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# Board Cover Memorandum

**To** Board of Education

**From** Kyla Johnson-Trammell, Superintendent  
Sondra Aguilera, Chief Academic Officer  
Nicole Knight, Executive Director of English Language Learner & Multilingual Achievement

**Board Meeting Date** June 4, 2025

**Subject** Adoption of English Language Learner (ELL) Master Plan Updates & Revisions

**Action** Adoption of 2025 Revisions to the OUSD ELL Master Plan

**Background** California state law requires staff to adopt board policies that outline the district's framework for effective and legally required English Language Learner (ELL) services. While OUSD Board Policy 6174 - Education for English Language Learners - sets the direction for ELL services, the ELL Master Plan clarifies how the policy will be enacted at both central office and school sites. An ELL Master Plan should be periodically revised to reflect changes in state legislative requirements and/or changes in a district's approach to ELL services. The current ELL Master Plan was written during the 2015-16 school year with significant stakeholder input and adopted by this Board on November 30, 2016. A first set of revisions was brought to this Board in January of 2020.

The new 2025 revisions to the OUSD ELL Master Plan are necessary to address:

- changes in California Education Code and state guidance on assessments, reclassification, and the instructional program for ELLs receiving special education services through the Individualized Education Program (IEP)
- necessary guidance to ensure all secondary newcomer students have access to the core program and responsive ELD as required by federal law as well as wrap-around supports to ensure barriers to participation in a meaningful education experience are addressed to the extent possible
- updates in guidance and practice in dual language programming and Multi-Tiered Systems of Support (MTSS)

## Summary of updates

Change	Explanation
<i>Assessment and Reclassification of ELLs with IEPs</i>	
<b>Updated policies and procedures for the administration of the English Language Proficiency Assessment for California (ELPAC) for students with IEPs</b>	<p>Students with extensive support needs should be administered the Alternate ELPAC as well as the California Alternate Assessments (CAA) as determined by the <i>California Alternate Assessment Participation Decision-Making Tool</i>.</p> <p>ELLs with IEPs who take the standard ELPAC should be provided accommodations or designated supports as outlined in their IEP.</p> <p>ELLs whose disability precludes demonstration of language proficiency in a particular testing domain (speaking, writing, listening, and reading) may be exempt from up to two domains as long as they are assessed in one of the two subtests in the written composite (reading and writing) and the oral composite (listening and speaking)</p> <p>Parents of students who take the Alternate ELPAC must be notified via the <i>Alternate Annual Parent Notification of Student Test Results and Program Placement</i>.</p>
<b>Updated reclassification criteria for ELLs with IEPs</b>	<p>To align with new state law and guidance, we establish three pathways for ELLs with IEPs to reclassify:</p> <p><b>Pathway #1:</b> Standard reclassification process with appropriate accommodations and designated supports or domain exemptions as specified in a student's IEP when administering the ELPAC test.</p> <p><b>Pathway #2:</b> Individualized reclassification for students whose disability precludes demonstration of basic skills as outlined in the standard process.</p> <p><b>Pathway #3:</b> Alternate ELPAC and California Alternate Assessments, or demonstration of IEP goals met, for students with extensive support needs.</p>



<i>Instructional Program for ELLs with IEPs</i>	
<b>Clarifies legal obligations to provide English Language Development (ELD)</b>	<p>ELLs with IEPs are legally entitled to both special education services as outlined in their IEPs and language services which must include integrated and designated ELD</p> <p>Revisions to the ELL Master Plan provide guidance for how to schedule designated ELD for ELLs with IEPs across the continuum of special education services.</p>
<b>Linguistically appropriate IEP goals</b>	<p>In addition to integrated and designated ELD, IEPs for ELLs must have linguistically appropriate goals, meaning IEP goals must account for how language supports will be addressed to support ELLs in meeting their goals.</p>
<i>Instructional Program for Newcomers in secondary grades (6-12)</i>	
<p><b>Significant additions with guidance on serving newcomers in 6th-12th grade, including integration into the mainstream high school experience</b></p> <p><b>See the attached Newcomer Instructional Framework for comprehensive guidance.</b></p>	<p>Additions include guidance on:</p> <p>Program Design</p> <ul style="list-style-type: none"> <li>• Master schedule expectations to ensure a balance of support time for language acquisition and integration into mainstream courses</li> <li>• Access to Pathways</li> </ul> <p>Pathway/ Teaming</p> <ul style="list-style-type: none"> <li>• Educator Collaboration, Alignment, and Teaming</li> </ul> <p>Systems of Support</p> <ul style="list-style-type: none"> <li>• Legal, Health, Basic Needs</li> <li>• Social Workers</li> </ul> <p>Curriculum, Instruction, and Assessment</p> <ul style="list-style-type: none"> <li>• Newcomer ELD, including for students with interrupted formal education (SIFE)</li> <li>• Content curriculum teacher-designed, vetted units (in development)</li> <li>• Newcomer-appropriate assessment system and reporting</li> </ul>
<i>Additional Revisions and Updates</i>	



<b>Multi-Tiered Systems of Support (MTSS)</b>	Guidance for how to determine and provide interventions to ELLs not making adequate progress or demonstrating need beyond Tier One/ <i>Universal Supports</i> now aligned to district MTSS approach
<b>Dual language programs</b>	Updated guidance around program models aligned to research and biliteracy learning trajectories

**Discussion**

In order to bring our ELL services into alignment with new state laws and policies, we request that the OUSD Board of Education adopt the 2025 updates to the ELL Master Plan.

**Fiscal Impact**

No change in fiscal impact. Requires continued investment in staff to implement legally required activities, professional development for ELL instruction, and program improvement.

**Attachments**

- Revised OUSD ELL Master Plan
- ELL Master Plan Executive Summary
- Newcomer Instructional Framework
- Slide Deck





**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](http://www.ousd.org)





## INTRODUCTION TO ELL MASTER PLAN



## STATEMENT FROM KYLA JOHNSON-TRAMMEL, OUSD SUPERINTENDENT

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Oakland families bring diverse languages and cultures to our schools that are a huge source of pride for us all. That is why OUSD being a Sanctuary District is not just a moral imperative; it is simply who we are. More than half our students speak a language other than English at home, and a third of them are English Language Learners (ELLs).

We are tremendously proud that the instructional approaches we've developed to support the academic achievement of ELLs have improved instruction for ALL students. Every student benefits when we begin by tapping into what they already know as the foundation for further learning, discovery and wonder. All students benefit when they have a chance to discuss and debate content as they develop their academic language; all students benefit when teachers add academic language lessons that explicitly teach them "how English works" across content areas. And all students in our Multilingual Programs, whether they start as English-speaking or Spanish-speaking students, benefit from the intentional development of biliteracy.

In sum, pursuing an instructional approach that connects content and language teaching is ESSENTIAL for English Language Learners, and GREAT for all students.

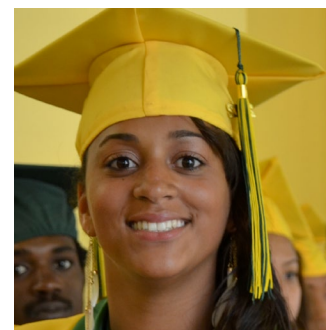
Together with our talented teachers and school leaders, we have made significant improvements in our supports and services for ELLs, yet we have so much more learning and work to do to ensure that each of our multilingual learners is fully ready for college, career, and community success.

This ELL Master Plan, updated during the 2024-25 school year, provides critical guidance for that unfinished work, especially for site and district leaders. It names the legal requirements while also calling out the best practices that are vital for all Oakland students.

I am so proud to continue this work with you all: students, families, teachers, administrators, and community members.

In partnership,

Kyla Johnson-Trammell, Superintendent of OUSD



# INTRODUCTION TO ELL MASTER PLAN

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## 1. INTRODUCTION

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*“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, originally adopted by the OUSD Board of Education in the fall of 2016, and newly revised in the spring of 2025, 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 [California ELD Standards](#) and [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, as well as our commitment to do whatever is necessary to ensure our ELLs are college, career and community ready.

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 educational partners in the District, especially site leaders. 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 educational partners can get essentials from the main document and deeper understanding from the links.

We hope you share our excitement as we continue this new chapter to accelerate ELL achievement, and we hope that this newly revised 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

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This revised 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 Empowering Instruction for ELLs; #2 Quality Language Programs; #3 The Whole Child; and #4 Central Office Systems and Practices.

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 drafted the OUSD ELL Master Plan during the 2015-16 and 2016-17 school years, and then revised the plan further in the 2018-19 school year, we 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 educational partners have allowed

us to vet the document with a wide audience. Subsequently the ELL Master Plan has been updated. The current 2025 version includes the bulk of the original content but with important revisions, including significant revisions focused on ELLs with IEPs.

We wish to specifically thank some of the many who supported this process for the 2025 revision:

### **ELL Master Plan Lead Team for 2025 Revision**

Sondra Aguilera, Chief Academic Officer

Nicole Knight, Executive Director of ELLMA

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Claire Fisher, Executive Director of Secondary Instruction

Jennifer Blake, Executive Director of Special Education and Health Services

Cary Kaufman, Director of Special Education

Anne Zarnowiecki, Related Services Director

# INTRODUCTION TO ELL MASTER PLAN

We would also like to thank the following departments and committees for their invaluable input in the 2025 revision:

## **OUSD/OEA Newcomer Committee**

**Academics and Instruction**

**Community Schools and Student Services Department**

**District English Language Learner Subcommittee**

**ELLMA Office**

**Multi-Tiered Systems of Support Team**

**Office of Equity**

**Research, Assessment, and Data**

**Special Education**

**Strategic Resource Planning**

**Student Welcome Center**





## 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 then elaborated and refined to match Oakland's context, resulting in a framework that can help administrators, school sites and the community focus on developing 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 here, 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. In addition, the [Essential Practices Staff Self Assessment](#) provides an actionable way to engage with the Essential Practices at the site level.



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



**2. INTEGRATED and DESIGNATED 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 can be used in two ways: 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 learning on best practices for ELLs**.

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

- Each of the four chapters begins 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 4 - 5 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 learning 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 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](mailto: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 Student Welcome Center to place students accurately and promptly.
2. Ensure parents receive the Parent Notification Letter within established timelines including the ALTERNATE ANNUAL PARENT NOTIFICATION for ELLs with IEPs using alternate assessments [see sample here](#)).
3. Follow the procedures and timeline for reclassifying students, including parent notification.
4. Ensure proper testing of all ELLs, including annual language proficiency testing (English Language Proficiency Assessments for California, or 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.<sup>1</sup> 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 not all are newcomers.

**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 and academic development.

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

**ELL at Risk of Becoming an LTEL:** An ELL who has been enrolled in US Schools more than 3 years but not more than 6 years, and is not demonstrating adequate progress.

**Newcomers:** Newcomers were not born in the U.S. and they have been in U.S. schools for 3 full school 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 specialized newcomer services, but rather targeted instruction within their regular classroom. In addition to the special categories of newcomers described below, please see the document [FAQ: Newcomers in Aeries](#).

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

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. By law, RFEPs must be monitored for 4 years to ensure they do not stagnate or regress.

**Recently Proficient RFEP**

An RFEP who was redesignated less than or equal to 4 years ago.

**Long-term Proficient RFEP**

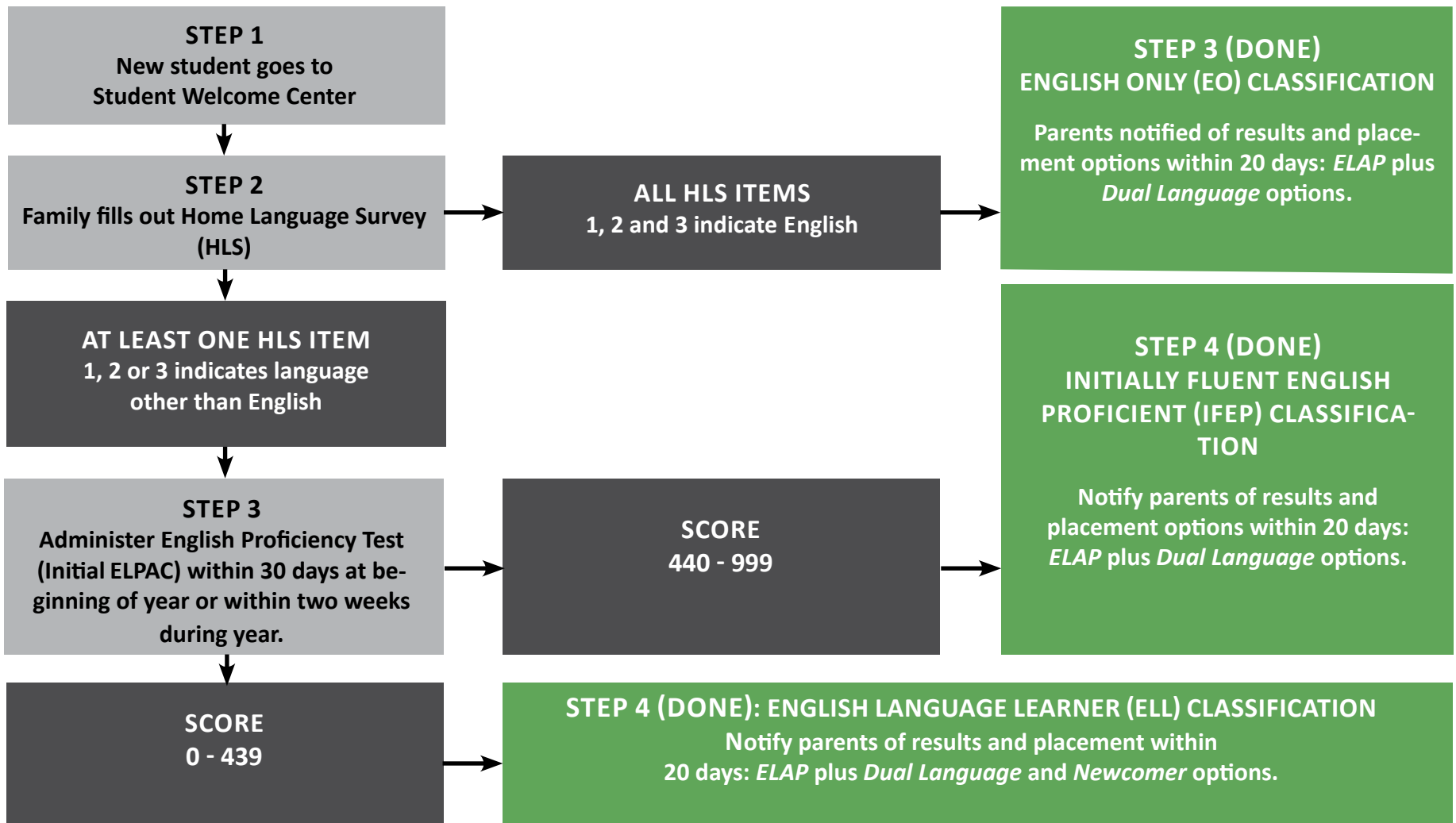
An RFEP who was redesignated more than 4 years ago.

