

## OUSD ELL Master Plan Executive Summary

The OUSD ELL Master Plan is the first in the state to embrace the important changes in the teaching of content knowledge and language development called for in the [2014 California ELA/ELD Framework](#). While OUSD Board Policy regarding ELLs sets the direction for ELL services, the ELL Master Plan clarifies how the policy will be enacted. The plan goes well beyond detailing the District’s legal requirements for ELL services by articulating the best practices that will accelerate student achievement.

### OUSD ELL Master Plan Organization and Usability

The [OUSD ELL Master Plan](#) is best navigated from a PDF that can be downloaded from the Knowledge Center. You may then click on any item in the Table of Contents on page 6 to go directly to that part of the plan. In addition to the text in the plan, there are over 150 links that take the reader to resources which deepen knowledge or offer support for implementation.

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### Chapter 1: ELL Identification and Reclassification:

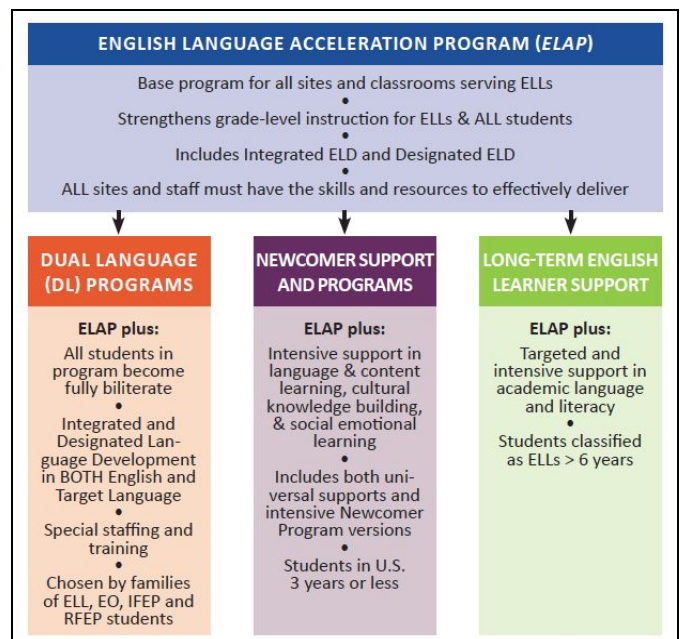
Our procedures for determining whether students are ELLs have not yet changed, but changes will come in the next couple of years.

- The passage of Proposition 58 on November 8th will change the Parent Notification Letter aspect of ELL Identification and Reclassification.
- California is creating regulations for the Every Student Succeeds Act (ESSA) which will result in changes to how we determine ELL status and how we determine adequate progress for ELLs.
- Both the Smarter Balanced Assessment and the adoption of a new language proficiency test (ELPAC) in the Spring of 2018 will provide new benchmarks for judging ELL proficiency in language and content, and for qualifying ELLs for reclassification.

### Chapter 2: Instructional Programs and Program Placement

We have a new baseline program for all ELLs called the English Language Acceleration Program (ELAP), with the following requirements:

- Any teacher with an ELL in their classroom must be able to provide relevant content-embedded language learning during core instruction to ELLs, called “Integrated ELD” in the State’s ELA/ELD Framework.
- All ELLs must be afforded a minimum 30 minutes daily “Designated ELD,” which is focused language study that matches their proficiency level. The three new proficiency levels are Emerging, Expanding and Bridging.
- ELAP includes and exceeds the language and content learning support for ELLs included in the current Structured English Immersion (SEI) or English Language Mainstream (ELM).
- ELAP extends powerful language and content development to English-Only and other students present in classrooms where it is provided.
- All other instructional programs, for example Dual Language Two-Way Immersion, include the robust language development and content learning of the ELAP program, but with specific additions and changes.



Chapter 2 of the ELL Master Plan, *Instructional Programs*, also includes Minimum Progress Expectations for ELLs and guidance on the use of the Multi-Tiered System of Supports framework to tailor support to ELLs who do not meet the expectations. The chapter also describes the professional development that will support effective and powerful instruction for ELLs.

**Chapter 3: Family and Community Engagement:**

The shift to the Local Control Funding Formula and related regulations has impacted the way OUSD includes ELL families in the governance of schools and the District. Overall, the new structures call for stronger integration of ELL families than previously. The new structures are below.

- At the District level is the Parent-Student Advisory Council (PSAC), which include ELL family representatives.
- The District ELL Subcommittee (DELLS) reports to the PSAC. This is also known as the PSAC ELL Subcommittee.
- At the site level, the Site ELL Subcommittee (SELLS) replaces the English Learner Advisory Committee (ELAC), but is more integrated with the School Site Council than many ELACs were. For example, at least one voting member of the SSC must be a SELLS representative.

