



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

Roadmap to ELL Achievement

Year One Report & the ELL Master Plan



Presented by Nicole Knight

Presented to Oakland Board of Education

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www.ousd.org



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A Message from our Students





Brief History of ELLMA

WE'RE HERE!

2013-14

2014-15

2015-16

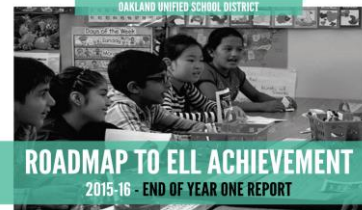
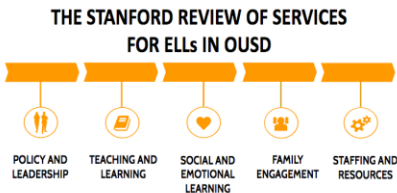
2016-17

Commissioned Stanford Review of ELL services

Engagement and strategic planning

Year one implementation and progress monitoring

Year two implementation and progress monitoring





PRIORITY #1

ADVANCE QUALITY INSTRUCTION

2015-16 Highlight: Expanded professional learning opportunities with focus on language and literacy practices for ELLs and newcomers

2016-17 Focus Area: Deepen understanding and implementation of Designated and Integrated ELD and the ELA/ELD Framework



PRIORITY #2

MEETING THE NEEDS OF THE WHOLE CHILD

2015-16 Highlight: Reached 311 families through workshops on reclassification and the ELL Snapshot

2016-17 Focus Area: Year-long sequence for ELL families on reclassification through Parent University and Superintendent Parent Forums

EXPAND & ENHANCE ROBUST LANGUAGE PROGRAMS

OUSD seeks to expand and strengthen newcomer, Dual Language (including two-way immersion and developmental bilingual) and LTEL language programs in order to meet the unique needs of each of our ELL subgroups. The Roadmap lists three goals to expand and enhance language programs in OUSD:



2015-16 Highlight

Awarded multi-year grants to design and implement innovative Dual Language Programs



2015-16 Highlight

Launched 6 new, newcomer programs including a high school program and our first neighborhood elementary programs



2015-16 Highlight

Developed a LTEL handbook and supported 7 schools to prepare to launch LTEL courses this year




PRIORITY #4

ALIGN POLICIES & PRACTICES ACROSS CENTRAL OFFICE

2015-16 Highlight: Developed ELL Master Plan to name school-level legal responsibilities and best practices to support ELLs

2016-17 Focus Area: Rollout and adoption of the ELL Master Plan with all schools meeting Phase I implementation expectations

The OUSD ELL Master Plan



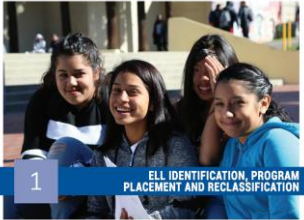
Provides the “how” of the Board Policy on ELL services

Stipulates legal requirements

OAKLAND UNIFIED SCHOOL DISTRICT'S
ELL MASTER PLAN

Goes beyond legal requirements to provide guidance on best practices

The OUSD ELL Master Plan



ELL Identification, Program Placement, and Reclassification

- ★ Intake process
- ★ Responsibilities of Central Office & Sites



Instructional Program for ELLs

- ★ Instructional Framework
- ★ Language Programs
- ★ Minimum Progress Expectations
- ★ Interventions
- ★ Professional Development



Family and Community Engagement

- ★ District and Site ELL Committees
- ★ Supporting ELL Parent Participation
- ★ Communication with Parents



Monitoring, Evaluation, and Accountability

- ★ Success Metrics and Recommended Actions/Interventions
- ★ Structures for Reflection and Improvement
- ★ Chapter and Private Schools
- ★ Compliant Spending

English Language Acceleration Program (ELAP)

- ★ Base program for all sites and classrooms serving English Language Learners (ELLs)
- ★ Strengthens grade-level instruction for all language learners
- ★ Includes Designated & Integrated English Language Development
- ★ All sites and staff must have skills and resources to effectively deliver