4. **ENGLISH ONLY (EO):**

A student whose only home language is English.

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

For students taking the initial ELPAC who have an IEP or are being evaluated to determine eligibility for special education services, please reach out to the student's case manager or OUSD Special Education Department. Such students may be eligible to take alternative assessments.



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

In this section, we describe the time-bound steps of intake, assessment, identification and placement and also identify the responsible educational partners. ***These procedures are mandated by Federal law, and designed to ensure that ELL services are available to all qualifying students.***

### INITIAL INTAKE AND THE HOME LANGUAGE SURVEY

Upon entry to the District, students report with family members to the Student Welcome Center, where they fill out an [enrollment application](#) either online or in paper form. As part of the Application, 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 child learn when they first began to talk?
2. Which language does your child most frequently speak 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. Which language do you (the parents and guardians) most frequently use when speaking with your child?
4. Which language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults)

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 Initial Assessment and Classification of Students on page 17.

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 2022-23 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 2024-25 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

As part of the process of completing the [enrollment application](#), parents must be informed of the instructional program options available to students. Program options information is provided online and at the Student Welcome Center both orally and in writing, using language and materials designed to be readily understandable to the parent. Student Welcome Center staff should take special care to work with families to place ELLs with IEPs in settings that match their linguistic needs. To see which schools have dual language or newcomer programs, go to [chooseousd.org](http://chooseousd.org), scroll down, click on your child's grade span (for example, TK-5th Grade), then click on "Filter Schools" and scroll down to "Academics" to click the box for "Dual Language Immersion - Spanish" and/or "Newcomer Program Only, then click "Show Results."

Parents of ELLs, RFEPs or IFEPs may also find useful the following resources:

- [Video: The Dual Language Program at OUSD](#)
- [Multilingual Program Guide](#)
- [OUSD Dual Language Enrollment Policy](#)

## 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 the Initial English Language Proficiency Assessments for California (Initial ELPAC) to determine language proficiency.

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

The assessment must be administered by an OUSD staff member trained in the use of ELPAC by the Research, Assessment and Data Office. Assessment procedures will take into account the needs of students with learning disabilities, including the [California Assessment Accessibility Resources Matrix](#) for testing and placement of students. Please note that ELLs with IEPs may only take the Alternate ELPAC if they are also taking the California Alternate Assessments (CAAs) rather than the SBAC. See [Alt for ALL Decision-making document](#).

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

Student Classified as Novice ELL	Student Classified as Intermediate ELL	Student Classified as IFEP
150 - 369	370 - 449	450 - 660



### INITIAL PARENT NOTIFICATION LETTER

Within 20 days of completing the assessments, the Student 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 daily designated ELD and integrated ELD across all subject areas throughout the day.<sup>2</sup>
- For students classified as IFEPs or EOs: The general education mainstream, which is ELAP without daily designated ELD.

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

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

- 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 request language programs, and to opt out of certain services for ELLs
- The student's expected rate of transition to English and expected rate of secondary school graduation

Click on the link to see a sample [Parent Notification Letter](#) including the Initial and the Annual.

### ONGOING ANNUAL PARENT NOTIFICATION LETTER

Within 30 calendar days of the first day of school, parents will receive an Annual Parent Notification Letter which is an updated version of the Initial Parent Notification Letter. [See Annual PNL FAQs](#) here for more information. See also the ALTERNATE ANNUAL PARENT NOTIFICATION for ELLs with IEPs using alternate assessments ([sample here](#)).

### CORRECTING ERRORS IN THE HOME LANGUAGE SURVEY

In cases where families or staff fill out the HLS incorrectly, resulting in an inappropriate administration of the Initial ELPAC and designation as ELL, parents may, between the time of the Initial ELPAC (usually summer or fall) and the Summative ELPAC (usually beginning in February and ongoing through April), petition the Strategic Resource Planning (SRP) Office to have their HLS changed. Once the student has taken the summative ELPAC, they may NOT change their initial ELPAC designation as ELL except by reclassifying (see Reclassification of ELLs below).

In cases where an HLS has indicated a student is EO but District staff believes the student needs ELL Services because of their language proficiency, ELLMA staff will follow a protocol in collaboration with the site to adjudicate the language fluency of the student.

For both types of situations, see the document: [OUSD Procedures for Correcting HLS](#).

ELLMA Office staff must take into account the information provided by the parent regarding language use in the home, the re-

sults of the Initial ELPAC, and the results of any literacy or other assessments taken by the student that might demonstrate the student's language proficiency level. If, based on a preponderance of evidence, the ELLMA Office determines the change is appropriate, ELLMA staff will coordinate the change in District and State record-keeping systems.

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

#### 1. Opting out of ELL Services

Parents have the right to opt their children out of daily designated ELD, but opting out runs counter to best practice and parents should be fully informed of the benefits of designated ELD. If a family opts out of designated ELD, 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 Summative ELPAC annually until reclassifying as RFEP. Parents may not opt students out of ELPAC 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. Requesting a Language Program

Parents may request a language program by filling out the **Parent Request for Language Programs** Google form with the assistance of the Clerical Lead or Administrator at their site.

If, during the last three years, a total of 20 parents of students at the same grade level or 30 in the school have requested a particular language program, the District must follow a time-bound process to consider how the request of the parent group can best be accommodated, including the feasibility of providing the program at the site. See [Parent Requests for Language Programs Procedures](#) for the protocols that must be followed by sites and the District.

#### 3. Annual Language Proficiency Tests Required for all ELLs

Students who have already been classified as ELLs must continue to take the Annual Language Proficiency Assessment (the Summative ELPAC) every year in the spring until reclassifying as RFEPs. Parents may not opt students out of ELPAC testing. The Summative ELPAC is administered by trained staff, typically at the school site. Staff must follow the guidance on the appropriate use of universal tools, designated supports, and accommodations described in the document [California Assessment Accessibility Resources Matrix](#). ELLs with Individualized Education Programs (IEPs) must also take the Summative ELPAC at least once to establish a baseline, after which alternative assessments may be employed. Sections of the test not substantially affected by the students disability must still be administered. See [Assessing ELLs with IEPs Using the ELPAC or Alt ELPAC](#).

## 5. RECLASSIFICATION OF ELLS

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

- ELPAC score: 4 overall
- Reading proficiency near or at grade-level expectations.
- Teacher recommendation (Please see the [OPTEL](#) for California State-approved guidance to inform this recommendation.) In cases where a teacher recommendation is not made, satisfactory grades in ELA, ELD, or English may be used.
- Parent consultation

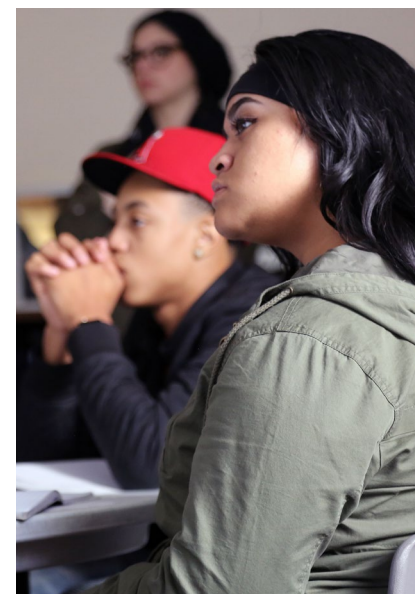
Students' records are reviewed for reclassification twice a year, typically in winter and spring. Parents of students reclassified as proficient will be notified via written communication and be offered the opportunity to learn about what reclassification means for their child in a meeting scheduled 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 powerful use of the [English Language Learner Snapshot](#) in parent-student-teacher conferences.

**To ensure that ELLs with IEPs have equitable opportunities to reclassify, OUSD provides three different pathways aligned with California State guidance:**

- **Pathway #1: Standard Process** for ELLs with IEPs who do not qualify for the Alternate ELPAC but have the right to receive appropriate supports and accommodations within the standard process.
- **Pathway #2: Individualized Reclassification** for ELLs with IEPs who do not qualify for the Alternate ELPAC but need a tailored process that distinguishes between disabilities and language development.
- **Pathway #3: Alternate ELPAC + CAA** for ELLs with extensive support needs who qualify for ALT assessments, as determined by the IEP team. Pathway 3 follows the standard reclassification process but uses ALT ELPAC and CAA scores.

For more detail on the reclassification of ELLs with IEPs, see the document [Reclassification Overview for ELLs with IEPs](#).





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 daily designated ELD to ELLs until they re-classify.
5. Provide ongoing professional learning on best practices in ELL instruction supported by central office, including ELLMA and Academics and Instruction.
6. Monitor ELL progress and effectiveness of instruction with both formative and summative assessments.
7. Use MTSS to ensure robust support of ELLs at the site.
8. Ensure that the IEPs of ELLs include linguistically appropriate goals and objectives (LAGOS). See [OUSD's Goalbook Toolkit](#). ELLs with IEPs must receive integrated and designated ELD.

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.

### 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 ELAP



#### DUAL LANGUAGE (DL) PROGRAMS

##### ELAP, plus:

- All students in program become fully biliterate
- Integrated and designated Language Development in BOTH English and Spanish
- Special staffing and training
- Chosen by families of all language backgrounds

(Aeries code: SP)

#### 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

(Aeries code: SP or SEI)

#### LONG-TERM ENGLISH LEARNER SUPPORT

##### ELAP, plus:

- Targeted and intensive support in academic language and literacy for LTELs and secondary ELLs at risk of becoming LTELs, including former Newcomers
- Students classified as ELLs > 6 years

(Aeries code: SEI)



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

At the heart of both the [California ELD Standards](#) and the [California 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 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 daily designated English Language Development that:**

- Is targeted at ELL proficiency levels.
- Is aligned to the [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 a focus on language to help students understand "how English 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. This period is in addition to, not in lieu of ELA.
  - is part of a comprehensive designated ELD Course sequence, including the Academic ELD Course (Secondary only, LTELs and At-risk ELLs) 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 in which:**

- Students engage with texts or tasks that are aligned to grade-level standards and require critical thinking and/or application.
- There is clear articulation, instruction, and assessment of [Content-Language Objectives](#) (CLOs)
- Students effectively access language resources and other scaffolds to support their understanding.

- Students develop and use language to explain ideas, express understanding and negotiate meaning while teachers intentionally develop students' academic language and literacies specific to each discipline (language of math, science, history, etc.).
- There is ample oral and written production of language.
- Work with complex, grade-level and above text to provide exposure and practice with the academic language ELLs must learn to speak, read, and write. See [ELLMA Central Instructional Resources Toolkit](#).

Effective provision of designated and integrated ELD rests on the specific investments 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 (elementary) or one period per day (secondary) of designated ELD until they reclassify.
- Ensure elementary schools as a whole and individual teachers reach Stage III: Consistent Implementation on the [Stages and Next Steps for Elementary ELD Implementation \(Essential Practice 2\)](#) (See [Chapter 4, MONITORING, EVALUATION, AND ACCOUNTABILITY](#) for monitoring, procedures, timelines and protocols on using this document).

*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.*

#### **LEARN MORE ABOUT DESIGNATED AND INTEGRATED ELD HERE:**

[Essential Practices for ELL Achievement](#)

[OUSD's 4 Core Understandings to Guide Language Instruction](#)

[Site ELL Review Focal Indicators](#)



### 3. SCHEDULING DESIGNATED ENGLISH LANGUAGE DEVELOPMENT (ELD)

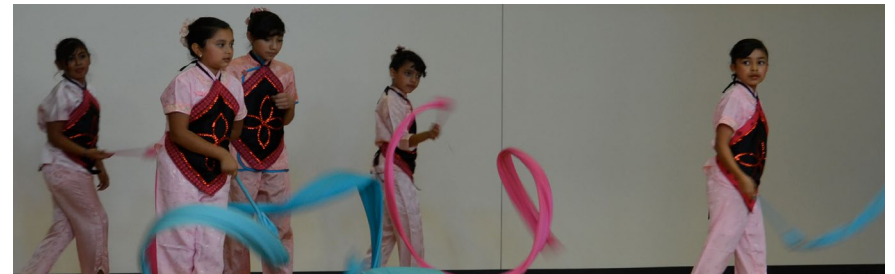
#### SCHEDULING DESIGNATED ELD IN ELEMENTARY

A protected daily minimum 30-minutes-a-day designated ELD time needs to be set aside for all ELL students at the elementary level, including ELLs with IEPs. [See these sample instructional schedules by grade level](#), which include times blocked out for Designated ELD. Scheduling this time can be a complex task in elementary.

Building capacity to provide high quality designated ELD embedded in content takes time. See [The OUSD Approach to Designated ELD in Elementary](#) for how to effectively implement district-provided designated ELD materials.

[Chapter 4, MONITORING, EVALUATION, AND ACCOUNTABILITY](#) provides procedures, timelines and protocols to guide sites in their use of the [Stages and Next Steps for Elementary ELD Implementation](#) (Essential Practice 2).

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



#### SCHEDULING DESIGNATED ELD IN SECONDARY

As long as a student is classified as an ELL, they must receive daily 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. Secondary ELLs with IEPs are also legally entitled to daily designated ELD. For guidance, see the document [\[Public\] Designated ELD Placement for ELLs with IEPs](#).

[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 Secondary 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 ELAP

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 ELPAC levels 1 to 4 (Beginning to Develop to Well Developed). 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 of the option to request an appropriate **Dual Language Program** in lieu of the **ELAP** instructional program.

#### Program Components

*(Continued  
on next page)*

1. For designated ELD:
  - For Elementary, minimum 30 minutes per day as a protected time for study focused on language development embedded in content. At least 60 minutes or two periods per day are recommended for newcomer ELLs. For Secondary, at least one designated ELD period in an ELL student's schedule. Note that designated ELD in addition to, not in lieu of ELA.
  - Teachers should use district-provided materials to support designated ELD.
  - ELLs with disabilities are legally entitled to both integrated and designated ELD aligned to linguistically appropriate goals and objectives (LAGOS) from their IEP. See [OUSD's Goalbook Toolkit](#). Designated ELD for ELLs with IEPs can be provided in inclusive heterogeneous settings, or in more homogeneous settings such as a self-contained program (SCP class)
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
    - Work with complex, grade-level and above text to provide exposure and practice with the academic language ELLs must learn to listen to, speak, read, and write
    - GLAD and other strategies for making content instruction understandable
    - 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](#)

### Program Components

*(Continued from previous page)*

#### to Accelerate ELL Achievement.

- Routines that are clear, predictable and supportive of Common Core-aligned rigor and high student engagement
- Monitoring of ELLs to ensure progress towards reclassification within 6 years, including use of the [ELL Snapshot](#) and monitoring of RFEPs for four years, including the use of the [RFEP Snapshot](#)
- Intensive monitoring of newcomers, LTELs, and ELLs at-risk of becoming LTELs, including yearly [ELL Data Dives](#) to create action plans for addressing the needs of these students
- 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. See [Recommended Professional Development for Teachers of ELLs in OUSD](#).
3. Collaboration between general education teachers and special education teachers in support of a strong, IEP-aligned designated ELD experience for ELLs with IEPs is highly encouraged.

