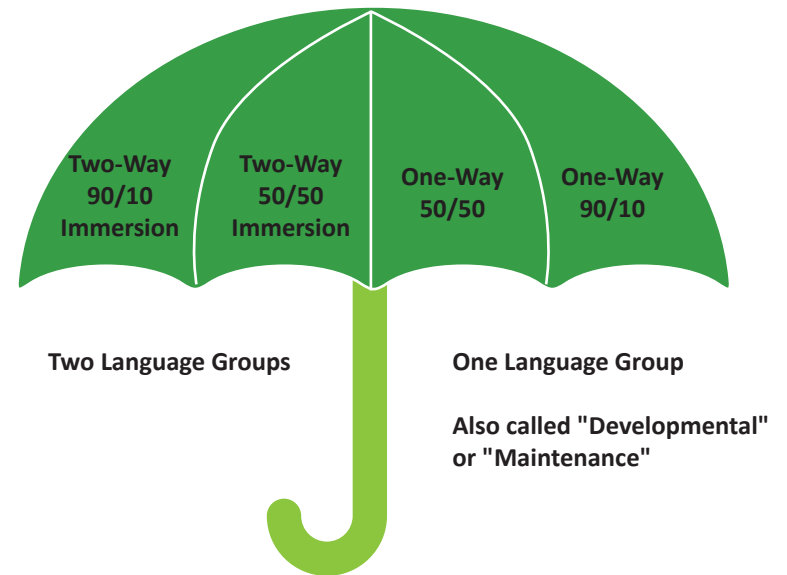
- A. 90/10— 90% instruction in the target language, 10% instruction in English in kindergarten.

Each year English increases until reaching 50% target language and 50% English by 4th grade. In secondary, English may increase to 70%.

- B. 50/50— 50% instruction in the target language, 50% instruction in English.

English and the target language are used equally for instruction beginning in kindergarten. In secondary, English may increase to 70%.

DUAL LANGUAGE UMBRELLA



PROGRAM FEATURES OF DUAL LANGUAGE ONE-WAY DEVELOPMENTAL PROGRAM

<p>Students Served and Exit Criteria</p>	<p>The Students Served and Exit Criteria are the same as for the <i>Dual Language Two-Way Immersion Model</i> above, except EOs or students who are monolingual in a language other than the program’s target language may not be placed in this program as it is not designed to support their language learning needs.</p>
<p>Program Components</p>	<p>The Program Components are the same as for the <i>Dual Language Two-Way Immersion Model</i> above, except:</p> <ol style="list-style-type: none"> 1. In elementary add daily integration with EO students to build multicultural competency for all students and provide language models for ELLs: <ul style="list-style-type: none"> • At least one hour in K-2nd • At least two hours 3rd to 5th 2. Literacy Instruction: <ul style="list-style-type: none"> • Children learn to read and write in the target language and in English
<p>Staffing, Credentialing and Professional Development</p>	<p>Same as <i>Dual Language Two-Way Immersion Model</i></p>
<p>Family Information</p>	<p>Same as <i>Dual Language Two-Way Immersion Model</i>, except the program is not designed for EO or English-Dominant Students.</p>

5. MINIMUM PROGRESS EXPECTATIONS

Clear minimum progress expectations allow individuals, sites and other stakeholders in the system to hold themselves accountable for the quality of instruction for ELLs in OUSD. In this section, we provide graphics detailing the minimum progress expectation for each instructional program, model or specific support.

Failure to meet minimum progress indicates the need for interventions, discussed in this chapter in Section 6: INTERVENTIONS WITHIN MTSS FOR ELLs NOT MEETING MINIMUM PROGRESS EXPECTATIONS. To understand the minimum expectations tables (below), follow the different students across multiple years, bearing these points in mind:

1. No matter the English proficiency level of a student when s/he enrolls in a particular instructional program, reclassification is expected to occur by the time s/he reaches the far right column of the table.
2. All the English proficiency and academic achievement indicators in the columns are “end-of-year” expectations.
3. The assumption is that a student begins the year about “one year’s growth” behind the end-of-year target. For example:
 - A student expected to finish the year at “High Pre-emerging/Low Emerging” (the far left column for English proficiency in the table below) would have begun the school year knowing almost no English.
 - A student expected to finish the year at “High Expanding” would have begun the school year at the “High Emerging” level (which is the column to the left of “High Expanding”).
4. A student’s first year in an instructional language program in OUSD can happen at any grade level or at any English proficiency level, depending on the student’s history.

See [Refinements to Minimum Progress Expectations by ELL Subgroup and Program](#) for further graphics pertaining to other instructional programs.

ELAP INSTRUCTIONAL PROGRAM MINIMUM PROGRESS EXPECTATIONS FOR ELLS

	High "Pre-Emerging" to Low Emerging (High CELDT 1 to Low CELDT 2)	High Emerging (High CELDT 2)	High Expanding (High CELDT 3)	Low Bridging (CELDT 4 or 5)	Mid to High Bridging and reclassification (CELDT 4 or 5)
End of Year 1	Student A	Student B	Student C	Student D	Student E
End of Year 2		Student A	Student B	Student C	Student D
End of Year 3			Student A	Student B	Student C
End of Year 4				Student A	Student B
End of Year 5					Student A

Other End-of-Year Minimum Progress Academic Achievement Indicators

ENGLISH READING	1 to 3 grade levels below SRI or Reading Record	1 to 2.5 grade levels below SRI or Reading Record	1 to 2 grade levels below or less SRI or Reading Record	1 to 1.5 grade levels below or less (meet OUSD SRI Reclassification criteria)	1 to less than 1 grade levels below (meet or exceed OUSD SRI Reclassification criteria)
MATH	1 to 2 grade levels below SMI	1 to 1.5 grade levels below SMI	1 grade level below SMI or less	.5 grade levels below SMI or less	On grade level SMI
SBAC ELA & MATH	Standard Not Met	Standard Not Met/Nearly Met	Standard Nearly Met	Standard Nearly Met/Met	Standard Nearly Met/Met

6. INTERVENTIONS WITHIN MTSS FOR ELLs NOT MEETING MINIMUM PROGRESS EXPECTATIONS

When an ELL student is not meeting minimum progress expectations, teachers, principals and other stakeholders must craft a plan to accelerate this student's achievement. The Multi-Tiered Support System (MTSS) is a more comprehensive version of the [Response to Intervention \(RtI\)](#) approach outlined in the Individuals with Disabilities Act (IDEA) of 2004. It provides a strong frame for calibrating the type and intensity of assessment and instruction needed for all students, including ELLs.

MTSS is also designed to avoid false identification of a specific learning disability. Often, what looks like a specific learning disability is the result of inadequate instruction and progress monitoring. For ELLs, the issue of proper identification of specific learning disabilities is critical. The unfortunate pattern nationally shows ELLs over-identified for a specific learning disability when in fact poor program design and delivery, particularly around language development, are the culprits.

Strong adherence to the MTSS model, along with clear protocols for referring ELLs, will prevent this pattern in OUSD. Required protocols for referring students for testing in OUSD can be seen [here](#).

THE THREE TIERS OF THE MTSS PYRAMID

The three tiers in the MTSS Pyramid detail the increasing support provided for students who are having some kind of difficulty with the core program:

- Tier 1 should meet the needs of 80% of ELLs and covers the high quality assessment and instruction available to all ELLs, including:
 - [Universal Design for Learning \(UDL\)](#)
 - Small group work and differentiation
 - Integrated and Designated ELD for all ELLs
 - Social-Emotional Learning
 - Newcomer Support for all newcomer ELLs as part of their core "Tier 1" program
- Tiers 2 and 3 progressively increase the specificity and frequency of progress monitoring and instruction in support of students who are having difficulty with the core program. Tier 2 is typically necessary for 15% of students, with Tier 3 necessary for 5% of students.
- In Tier 3, when time-bound growth goals are not met, students may be referred for testing for a learning disability, in alignment with [established referral protocols](#).

Please refer to the [OUSD MTSS Pyramid for ELLs-TK-5](#) and the [OUSD MTSS Pyramid for ELLs-6-12](#) for more detailed information on assessment and instruction for ELLs in the three Tiers. These documents include both general education information, and information that is specific to ELLs.