Dual Language Programs

Goals: ELL Achievement
& Biliteracy

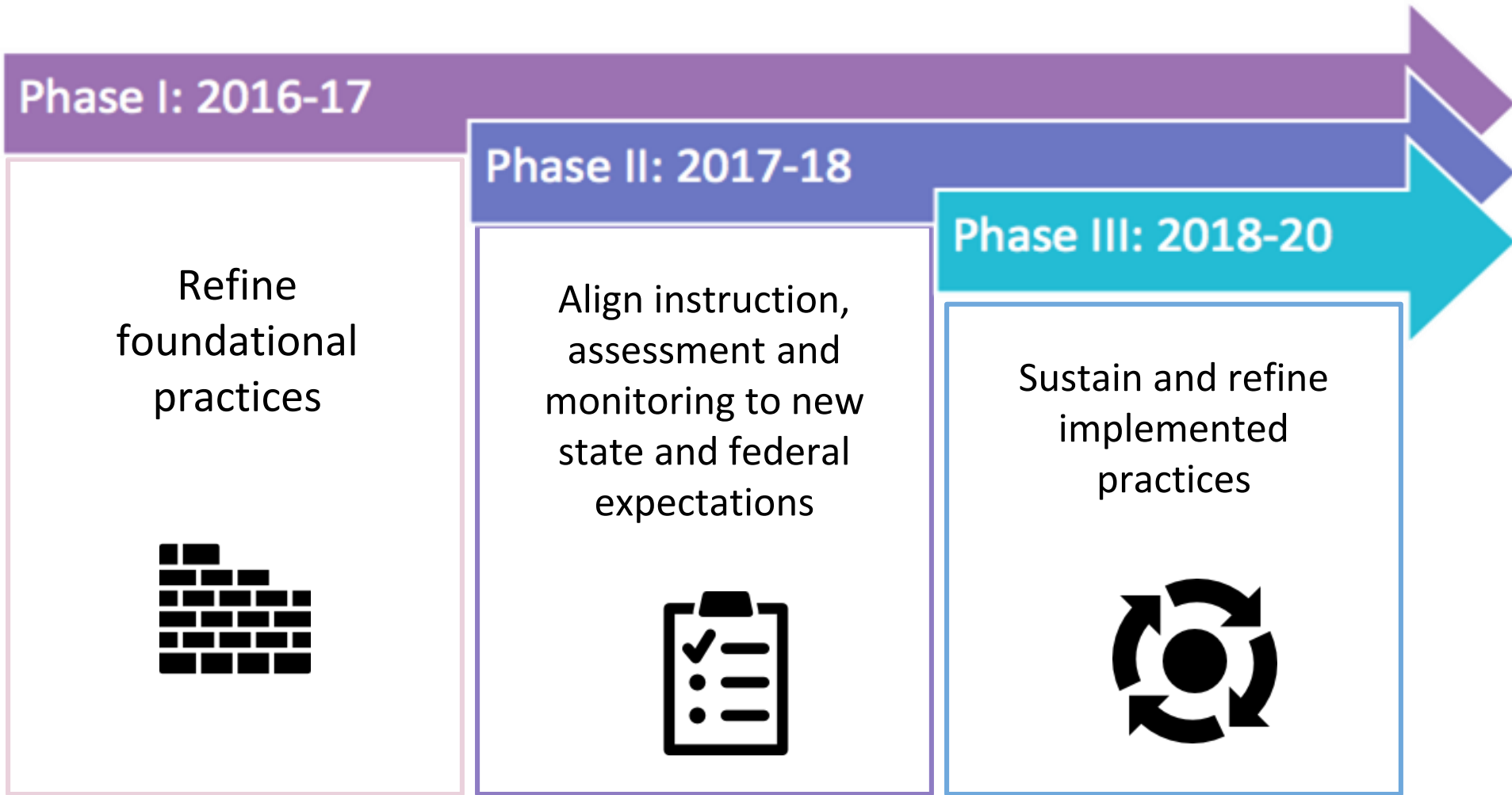
Newcomer Support and Programs

Goals: Intensive language and literacy support and wrap around services to prepare students for mainstream classes within 3 years

Long-term ELL Courses

Goals: Accelerate literacy and language outcomes for Long-term ELLs until they reclassify

Phased Implementation of ELL Master Plan



EVERY STUDENT THRIVES!



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Appendix: ELL Master Plan Phased Implementation Detail

Chapters	Phase I: Foundational Practices (2016-17)	Phase II: Alignment to New State and Federal Expectations (2017-18)	Phase III: Sustaining and Refining (2018-20)
I. ELL Identification, Program Placement and Reclassification	-Reclassification process and protocols are followed with fidelity. -All sites with more than 20 ELLs have designated ELL Ambassadors who hold reclassification and serve as a point of contact for ELLMA.		
		-All sites transition from the CELDT to the ELPAC, administered in late/winter spring -All sites follow revised reclassification process based on shift in assessments.	
II. Instructional Programs	All ELLs receive: -Daily Designated ELD (language instruction targeted to their proficiency level). -Integrated ELD (language development in all content areas) including use of content-language objectives and High Impact Language Practices (e.g. academic discussion) to drive instruction		
		-Sites align instruction to the CA ELA/ELD Framework -Secondary sites with >20 LTELs offer an LTEL course	
		-All sites provide appropriate intervention informed by the the OUSD Multi-tiered System of Supports Pyramid for ELLs. -Sites align language programming to OUSD guidance	
III. Family and Community Engagement	Site ELL Subcommittees (replacement for ELAC) established at all sites with more than 20 ELLs		
		Site ELL Subcommittees are fully functioning and linked with the School Site Council.	
IV. Monitoring, Evaluation, and Accountability	All high <u>ELL</u> -count sites (>30%) develop plans (SPSA) to include specific attention to ELLs in alignment with the Essential Practices for ELL Achievement, as evidenced by the ELL Crosswalk		
		-ELL Review process implemented at ≥ 10 selected sites and use findings to inform planning, including drafting and revision of the SPSA. -All high <u>ELL</u> -count sites (>30%) institute the Language Acceleration Review Committee (LARC) to conduct a comprehensive review ELL data bi-annually	