### Family Information

1. During the enrollment process, parents are fully informed about other language 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 and RFEP 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. Annually, sites conduct an [ELL Data Dive](#) to review progress of LTELs, ELLs at risk of becoming LTELs, newcomers and ELLs with IEPs. The purpose is to create action plans 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

In OUSD, we are fortunate to welcome hundreds of newly arrived immigrant students each year. Newcomers include a significant number of unaccompanied immigrant youth and students with an interrupted formal education (SIFE students). Newcomers in OUSD are defined as students who were not born in the U. S., and have been in U.S. schools for three full 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 **Secondary Newcomer Programs**. Both are described in subsections on pages 32-36.

### Newcomers and the MTSS Continuum of Support

Before detailing newcomer services, we wish to bring attention to the [OUSD MTSS Continuum of Support for ELLs-TK-5](#) and the [OUSD MTSS Continuum of Support for ELLs-6-12](#) described in Section 7: 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 Continuum of Support for ELLs is a critical tool that should be applied with a “newcomer lens.” Additionally, the [MTSS-Aligned Secondary Newcomer Program](#)

[Systems of Support](#) captures recommended practices for Secondary Newcomer Programs.

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. 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.

At the same time, schools and educators must be cautious not to misinterpret newcomer students’ language proficiency levels or academic gaps as evidence of a specific learning disability. This risk is particularly pronounced at the secondary level, where the contrast between expected academic achievement and the actual performance of SIFE can be especially striking.

*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.*

### B.1 Universal Newcomer Supports

All newcomers at OUSD sites must receive baseline **Universal Newcomer Supports**, which consist of additions to 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 [Universal Supports for Newcomers](#) and [Mainstream Guidance Secondary Newcomers](#) for greater detail on specific strategies that provide needed support to secondary newcomers.

### FEATURES OF UNIVERSAL NEWCOMER SUPPORTS

#### Students Served and Exit Criteria

1. **Universal Newcomer Supports** serve students 2nd through 12th who have been in the U.S. three years or less who have a language proficiency of ELPAC 1 to 2 (Beginning to Develop to Somewhat Developed). 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 in grades K to 8 are provided a choice of placement within the English Learner Acceleration Program (ELAP): either dual language instruction (Aeries code “SP”) or a Structured English Immersion (Aeries code “SEI”) program where English is the primary language of instruction.
2. Generally, OUSD does not consider students to be newcomers once they complete their third full year in U.S. Schools. At that point they must continue to receive the ELAP program until they reclassify as RFEP students. For greater detail, see the document [Newcomer Entry and Exit Criteria](#).

#### Components

(Continued  
on next page)

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 (and, for high school students, awarding of credits as required by law), as well as proficiency levels in math, home language and literacy, and inquiry into any needed special services previously identified in their home countries.



## Components

(Continued  
from previous  
page)

2. Specialized designated ELD plus integrated ELD that teaches language and literacy while developing content and cultural knowledge as well as social emotional learning skills. At a minimum, newcomers must receive:
  - *At the elementary level:* a daily discrete block of at least 30 minutes of designated ELD, with an extra period of designated ELD per day recommended.
  - *At the secondary level:* an appropriate designated ELD course that appears as a class on the newcomer student's schedule.
3. Independent computer-based learning is in addition to, not in lieu of, the minimum periods of designated ELD mentioned.
4. 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.
5. 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. Note that separation of SIFE students from their peers except during designated ELD is *not* a recommended practice.
  - More targeted scaffolding and differentiation including additional small group work, plus use of language partners.
6. Extended Learning Opportunities including summer school and after school programs that specifically target newcomers at the secondary level
7. 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 immigrant youth
8. Family engagement activities, bilingual support staff and strong community partnerships to provide extra support
9. 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.
10. Structures and systems to welcome and integrate newcomers who arrive anytime after the first day of school
11. Like all ELLs, newcomers with disabilities are legally entitled to both integrated and designated ELD aligned to linguistically appropriate goals and objectives (LAGOS) from their IEP. See [OUSD’s Goalbook Toolkit](#).

### 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 Newcomer Supports and Programs course when there are a significant number of newcomers in a classroom (see [Recommended Professional Development for Teachers of ELLs in OUSD](#) and Section 9. PROFESSIONAL LEARNING TO ENSURE HIGH LEVELS OF ACADEMIC LANGUAGE DEVELOPMENT on page 52)
2. Central 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, site staff 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 Secondary Newcomer Programs (6th to 12th)

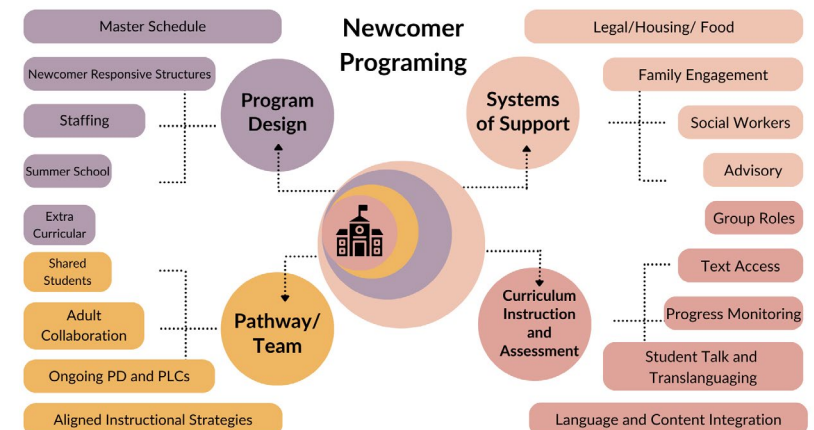
**Secondary Newcomer Programs** are located at specific secondary sites in OUSD.

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
- Access to gradually increasing amounts of mainstream class sections with peers of all language fluencies

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

For a listing of current **Secondary Newcomer Programs** in OUSD, please see the document [OUSD Secondary Newcomer Programs](#). In addition to the Program Components in the table description below, see the [Newcomer Instructional Framework](#). See also [Key Documents for OUSD Newcomer Programming](#).





## FEATURES OF SECONDARY NEWCOMER PROGRAMS (6TH-12TH)

### Students Served and Exit Criteria

See ***Universal Newcomer Supports*** above.

### Program Components

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

1. A master schedule that provides comprehensive support for secondary newcomer programming designed with engagement from teachers, the school counselor and master schedule lead, and site leadership. The schedules should account for:
  - Heterogeneity of the newcomer population (SIFE vs. non-SIFE, language level, individual strengths and needs)
  - Course sequence and newcomer-specific sections of designated ELD and other core content area classes
  - Mainstreaming opportunities
  - Intentional heterogeneous and homogeneous grouping of newcomer students in mainstream classes in order to maximize language and content learning
  - Choosing teachers for newcomer-heavy sections
2. Predictable routines, strategies, and shared language that foster psychological safety and accelerate academic achievement for newcomers while also supporting collaborative planning, reflection and problem solving among teachers, including:
  - Time for teachers and teams to collaboratively plan and align on instructional strategies and shared routines across classes and the school day, including possibly a shared binder structure for students
  - Building student-to-student support and relationships including between newcomers and other students in class
  - Leveraging multiple educators in one classroom
3. Intentional language teaching embedded within grade-level content to create an engaging and language-rich environment that accelerates both language learning and academic achievement, including:
  - Newcomer designated ELD curriculum and newcomer content curriculum (ELA, History, Math)
  - Newcomer assessment, progress monitoring and promotion/retention (see [OUSD Targets for Newcomer Progress Monitoring](#))
  - Newcomer access to extracurricular activities, and a well-planned and well-staffed summer school
4. Comprehensive systems of support created by leveraging partnerships, community-based organizations (CBOs), and district services to address the needs of newcomers, and create a more equitable educational environment where all students can thrive and achieve their full potential. Systems of support for services for newcomers should include:
  - Basic needs (e.g. legal, housing/food insecurity services)

### Staffing, Credentialing and Professional Development

In addition to the Staffing, Credentialing and Professional Development bullets from the **Universal Newcomer Support** program above, **Secondary Newcomer Programs (6th - 12th)** should include these features:

1. Intentional staffing of newcomer teachers through the budget development process. Some newcomer support FTE comes from central allocations based on upcoming year projections, but much of the funding comes from a school's own base funding.
2. A program and staffing approach in which school sites place the strongest teachers with most vulnerable students
3. 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 ELD COURSE (SECONDARY ONLY, LTELS AND AT-RISK ELLS)

### LONG-TERM ENGLISH LEARNER SUPPORT

ELAP plus:

Targeted and intensive support in academic language and literacy for LTELS and secondary ELLs at risk of becoming LTELS, including former Newcomers

- Students classified as ELLs > 6 years

Schools in OUSD that have implemented ELD courses and integrated ELD specifically designed to meet the needs of LTELS have experienced dramatically higher LTEL reclassification rates.

The **Academic ELD** course is designed to explicitly address the language and literacy gaps that impede academic success for LTELS and At-risk ELLs (including former newcomers) while meeting A-G requirements for ELA course rigor. However, the **Academic ELD** course is still taken IN ADDITION to a core ELA class, not in lieu of it, and it meets the minimum daily designated ELD

instruction required for ELLs.

The course focuses on academic language and literacy development, particularly as it is called out in Part I and especially Part II of the [CA ELD Standards](#). It emphasizes student engagement, student debate and discussion, 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.

## FEATURES OF LTEL SUPPORT: ACADEMIC ELD COURSE

### Students Served and Exit Criteria

1. Students are enrolled in the course 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. Students may be supported with reading in this class through routines like fluency practice or language dives. If students need to build foundational literacy skills they should receive intervention in addition to this course.
2. Students are exited from the course when they reclassify as Fluent English Proficient (RFEP). They may stay in the program during part or all of their four years of RFEP monitoring if the data demonstrates they are not making adequate progress as indicated by the i-Ready and SBAC data.

### Program Components

In addition to the Program Components bullets from the **ELAP** instructional program above, the **Academic Language Development 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. Site monitors progress throughout the course using curriculum-embedded benchmark assessments.
3. Overall progress is monitored annually through ELPAC , i-Ready, SBAC and grades.
4. Curriculum emphasizes rich oral and written academic language development, work with complex text and a focus on how language works: Part II of the California ELD standards.
5. Instruction is designed to provide appropriate supports and scaffolds without undermining “productive struggle.”
6. Student engagement is emphasized and encouraged through consistent instructional routines that emphasize structured speaking opportunities.
7. Goal-setting around language development and reclassification is emphasized.
8. Each LTEL is assigned to a counselor, teacher or TSA to monitor progress across all content areas.
9. For LTELs with IEPs, linguistically appropriate goals and objectives (LAGOS), as well as an ELD goal are required.

### Staffing, Credentialing and Professional Development

In addition to the Staffing, Credentialing and Professional Development bullets from the **ELAP** instructional program above, the **Academic ELD Course** should include required ongoing District-sponsored or approved professional development in designated and integrated ELD and LTEL support. See [Recommended Professional Development for Teachers of ELLs in OUSD](#).

### 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

Dual language programs are designed to support ELL, initially fluent English proficient (IFEP), reclassified fluent English proficient (RFEP), and English only (EO) students to develop language and academic content knowledge in two languages, with the goal of achieving full bilingualism and biliteracy. All dual language programs provide instruction for at least 50% of the time in the target language (e.g. Spanish).

As required by Proposition 58, families have a right to request a dual language instructional program at their site. See [Parent Requests for Language Programs Procedures](#).

For an overview of Oakland's dual language programs, please see the video [The Dual Language Program at OUSD](#) as well as the [Multilingual Program Guide](#).

In addition to the program descriptions that follow, please see the document [Guiding Principles for Dual Language Education](#) for a systematic cataloguing of critical elements of **Dual Language** programs, presented in rubric form.

*As required by Proposition 58, families have a right to request a dual language instructional program at their site. See [Parent Requests for Language Programs Procedures](#).*

*“OUSD has a PK-12 Multilingual Pathway, ensuring every child in OUSD has the opportunity to become biliterate and bilingual.”*



## D.1 DUAL LANGUAGE PROGRAM

The goal of dual language programs is full bilingualism and biliteracy, grade-level academic achievement, and positive cross-cultural competencies for ELLs, English Only Students (EOs), Initially Fluent English Proficient (IFEP/bilingual students) and reclassified ELLs (RFEPs). Though OUSD's dual language programs are open to students of all language backgrounds, 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. Content learning in both languages facilitates language learning among the students as they engage in collaboration that values both languages equally. OUSD's dual language models are:

**90/10**— 90% instruction in the target language, 10% instruction in English in TK and kindergarten. Each year English increases, reaching 50% target language and 50% English usually by 5th grade and maintaining 50 % in each language for the remaining grades of the program.

### 90-10

<b>TK/K</b>	<b>90%</b> Spanish	<b>10%</b> English
<b>1ST</b>	<b>80%</b> Spanish	<b>20%</b> English
<b>2ND</b>	<b>70%</b> Spanish	<b>30%</b> English
<b>3RD</b>	<b>60%</b> Spanish	<b>40%</b> English
<b>4TH - 12TH</b>	<b>50%</b> Spanish	<b>50%</b> English

**50/50**— 50% instruction in the target language, 50% instruction in English for all grades of the program.

### 50-50

<b>TK/K</b>	<b>50%</b> Spanish	<b>50%</b> English
<b>1ST</b>	<b>50%</b> Spanish	<b>50%</b> English
<b>2ND</b>	<b>50%</b> Spanish	<b>50%</b> English
<b>3RD</b>	<b>50%</b> Spanish	<b>50%</b> English
<b>4TH - 12TH</b>	<b>50%</b> Spanish	<b>50%</b> English

**In secondary, OUSD provides additional opportunities for dual language students to continue their development of Spanish, including:**

- *Language Enriched classes*: These classes focus on developing heritage/world language skills and cultural awareness, as well as motivating students to pursue further language study.
- *World Language classes*: Students take a World Language course in middle and/or high school. Two years of World Language study is required for college admission. Students who have language competency before entering high school can take advanced language courses.
- *Spanish for Spanish Speakers classes*: Students who speak Spanish at home take this class especially designed to support their academic Spanish growth.

## PROGRAM FEATURES OF DUAL LANGUAGE PROGRAMS

### Students Served and Exit Criteria

1. ELLs of any proficiency level, including newcomers and students with disabilities, EO, IFEP and RFEP students. 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. Students who enroll in a dual language program after first grade should demonstrate a minimum level of competency in the target language as demonstrated through a Spanish test administered by the enrollment office.
3. Students transferring from another dual language program, and newcomers from Spanish-speaking countries may generally enter at any grade level, though assessment of their Spanish proficiency is recommended to ensure they receive the supports they need.
4. Since dual language programs are 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.
5. The enrollment policy and procedures differ according to the two main program types for dual language: two way or one way. In two-way dual language programs classes are composed of a balance of EOs, ELLs/RFEPs and bilingual students. Accordingly, each class has native speakers of the partner language (e.g. Spanish), ideally 50 percent in each group, or a minimum of 33 percent. Spanish assessments are administered to ensure a balance of language groups within the two-way program. In general, one-way dual language program classes have either bilingual students or students who are dominant in the partner language. However, students regardless of home language may apply in TK or 1st grade at any dual language program school.