<p>Tier 3 Assessment</p> <ul style="list-style-type: none"> • Progress monitoring 1 or 2X week • Core MAZE, San Diego Quick, etc. • Possible SPED testing if goals not met. • Possible modified reclassification procedure for ELLs who qualify for SPED 	<p>Tier 3 Instruction</p> <ul style="list-style-type: none"> • More intensive interventions including a 1:1 intervention with additional time • Clear IEP goals for Designated and Integrated ELD when an ELL is identified as having a learning disability
<p>Tier 2 Assessment</p> <ul style="list-style-type: none"> • F&P or DRA/EDL Optional Assessments • Reading Records every 2-3 weeks • SIPPS initial assessment, mastery tests • Increase formative language assessments 	<p>Tier 2 Instruction</p> <ul style="list-style-type: none"> • Additional small group support with specialized materials such as Benchmark <i>Early Explorer</i> for English reading or <i>Soluciones</i> for Spanish reading
<p>Tier 1 Assessment</p> <ul style="list-style-type: none"> • SRI and F&P or DRA/EDL for DL schools • Foundational Skills Assessments • SIPPS and Words Their Way/Palabras • SMI and SIRA grades 3-5, HWT and Diagnostic Writing 6-12 • CELDT (ELPAC beginning spring of 2018) • Formative language assessments, e.g. Language Analysis for Writing Tool 	<p>Tier 1 Instruction</p> <ul style="list-style-type: none"> • ELAP instructional program plus Universal Newcomer Supports and Newcomer Program and Dual Language Program where appropriate • Differentiated activities and extension activities with a “language lens” • Balanced Approach to Literacy Reading and Writing Workshop w/ embedded supports for ELLs and small-group work

SUPPORTING EFFECTIVE TIER 1 INSTRUCTION FOR ELLS

Tier 1 should meet the needs of roughly 80% of ELL students and includes both whole group and small group instruction. Tier 1 also provides appropriate differentiation for ELLs with attention to the language demands of a task, and light but effective teaching of the language needed to fully participate in a lesson while using the meaningful context of the lesson to develop academic language: in other words, Integrated ELD.

For example, the differentiation offered in a guided reading group will be more effective for ELLs if it includes Integrated ELD language supports that allow students full participation and strong academic language development opportunities. The type of light language pattern work and vocabulary development embedded in the Benchmark Early Explorer guided reading sets is an example.

If the structures and routines to ensure meaningful academic language production and practice are absent in Tier 1 instruction, gaps will appear in ELL achievement. These gaps may have little or nothing to do with a learning difficulty on the part of an ELL student, and more to do with the absent structures and routines. Rather than moving quickly to Tier 2 interventions that might include pulling students out of core instruction, the teacher and/or site should take action to ensure that robust Tier 1 instruction for ELLs is in place. There are several ways an individual teacher or a site can gather data, reflect on findings, and create action plans to ensure that Tier 1 instruction is fully supportive of ELLs:

1. Take an inventory of the critical elements of the site’s instructional program described in this chapter (***ELAP, Dual Language, LTEL support, Universal Newcomer Supports or Newcomer Programs***) bearing in mind that ***ELAP*** is the baseline program for all ELLs. Which elements are strongly in place, which are missing, and which should be focused on in order to improve ELL outcomes? For example, a site might decide to focus on strong implementation of the High Impact Language Practices: [Using Complex Text](#), [Fortifying Complex Output](#) and [Fostering Interaction](#).
2. Go through a similar process to inventory strong Tier I practices for ELLs using the following frames:
 - the [Essential Practices for ELL Achievement](#)
 - the [Descriptors for Stages of Designated and Integrated ELD Implementation](#)
 - the [OUSD MTSS Pyramid for ELLs-TK-5](#) or the [OUSD MTSS Pyramid for ELLs-6-12](#)
3. For a deeper look, as recommended in Chapter 4: MONITORING, EVALUATION, AND ACCOUNTABILITY, use the [Single Plan for Student Achievement](#), the [Language Acceleration Review Committee \(LARC\)](#) and the [Site ELL Review](#). Use these tools to engage teachers, the site administrator, the ILT and the Site ELL Parent Subcommittee (SELLPS)⁶ in cycles of data gathering, reflection and action plans in support of effective Tier 1 instruction for ELLs.

Site administrators and ILTs, Teaching and Learning, ELLMA, Network Superintendents and the District as a whole are responsible for creating the conditions for this ongoing learning about powerful Tier 1 instruction. See Section 8. PROFESSIONAL LEARNING TO ENSURE HIGH LEVELS OF ACADEMIC LANGUAGE DEVELOPMENT for more detail on professional learning opportunities.

If the structures and routines to ensure meaningful academic language production and practice are absent in Tier 1 instruction, gaps will appear in ELL achievement. These gaps may have little or nothing to do with a learning difficulty on the part of an ELL student, and more to do with the absent structures and routines.

CRAFTING AND FOLLOWING THROUGH ON TIER 2 AND 3 INTERVENTIONS

When a teacher, the COST team or the LARC determine an ELL is having difficulty that requires Tier 2 or 3 support, stakeholders will craft an intervention plan in alignment with the [OUSD MTSS Pyramid for ELLs-TK-5](#) or the [OUSD MTSS Pyramid for ELLs-6-12](#) that:

1. Is based on specific assessment data (see [OUSD MTSS Pyramid for ELLs-TK-5](#) or the [OUSD MTSS Pyramid for ELLS-6-12](#)) including the [ELL Snapshot](#).
2. Has clear entry and exit criteria for participation in the intervention.
3. Provides frequent progress monitoring (at least every 3 weeks in Tier 2, at least every 1 week in Tier 3) to ensure the effectiveness of the intervention.
4. Provides systematic and explicit instruction with modeling, multiple examples and feedback.
5. Will be changed after 8 weeks or less if the student is not meeting time-bound goals.

In addition:

6. The teacher with support from the principal will notify the parent of the intervention planned (or include the parent in the SST).
7. When appropriate, the site will provide the option of receiving different curriculum from the core program with increased time and intensity of instruction.
8. If a student is temporarily removed from core instruction, the student should be returned to core instruction as quickly and efficiently as possible.
9. Each school in the District will describe its intervention plan in the [SPSA](#), including:
 - The types of interventions that will be provided at the school

- The process the school will use to identify ELL students who need interventions and the process it will use to determine the type of instruction needed
- How the school will evaluate the effectiveness of the interventions

The stakeholders involved in crafting and implementing the plan are the following:

In elementary:

- The Instructional Leadership Team (ILT) is responsible for ensuring that Tier 2 and 3 interventions are aligned to the bullet points above. The ILT must include the site administrator and the site-based [ELL Ambassador](#). It may also include other teachers and certificated staff, including Special Education staff. The same team will advise on the need for testing for a specific disability in concert with site and Central Office Special Education staff.
- The student's homeroom teacher will lead both the crafting and the implementation of the student's specific intervention plan, with support from the principal, COST team, SST, students family and other relevant stakeholders, such as ILT members. It is also possible that another certificated staff member, such as a TSA, could lead in the crafting and implementation of a student's Tier 2 or Tier 3 plan, at the discretion of the site administrator.
- If and when an ELL is identified with a specific learning disability, a certificated Special Education staff member will share monitoring of the Tier 3 plan, in alignment with the student's IEP.

- The site-based LARC, which meets at least twice a year, will be in charge of monitoring the effectiveness of Tier 2 and 3.

At the secondary level, the same stakeholder duties and responsibilities apply with the following difference:

- Rather than the student's homeroom teacher, the student's ELD and/or English teacher will lead crafting and implementation of Tier 1 and 2 interventions, with TSAs sometimes playing this role instead of the ELD and/or ELA teacher, at the discretion of the site administrator.

MTSS FOR DUAL LANGUAGE PROGRAMS

Any student entering a **Dual Language** program after the end of first grade who is two grade levels below or more in reading in either language according to Reading Records should be provided Tier 2 supports with monitoring by the COST team and also the LARC, in the case of ELLs, IFEPs and RFEPs. This monitoring will continue as long as the student is two grade levels or more below in reading.

See the document [Academic Interventions and Acceleration for Dual Language Programs](#) for further detail on using the MTSS frame in **Dual Language** programs.

STUDENTS MAY NOT BE RETAINED BASED ON LANGUAGE PROFICIENCY

Retention is not an intervention. Because research evidence indicates that the educational outcomes for ELLs who are retained, including those retained at grades K and 1, are generally very poor in the long term, this decision should be taken only in special circumstances and with the consultation of the COST Team.

Language proficiency should never be a reason to retain a student, including newcomer students.

Before a student is considered for retention, the student's progress must be compared to his true peers and the student must be given multiple intervention opportunities to accelerate learning. Language proficiency should never be a reason to retain a student, including newcomer students.