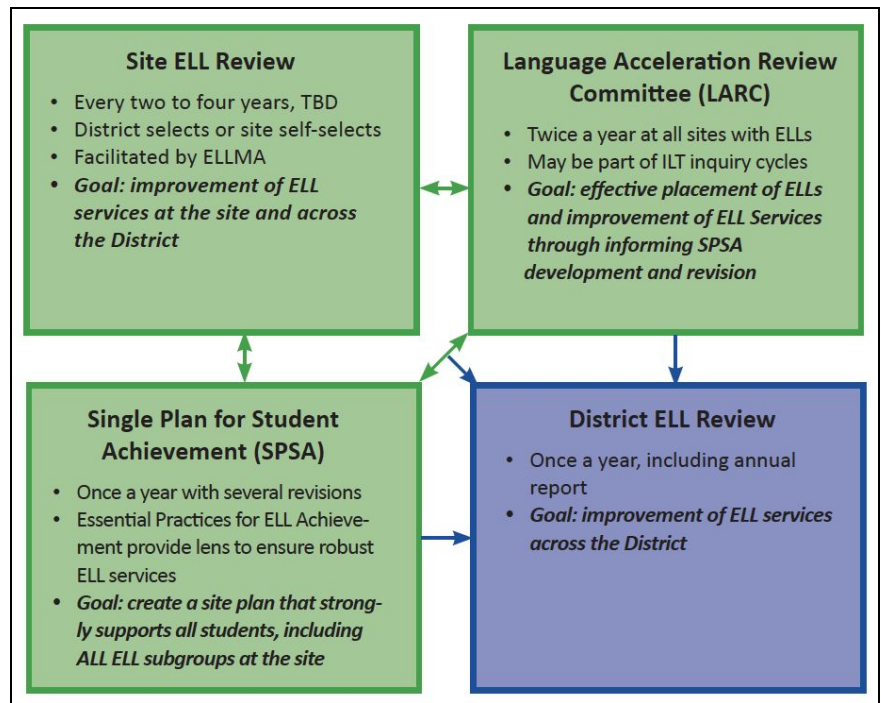
**Family and Community Terms Abbreviations**

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

**Chapter 4: Monitoring, Evaluation and Accountability**

The OUSD ELL Master Plan supports Monitoring, Evaluation and Accountability in two ways:

- At the District level, the plan provides “Tiers” of increasing support when schools do not meet key metrics from the School Performance Framework (SPF).
- At the site and District level, the plan sets up protocols for reflection and improvement, in development this year that will be rolled out during the Phased Implementation of the ELL Master Plan (see above).
  1. The Site ELL Review
  2. The Language Acceleration Review Committee (LARC)
  3. The use of the Single Plan for Student Achievement (SPSA), with a special emphasis on:
    - The ELL Crosswalk Tab which is anchored in the Essential Practices for ELL Achievement
    - Participation from the Site ELL Subcommittee (SELLS) Members
  4. The District ELL Review



This ELL Master Plan requires many shifts in our services to ELLs, but we do not expect all teachers, schools, principals and other stakeholders to reach full implementation during the 2016-17 school year. Below we outline a Phased Implementation of the ELL Master Plan.

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)
<b>I. ELL Identification, Program Placement and Reclassification</b>	-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.	
<b>II. Instructional Programs</b>	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	
<b>III. Family and Community Engagement</b>	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.	
<b>IV. Monitoring, Evaluation, and Accountability</b>	All high ELL-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 $\geq 10$ selected sites and use findings to inform planning, including drafting and revision of the SPSA. -All high ELL-count sites (>30%) institute the Language Acceleration Review Committee (LARC) to conduct a comprehensive review ELL data bi-annually	

This OUSD ELL Master Plan, completed in fall of 2016, is the first revision since 2008. Here we summarize, by chapter, the major changes in the document.

Chapter	Shifts
CHAPTER 1: ELL Identification, Program Placement and Reclassification	<p>New laws will require changes, including:</p> <ul style="list-style-type: none"> <li>• Changes in the Parent Notification Letter procedure since waivers for bilingual education are no longer required</li> <li>• New state assessment to determine language proficiency levels will impact reclassification criteria and process</li> </ul>
CHAPTER 2: Instructional programs for ELLS	<ul style="list-style-type: none"> <li>• English Language Acceleration Program (ELAP) replaces both Structured English Immersion (SEI) and English Language Mainstream (ELM).</li> <li>• ALL teachers must be able to teach ELAP.</li> <li>• Special programs like Dual Language, Newcomer Programs and Long-term English Learner Programs are defined.</li> </ul>
CHAPTER 3: Family and Community Engagement	<ul style="list-style-type: none"> <li>• The English Learner Advisory Committee (ELAC) is replaced with the Site ELL Subcommittee (SELLS), and now MUST be represented on the School Site Council that designs the school plan.</li> <li>• The District English Learner Advisory Committee (DELAC) is replaced with the District ELL Subcommittee (DELLS) which is part of the budgetary approval process outlined in the Local Control Funding Formula regulations.</li> </ul>
CHAPTER 4: Monitoring, Evaluation and Accountability	<ul style="list-style-type: none"> <li>• The Defined Autonomy Framework grounded in the the School Performance Framework (SPF) determines when the Central Office intervenes to improve ELL Services at a Site.</li> <li>• New structures to support reflection, improvement and accountability are being created: the Site ELL Review and Language Acceleration Review Committee at the site level and the District ELL Review at the District level.</li> </ul>