Please see the [OUSD Dual Language Enrollment Policy](#) for further detail.

### Program Components

(Continued  
on next page)

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. At least 50% of the day in target language
3. BOTH integrated ELD and integrated Spanish Language Development (integrated SLD) for all students
4. Daily study focused on language development for all students in BOTH languages: designated ELD for ELLs, designated SLD for EOs/IFEPs

### Program Components

(Continued  
from previous  
page)

5. Purposeful and strategic use of languages and intentional leveraging of each language to support the development of both languages, including appropriate [Translanguaging Practices](#).
6. Because dual language learners follow different literacy trajectories than their monolingual peers, dual language programs will assess literacy progress in both English and the partner language. Staff will analyze data from both languages simultaneously to identify students' strengths that can be used to accelerate growth.
7. For students with IEPs, particularly ELLs with IEPs, IEPs should include linguistically appropriate goals and objectives (LAGOS) in BOTH languages. See [OUSD's Goalbook Toolkit](#).
8. For secondary students:
  - For content classes taught in English, robust integrated ELD for ELLs as well as instructional differentiation
  - Courses taught in the Spanish, 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 Spanish

### Staffing, Credentialing and Professional Development

In addition to the Staffing, Credentialing and Professional Development bullets from the **ELAP** instructional program above, the **Dual Language 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
- Staff dual language programs to the extent possible with resource specialist programs (RSP) and self-contained classrooms (SPC) with dual-credentialed teachers, i.e. having both a Special Education credential and a BCLAD.
- Collaboration between general education teachers and special education teachers in support of a strong, IEP-aligned designated ELD experience is highly encouraged.

**Family  
Information**

1. Families of ELLs of any proficiency level, including newcomers and students with disabilities, and EO, IFEP and RFEP students may enroll in a dual language program via the district's enrollment system.
2. Dual language programs are open to students of all language backgrounds. Students who enroll in a dual language program after first grade should demonstrate a minimum level of competency in the target language as demonstrated through a Spanish test administered by the enrollment office.
3. As required by Proposition 58, families have a right to request a dual language instructional program at their site. See procedures for accepting and responding to these requests in the document [Parent Requests for Language Programs Procedures](#).
4. Where appropriate dual language instructional program options exist, families of ELLs are encouraged at both the Student Welcome Center and the school site to enroll their newcomer child in a dual language instructional program. This includes newcomer families since their children can benefit from the Spanish language development.
6. Families meet with the teacher at least twice a year and use various data sources to:
  - Review program placement and progress
  - Set goals for meeting reclassification criteria and academic progress targets in both languages



## RECOGNIZING AND CELEBRATING MULTILINGUALISM

Dual language programs in OUSD support and celebrate multilingualism in several ways.

### The Multilingual Writing Contest (MWC)

The MWC recognizes students who are building linguistic proficiency in a world language. Prizes are awarded to winning students in Pre-K, Kindergarten, 3rd grade, 5th Grade, and 8th Grade, and is designed to celebrate multilingualism.



### Biliteracy Pathway Award (BPA)

The BPA recognizes students who are building linguistic proficiency in English and at least one other world language. To obtain the BPA, students must:

- demonstrate, through assessment data, moderately developed proficiency in two languages
- reflect on the value of bilingualism by responding to a written prompt in a world (non-English) language.

The BPA is awarded to eligible students in PreK, Kindergarten, 3rd grade, 5th Grade, and 8th Grade, and is designed to track and celebrate progress toward earning the State Seal of Biliteracy upon high school graduation.



### The California State Seal of Biliteracy

The State Seal of Biliteracy is a gold, embossed seal that can be affixed to a student's high school diploma or transcript. It is awarded to recognize a student for achieving a high level of proficiency in speaking, reading and writing in both English and another language. California first began awarding the State Seal of Biliteracy in 2012. To learn more about the State Seal of Biliteracy, see the description on [ELLMA Central](#).



## 5. SPECIAL INSTRUCTIONAL & PROCEDURAL CONSIDERATIONS FOR ELLS WITH IEPs

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Throughout this document, we describe legal requirements and best practices for serving ELLs with IEPs. We have emphasized that ELLs need to receive both what is in their IEPs, and the instructional services they are entitled to as ELLs, that is, integrated and designated ELD, and we have emphasized the importance of linguistically appropriate goals and objectives (LAGOS) in IEPs for ELLs, and the California requirement that they also have an ELD goal in their IEP. The list below includes links to important resources.

- For general guidance in developing and delivering effective services to ELLs with IEPs see the [California Practitioners' Guide for Educating English Learners with Disabilities](#).
- For testing and placement procedures that take into account the needs of students with learning disabilities, see:
  - [California Assessment Accessibility Resources Matrix](#)
  - [Assessing ELLs with IEPs Using the ELPAC or Alt ELPAC](#)
  - [Alt for ALL Decision-making document](#) to determine if an ELL with an IEP qualifies for the alternate ELPAC
- For reclassifying ELLs with IEPs, see [Reclassification Overview for ELLs with IEPs](#).
- For ALTERNATE ANNUAL PARENT NOTIFICATION for ELLs with IEPs using alternate assessments, [see sample here](#).
- For writing linguistically appropriate goals and objectives (LAGOS) in IEPs for ELLs, see OUSD's [Goalbook Toolkit](#).
- For a general discussion of LAGOS, see pages 208 - 215 of the [California Practitioners' Guide for Educating English Learners with Disabilities](#)
- For placing secondary students in designated ELD: [\[Public\] Designated ELD Placement for ELLs with IEPs](#)

## 6. MINIMUM PROGRESS EXPECTATIONS

Clear minimum progress expectations allow individuals, sites and other educational partners in the system to hold themselves accountable for the quality of instruction for ELLs in OUSD, and in some cases design specific interventions for students. In this section, we provide graphics detailing the minimum progress expectation for each instructional program.

Failure to meet minimum progress indicates the need for interventions, discussed in this chapter in Section 7: INTERVENTIONS WITHIN MTSS FOR ELLs NOT MEETING MINIMUM PROGRESS EXPECTATIONS. However, this failure could also indicate the need to improve the language and literacy instruction ELLs receive. See [Stages and Next Steps for Elementary ELD Implementation](#) or [Stages and Next Steps for Secondary ELD Implementation](#). To understand the minimum progress expectations tables on the next page, follow the different students across multiple years, bearing these points in mind:

1. No matter the English proficiency level of a student when they enroll in a particular instructional program, reclassification is expected to occur by the time they reach the far right column of the table on the next page.
2. All the English proficiency and academic achievement indicators in the columns are “end-of-year” expectations.
3. For language, the minimum progress expectation is that an

ELL student grow one English Language Proficiency Indicator level (ELPI level) per year as measured by the ELPAC, for example, from ELPI 3 Low (ELPI 3L) to ELPI 3 High (ELPI 3H). In the area of literacy, students should increase by at least one grade level per year as measured by i-Ready and SBAC. If these minimum progress expectations are met, an ELL entering the school system with almost no English should reclassify as RFEP within 5 to 6 years.

- A student expected to end the year at ELPI 1 level (the far left column for English proficiency in the table on the next page) would have begun the school year knowing almost no English and up to 3 years below grade level in i-Ready.
  - A student expected to end the year at the ELPI 3H level would have begun the school year at the ELPI 3L level (which is the column to the left of ELPI 3H) and up to 2 years below grade level in i-Ready.
4. A student’s first year in an instructional language program in OUSD can happen at any grade level or at any ELPI level, depending on the student’s history.

See [Minimum Progress Expectations by ELL Group and Program](#) for further information about specific ELL groups (e.g. newcomers, or SIFE students), and specific instructional programs.

## ELAP INSTRUCTIONAL PROGRAM MINIMUM PROGRESS EXPECTATIONS FOR ELLS

	ELPI 1	ELPI 2L	ELPI 2H	ELPI 3L	ELPI 3H	ELPI 4 (Reclassification criteria met)
End of Year 1	Student A	Student B	Student C	Student D	Student E	Student F
End of Year 2		Student A	Student B	Student C	Student D	Student E
End of Year 3			Student A	Student B	Student C	Student D
End of Year 4				Student A	Student B	Student C
End of Year 5					Student A	Student B
End of Year 6						Student A

Other End-of-Year Minimum Progress Academic Achievement Indicators						
ENGLISH READING	1 to 3 grade levels below on i-Ready	1 to 2.5 grade levels below on i-Ready	1 to 2 grade levels below on i-Ready	1 to 2 grade levels below on i-Ready	1 to 1.5 grade levels below on i-Ready (meet OUSD Reclassification criteria)	1 to less than 1 grade levels below on i-Ready (meet or exceed OUSD)
SBAC ELA	Standard Not Met	Standard Not Met/Nearly Met	Standard Nearly Met	Standard Nearly Met	Standard Nearly Met/Met	Standard Nearly Met/Met



## 7. INTERVENTIONS WITHIN MTSS FOR ELLs NOT MEETING MINIMUM PROGRESS EXPECTATIONS

When an ELL student is not meeting minimum progress expectations, teachers, principals and other educational partners must craft a plan to accelerate this student's achievement. The [CA Multi-Tiered Support System \(MTSS\) Framework](#) provides a clear and comprehensive approach for calibrating the type and intensity of assessment and instruction needed for all students, including ELLs.

The CA MTSS Framework 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.

### THE 3 TIERS OF THE MTSS CONTINUUM OF SUPPORT

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

- *Universal Support* (similar to the former "Tier 1") includes the high quality assessment and instruction provided to ALL students, including ELLs:
  - [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 Universal Supports program
- *Supplemental Support* (similar to the former "Tier 2") and *Intensified Support* (similar to the former "Tier 3") progressively increase the specificity and frequency of progress monitoring and instruction in support of students who are having difficulty with the core program.
- If students receiving *Intensified Support* do not meet time-bound growth goals, they may be referred for testing for a learning disability.

Please refer to the [OUSD MTSS Continuum of Support for ELLs-TK-5](#) and the [OUSD MTSS Continuum of Support for ELLs-6-12](#) for more detailed information on assessment and instruction for ELLs in the three tiers. These documents include both general education infor-

mation, and information that is specific to ELLs.

### TK-5 MTSS Continuum of Support

#### ALL STUDENTS - *Universal Support*

Assessment	Instruction
<ul style="list-style-type: none"> <li>I-Ready English and i-Ready Spanish for bilingual programs</li> <li>Foundational skills assessments for all students using DIBELS/Lectura (includes Reading Difficulties Risk Screener)</li> <li>ELPAC</li> <li>Formative language acquisition assessments to create fuller picture, e.g. <i>Language Analysis for Writing Tool</i> in Chapter 8 of ELA/ELD Framework, <i>SELP</i>, or the <i>ADEPT</i></li> </ul>	<ul style="list-style-type: none"> <li><b>ELAP</b> instructional program plus <b>Universal Newcomer Supports</b> and <b>Dual Language Program</b> where appropriate, including d-ELD and i-ELD across the content areas, Content-Language Objectives and Universal Lesson Design</li> <li>Differentiated activities and extension activities with a “language lens”</li> <li>Structured Literacy approach including:               <ul style="list-style-type: none"> <li>Content-based literacy units w/ Embedded supports for ELLs</li> <li>Small-group work based on specific language and literacy needs</li> <li>Systematic and explicit phonemic awareness and phonics instruction with District-adopted curriculum</li> <li>Work with grade level and above complex text, including Interactive Read Alouds with academic discussion and teaching of close reading strategies supported by scaffolds for ELLs</li> </ul> </li> </ul>

#### SOME STUDENTS - *Supplemental Support*

Assessment	Instruction
<ul style="list-style-type: none"> <li>Optional Assessments to progress monitor areas of need, e.g. phonological awareness, syllables, etc.</li> <li>Embedded <i>SIPPS Placement Test</i> and regular <i>Mastery Tests</i> (See <i>Assessment Calendar</i>)</li> <li>Continue and/or increase use of language acquisition assessments</li> </ul>	<ul style="list-style-type: none"> <li>For below grade-level students, add <i>SIPPS</i> instruction</li> <li>Add for far below grade level newcomers &amp; students at risk of becoming LTELs:               <ul style="list-style-type: none"> <li>Extra small-group, content-embedded Designated ELD</li> <li>Additional D-ELD instruction</li> </ul> </li> <li>For ELLs behind in Spanish reading in <b>DL</b>: Bookshop Fonética</li> </ul>

#### FEW STUDENTS - *Intensified Support*

Assessment	Instruction
<ul style="list-style-type: none"> <li>Progress monitoring increases to weekly or twice weekly</li> <li>If growth goals are not met, students may be referred to COST and be evaluated for a disability through SPED testing.</li> <li>For ELLs with IEPs, modified reclassification may be used.</li> </ul>	<ul style="list-style-type: none"> <li>If insufficient growth is occurring as a result of Tier 2 interventions, consider more intensive interventions and structures, including a 1:1 intervention based on identified needs, plus additional time</li> <li>For ELLs with IEPs, clear IEP goals for Designated and Integrated ELD, including linguistically appropriate goals and objectives (LAGOS).</li> </ul>

### SUPPORTING EFFECTIVE *UNIVERSAL SUPPORT* INSTRUCTION FOR ELLS

*Universal Support* includes both whole group and small group instruction and also provides appropriate differentiation for ELLs with attention to the language demands of a task, and brief 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.

If the structures and routines to ensure meaningful academic language production and practice are absent in *Universal Support* 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 *Supplemental Support* interventions that might include pulling students out of core instruction, the teacher and/or site should take action to ensure that robust *Universal Support* 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 *Universal Support* 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 **Secondary 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 abundant, quality student talk as a way of accelerating both language development and literacy achievement.

2. Go through a similar process to inventory strong *Universal Support* practices for ELLs using the following frames:
  - the [Essential Practices for ELL Achievement](#)
  - the [Stages and Next Steps for Elementary ELD Implementation \(Essential Practice 2\)](#)
  - the [OUSD MTSS Continuum of Support for ELLs-TK-5](#) or the [OUSD MTSS Continuum of Support for ELLs-6-12](#)
3. For a deeper look, as recommended in Chapter 4: MONITORING, EVALUATION, AND ACCOUNTABILITY, use the [School Plan for Student Achievement](#), the [ELL Data Dive](#) and the [ELL Review](#). Use these tools to engage teachers, the site administrator, the ILT and the Site ELL Parent Subcommittee (SELLS)<sup>1</sup> in cycles of data gathering, reflection and action plans in support of effective *Universal Support* instruction for ELLs.

Site administrators and ILTs, Academics and Instruction, ELLMA, Network Superintendents and the District as a whole are responsible for creating the conditions for this ongoing learning about powerful *Universal Support* instruction. See Section 9, PROFESSIONAL LEARNING TO ENSURE HIGH LEVELS OF ACADEMIC LANGUAGE DEVELOPMENT for more detail on professional learning opportunities.