7. LEVERAGING PRIMARY LANGUAGE IN ELL INSTRUCTION

All of OUSD's instructional program options and Required and Recommended Professional Development for Teachers of ELLs in OUSD highlight the use of the student's primary language as a tool for learning content and language in English, while addressing important aspects of Social-Emotional Learning and culturally responsive teaching. Use of primary language aligns with the Essential Practices for ELL Achievement #4: Asset-Based, because it builds on linguistic and cultural knowledge ELL students already possess.

1. In the **ELAP** instructional program and **Newcomer Support**, we accelerate learning with strategic leveraging of the primary language.
2. In our **Dual Language** instructional program, we intentionally use the synergy between two languages to build full biliteracy and strong cultural and socio-emotional competence for ELLs.
3. Where possible, we embed our **Newcomer Support** in **Dual Language** instructional programs in order to provide more robust use of the primary language to build cultural, linguistic and content knowledge, and also achieve full biliteracy for newcomers.

Leveraging primary language knowledge for content and language learning depends to a large degree on the knowledge of the teachers and staff at a site. Fortunately, this knowledge can be supported and built up over time with simple and widely available tools (e.g. charts that show similarities and differences in the phonemes and sound letter correspondences between English and other languages).

For useful examples of leveraging primary language, including the [OUSD Biliteracy Pathway Awards](#), see the document [Leveraging Primary Language to Accelerate ELL Achievement](#).



8. PROFESSIONAL LEARNING TO ENSURE HIGH LEVELS OF ACADEMIC LANGUAGE DEVELOPMENT

In alignment with the [2014 CA ELA/ELD Framework](#), the professional development provided to teachers of ELLs in OUSD supports instruction that:

- Fully engages ELLs in the complexity and challenges of the Common Core State Standards.
- Accelerates academic language development.

Since a teacher at virtually any OUSD site will have some instructional time with ELLs, and since the language development practices emphasized in the [2014 CA ELA/ELD Framework](#) are powerful for all students, most of the professional development described in this section includes all teachers. The offerings break down into two broad categories:

- **Foundational Institutes for Integrated and Designated ELD** for teachers new to the district or the work. These are minimum required trainings, and staff have two years from date of hire to complete them. Foundational Institutes for Integrated and Designated ELD cover critical knowledge and skills for different grade spans or different areas of specialty, such as teachers of ELLs with IEPs, secondary teachers of LTELs or newcomers, or teachers of ELLs enrolled in **Dual Language** instructional programs.

- **Sustained ELD Learning and Inquiry for Integrated and Designated ELD** at sites and at central district professional development sessions. Teaching and Learning and ELLMA are required to provide support for this ongoing learning and inquiry.

To see greater detail on these course offerings, please refer to the document [Required and Recommended Professional Development for Teachers of ELLs in OUSD](#), which is updated on a regular basis.





3

**FAMILY AND COMMUNITY
ENGAGEMENT**

I. INTRODUCTION

Our schools and classrooms are most effective when family and community stakeholders actively influence and contribute to the District mission of college, career and community readiness. In the case of [English Language Learner \(ELL\)](#) families and community leaders, this involvement is of particular importance because it helps immigrant and ELL families experience ownership in an educational system that might be unfamiliar.

In alignment with the [OUSD Standards for Meaningful Family Engagement](#) and the [OUSD Student Engagement Standards](#), structures and practices to support ELL family and community participation in OUSD must:

- Be clearly defined and well-advertised in a parent friendly format, at both the site and district level.
- Be welcoming and culturally and linguistically responsive .
- Provide a space for parents and families to both learn about and contribute to
 - the specific needs of ELLs including all ELL subgroups.
 - the educational needs of all OUSD students and subgroups .
- Fully engage parents representing [all ELL subgroups](#) in site-level and district-level governance structures, particularly within the School Site Council (SSC), District ELL Parent Subcommittee (DELLS) and Site ELL Subcommittee (SELLS). (See descriptions below.)
- Ensure clear communication and connection between the parent governance structures at the site level and the parent governance structures at the district level.
- Be supported by dedicated family liaisons and resources at the site, Network and District level.



WHAT DO SCHOOL SITES NEED TO DO?

In order to provide strong family and community engagement for ELL families, sites:

1. Work with OUSD Translation Services to ensure parents and guardians are afforded the translations services needed to understand important communications and participate in meetings and events at the site.
2. Ensure the formation and authentic function of a Site ELL Subcommittee (SELLS).
3. Ensure robust parent participation in school governance through ELL parent and guardian participation in the SSC and SELLS.
4. Ensure that the site is a safe and welcoming place for ELL families, and help ELL parents effectively navigate school procedures and contribute to the school culture so they can fully support their child's academic success.
5. Work with the Office of Family Engagement to support ELL parent and guardian engagement and knowledge building at the site.

The following sections of this chapter describe the ways ELL parents are supported to be informed and involved in the education of their children.

As a compliment to this document, readers will find the following resources helpful:

- The [Family and Student Engagement Office](#) website
- The [OUSD Family Engagement Toolkit](#) providing resources organized by the five [OUSD Standards for Meaningful Family Engagement](#)
- The Google Drive folder [Family Engagement Technical Support for Principals](#), which provides a full list of principal tools for engaging families
- The document [Supporting ELL Family Participation at the Site Level](#), which offers suggestions on increasing the quality and quantity of parent participation at the site level

Family and Community Terms Abbreviations

SCC: School Site Council
 SELLS: Site ELL Subcommittee
 DELLS: District ELL Subcommittee
 PSAC: Parent and Student Advisory Committee
 LCAP: Local Control Accountability Plan

2. PARENT ADVISORY COMMITTEES AND THE LCAP: STRONG PARTICIPATION FROM ELL FAMILIES

The California Local Control Funding Formula (LCFF) requires Districts to create a [Local Control Accountability Plan \(LCAP\)](#) for compliant spending of State funding. The LCAP must be supported by parent input and advisement, including the creation of a dedicated ELL parent advisory committee if a district has 15% or more ELL students.

In order to meet these requirements and support ELL parent capacity building and decision-making regarding LCAP expenditures, the District has established three connected structures:

- The District-level Parent and Student Advisory Committee (PSAC)
- The District ELL Subcommittee (DELLS) that advises the PSAC
- The Site ELL Subcommittee (SELLS)

When reviewing each of the structures, please refer to the document [Central Office Staff Support for Site Level Family Engagement Capacity Building](#) for information on who to contact to get support and information.

THE DISTRICT-LEVEL LCAP PARENT AND STUDENT ADVISORY COMMITTEE (PSAC)

The Parent and Student Advisory Committee (PSAC) consists of 28 parent representatives and 9 student representatives. Members are elected from the city of Oakland's 7 electoral districts. 13 of the PSAC members are ELL parents who also serve on the DELLS. The PSAC meets quarterly, and as needed to:

- Review and provide feedback on the District's implementation of LCAP services and expenditures.
- Review and provide feedback on the District's annual LCAP update.
- Provide recommendations to staff on the final LCAP draft prior to School Board Adoption.

The LCAP Engagement Specialist supports the convening and agenda setting of the PSAC.

Our schools and classrooms are most effective when family and community stakeholders actively influence and contribute to the District mission of college, career and community readiness.

THE DISTRICT ENGLISH LANGUAGE LEARNER SUBCOMMITTEE (DELLS)

The District English Language Learner Subcommittee (DELLS) is composed of 13 members elected in the spring by ELL parent representatives from SSCs. There are 7 electoral districts, with two ELL parent representatives from 6 of these districts, and 1 ELL parent representative from the remaining 1. The DELLS members are also full voting members of the PSAC.

The DELLS will meet at least once every other month during the school year to:

- Study and provide feedback to the PSAC on LCAP and Title III expenditures and best practices for ELL education.
- Investigate and learn about topics related to best practices in ELL education, including topics covered by the bi-monthly meetings of the PSAC.
- Collect the concerns and feedback of the Site ELL Subcommittees (SELLS) and represent them to the PSAC.
- Keep the Site ELL Subcommittees (SELLS) informed of ELL-related issues and opportunities in order to positively impact ELL education and ELL-related expenditures in OUSD.

The LCAP Engagement Specialist supports the convening and agenda setting of the DELLS.