### **CRAFTING AND FOLLOWING THROUGH ON SUPPLEMENTAL SUPPORT AND INTENSIFIED SUPPORT INTERVENTIONS**

When a teacher, the COST team or the [ELL Data Dive](#) determine an ELL is having difficulty that requires *Supplementary Support* or *Intensified Support*, educational partners will craft an intervention plan in alignment with the [OUSD MTSS Continuum of Support for ELLs-TK-5](#) or the [OUSD MTSS Continuum of Support for ELLs-6-12](#) that:

1. Is based on specific assessment data (see [OUSD MTSS Continuum of Support for ELLs-TK-5](#) or the [OUSD MTSS Continuum of Support 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 for *Supplementary Support*, at least every 1 week for *Intensified Support*) to ensure the effectiveness of the intervention.
4. Provides systematic and explicit instruction with modeling, mul-

*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.*

tiple 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 using a curriculum different 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 educational partners involved in crafting and implementing the plan are the following:

#### In elementary:

- The Instructional Leadership Team (ILT) is responsible for ensuring that *Supplementary Support* and *Intensified Support* interventions are aligned to the bullet points above. The ILT must include the site administrator and should include 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, student's family and other relevant educational partners, 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 *Supplementary Support* or *Intensified Support* 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 *Intensified Support* plan, in alignment with the student's IEP.
- The site-based [ELL Data Dive](#), which occurs once a year, is an important tool for monitoring the effectiveness of *Universal Support*, *Supplementary Support* and *Intensified Support*.

**At the secondary level, the same educational partners 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 *Supplementary Support* and *Intensified Support* 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 should be provided *Supplementary Support* with monitoring by the COST team. This monitoring will continue as long as the student is two grade levels or more below in reading.

### 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.

Before a student is considered for retention, the student's prog-

ress 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.

*Language proficiency  
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reason to retain a  
student, including  
newcomer students.*



## 8. LEVERAGING PRIMARY LANGUAGE IN ELL INSTRUCTION

All of OUSD's instructional program options 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 lan-

guage 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](#).



## 9. PROFESSIONAL LEARNING TO ENSURE HIGH LEVELS OF ACADEMIC LANGUAGE DEVELOPMENT

In alignment with the [California 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 [California 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. 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 Learning and Inquiry for Integrated and Designated ELD** at sites and at central district professional develop-

ment sessions. The Central Office, including ELLMA, is 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.





A photograph of two young boys sitting at a table, looking at a book. The boy on the left is smiling and pointing at the book, while the boy on the right is looking intently at the pages. They are in a room with warm lighting and a wooden wall in the background.

3

## FAMILY AND COMMUNITY ENGAGEMENT

## I. INTRODUCTION

Our schools and classrooms are most effective when family and community educational partners 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 pages 57 - 58.)
- 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 translation 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 complement to this document, readers will find the following resources helpful:

- The [Family and Student Engagement Office](#) website
- The OUSD Family Engagement Toolkit (rollout in Fall of 2025) providing resources organized by the five [OUSD Standards for Meaningful Family Engagement](#)
- 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
- The [LCAP Web Page](#)

#### 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 family input and advisement, including the creation of a dedicated ELL parent advisory committee if a district has 15% or more ELL students (in OUSD ELLs make up about 30% of the student population).

In order to meet these requirements and support ELL family 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 whom 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.
- In alignment with Prop 58 requirements, annually review and provide feedback on the plan for language programming across the District.

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

*Our schools and classrooms are most effective when family and community educational partners 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 members elected in the spring by ELL parent representatives from School Site Councils (SSCs). There are 7 electoral districts, with ELL parent representatives each one. 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 best practices for ELL education.
- Provide feedback to the PSAC on best use of LCFF, Title III and other funds.
- Investigate and learn about topics related to best practices in ELL education, including topics covered by the bimonthly 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 Program Manager supports the convening and agenda setting of the DELLS.

***Notes for regular meetings of the PSAC and DELLS will be posted to a common folder linked on the LCAP Web Page and the School Board Legislative Information Center, with the goal of posting within 48 hours.***

### THE SITE ELL SUBCOMMITTEE (SELLS)

California Education Code requires sites with 21 or more ELLs to have a committee to ensure the input of ELL families and guardians and to advise the School Site Council (SCC), particularly on ELL matters relating to the School Plan for Student Achievement (SPSA). In OUSD, this committee is known as the Site ELL Subcommittee (SELLS).<sup>1</sup> The Strategic Resources Planning Office monitors the timely formation of SELLS at sites.

1. A majority of the SELLS committee members must be parents/guardians of ELLs or RFEPs and the percentage of ELL parents/guardians shall be equal to or greater than the percentage of ELLs at the site. Members are elected by parents/guardians of ELLs present at the first meeting of the SELLS which must be advertised and convened by the site administrator by October 31st. 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.
2. The SELLS is required to meet at least 5 times a year. For required meeting topics and a suggested 5-meeting flow see [Best Practices for Starting and Maintaining your Site ELL Subcommittee](#).
3. The site administrator and SSC are responsible for working with families to convene the SELLS.
4. SELLS set agendas with the support of the Office of Equity, and District Family Engagement Specialists.
5. All SELLS will advertise their meetings to their school communi-

ty. They will provide agendas and meeting notes to attendees and members of the SELLS, SSC and Instructional Leadership Team (ILT) as outlined by the [Greene Act](#).

6. Once the SELLS is duly established, it may vote to assign its responsibilities to the SSC. If this occurs:
  - The SSC commits to dedicating a section of every meeting to the SELLS content, including the topics outlined in [Best Practices for Starting and Maintaining your Site ELL Subcommittee](#).
  - At the first the SSC meeting after the SELLS hands its duties over to the SSC, the SSC must elect an ELL LCAP Representative (see following paragraph) to bring attention to ELL issues. **Electing an ELL LCAP Representative is a strongly recommended practice whether or not the SELLS hands its duties over to the SSC.** The name and e-mail of the ELL LCAP Representative must be provided to appropriate Central Office staff.
7. The ELL LCAP Representative:
  - Must be a member of either the SELLS or SSC and will represent the ELL perspective with support from the Family Engagement.
  - Should attend at least one of the District English Learner Subcommittee (DELLS) meetings.
  - Is allowed to cast a vote in the election of the four representatives to the PSAC from their school's electoral district.
8. It is strongly recommended that at least one member of the SELLS participate as a voting SSC member. This will help ensure a strong line of communication between the SELLS and the SSC as they support ELLs at each site.

### 3. OTHER DISTRICT, REGIONAL AND NETWORK PARENT ENGAGEMENT FORUMS

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

- Meetings monthly or every other month organized by the District Family Engagement Specialist
- Quarterly Family Universities
- LCAP Conference with workshops relevant to ELL families

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

### 4. SUPPORTING ROBUST ELL FAMILY PARTICIPATION AT THE SITE LEVEL

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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 family participation.



## 5. COMMUNICATION WITH FAMILIES

### 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 Student Welcome Center provides verbal, written, and video support regarding enrollment options.

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](#). As noted in these chapters, Welcome Center staff should take special care to work with families to place ELLs with IEPs in settings that match their linguistic needs.

### TRANSLATION AND INTERPRETATION

Communication with all ELL families in their primary language is an essential practice that helps 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](#).

In addition, under California state law, when fifteen percent (15%) or

essential practice that helps 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](#).

To the extent possible, 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 family's primary language.

*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.*



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 ELPAC and SBAC score reports
- 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 family/ guardians is provided in that language.

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

- Family-teacher conferences
- Communications concerning student discipline, including suspension and expulsion, and disciplinary hearings
- Communications concerning student progress, including telephone calls and meetings between families/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)
- Family information meetings and activities (e.g. Superintendent’s forum, incoming family orientations)

To help ensure that translations services are provided, families or site staff 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 family 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 families who need translation and/or oral interpretation, and the language in which these services are needed.

District surveys will include questions about translation and interpretation 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 profes-

sional development are provided.

A minor 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](#) or other similar service subscription to supplement District translation services.





4

## MONITORING, EVALUATION AND ACCOUNTABILITY

## I. INTRODUCTION

This chapter is a 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 educational partners 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 educational partners 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 School Plan for Student Achievement (SPSA) that meets the needs of ELLs at the site.
2. Use the ELL Data Dive, 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.
3. Request support from Network Superintendents and the ELLMA Office in this process.



## 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 educational partners 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 subgroups, 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.

The anchor for this section are the key yes-no questions and high-value summative and formative data sources that allow monitoring within and across years.

The first subsection indicates what ELLMA and other central of-

*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.*

fice leadership must do to support and hold accountable a site that does not meet benchmarks. The second subsection lays out questions, metrics and actions in a table, including responsible educational partners.

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 not meeting benchmarks are on a strong path to attain those benchmarks within a two or three-year period.

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 may be temporarily reduced. Below are some sample events that could trigger tiered supports at a site:

- A school is in the red for ELLs on the [California School Dashboard](#) for two years on any of the following metrics:
  - English Language Arts
  - English Learner Progress
  - College and Career
  - Graduation Rate
- Reclassification rate is below 10% for two out of the last three years.
- At the elementary level, an ELL Review indicates Stage I: Inconsistent Implementation on the [Stages and Next Steps for Elementary ELD Implementation \(Essential Practice 2\)](#).

The tiering provided to schools includes:

- supports
- incentives
- accelerations
- interventions
- flexibilities

Note that the “flexibilities” category is 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 be provided mainly supports, incentives, accelerations and interventions.

Over the course of the three-year period beginning 2020-21, 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 Educational Partner Responses provide detail on what educational partners 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?	ELL Reviews, District ELL Review gathering of ELL Review Data, reports from the Student Welcome Center, <a href="#">The Site ELL Subcommittee (SELLS)</a> and the <a href="#">District English Language Learner Subcommittee (DELLS)</a>	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 Student Welcome Center and sites with assistance from Student Welcome Center staff.
2. Are all ELL subgroups, including ELLs with IEPs, meeting <a href="#">Minimum Progress Expectations</a> and reclassification targets?	<a href="#">California School Dashboard</a> ELL-related Dashboards, including: <ul style="list-style-type: none"> <li>• <a href="#">Reclassification Rates</a></li> <li>• ELL Progress Monitoring Dashboards: <a href="#">Central Office/School Leadership View</a></li> <li>• ELPAC Dashboards: <a href="#">Performance Levels</a> and <a href="#">Reclassification Criteria</a></li> <li>• <a href="#">SBAC Distance from Meeting Standard</a></li> <li>• <a href="#">i-Ready English</a></li> </ul>	Sites use the School Plan for Student Achievement (SPSA) and <a href="#">ELL Data Dive</a> (see page 73) and the <a href="#">Stages and Next Steps for Elementary ELD Implementation</a> to refine implementation of instructional programs described in Chapter 2. In collaboration with ELLMA, sites may also conduct an <a href="#">ELL Review</a> for a deeper dive into practices supporting ELLs at the site. Network Superintendents and ELLMA support use of these tools and ensure resources for improvement, including PD, are available. District ELL Reviews are conducted once every two years to improve outcomes in this area.
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?	<ul style="list-style-type: none"> <li>• Data sources from question 2 above</li> <li>• SPSA data analysis</li> <li>• ELL Reviews;</li> <li>• <a href="#">Local Control Accountability Plan (LCAP)</a> Goals, Strategies and Measurable Outcomes, especially Goal 4</li> </ul>	<p>Sites should be mindful of the needs and progress of their ELLs with IEPs. See section 5. SPECIAL INSTRUCTIONAL CONSIDERATIONS FOR ELLS WITH IEPS in Chapter 2.</p> <p>Metrics consistently under benchmark at a site will trigger tiered supports (see section above) from the central office, including support from ELLMA and Network leadership, to ensure ELLs in any instructional program meet minimum progress expectations. An <a href="#">ELL Review</a> may be recommended.</p>

4. Are District targets for ELL A-G completion and Linked Learning Pathways met?	<p>College Readiness Dashboards: <a href="#">A-G Completion - 12th Grade Only</a> and <a href="#">Cohort Graduation and Dropout California School Dashboard</a> especially:</p> <ul style="list-style-type: none"> <li>• College and Career</li> <li>• Graduation Rate</li> </ul> <p><a href="#">On Track To Graduation Dashboards</a></p> <p>Analysis of ELL Review and District ELL Review</p>	<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.</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?	<a href="#">Suspension Dashboard</a>	<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>
6. Are ELLs meeting targets for attendance?	<a href="#">Attendance and Chronic Absence Dashboard</a>	
7. Are sites safe and welcoming places for ELL students and their families?	<a href="#">California Healthy Kids Survey (CHKS)</a>	
8. Is ELL family participation in site and District governance compliant?	<ul style="list-style-type: none"> <li>• OUSD'S electoral districts have ELL representatives to the District ELL Parent Subcommittee (DELLS)</li> <li>• All sites with 21 or more ELLs meet the requirement for establishment of SELLS</li> </ul>	<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>



### 3. FOUR STRUCTURES FOR REFLECTION AND IMPROVEMENT

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

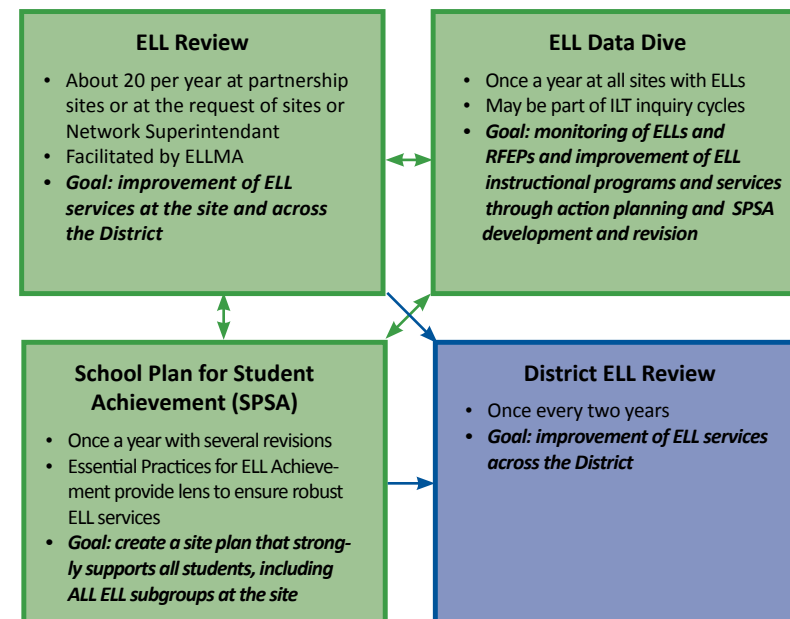
1. The ELL Review
2. The ELL Data Dive
3. The School Plan for Student Achievement (SPSA), with a special emphasis on:
  - **Stages and Next Steps for Elementary ELD Implementation** or **Stages and Next Steps for Secondary ELD Implementation**
  - Participation from the SELLS
4. The District ELL Review

Rather than existing in isolation, these four structures work together to enhance data collection, reflection, planning and improved implementation. The first two, the ELL Review, and the ELL Data Dive, provide critical data and recommendations that allow the third, the SPSA, to fully support robust and effective ELL services at the site level. The fourth structure, the District ELL Review, col-

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

lects and analyzes data, including recommendations from the site ELL Reviews, ELL Data Dives and SPSAs and synthesizes them into a 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 we will see the best outcomes for ELLs if the work of continuous improvement is held at the site level with support from the central office.



## THE ELL REVIEW

The [ELL Review](#) is a site-based process facilitated by ELLMA to gather data about implementation of ELL instruction and services at a site and create action plans based on the data. ELL Reviews will occur at both high ELL count sites (30% or more ELLs), and lower ELL count sites (less than 30% ELLs). The frequency of these reviews varies and is often part of a more sustained collaboration with the ELLMA Office.

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 <a href="#">OUSD Essential Practices for ELL Achievement</a>	During ELL Review	Data collection using selected instruments, including: <ul style="list-style-type: none"> <li>Interviews and focus groups with students, family and staff</li> <li>Classroom observations aligned to the <a href="#">Teacher Growth and Development System (TGDS)</a> and the <a href="#">Essential Practices for ELL Achievement</a></li> </ul>
ELL Review Site Selection	Two scenarios: <ol style="list-style-type: none"> <li>At ELLMA partnership sites</li> <li>By request of school or Network Superintendent based on data analysis.</li> </ol>	After ELL Review	<ol style="list-style-type: none"> <li>Presentation of data, root cause analysis, and action planning with identification of ELLMA resources and support and SPSA revision</li> <li>Follow-up through Network and ELLMA</li> </ol>
Before the ELL Review: Data Analysis	<ol style="list-style-type: none"> <li>ELL-related Dashboards, including: <ul style="list-style-type: none"> <li><a href="#">Reclassification Rates</a></li> <li>ELL Progress Monitoring Dashboards: <a href="#">Central Office/School Leadership View</a></li> <li>ELPAC Dashboards: <a href="#">Performance Levels</a> and <a href="#">Reclassification Criteria</a></li> <li><a href="#">SBAC Distance from Meeting Standard</a></li> <li><a href="#">i-Ready English</a></li> <li><a href="#">i-Ready Spanish</a></li> </ul> </li> <li>Comprehensive Data Roster</li> <li>SPSA data analysis</li> <li><a href="#">ELL Data Dive</a> analysis</li> <li>Completion rates for ELL professional learning</li> </ol>	Participants	<ol style="list-style-type: none"> <li>ELLMA Team</li> <li>ILT</li> <li>SCC</li> <li>SELLS</li> <li>Network Superintendent and team</li> <li>Parents</li> <li>Teachers</li> <li>Students</li> </ol>

### THE ELL DATA DIVE

The ELL Data Dive is a once-yearly site-based analysis of key data points to monitor ELL instructional programing, ELL resource allocation and ELL and RFEP academic progress. The ELL Data Dive should result in an action plan to enhance the core instructional program for ELLs. This action plan, similar to the ELL Review, drives changes and refinements to the school's SPSA.

ELL Data Dive Goals	<ul style="list-style-type: none"> <li>• Ensure effective implementation of instructional programs for ELLs at the site.</li> <li>• Improve services to ELLs and RFEPs at the site.</li> <li>• Ensure that the SPSA explicitly reflects the needs of ELLs, including ELLs with IEPs, as well as RFEPs.</li> </ul>
Specific Activities related to the ELL Data Dive	<ol style="list-style-type: none"> <li>1. Monitor progress of all ELLs, with special attention to Newcomers (SIFE and non-SIFE), LTELs and students who are at risk of becoming LTELs, and ELLs with IEPs.</li> <li>2. Monitor progress of RFEPs for four years following reclassification.</li> <li>3. Monitor core instructional program implementation (e.g. <a href="#">ELAP</a>, <a href="#">Dual Language</a>, etc.) and its efficacy for ELLs, and make recommendations for changes and refinements to the site's SPSA.</li> <li>4. Review Tier 2 and 3 interventions for ELLs at the site to determine needs and effective allocation of Tier 2 and 3 resources. See <a href="#">OUSD MTSS Continuum of Support for ELLs-TK-5</a> and the <a href="#">OUSD MTSS Continuum of Support for ELLs-6-12</a>.</li> <li>5. Provide information on points 1 through 5 above to the SELLS and School Site Council (SSC).</li> </ol>
Participants	<ol style="list-style-type: none"> <li>1. The team should have at least four members, and may be incorporated into the ILT structure and cycles of inquiry</li> <li>2. Must include the following members: <ul style="list-style-type: none"> <li>• The site administrator</li> <li>• At least one teacher with high ELL count class roster</li> <li>• At least two ILT members (this could be the principal plus one other participant)</li> <li>• The site's ELL Ambassador</li> </ul> </li> </ol> <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"> <li>ELL-related Dashboards, including: <ul style="list-style-type: none"> <li>- <a href="#">Reclassification Rates</a></li> <li>- ELL Progress Monitoring Dashboards: <a href="#">Central Office/School Leadership View</a></li> <li>- ELPAC Dashboards: <a href="#">Performance Levels</a> and <a href="#">Reclassification Criteria</a></li> <li>- <a href="#">SBAC Distance from Meeting Standard</a></li> <li>- <a href="#">i-Ready</a></li> <li>- <a href="#">i-Ready Spanish</a></li> </ul> </li> <li>Comprehensive Data Roster</li> <li>Data gathered during an ELL Review, and any action plans resulting from an ELL Review</li> </ol>
Frequency	Once a year, possibly in the late fall to inform the review and drafting of the SPSA for the coming year. More frequent ELL Data Dives, two times a year or more, are a powerful tool to help monitor progress and inform programs and instruction.

### THE SCHOOL 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 educational partners. A simplified summary of the process may be found in the document [Supporting ELLs with SPSA Summary](#).

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 page 77).

*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 key data sources. Work with your SSC, ILT, SELLS and other school educational partners 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 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"> <li>• ELL Review Committee and ELL Data Dive data analysis and recommendations</li> <li>• ELL-related Dashboards, including: <ul style="list-style-type: none"> <li>- <a href="#">Reclassification Rates</a></li> <li>- ELL Progress Monitoring Dashboards: <a href="#">Central Office/School Leadership View</a></li> <li>- ELPAC Dashboards: <a href="#">Performance Levels</a> and <a href="#">Reclassification Criteria</a></li> <li>- <a href="#">SBAC Distance from Meeting Standard</a></li> <li>- <a href="#">i-Ready</a></li> <li>- <a href="#">i-Ready Spanish?</a></li> </ul> </li> </ul> <p>1B. As you look at each priority, ask what the data tells you about ELLs. 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 <a href="#">ELAP</a> instructional program and other instructional programs at your site (e.g. <a href="#">Dual Language</a>) being fully implemented? For, is the site on track to achieve "Level III, Consistent Implementation," on the <a href="#">Stages and Next Steps for Elementary ELD Implementation (Essential Practice 2)</a> or <a href="#">Stages and Next Steps for Secondary ELD Implementation</a> within a 2-year period? For Secondary and Elementary, what does the <a href="#">Essential Practices Staff Self Assessment</a> tell you about what you need to focus on?</p> <p>1D. Did any of the practices address ELL and ELL subgroup needs in an effective way? How can practices be refined with an ELL lens using the <a href="#">Essential Practices Staff Self Assessment</a>?</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 <a href="#">ELAP</a> instructional program at your site as well as other programs (e.g. <a href="#">Dual Language</a>)?</p>



<p>3. Determine which practices should continue into the coming year 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 <b>ELAP</b> you might focus on?</p>
<p>4. Based on your budget for the coming year, prioritize your practices and determine which you will fund. 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 to address LCAP goals that focus on ELLs?</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 <a href="#">Stages and Next Steps for Elementary ELD Implementation</a> or <a href="#">Stages and Next Steps for Secondary ELD Implementation</a> to check alignment between the actions on your SPSA plan and your stages self assessment. Be sure to pay special attention to Essential Practice 2-Designated and Integrated ELD.</p>	<p>5A. How specifically relevant to ELLs are the actions from your plan that appear in your <a href="#">Stages and Next Steps for Elementary ELD Implementation</a> self assessment?</p> <p>5B. How strongly do the actions connect to the bullets for each of the <a href="#">Essential Practices for ELL Achievement</a> 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.</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. <a href="#">Dual Language</a>)?</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>

**DISTRICT ELL REVIEW**

The District ELL Review is a central office report conducted once every two years that analyzes data and implementation to highlight strengths and concerns, and plan needed improvements in ELL services. 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 Annual ELL Roadmap Report
Data Sets to Be Analyzed	<p>A Network and District-level analysis of:</p> <ol style="list-style-type: none"> <li>1. LCAP Goals, Strategies and Measurable Outcomes</li> <li>2. Trends in SPSA goals and metrics by network.</li> <li>3. Roadmap to ELL Achievement Impact and Implementation Targets</li> <li>4. ELL Reviews individual and aggregated</li> <li>5. ELL-related Dashboards, including: <ul style="list-style-type: none"> <li>- <a href="#">Reclassification Rates</a></li> <li>- ELL Progress Monitoring Dashboards: <a href="#">Central Office/School Leadership View</a></li> <li>- ELPAC Dashboards: <a href="#">Performance Levels</a> and <a href="#">Reclassification Criteria</a></li> <li>- <a href="#">SBAC Distance from Meeting Standard</a></li> </ul> </li> <li>6. College Readiness Dashboards: <a href="#">A-G Completion - 12th Grade Only</a> and <a href="#">Cohort Graduation and Dropout</a></li> <li>7. SPSA metrics by school and network</li> <li>8. Completion rates and evaluations and implementation reflections for ELL professional learning</li> </ol>
Analysis	<ol style="list-style-type: none"> <li>1. Interpretation of data, root cause analysis, and action planning with identification of centrally-provided resources to support improvement</li> <li>2. Presentation of data and proposed action plan to DELLS, PSAC and Board of Education</li> <li>3. Website publishing of final report with recommendations based on community feedback</li> </ol>
Frequency	Biannually
Participants	<ol style="list-style-type: none"> <li>1. ELLMA Team</li> <li>2. Network Superintendents</li> <li>3. Chief Academic Officer</li> <li>4. DELLS members from at least 5 electoral districts</li> <li>5. Family, School and Community Engagement leadership and staff</li> </ol>

## 4. CHARTER AND PRIVATE SCHOOL MONITORING, EVALUATION AND ACCOUNTABILITY

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This section discusses the ELL services requirements for the District 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 Charter Office 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 ELLs 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 Home Language Survey (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 Student Welcome Center no later than the first week of November.

Upon receipt of the HLS, students must be assessed by the Welcome Center using the Initial ELPAC within 30 days of completion

of the HLS. 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

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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, including a Sample Associated Action area. Note that these Action Areas shift from year to year as the OUSD LCAP is revised.



Budget Action	Associated Key Practice	Sample Associated LCAP Action Area	Evaluation
Furniture	Create inviting classroom environments	Action 4.1 Expand Language Programs - Secondary 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.	Action 4.2 Teacher Professional Development for Educators of ELLs	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.	Action 4.1 Expand Language Programs - 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.	Action 4.1 Expand Language Programs - ELL 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.	Action 4.1 Expand Language Programs - ELL 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 from the California Department of Education.
2. 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, RFEPs and EOs, but these students usually will not participate in the daily minimum 30 minutes of designated ELD time.

## **CHAPTER 2: INSTRUCTIONAL PROGRAMS FOR ELLS**

1. 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**

No footnotes are included in this chapter.

## OUSD ELL Master Plan Executive Summary - 2025

The OUSD ELL Master Plan is grounded in the teaching of content knowledge and language development called for in the [2014 California ELA/ELD Framework](#). While OUSD Board Policy 6174 regarding English Language Learners (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 <https://www.ousd.org/ellma/our-goals/ell-master-plan>. You may then click on any item in the Table of Contents on page 4 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.

### Chapter 1: ELL Identification, Program Placement and Reclassification

Procedures for determining whether students are ELLs have been updated to align with CA Proposition 58 adopted by the state in 2016 and subsequent regulations. The new edition include updated information on identification and reclassification for ELLs with IEPs.

### Chapter 2: Instructional Programs

Our baseline program for all ELLs is called the English Language Acceleration Program (ELAP), and includes 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 daily “designated ELD,” which is language instruction that is leveled by proficiency and designed to address students’ specific English learning needs.
- ELAP describes the overall program that goes beyond compliance to extend high quality language and content learning support for ELLs.
- All other instructional programs, Dual Language and Newcomer Programs, include the robust language development and content learning of the ELAP program, but with specific unique features.
- Long-term ELLs are not in a separate program but should be afforded specific supports unique to their needs and differentiated from that of newcomers.

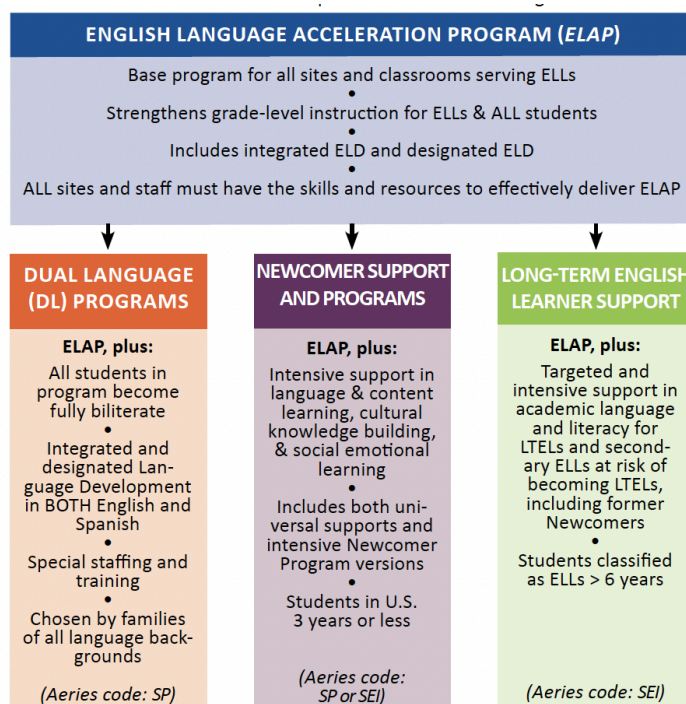
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### CHAPTER 1: ELL IDENTIFICATION, PROGRAM PLACEMENT AND RECLASSIFICATION

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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 (MTSS) 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

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

- At the District level is the Parent-Student Advisory Council (PSAC), which includes 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), also known as the English Learner Advisory Committee (ELAC), may be integrated with the School Site Council. In those cases where the SELLS forms and then votes to hand its duties over to the School Site Council (SSC), the SSC commits to dedicating a portion of every meeting to ELL services items, and must elect an ELL LCAP Representative to ensure information between DELLS, PSAC and SSC is strong.