THE SITE ELL SUBCOMMITTEE (SELLS)

California Education Code requires sites with more than 20 ELLs to have a committee to ensure the input of ELL parents and guardians and to advise the School Site Council (SCC), particularly on ELL matters relating to the Single Plan for Student Achievement (SPSA). In OUSD, this committee is known as the Site ELL Subcommittee (SELLS).¹

1. A majority of the SELLS committee members must be parents of ELLs or RFEPs and the percentage of ELL parents shall be equal to or greater than the percentage of ELLs at the site. Members are elected by parents of ELLs present at the first meeting of the SELLS which must be advertised and convened by the site administrator by the first week of October. The structure, roles and procedures of the SELLS will be determined by the members of the SELLS with the assistance of the principal and SSC Chair. At a minimum, the members of the SELLS should elect a Chair, Vice-Chair and a Secretary. Voting privileges for the SELLS will also be determined by its members. For more detail, see the document [Best Practices for Starting and Maintaining your Site ELL Subcommittee](#).
2. At least one member of the SELLS must participate as a voting SSC member. In addition, we recommend that the percentage of ELL parents who are voting members of the SSC reflect the percentage of ELL students at the school site. This will help ensure a strong line of communication between the SELLS and the SSC.
3. The SELLS will meet at least five times a year to:
 - Provide input on the School Plan for Student Achievement (SPSA) and its goals, including expenditures related to ELLs.

- Study LCAP and Title III expenditures, and provide feedback on these expenditures to the DELLS.
- Investigate and learn about topics related to best practices in ELL education, including topics covered by the meetings of the DELLS and PSAC that occur every other month.
- Download and share with SELLS members the agendas and meeting notes from the DELLS and PSAC meetings.

The minimum five meetings might follow this sequence:

- Meeting 1: Establishment of the SELLS for the current academic year and initial ELL needs assessment and LCAP orientation.
- Meeting 2: Data review and needs assessment and review of current SPSA, plus uptake of current topics identified by the DELLS and the PSAC. It is recommended for this meeting that the SELLS use the recommendations of the [Language Acceleration Review Committee \(LARC\)](#) from that body's required fall meeting.
- Meeting 3: Possible revisions to SPSA, current topics identified by the DELLS and the PSAC.
- Meeting 4: Further work on the SPSA, coordinated with the second, spring meeting of the LARC. Articulate recommendations to the DELLS and PSAC, complete SELLS survey.
- Meeting 5: Review of DELLS recommendations to the PSAC, survey results, celebration.

The School Governance Program Manager and Family Engagement Specialists assist the members of the SELLS in convening and setting agendas. The site administrator and SSC may also collaborate.

COORDINATION AND COMMUNICATION AMONG DISTRICT-LEVEL AND SITE-LEVEL LCAP COMMITTEES

A clear flow of information is essential to create understanding and move forward plans and policies designed to benefit OUSD's ELLs. Therefore, procedures for sharing information between the PSAC, DELLS and SELLS are detailed below:

- All agendas and notes for regular meetings of any of the PSAC and DELLS must be posted to a common folder located on the district website [LCAP District ELL Sub-Committee LCAP Page](#) and the School Board Legislative Information Center within 48 hours of holding a meeting.
 - All SELLS will advertise their meetings to their school community, and provide agendas and meeting notes to attendees and members of the SELLS, SSC and Instructional Leadership Team (ILT) as outlined by the [Green Act](#).
 - Following District-wide PSAC meetings or DELLS meetings, the LCAP Engagement Specialist posts the notes and agenda from those meetings.
 - The LCAP Engagement Specialist and the Family Engagement Specialists will collaborate to provide shared agenda topics for the PSAC, DELLS and SELLS that are aligned with both District-level topics and site-level needs.
 - The LCAP Engagement Specialist will work with the [English Language Learner & Multilingual Achievement Office \(ELLMA\)](#) to provide a report of Title III and Goal 4 LCAP expenses twice a year.
- The School Governance Program Manager and ELLMA will create and distribute an annual Google Forms survey that collects feedback from the SELLS on their opportunities to provide input and feedback on the SPSA. The DELLS and the PSAC will review the survey results and provide recommendations to the District regarding Title III and LCAP Goal 4 actions and expenditures. The SELLS will also review the survey results.



3. OTHER DISTRICT, REGIONAL AND NETWORK PARENT ENGAGEMENT FORUMS

The District provides various parent trainings and forums, which may include:

- Meetings monthly or every other month organized by the Network Family Engagement Specialists
- Quarterly Family Universities
- Monthly Superintendent Parent Forums with an ELL Parent Break-out Group
- LCAP Conference with workshops relevant to ELL parents
- Parents Raising the BAR (Behavior, Reading, Attendance) sessions

For questions, please see contact list on the document [Central Office Staff Support for Site Level Family Engagement Capacity Building](#).

4. SUPPORTING ROBUST ELL PARENT PARTICIPATION AT THE SITE LEVEL

The school site is the backbone of parental involvement. Please see the document [Supporting ELL Family Participation at the Site Level](#) for suggestions on how to increase the quality and quantity of site-level parent participation as well as the Google Drive folder [Family Engagement Technical Support for Principals](#).



5. COMMUNICATION WITH PARENTS

Clear, two-way communication is the basis of all effective and sustained action. In this section we outline OUSD's practices for ensuring effective communication with parents of ELLs, including all ELL subgroups.

ENROLLMENT OPTIONS FOR ELLS INCLUDING ALL ELL SUBGROUPS

ELL families should be supported in the enrollment options process so that they can choose the school that best fits their child's needs. The OUSD Enrollment Options Guide ([see sample for 2016-17 here](#)) provides a description of the enrollment process and is available in Spanish, Chinese, Arabic, Vietnamese and Khmer. The Welcome Center provides verbal, written, and video support regarding parent enrollment options. Visit the [Welcome Center website](#) for further information.

The instructional program placement procedures for ELLs are described in [Chapter 1: ELL IDENTIFICATION, PROGRAM PLACEMENT AND RECLASSIFICATION](#), while the instructional programs for ELLs are described in [Chapter 2: INSTRUCTIONAL PROGRAMS](#).

TRANSLATION AND INTERPRETATION

Communication with all parents of ELLs in their primary language is essential to support parents of ELLs and ensure their full involvement and engagement. The recommendations that follow are aligned to the OUSD translation and interpretation policy described in the document [AR 5124 - Translation and Interpretation Services, October 9, 2013](#).

Families with limited English proficiency must be provided opportunities to participate equally in District and school programs and activities, and should have full access to and understanding of the education process.

To the extent practicable, families with limited English proficiency must be provided opportunities to participate equally in District and school programs and activities, and should have full access to and understanding of the education process. Translation and interpretation services are provided by OUSD Translation Services as well as by staff at individual sites and departments.

Under federal law a school must ensure that all parents receive meaningful access to important information. Important written information such as IEPs must be translated. When families are not literate in their native language, oral communication must be provided in the parent's primary language.

In addition, under California state law, when fifteen percent (15%) or more of the students in the District or at a site speak a language other than English, translation and interpretation services must be provided. The California Longitudinal Pupil Achievement Data System (CALPADS) will determine whether the 15% threshold has been met. The District must provide translation of all “universal documents” listed in [AR 5124 - Translation and Interpretation Services October 9, 2013](#) including:

- Parent Notification Letters
- Annual CELDT/ELPAC level and SBAC scores
- Notification of ELL reclassification
- Report Cards
- OUSD Parent Guide
- Options Information
- District Annual Report
- Free/Reduced Lunch Information
- SES Information
- Uniform Complaint Procedures and Forms
- Media Release Consent Form
- GATE Program Letters and Forms
- Special Education Handbook
- Special Education Letters and Forms
- Suspension documentation
- Major disciplinary documentation
- Formal Hearing documents
- 504 Handbook

At the school site, when 15% or more of the student population speaks a language other than English, the principal must ensure that all written communication sent to parents or guardians is provided in that language.

The District and school sites must provide interpretation at the following meetings:

- Parent-teacher conferences
- Communications concerning student discipline, including suspension and expulsion, and disciplinary hearings
- Communications concerning student progress, including telephone calls and meetings between parents/guardians and teachers or counselors
- All SST, IEP and Section 504 meetings and Individualized Family Service Plan (IFSP) meetings
- Meetings of the District Governing Board
- School and District-level advisory committee meetings (e.g. PSAC, DELLS, SELLS, CAC for Special Education)
- Parent information meetings and activities (e.g. Superintendent’s forum, incoming family orientations)

To help ensure that translations services are provided, parents may submit the [Parent Request Form for Primary Language Assistance](#), which is available in Spanish, Chinese, Arabic, Vietnamese and Khmer. This form must be posted in a visible location in the school, in the annual registration packet and on the website. Site staff may request translation and interpretation from OUSD Translation Services by giving two weeks advance notice to the Program Manager, Translation Services.

TRANSLATION AND INTERPRETATION PERSONNEL

Appropriate training will be provided prior to assignment. OUSD administers a language proficiency assessment to all staff who serve as interpreters for parent functions and meetings. In addition, the Program Manager, Translation Services or designee will provide annual trainings for school site personnel on the procedures and best practices related to provision of translation and interpreting services. Additional trainings may be arranged, as necessary.

School sites will maintain up-to-date lists of staff who are identified as interpreters for Special Education-related purposes and have a process for identifying parents who need translation and/or oral interpretation, and the language in which these services are needed.

District surveys will include questions about translation and interpretations services for evaluation and accountability purposes. Data from the survey is reviewed by ELLMA, the Special Education Department, Community Schools and Student Services and Communications and Public Affairs. Based on these results, adjustments of resource allocation and further professional development are provided.

A minor child may only be used as an interpreter for informal communication and when there is no risk that confidential information may be disclosed, or in an emergency. School sites may use the [CTS Language Link](#) service subscription to supplement District translation services.



4

MONITORING, EVALUATION AND ACCOUNTABILITY

I. INTRODUCTION

This chapter is the tool for determining:

- Whether our system is providing the ELL services described in Chapters 1, 2, and 3.
- Whether we are achieving satisfactory results for OUSD English Language Learners (ELLs).
- What OUSD stakeholders should do when ELL services are not adequately provided or student results are not meeting benchmarks.

Section 2, **SUCCESS METRICS AND RECOMMENDED ACTIONS AND INTERVENTIONS WHEN SCHOOLS DO NOT MEET BENCHMARKS**, outlines what District and site stakeholders must do when a site or group of sites do not meet a key success metric. We use eight “Yes-No” questions to focus site, Network and District attention on critical aspects of effective ELL services.

Section 3 describes four structures that support schools, Networks and the District as they plan and implement robust ELL services. In addition, these structures support sites, Networks and the Districts as they address any “No” responses to the “Yes-No” questions from Section 2.

Section 4, **CHARTER AND PRIVATE SCHOOL MONITORING, EVALUATION AND ACCOUNTABILITY**, details the obligations of charter schools and private schools to identify and provide services for ELLs, as well as the role for the District in support of ELLs in these schools.

The final section, **COMPLIANT SPENDING OF RESTRICTED FUNDS AND LCFF FUNDS**, provides brief guidance on the compliant spending of funds.



WHAT DO SCHOOL SITES NEED TO DO? In order to support effective monitoring of ELL Services, sites:

1. Use the Essential Practices for ELL Achievement as the lens for the creation and revision of a Single Plan for Student Achievement (SPSA) that meets the needs of ELLs at the site. Utilize support from Network Superintendents and the ELLMA Office in this process.
2. Use the Language Acceleration Review Committee (LARC), Site ELL Review and the Site ELL Subcommittee (SELLS) to drive authentic cycles of inquiry anchored in the SPSA in order to improve services for ELLs.

2. SUCCESS METRICS AND RECOMMENDED ACTIONS AND INTERVENTIONS WHEN SCHOOLS DO NOT MEET BENCHMARKS

In this section we define what successful delivery of ELL services looks like and what stakeholders must do when sites do not meet benchmark metrics. We use a list of eight critical Yes-No questions about ELL Services, such as “Are all ELL sub-groups, including ELLs with IEPs, meeting [Minimum Progress Expectations](#) and reclassification targets?” and indicate the metrics that provide a Yes or No answer to the question. Finally, we indicate the actions and interventions that must take place to change a No to a Yes.

As a school’s data indicates a need for greater oversight in order to achieve strong outcomes for ELLs, resources and direction from the central office increase and some aspects of site autonomy are temporarily reduced.

The anchor for this section is the [School Performance Framework](#) (SPF), which is provided to every site in the District and sets targets for a number of important areas, including both “status” targets, which report on single data points, and “growth” targets which compare status data points across years. Paired with the SPF are the Key Perfor-

mance Indicators (KPI) that support progress monitoring across the school year and are in alignment with the SPF.

The first subsection indicates what ELLMA and other central office leadership must do to support and hold accountable a site that does not meet benchmarks. The second subsection lays out these questions, metrics and actions in a table, including responsible stakeholders.

We refer frequently to the four structures and protocols for improving ELL services that are described in Section 3. Please refer to that section for descriptions on those structures and protocols.

TIERS OF SUPPORT FOR SITES: INCREASING INTENSITY AND ENSURING ACCOUNTABILITY FOR SITES THAT DO NOT MEET BENCHMARKS

The accountability system for the ELL Master Plan utilizes the concept of tiers of support to ensure that sites that are not meeting benchmarks explained in the next subsection “Key Yes-No Questions, Key Metrics and Recommended Actions” are on a strong path to attain those benchmarks within a two or three-year period. A tiered system of support is part of both the Multi-Tiered System of Supports (MTSS) approach, and also the SPF.

If a school's data indicates a need for greater oversight in order to achieve strong outcomes for ELLs, resources and direction from the central office increase and some aspects of site autonomy are temporarily reduced. Below are some sample triggers for mandatory tiered supports at a site:

- A school is in the red band on the SPF or spends two years or more in the orange band on the status and growth metrics for ELL Reclassification.
- A school is in the red band on the SPF or spends two years or more in the orange band on the status and growth metrics for A-G 12th Grade Completion.
- At the elementary level, a Site ELL Review indicates Stage I: Inconsistent Implementation on the [Descriptors for Stages of Designated and Integrated ELD Implementation](#).

The tiering provided to schools includes supports, incentives, accelerations, interventions and flexibilities. Examples of each are below:

- Support: Identified schools to receive the investment of a Common Core Teacher Leader, funded, in part, centrally.
- Incentive: Identified schools to receive funds to pay staff summer stipends to engage in professional learning from a menu of ELL focused topics and structures provided by ELLMA.
- Acceleration: Identified schools to be provided with targeted summer school for ELLs, including professional learning for participating staff on implementation of the California ELA/ELD Framework, funded, in part, by the central office.

- Intervention: Identified schools to participate in a Site ELL Review.
- Flexibility: Identified schools to opt out of specific central office-sponsored training, except in cases where the identified school is leading the training to model effective practices.

Notice that the "Flexibility" category is more oriented towards schools that are meeting benchmarks, and are therefore given greater flexibility in their approach to providing ELL services. Schools not meeting benchmarks would focus mainly on supports, incentives, accelerations and interventions.

Over the course of the 2016-17 school year, a menu of triggers and tiered supports will be developed. This menu and its implementation will maximize the capacity of schools to address gaps in their services to ELLs in a timely and strategic manner.

KEY YES-NO QUESTIONS, KEY METRICS AND RECOMMENDED ACTIONS

The table below aligns Key Yes-No Questions with Key Metrics and Recommended Actions and Interventions. When the Key Metric target is not being met, recommended actions and interventions will help ensure sites, Networks and the central office are on a strong path toward a “YES” for that question.

The questions apply to all levels (site, Network and central office), and the Key Metrics and Recommended Actions and Interventions indicate which level is being addressed. For example, Question 2, “Are all ELL subgroups, including ELLs with IEPs, meeting [Minimum Progress Expectations](#) and reclassification targets?” is a question for all three levels of the system, and the Key Metrics and Stakeholder Responses provide detail on what stakeholders at the site, Network and central office level should do.



Key Yes-No Questions	Key Metric	Recommended Actions and Intervention to address any “Nos”
1. Are ELLs placed properly and in a timely manner?	SPF: <i>A-G 12th Grade Completion, Pathway Participation, Site ELL Reviews, District ELL Review gathering of Site ELL Review Data, reports from the Welcome Center, The Site ELL Subcommittee (SELLS) and the District English Language Learner Subcommittee (DELLS)</i>	<p>Welcome Center, RAD and English Language Learner & Multilingual Achievement Office (ELLMA) plus secondary level counselors work to improve placement and testing procedures and assign resources needed in order to ensure timely placement in alignment with the timelines laid out in Chapter 1: ELL IDENTIFICATION, PROGRAM PLACEMENT AND RECLASSIFICATION.</p> <p>When benchmarks are not met, ELLMA and the Executive Director of Enrollment and Registration Management will co-create an action plan and monitor placement data and practices at the Welcome Center and sites with assistance from Welcome Center staff.</p>
2. Are all ELL subgroups, including ELLs with IEPs, meeting Minimum Progress Expectations and reclassification targets?	SPF: <i>ELL Reclassification, SBAC ELA, SBAC Math, SRI, A-G 12th Grade Completion</i>	<p>Sites use the Single Plan for Student Achievement (SPSA), Site ELL Review and Language Acceleration Review Committee (LARC) (see Section 3 below) to refine implementation of instructional programs described in Chapter 2. Network Superintendents and ELLMA support all three and ensure resources for improvement, including PD, are available. District ELL Reviews are conducted annually to improve outcomes in this area.</p>
3. Are all instructional programs implemented with fidelity to core components, giving all ELL subgroups full access to and engagement with the core as well as robust development of academic language?	SPF: <i>ELL Reclassification, SBAC ELA, SBAC Math, SRI, Social Emotional Learning; Based on LARC and Site and District ELL Review results, for elementary sites, reach Stage III: Consistent Implementation within 2 years on Descriptors for Stages of Designated and Integrated ELD Implementation; Local Control Accountability Plan (LCAP) Goals, Strategies and Measurable Outcomes, especially Goal 4</i>	<p>Metrics consistently under benchmark at a site will trigger tiered supports (see section above) from the central office, including ELLMA and Network leadership, to ensure ELLs in any instructional program meet minimum progress expectations. A Site ELL Review may be recommended.</p>