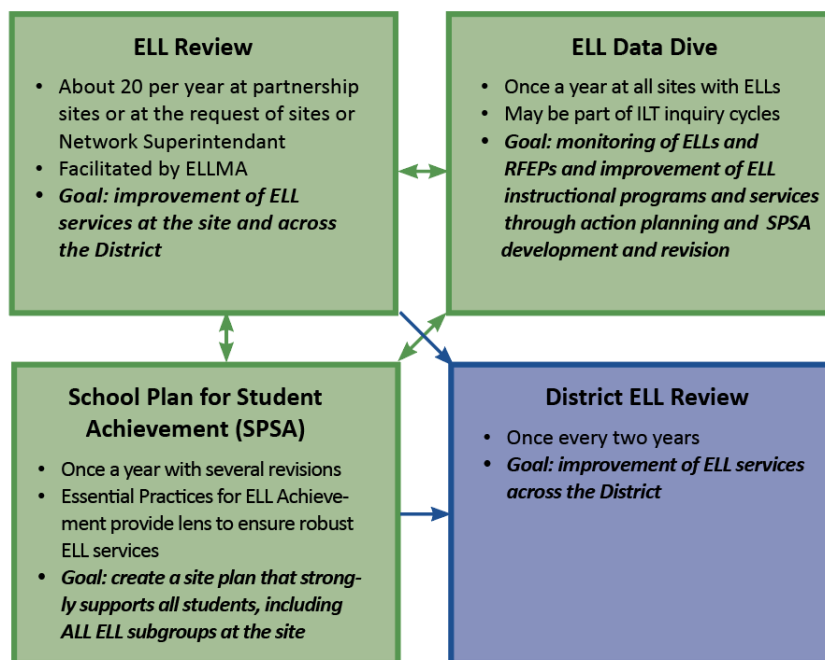
#### Family and Community Terms Abbreviations

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 LCAP metrics.
- At the site and District level, the plan sets up protocols for reflection and continuous improvement through ELL Reviews, Network level data dives, and the SPSA process.



This OUSD ELL Master Plan, completed in fall of 2016 was first revised in the 2019-20 school year and once again in the spring of 2025 to reflect changes in state legislative requirements and changes in OUSD’s approach to ELL services. Here we summarize, by chapter, the major changes in the document for the 2025 revision.

Chapter	Shifts
CHAPTER 1: ELL Identification, Program Placement and Reclassification	<p><b>Updated policies and procedures for the administration of the English Language Proficiency Assessment for California (ELPAC) for students with IEPs</b></p> <ul style="list-style-type: none"> <li>Students with extensive support needs should be administered the Alternate ELPAC as well as the California Alternate Assessments (CAA) as determined by the <i>California Alternate Assessment Participation Decision-Making Tool</i>.</li> <li>ELLs with IEPs who take the standard ELPAC should be provided accommodations or designated supports as outlined in their IEP.</li> <li>ELLs whose disability precludes demonstration of language proficiency in a particular testing domain (speaking, writing, listening, and reading) may be exempt from up to two domains as long as they are assessed in one of the two subtests in the written composite (reading and writing) and the oral composite (listening and speaking)</li> <li>Parents of students who take the Alternate ELPAC must be notified via the <i>Alternate Annual Parent Notification of Student Test Results and Program Placement</i>.</li> </ul> <p><b>Updated reclassification criteria for ELLs with IEPs</b>  To align with new state law and guidance, we establish three pathways for ELLs with IEPs to reclassify:</p> <ul style="list-style-type: none"> <li><b>Pathway #1:</b> Standard reclassification process with appropriate accommodations and designated supports or domain exemptions as specified in a student’s IEP when administering the English Learner Proficiency Assessment for California (ELPAC) test.</li> <li><b>Pathway #2:</b> Individualized reclassification for students whose disability precludes demonstration of basic skills as outlined in the standard process.</li> <li><b>Pathway #3:</b> Alternate ELPAC and California Alternate Assessments, or demonstration of IEP goals met, for students with extensive support needs</li> </ul>
CHAPTER 2: Instructional programs for ELLs	<p><b>Clarifies legal obligations to provide English Language Development (ELD)</b>  ELLs with IEPs are legally entitled to both special education services as outlined in their IEPs and language services which must include integrated and designated English Language Development (ELD) Revisions to the ELL Master Plan provide guidance for how to schedule designated ELD for ELLs with IEPs across the continuum of special education services.</p> <p><b>Linguistically appropriate IEP goals</b>  In addition to integrated and designated ELD, IEPs for ELLs must have linguistically appropriate goals, meaning IEP goals must account for how language supports will be addressed to support ELLs in meeting their goals.</p> <p><b>Significant additions with guidance on serving newcomers in 6th-12th grade, including integration into the mainstream high school differently. See <a href="#">Newcomer Instructional Framework</a> for details.</b></p> <p>Program Design</p> <ul style="list-style-type: none"> <li>Master schedule expectations to ensure a balance of support time for language acquisition and integration into mainstream courses</li> <li>Access to Pathways</li> </ul> <p>Pathway/ Teaming</p> <ul style="list-style-type: none"> <li>Educator Collaboration, Alignment, and Teaming</li> </ul> <p>Systems of Support</p> <ul style="list-style-type: none"> <li>Legal, Health, Basic Needs</li> <li>Social Workers</li> </ul> <p>Curriculum, Instruction, and Assessment</p> <ul style="list-style-type: none"> <li>Newcomer ELD, including for students with interrupted formal education (SIFE)</li> <li>Content curriculum teacher-designed, vetted units (in development)</li> </ul>



	<ul style="list-style-type: none"> <li>• Newcomer-appropriate assessment system and reporting</li> </ul> <p><b>Multi-Tiered Systems of Support (MTSS)</b> Guidance for how to determine and provide interventions to ELLs not making adequate progress or demonstrating need beyond Tier One/<i>universal Supports</i> now aligned to district MTSS approach</p> <p><b>Dual language programs</b> Updated guidance around program models aligned to research and biliteracy learning trajectories</p>
CHAPTER 3: Family and Community Engagement	<ul style="list-style-type: none"> <li>• No significant changes</li> </ul>
CHAPTER 4: Monitoring, Evaluation and Accountability	<ul style="list-style-type: none"> <li>• Minor updates to reflect changes in assessment tools and systems used for monitoring and program evaluation.</li> </ul>

# Oakland Unified School District

## Newcomer Instructional Framework

### For Secondary Newcomer Programs



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# Part One: Context

## Why Newcomer Program Design Matters

OUSD has dramatically changed in composition, demographics, and density over the past decade. OUSD saw a greater number of newcomers enter our system in the 2023-24 school year than in any other time in our records. In the 2024-25 school year, those numbers fell by almost half. Having a system that is nimble enough to adapt to widely varying numbers of incoming newcomer students is critical to maintaining program quality. Far too many secondary newcomers leave our schools prematurely. Often, they do so to work, support their families, or pursue paths that feel more connected to their immediate needs and realities. Our charge in meeting our promises to our students and families is providing all of our secondary newcomer students with access to a newcomer program that is rigorous, language-rich, and, in our high schools, connected to the Linked Learning pathway experience.

This Newcomer Instructional Framework directly supports OUSD’s LCAP goals by promoting equity, academic achievement, and student engagement for one of our most vulnerable populations. By ensuring that newcomer students have access to rigorous, language-rich instruction, comprehensive support services, and inclusive learning environments, the framework advances key priorities around closing opportunity gaps and increasing graduation rates. It also aligns with our goals for family and community engagement by embedding culturally responsive practices and expanding access to mental health, legal, and wraparound services. Through intentional design and implementation, this framework helps ensure that all students—regardless of when or how they enter our schools—are positioned to thrive.

## A Spectrum of Models

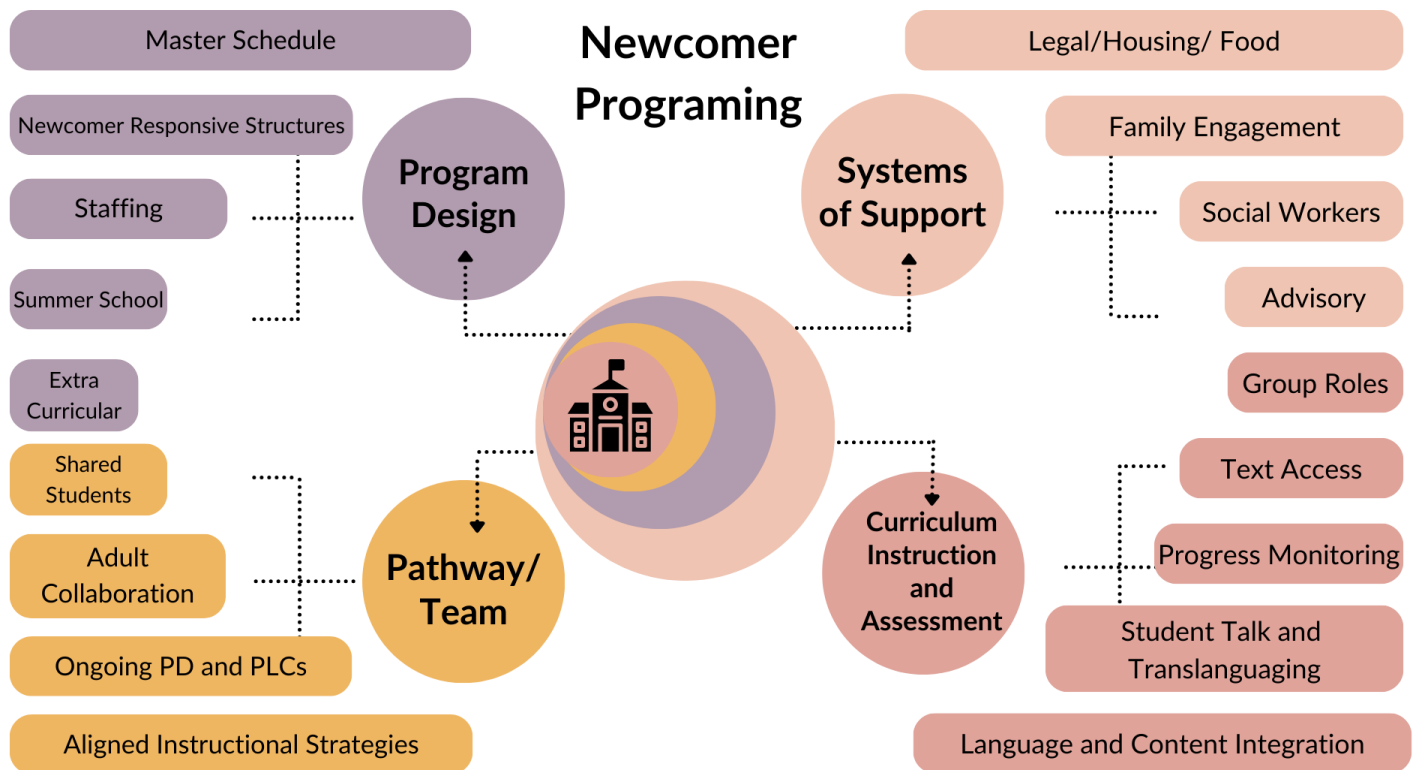
OUSD boasts a spectrum of models for newcomer programming that allow options for students and families looking for differing program types. There is great value in having different levels of integration in different programs, but ALL of our newcomer programs must consider how they are removing scaffolds over time within their program.

More Mainstreamed			More Separate	
Inclusion Supports	SEI Newcomer Programs		Newcomer School	
1) Mainstream + ELD  Fully integrated in a comprehensive middle or high school while taking leveled ELD instead of an elective	2) One Year+  Newcomer Program/Academy within a larger comprehensive High School, beginning to gradually mainstream after 1 year	3) Two/Three Year  Newcomer Program/Academy within a larger comprehensive school for 2-3 years	4) Newcomer HS  Stand-alone newcomer A-G high school (International’s model or otherwise)	5) Newcomer Continuation  Stand-alone newcomer continuation high school

## A Flexible Approach

In looking at our district's newcomer programs, we recognize that there is no single model that will work for every school context. At the system level, partnerships for meeting student and families' basic needs and SEI support should align with the needs of immigrant and refugee students. At the school level, the program must consider scheduling, grouping, course sequences, and program integration.

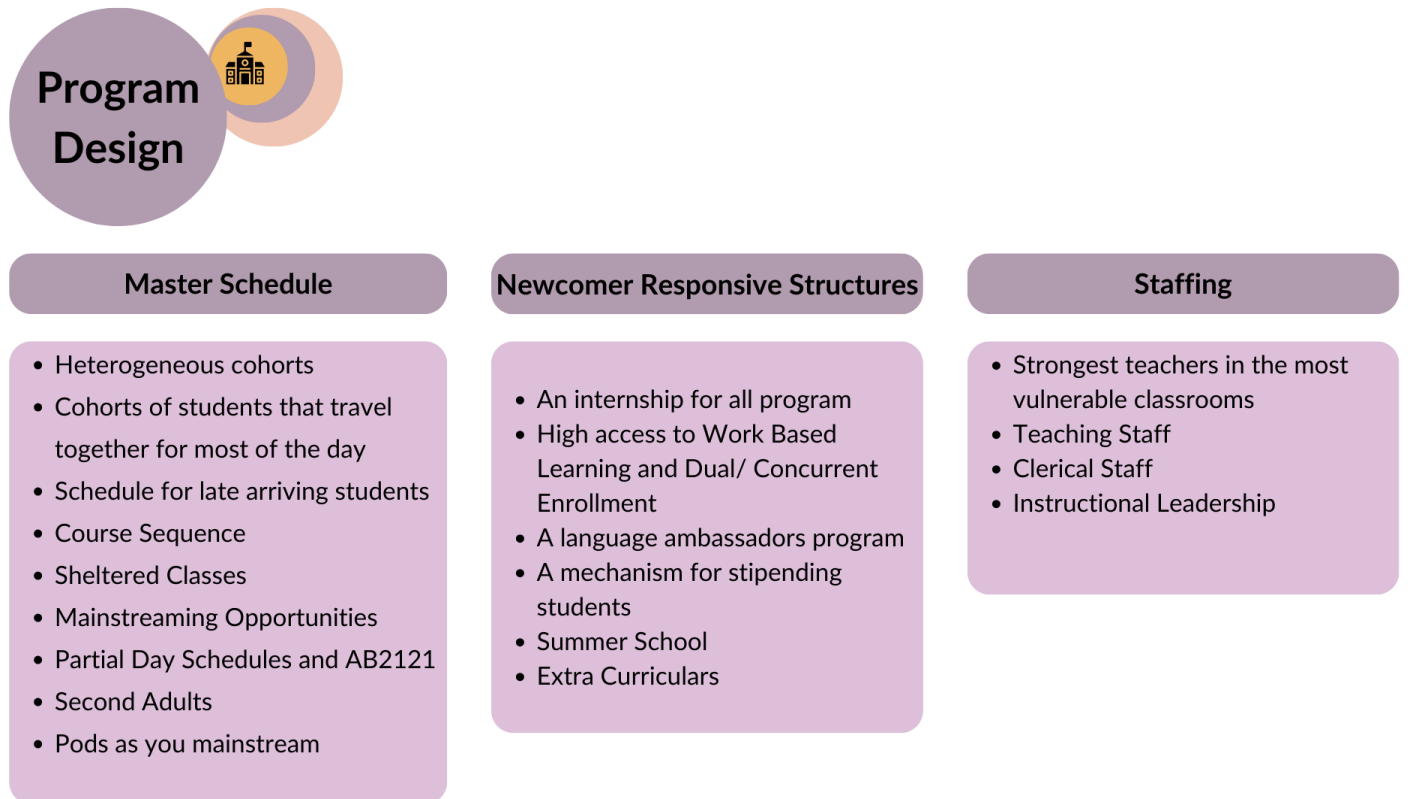
At the system level, partnerships for meeting student and families basic needs and SEI support should align with the needs of immigrant and refugee students. At the school level, the program must consider scheduling, grouping, course sequences and program integration. The pathway or team level focuses on ensuring that students have a clear course sequence and support system connected to their linked learning experience and experience aligned instructional strategies across their day. Finally, at the classroom level, instruction must be tailored to meet the diverse language, cultural, and academic needs of newcomers. By pulling design elements from each of these levels, our programs can meet high levels of quality, while also being able to adapt to fit in their own school community.