4. Are District targets for ELL A-G completion and Linked Learning Pathways met?	SPF: <i>A-G 12th Grade Completion, Pathway Participation</i> , plus analysis of Site ELL Review and District ELL Review	<p>Sites and ELLMA work with Linked Learning Office, Network Superintendents and Superintendent to create action plans embedded in the SPSA to meet targets, and ensure that core components of the instructional programs described in Chapter 2 are being fully implemented. Site ELL Reviews embed this work in action plans.</p> <p>Metrics consistently under benchmark at a site will trigger tiered supports (see section above) from the central office, including ELLMA and Network leadership.</p>
5. Are suspension rates for ELLs and all ELL subgroups below targeted maximum?	SPF: <i>Suspensions</i>	<p>Principals, Instructional Leadership Team (ILT), SELLS and Network Superintendents collaborate to create action plans, embedded in the SPSA, to address suspensions and related culture, climate and instruction issues.</p> <p>Metrics consistently under benchmark at a site will trigger tiered supports (see section above) from the central office, including ELLMA and Network leadership.</p>
6. Are ELLs meeting targets for attendance?	SPF: <i>Chronic Absence, Attendance Rate</i>	
7. Are sites safe and welcoming places for ELL students and their families?	SPF: <i>Social Emotional Learning, Culture/Climate: Student, Culture/Climate: Staff, Culture/Climate: Parent</i>	
8. Are ELL family support at home and family participation in site and District governance robust?	SPF: <i>Culture/Climate: Parent</i> ; For 2016-17: 90% of OUSD'S electoral districts have ELL representatives to the District ELL Parent Subcommittee (DELLS), 80% of sites with ELLs have a functional SELLS; For 2017-18; 100% of OUSD'S electoral districts have ELL representatives to the DELLS and 100% of sites with ELLs have a functional SELLS.	

3. FOUR STRUCTURES FOR REFLECTION AND IMPROVEMENT

Four main structures support our continuous improvement of services to ELLs:

1. The Site ELL Review
2. The LARC
3. The Single Plan for Student Achievement (SPSA), with a special emphasis on:
 - The ELL Crosswalk Tab
 - Participation from the SELLS
4. The District ELL Review

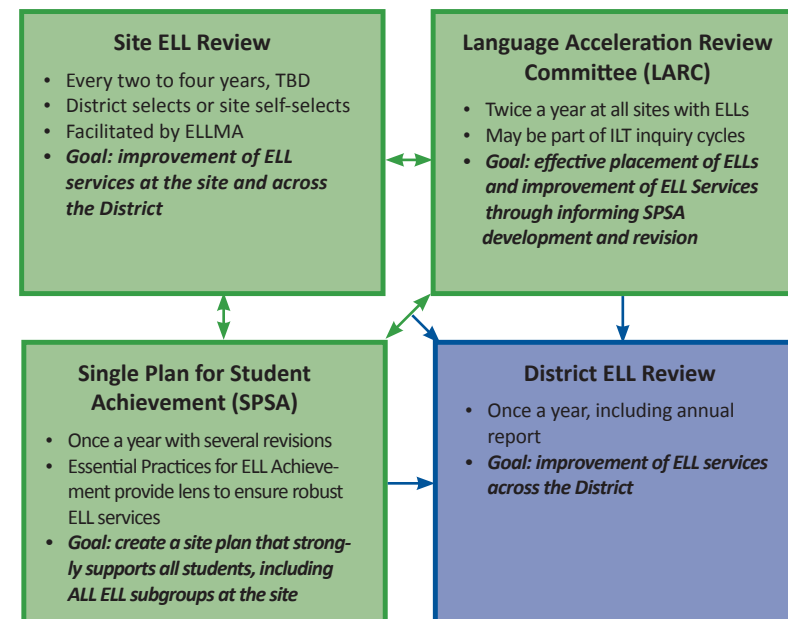
Rather than existing in isolation, these four structures work together to enhance data collection, reflection, planning and improved implementation. The first two, the Site ELL Review, and the LARC, provide critical data and recommendations that allow

Rather than existing in isolation, these four structures work together to enhance data collection, reflection, planning and improved implementation.

the third, the SPSA, to fully support robust and effective ELL services at the site level. The fourth structure, the District ELL Review, collects and analyzes data points (such as SPF benchmarks) as well as data and recommendations collected during the Site ELL Reviews,

LARCs and SPSAs and synthesizes them into an annual report to drive improvements in ELL Services.

It is important to note that while these structures are tied to the Network and central office level, the first three occur at the site level. We believe that if we centrally support rigorous diagnostics combined with deep learning and implementation rooted at individual schools, we will get the best possible results over the mid and long term for students, families and staff.



THE SITE ELL REVIEW

The Site ELL Review is a site-based reflection structure facilitated by ELLMA and scheduled to be piloted in the 2016-2017 school year. ELL Reviews will occur at both high ELL count sites (25% or more), and lower ELL count sites (less than 25%). The frequency of these reviews is to be determined.

Site ELL Review Goal	Support improvement of ELL services at the site and across the District through a cycle of reflection and planning facilitated by ELLMA and organized around the OUSD Essential Practices for ELL Achievement	During Review	Data collection using selected instruments, including: <ul style="list-style-type: none"> • Interviews and focus groups with students, family and staff • Classroom observations aligned to the Teacher Growth and Development System (TGDS) and the Essential Practices for ELL Achievement
ELL Review Site Selection	Two scenarios: <ol style="list-style-type: none"> 1. School chosen by ELLMA to address identified need for support and resources 2. School self-selects to support its own site planning and inquiry 	Post Review	<ol style="list-style-type: none"> 1. Presentation of data, root cause analysis, and action planning with identification of ELLMA resources and support and SPSA revision 2. Follow-up through Network alignment
Pre-review High-Value Data Sources	<ol style="list-style-type: none"> 1. SPF, including <i>ELL Reclassification</i> 2. Student-level reclassification data 3. The ELL Progress Monitoring Dashboard 4. Biliteracy Pathway awards and Seal of Biliteracy 5. ELL Snapshots 6. English Language Learner Dashboards 7. Comprehensive Data Roster 8. SPSA data analysis 9. LARC analysis 10. Completion rates for Foundational and Sustained ELL Professional Learning, including data from the PDGo! online learning platform 	Participants	<ol style="list-style-type: none"> 1. ELLMA Team 2. ILT 3. SCC 4. SELLS 5. Network Superintendent and team 6. Parents 7. Teachers 8. Students
Pre Review	<ol style="list-style-type: none"> 1. Understand context of school; pre-data work; documentation of current practices and assets; site-identified needs 2. The data analysis drives the selection of instruments to be used during Review 	Frequency	TBD

THE LANGUAGE ACCELERATION REVIEW COMMITTEE (LARC)

The LARC is a site-based committee that will be piloted in the 2016-17 school year in a select number of schools and which may be part of the ILT structure and cycles of inquiry. It meets at least twice a year to analyze and monitor ELL placement, resource allocation, academic progress and achievement patterns. The LARC offers recommendations about ELL and ELL subgroup placement at the school and creates an action plan to enhance the core instructional program. This action plan, similarly to the ELL Review, adds to or refines the school's SPSA.

LARC Goals	<ul style="list-style-type: none"> • Ensure effective placement of ELLs at the site. • Improve services to ELLs at the site. • Ensure that the SPSA explicitly reflects the needs of ELLs and ELL subgroups.
Specific Duties of the LARC	<ol style="list-style-type: none"> 1. Monitor placement of all ELLs in the different instructional programs, (e.g. ELAP, Dual Language, etc.) and make placement recommendations. 2. Monitor progress of all ELLs, with special attention to Newcomers (SIFE and non-SIFE), LTELs and students who are at risk of becoming LTELs. 3. Monitor progress of RFEPs for two years following reclassification.¹ 4. Monitor core instructional program implementation (e.g. ELAP, Dual Language, etc.) and their efficacy for ELLs, and make recommendations for refinements to the site's SPSA. 5. Review Tier 2 and 3 interventions for ELLs at the site to determine needs and effective allocation of Tier 2 and 3 resources. See OUSD MTSS Pyramid for ELLs-TK-5 and the OUSD MTSS Pyramid for ELLs-6-12. 6. Provide information on points 1 through 5 above to the SELLS and School Site Council (SSC).
Committee Participants	<ol style="list-style-type: none"> 1. Must have at least five members, and may be incorporated into the ILT structure and cycles of inquiry 2. Must include the following members: <ul style="list-style-type: none"> • The site administrator • At least two teachers with high ELL class roster, and representing different grade spans • At least two ILT members (this could be the principal plus one of the two teachers) • The site's ELL Ambassador <p>Note: In some case, one person may fill more than one requirement (e.g., the ILT member could also be a teacher and the ELL Ambassador).</p>

High Value Data Sources	<ol style="list-style-type: none"> 1. SPF, including <i>ELL Reclassification</i> 2. Student-level reclassification data 3. Key Performance Indicators (KPI) to provide progress monitoring during the year 4. The ELL Progress Monitoring Dashboard 5. ELL Snapshots 6. English Language Learner Dashboards 7. Comprehensive Data Roster 8. Data gathered during the ELL Review such as student interviews or classroom observations, together with post-ELL Review recommendations and action plan
Frequency	Meets at least twice a year with one meeting in the fall to inform the needs assessment work of the SELLS and the review and drafting of the SPSA for the coming year. It is recommended to meet more frequently, up to once a month, to monitor progress and inform programs and instruction.

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)

ELLs attend every school in our District. Since the SPSA is the plan for the school as a whole, it must include specific attention to the needs of ELLs and all ELL subgroups. In the table below, we outline the SPSA process steps on the left and show specific questions to bring an ELL lens to the work on the right, including relevant data sources and key stakeholders.

Note that the review of the SPSA should happen multiple times during the year, with support from network leadership and including meaningful input from the SELLS. The Network Superintendent will review and confirm that the SPSA review process incorporates the needs of ELLs and that the SPSA was revised according to the ELL site review and in alignment with the District ELL Review (see below).

ELLs attend every school in our District. Since the SPSA is the plan for the school as a whole, it must include specific attention to the needs of ELLs and all ELL subgroups.

SPSA Step	Inquiry Questions to Bring an ELL Lens to each Step
<p>1. Begin with your SPF and other recent data. Work with your SSC, ILT, and other school stakeholders to identify areas of growth and areas where you did not meet your goals. Review your current SPSA priorities and determine whether you should continue to focus on these areas or if you should shift to new priorities. For each of the three priorities you choose, examine current strengths, challenges, and root causes.</p> <p>For each priority, revisit your existing goal or craft a new goal. Also review the major strategies from your existing plan, and identify which practices from your previous year’s plan have been implemented and which have not.</p> <p>For practices that are in place, assess how effective each practice seems to be, bearing in mind that some practices may take several years to yield measurable results. For previous year practices that are not in place, identify the barriers that prevented their implementation (e.g., funding, staffing, change in priorities, etc.).</p>	<p>1A. What does the ELL data tell you, when you consider:</p> <ul style="list-style-type: none"> • Site ELL Review Committee and LARC data analysis and recommendations • SPF • English Language Learner Dashboards <ul style="list-style-type: none"> - The ELL Progress Monitoring Dashboard - Reclassification - CELDT • Comprehensive Student Data Roster? <p>1B. As you look at each priority, ask what the data tell you about ELLs in relation to the priority. Do any of the priorities need revising in order to include ELLs at your site in a more explicit way?</p> <p>1C. Are the program components of the ELAP instructional program and other instructional programs at your site (e.g. Dual Language) being fully implemented? Is the site on track to achieve “Level III, Consistent Implementation,” on the Descriptors for Stages of Designated and Integrated ELD Implementation within a 2-year period?</p> <p>1D. Did any of the previous year’s practices address ELL and ELL subgroup needs in an effective way? How can practices be refined with an ELL lens using the Essential Practices for ELL Achievement?</p>
<p>2. Begin with the three to four Major Improvement Priorities (“Big Rocks”) identified in your school’s Focused Annual Plan (FAP).</p>	<p>2A. Which of the “Big Rocks” seem directly related to the needs of ELLs and ELL subgroups, and the implementation of the baseline ELAP instructional program at your site as well as other other programs (e.g. Dual Language)?</p>

<p>3. Determine which practices should continue into 2016-17 and, where necessary, identify new practices to meet your goals. If needed, identify new major improvement priorities and/or new strategies and practices.</p>	<p>3A. Do any of the goals, strategies, or practices need to be revised to address the needs of ELLs and ELL subgroups explicitly? Does the Student Performance Goal explicitly address ELL needs?</p> <p>3B. What are the highest value components of <i>ELAP</i> you might focus on?</p>
<p>4. Based on your 2016-17 budget, prioritize your practices and determine which you will fund for 2016-17. Work with your SSC to decide how Title I funds will be spent. Also work with your SCC and your SELLS to identify how LCFF supplemental and concentration funds will be spent. After your budget locks, you will see a new tab called "Budget" in your SPSA Tool. Here, you will enter a budget action narrative for each line item. Complete the other fields in the Budget tab as directed.</p>	<p>4A. Do a significant number of actions and budget items specifically use LCFF unrestricted, supplemental or concentration funds related to LCAP Goal 4: ENGLISH LEARNERS ARE REACHING ENGLISH FLUENCY and its Action Areas/Strategies?</p> <p>A4.1 English Learner Reclassification</p> <p>A4.2 Dual Language Programs</p> <p>A4.3 Newcomer Programs</p> <p>A4.4 Teacher Professional Development focused on English Learners</p> <p>4B. Has your Site ELL Subcommittee (SELLS) been afforded adequate opportunities to review the SPSA budget and give feedback about how the LCFF funds are being used?</p>
<p>5. (Additional step) Use the ELL Crosswalk to check alignment between the actions on your SPSA plan and the five Essential Practices for ELL Achievement. Be sure to pay special attention to Essential Practice 2-Designated and Integrated ELD. For more information on the ELL Crosswalk, see Using the ELL Crosswalk in the SPSA Planner, Sample SPSA Elementary ELL Crosswalk and Sample SPSA Secondary ELL Crosswalk.</p>	<p>5A. How specifically relevant to ELLs are the actions from your plan that appear in the ELL Crosswalk dropdown menu?</p> <p>5B. How strongly do the actions connect to the bullets for each of the Essential Practices for ELL Achievement that appear in the drop-down menu to the right?</p>
<p>6. Periodically review the SPSA, in alignment with cycles of inquiry at the site. A 2016-17 Inquiry and Planning Tool is in development.</p>	<p>6A. What is the data telling you about ELL achievement and the effectiveness of your actions? How will you adjust the plan and ensure robust implementation of the ELAP and other instructional programs at your site (e.g. <i>Dual Language</i>)?</p> <p>6B. Has the SELLS had a chance to be informed about the progress of ELLs at the site, and the opportunity to contribute ideas and offer feedback for SPSA revisions?</p>

THE DISTRICT ELL REVIEW

The District ELL Review is a central office reflection structure scheduled for piloting in the 2017-18 school year. The District ELL Review is similar to the Site ELL Review, but with A District-wide lens. Pursuant to Education Code 313.2, the review provides reporting on LTEL and reclassification numbers, longitudinal data for ELL achievement on state tests and District progress on meeting LCAP goals related to ELLs.

District ELL Review Goal	Support improvement of ELL services across the District through a centrally supported analysis of data trends and the publishing of an annual ELL Review report
Data Sets to Be Analyzed	A Network and District-level analysis of: <ol style="list-style-type: none"> 1. The results by District, Network and sites of the twice-annual LARC 2. LCAP Goals, Strategies and Measurable Outcomes 3. Site ELL Reviews 4. SPF, including ELL Reclassification 5. Student-level reclassification data 6. The ELL Progress Monitoring Dashboard 7. ELL Snapshots 8. English Language Learner Dashboards 9. Comprehensive Data Roster 10. SPSA data analysis 11. Completion rates for Foundational and Sustained ELL Professional Learning, including data from the PDgo! online learning platform
Analysis	<ol style="list-style-type: none"> 1. Interpretation of data, root cause analysis, and action planning with identification of centrally-provided resources to support improvement 2. Presentation of data and proposed action plan to DELLS, PSAC and Board of Education 3. Website publishing of final report with recommendations based on community feedback
Frequency	Once a year
Participants	<ol style="list-style-type: none"> 1. ELLMA Team 2. Network Superintendents 3. Superintendent 4. Deputy Superintendent, Academic Social Emotional Learning 5. DELLS members from at least 5 electoral districts 6. Family, School and Community Engagement leadership and staff

4. CHARTER AND PRIVATE SCHOOL MONITORING, EVALUATION AND ACCOUNTABILITY

This section discusses the ELL services requirements for the District and for charter and private schools in its jurisdiction.

ELL SERVICES ACCOUNTABILITY FOR CHARTER SCHOOLS

Under federal civil rights law, charter schools, like all public schools, must ensure timely identification of ELLs and must meet the dual mandate of providing effective English language development as well as access to core content instruction. Charter schools authorized by the District are not required to adopt the District's ELL Master Plan for English Language Learners. However, instructional programs for English Language Learners must be:

- Based on sound educational theory
- Adequately supported with trained teachers and appropriate materials
- Be periodically evaluated to make sure the program is successful, and modified when the program is not successful.

Charter schools authorized by the District must submit a certification to the OUSD English Language Learner & Multilingual Achievement Office (ELLMA) indicating whether the school is going to implement the District's ELL Master Plan or adopt and implement a different ELL Master Plan.

If the charter school chooses to adopt its own plan, it must submit a certification to the Charter School Office with the following information:

- How ELLs' needs will be identified
- What services will be offered
- How, where and by whom the services will be provided
- How the program for ELLs is evaluated each year
- How the services will be assessed and how the results of the assessment will be used to improve those services

Charters schools shall also provide to the District's Charter School Office an annual report of the assessments.

ELL SERVICES ACCOUNTABILITY AND OUTREACH TO PRIVATE SCHOOLS

ELLs enrolled in private schools may receive Title III services provided by public schools within their geographical jurisdiction. The District must provide equitable services to private school students identified as ELLs. Services are considered to be equitable if the District:

- Assesses, addresses and evaluates the needs and progress of public and private school students and educational personnel on a comparable basis;
- Provides, in the aggregate, approximately the same amount of services to students and educational personnel with similar needs;
- Spends an equal amount of funds to serve similar public and private school students and educational personnel;
- Provides both groups of students and educational personnel equal opportunities to participate in program activities.

The District must also consult with private school officials on an annual basis to determine which private schools request to participate in the Title III program. During the consultation process, the following must be discussed:

- How the ELLs' needs will be identified

- What services will be offered
- How, where and by whom the services will be provided
- How the services will be assessed and how the results of the assessment will be used to improve those services
- The size and scope of the services to be provided to private school ELs and educational personnel
- The amount of funds available for those services
- How and when the District will make decisions about the delivery of services, including a thorough consideration of the views of the private school officials on the provision of contract services through potential third-party providers

In accordance with Federal guidelines, the District, in conjunction with private school officials, must identify, assess, and report all students who have a primary language other than English to the CDE.

Private schools wishing to participate in the Title III program are to use procedures similar to those used by the public schools to identify students potentially eligible for Title III services. At the time of enrollment, private schools are to use the same version of the HLS used by the District to determine the student's primary language. If a language other than English is indicated on the HLS, the private school is to send these surveys to the OUSD Welcome Center no later than the first week of November.

Upon receipt of the HLS, students must be assessed at the OUSD Welcome Center. Students identified as ELLs are eligible for Title

III services. Once identified, ELLs are tested annually to determine their continued eligibility for Title III services.

Title III funds must be used to increase the English proficiency of ELLs by providing high-quality language instruction educational programs. These programs must be based on scientific research that demonstrates the effectiveness of the programs in increasing English proficiency and student academic achievement in the core subjects. These programs must also provide high-quality professional development to teachers, administrators, and other school or community-based organizational personnel.

Title III services provided must be secular, neutral, and non-ideological. Teachers providing Title III services to private school students, whether district employees or third-party contract employees, are subject to the requirement that teachers in a Title III program must be fluent in English and any other language used for instruction.

5. COMPLIANT SPENDING OF RESTRICTED FUNDS AND LCFF FUNDS

The District and its departments and sites must fully comply with guidelines for compliant spending of Title III funds as well as supplemental and concentration funds from the California Local Control Funding Formula (LCFF). With Title III, funds must be spent to supplement, not supplant.

Supplemental and concentration funds should be spent in ways that improve student achievement for the ELLs, Foster Youth, and Low Income students at the sites. In alignment with Ed Codes 42238.02 and 42238.03, these funds must be spent on ELLs at least in proportion to the increase in funds apportioned on the basis of the number of ELL students. For example, if a site's supplemental funds are high because of ELLs, then these additional funds should be spent in ways that benefit ELLs. Below is a chart that provides examples and approval status for LCFF Supplemental and Concentration funding. One non-example plus four examples of appropriate use of supplemental and concentrations funds are shown.

Budget Action	Associated Key Practice	Associated LCAP Action Area	Evaluation
Furniture	Create inviting classroom environments	A 4.3: Newcomer Programs	NO: Furniture cannot be considered a high-leverage strategy for accelerating newcomer achievement.
Pay substitute teachers to support teacher PD	Provide language acquisition PD opportunities and coaching support for teachers in their 1st and 2nd year working with newcomers.	A4.4: Teacher Professional Development focused on English Learners	YES: Building new-teacher capacity to support newcomers is a high leverage strategy.
Hire an Instructional Facilitator	Instructional Facilitator will coach teachers in best practices for dual language instruction and help teachers monitor student progress data.	A4.2: Dual Language Programs	YES: Coaching is a high-leverage strategy.
Buy reading intervention software	Targeted ELA intervention, during after school, to support all students, utilizing LEXIA adaptive intervention software at grades K-5.	4A.1: English Learner Reclassification	YES: This Budget Action supports ELLs below grade level in reading, and this supports reclassification.
Stipends for teachers creating curriculum	Teachers backwards plan reading, writing, math units to develop yearly, monthly, and daily common core learning targets/objectives with special attention to language demands for ELLs.	A4.1: English Learner Reclassification	YES: A more robust curriculum for ELLs with attention to language demands will support reclassification.

CHAPTER 1: ELL IDENTIFICATION, PROGRAM PLACEMENT AND RECLASSIFICATION

1. These definitions are subject to revision pending ESSA State regulations and the development of the new English Language Proficiency Assessments for California (ELPAC), due in spring of the 2017-2018 school year.
2. Adequate progress is moving up at least one CELDT level per year, plus meeting SRI reclassification criteria. These criteria will likely change with the adoption of ESSA regulations.
3. This chart and its content will change as the State develops the English Language Proficiency Assessments for California (ELPAC).
4. This timeline and its content will change as the State develops the ELPAC.
5. Note that all sites and classrooms must be able to provide the services that are included in ELAP, and that ELAP is considered a strong instructional program for IFEPs and EOs, but these students will not participate in the daily minimum 30 minutes of Designated ELD time.
6. Beginning with the 2017-18 school year, the English Language Proficiency Assessments for California (ELPAC) will change the assessment calendar, moving the annual assessment to the second half of the year.
7. This timeline and its content will change as the State develops the ELPAC.

CHAPTER 2: INSTRUCTIONAL PROGRAMS FOR ELLS

1. This course is currently coded as ELD 5 for secondary.
2. This course is currently coded as ELD 5 for secondary.
3. Refer to the Dual Language Pathways Master Plan, currently under development, for definitions of minimum target language competency.
4. Currently, the DL programs do not extend past 7th grade, but will include these features once they do.
5. Currently, parents of ELLs are required to sign a waiver to participate in bilingual programs. This may change in the future.
6. This parent group connected to the School Site Council (SCC) and the District ELL Parent Subcommittee, is a revised version of the ELAC, or English Learner Advisory Committee. See Chapters 3 and 4 for more detail.

CHAPTER 3: FAMILY AND COMMUNITY ENGAGEMENT

1. The actual Ed Code 57621 (b) makes reference to the ELAC, which is the previous version of the SELLS. The SELLS includes required features of the ELAC and adds in LCAP and OUSD features.

CHAPTER 4: MONITORING, EVALUATION, AND ACCOUNTABILITY

1. Note that Pending ESSA regulations will probably result in a three-year monitoring period.