## Part Two: Program Design



Designing a comprehensive high school newcomer program within a larger high school program is complex and requires deep engagement between the person responsible for the program (typically a teacher on special assignment, newcomer lead, or assistant principal), the school counselor or other master schedule lead, and site leadership. There are multiple levels at which program design needs to be considered.



## Master Schedule

### Heterogeneity

Research on second language learning points to heterogeneity as a key element in newcomer program design. Students who have stronger English language skills benefit from working with beginning language peers by reinforcing their knowledge through peer teaching. Beginning English students benefit from more fluent models of the language when they learn alongside peers with more advanced English levels. Because of this mutual benefit, master scheduling within newcomer programs is recommended to intentionally include heterogeneity within classrooms. Heterogeneity may include: different native languages when possible, different levels of English language acquisition, and varied prior educational experiences in the U.S. and abroad. Through intentional heterogeneous grouping, students benefit from peer modeling, collaborative problem-solving, and diverse perspectives that accelerate both language and academic growth. It is the specific guidance of the ELLMA office that SIFE students are not isolated for the majority of their school day, although 12 periods of supplemental literacy instruction targeting SIFE students may be appropriate.

## Course Sequence

High school newcomers in all comprehensive OUSD high schools receive access to a course sequence that will allow them to meet A-G requirements upon graduation, as with other high school students. The middle school newcomer sequence mirrors high school, but without the AG requirements. The precise sequence of courses that each school offers differs depending on their program, but in general newcomers take the same core classes as their non-newcomer peers, just in a Structured English Immersion (SEI) setting for their first 1-2 years.

	YEAR 1	YEAR 2	YEAR 3	YEAR 4
<b>PE</b> (2 Years)	PE (Mainstreamed)	PE (Mainstreamed)	Elective/Pathway (Mainstreamed)	Elective/Pathway (Mainstreamed)
<b>Electives</b>	Elective (Mainstreamed)	Elective/Pathway (Mainstreamed)	Elective/Pathway (Mainstreamed)	Elective/Pathway (Mainstreamed)
<b>Science</b> (3 Years)	Biology (SEI/Mainstreamed)	Physics (Mainstreamed)	Physiology/Chemistry (Mainstreamed)	Elective/Pathway or mainstreamed higher level science
<b>Math</b> (3 Years)	Algebra I (SEI)	Geometry (SEI/Mainstreamed)	Algebra 2 (Mainstreamed)	Elective/Pathway or mainstreamed higher level math
<b>Social Science</b> (3 Years)	Ethnic Studies (SEI)	World History (SEI)	US History (Mainstreamed)	Government/Econ (Mainstreamed)
<b>English</b> (4 Years)	Eng 1 (SEI)	Eng 2/3 (SEI)	Eng 3/4 (SEI/Mainstreamed)	Eng 4 (Mainstreamed)
<b>ELD</b>	ELD	ELD	ELD	ELD
<b>World Language</b> (2 Years)	Principal Certification			

## SEI Classes

During newcomer students' first 1–2 years in U.S. schools, they may need to take core content classes such as history, math, and science in a Structured English Immersion (SEI) setting, where language support is embedded into content instruction to ensure access to rigorous, grade-level learning. While students with beginning levels of English may initially find mainstream content classes inaccessible, it is essential that secondary newcomers remain on track to graduate by engaging with standards-based instruction.

To support a successful transition, schools should adopt a phased approach to mainstreaming over a student's first three years in the U.S. Generally, students may begin with approximately 25% mainstreamed coursework in Year 1, increase to 50-60% in Year 2, and reach 80-100% by Year 3, with the exception of designated ELD. By Year 4, students should be fully mainstreamed in all areas unless there are documented extenuating circumstances—most commonly in the case of SIFE students. This gradual integration ensures that students access peer language models and rigorous instruction while still receiving the support necessary for English development. Schools are encouraged to plan intentionally for this progression and to begin mainstreaming at least one content class by Year 2, aligned with each student's readiness and support structures.

## Mainstreaming Opportunities

After newcomer students have been in U.S. schools for one year, they should begin structured integration with fluent English-speaking peers to promote language acquisition, academic engagement, and a sense of belonging.

Research on newcomer English language acquisition in secondary schools has found that one year of isolated support in a newcomer program setting is sufficient, and that isolation of newcomer students beyond one year may be detrimental to academic progress. For this reason, and in the absence of other extenuating circumstances, such as many years of interrupted schooling or lack of native language literacy, newcomer students should be mainstreamed as quickly as possible.

## **Intentional Grouping of Newcomer Students in Mainstream Classes**

In many schools guidance counselors and site teams coordinate to strategically cluster newcomers in mainstream classes. This clustering involves choosing a small group of newcomer students who will share at least three core classes. The rationale behind this practice is to afford newcomer students peer support including a shared home language for meaning-making as well as social-emotional support and a sense of belonging. Crucial to this practice is a teacher support mechanism including communication around ways to integrate students (i.e., not putting newcomer students together in one corner of the classroom), supporting newcomers to access the curriculum and not provide alternate activities, and ongoing teacher support and checks. This clustering should be flexible and revisited quarterly. In addition, while we recommend clustering a pod of newcomers for several courses, we do not recommend putting them together all day, so that they can also practice the skill of enlisting non-newcomer peers for support and have opportunities for greater integration with non-newcomer peers.

[Seating Chart Examples](#)

## **Determining Teachers for Newcomer Heavy Sections**

When creating the newcomer pods mentioned above, administrators will need to consider which teachers to assign to the classes with those clusters of newcomers. We recommend choosing teachers who have a strong practice around creating linguistic access points to grade-level content as well as a strong practice around supporting students in productive group work. It is crucial that the teachers of newcomer pods are those teachers who are invested in the success of their newcomer students and want to explicitly support students in a classroom where content and language are integrated. It is important that these teachers feel an affinity with newcomer students and take on as part of their teacher identity the role of “newcomer teacher.”

## **Courses and Placement**

- Allow for partial day attendance if work is an urgent factor
- Consider 1:1 scheduling consults “What would it take” to stay
- Consider paying students as TA’s, Language navigators, etc.
- Consider keeping students at your site and offering an AB2121 pathway as an alternative to moving to a continuation school if they are connected to the school community and just need an accelerated course of study
- [Accelerated AB2121 schedule options](#)

## **Key Master Scheduling Resources**

- [Base Course Sequence](#)
- [Newcomer Entry and Exit Criteria](#)
- [ELL Scheduling at a Glance](#)
- [Paths to graduation with exemptions](#)
- [Master Schedule Guidance](#)
- [Instructional Strategies & Tasks to Support SLIFE](#)

## Staffing

Newcomer staffing happens through the budget development process. While some Newcomer support FTE come through central allocations based on upcoming year projections, much of the funding comes from the schools own base. Centrally allocated FTE are determined by the number of newcomers projected to arrive before census day (on time newcomers) and, for some sites, after census day (late arriving newcomers). These numbers drive the general number of teacher FTE listed as well as the other staffing allocations for the sites.

### Teaching Staff

- Newcomer teachers are funded in the same manner as other teachers, using the following formula:

$$(number\ of\ students) / 150 = number\ of\ teacher\ FTE$$

For example, if a program is supposed to have 100 newcomers, the formula would yield 3 teachers.

- In the above example, there is not the expectation that all 3 FTE are allocated to newcomers specific teachers. Newcomers, like other students, take PE classes and often electives, and a portion of the FTE generated by their enrollment should be used for those reasons. The proportion should be commensurate with the extent to which newcomers are mainstreamed.
- The formula above, which is used across OUSD secondary schools for all students, is based on a six period day. Sites with more periods, particularly 7 periods, may need to leverage additional resources to accommodate newcomers, as they do with all other students when implementing a longer school day.
- There is not a separate job classification for newcomer teachers, they are teachers just like any other OUSD teacher in the eyes of human resources. Similarly, sites are responsible for recruiting, evaluating and supporting teachers of newcomers as with any other teacher.

### Support Staff

Because newcomer students are part of the projection that drives clerical staffing allocations, consideration should be given to aligning these staff with the needs of the newcomer program as well as other site needs.

- For example, a bilingual community assistant might provide valuable family and student engagement support to newcomers as well as other members of the school community.
- In the past sites have also provided wrap around support for their newcomers through
  - Bilingual community assistants
  - Case managers
  - Community school managers
  - Bilingual attendance clerks

### Instructional Leadership

- Sites are strongly encouraged to assign either a TSA or member of the site administration to be responsible for the newcomer program and serve as a “point person” for teacher professional learning, coaching and evaluation (in the case of formal administrators).

## Summer School

- Summer offerings are an essential component of newcomer programming. All high school newcomer programs should plan to prioritize newcomers in their summer planning and consider

collaborating with the central newcomer summer school when their site offerings are not targeted to newcomers.

- While newcomer summer programming can most definitely address credit recovery needs of newcomers, the highest priority should be on maintaining language development and school engagement for the most recent arrivals. For example, Prioritizing summer seats for newcomers who arrive in the spring ensures continuity of learning and smoother cultural and academic transitions.

### Access to Extracurricular Activities

- After school programming is a valuable opportunity for newcomers to extend their learning and experience greater integration with the rest of the school community, particularly in their first year when they are mostly isolated in newcomer-only classes.
- Newcomers frequently experience obstacles for enrolling in after school programs, due to the need that after school programs hold to fill their seats at the start of the year to maintain funding. Newcomers who arrive later in the year are frequently told that programs are full. To address this concern, one recommendation is for sites with newcomers to develop parallel waiting lists, one for newcomers and one for nonnewcomers, and alternate between taking students off each list as spaces open up. This gives newcomers an opportunity to enroll and not be stuck at the bottom of a waiting list that may have become full of students in the first week of school.
- Having affinity spaces and cultural clubs is important for newcomers to develop relationships with same language peers, but also having newcomer focused international groups where newcomers can connect across language such as international food club, gardening, GSA etc help foster a sense of belonging.

## Part Three: Teaming for Success and Linked Learning Pathways

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### Adult Collaboration

- Collaborative adult structures
- Tuning, consultancy, success analysis, looking at student work protocols on curriculum and instruction
- Decide on shared routines across classes and the day
- Have a shared binder structure

### Student-to-Student Relationships

- Start the year or a semester with explicit training on how students can help each other
- Build Relationships Between Newcomers and Other Students In Class
- Decide on Shared Routines Across Classes and The Day
- Have a Shared binder structure

### Ongoing PD and PLCs

- Create time for ongoing PD/ PLCs
- Ongoing opportunities for PD on language and literacy
- Teacher PD requirements for teachers teaching sheltered classes and 25% of contacts with newcomers
- District system of support for curriculum, instruction, assessment, program design

## Make space and time for teachers and team to align on instructional strategies

All students, but especially English learners, benefit from practicing routines and strategies across multiple classes. As a PLC, a pathway team, or as a whole school, select 23 strategies to implement and reflect on throughout the year. Having predictable routines, strategies, and shared language will help to create psychological safety for students. This will also help teachers to reflect on their shared strategy and talk through dilemmas.

- Support teams to use their common planning time to select 23 strategies and routines that everyone will implement.
- Encourage the teams to use their meeting time to reflect on these strategies by looking at focal student work.
- Create a peer observation process so that teachers can observe one another trying out the strategies.

## Student-to-Student Support and Relationships

### Start the year or a semester with explicit training on how students can help each other

A beginning of semester orientation week for students on classroom routines, talk structures, and learning norms as a group can pay off hugely in the teacher and students ability to support the class. As one teacher with 30 students, your task is huge. If you deputize and train the other 29 people in the room to help each other, your task is much easier.

#### Orientation ideas

- Spend the first few days modeling and practicing what academic support looks like-how to help a peer without simply letting them copy.

- Engage in scenarios on working together across language difference.
- Role play how to help without copying
- Spend time talking about how in the role of teacher we are also learning and how we all have much to learn from each other and from the experience of explaining our thinking. The best way you can deepen your math knowledge is by teaching it to someone else.

### Collaborative Learning 101 Resources

- [“How to Learn together” activity](#)
- [Multiple intelligences slides \(student facing\)](#)
- [Orientation slides for getting support at school](#)
- [School logistics orientation slides](#)

### Build Relationships Between Newcomers and Other Students In Class

Building a positive classroom culture is important so that students collaborate well together and feel safe to take risks. In order to create a culture of respect, share values and norms and create time for students to get to know one another. This is especially important for newcomers and non newcomer students. For many of our English learners, it can feel intimidating to work with native English speakers. For this reason, it is important to help them break thence, even if it's done in small opportunities throughout the year. There is great importance in offering frequent, low-stakes interactions that build confidence (e.g., daily warmups, partner shares). This can be done in a variety of ways including:

- **Peer Coaches** Pair students as peer coaches for academic and emotional checks.
- **Clock Buddies**: Assign rotating partners for different times of day or activities.
- **Peer Interviews**: Build rapport through structured question prompts.
- **Team Building**: Use non-academic challenges before launching academic group work.
- **Pair Shares** Start with fun or meaningful non-academic prompts to build trust.

### Decide on Shared Routines Across Classes and The Day

Routines and structures lower the affective filter and allow a focus on learning about language and content. Structures and routines are critical to building a safe environment for students and building community. Many of our students have experienced interruptions in their schooling experience and depend on anticipated routines in order to fully engage.

#### Key routines to align:

- Entry/exit tasks
- Whiteboard layouts
- Anchor chart format
- Slide templates
- Talk structures (e.g., ThinkPair-Share, Partner Reads)
- Expect routines to take time. Practicing them consistently—especially during the first month—sets the foundation for the year.
  - **Shared talk strategies**

- [IM Instructional Routines](#)
- [EL Education / SEL Routines](#)
- [Kagan Structures](#)
- [Structured oral language practice routines](#)
- [BDA Playlist](#)
- **Common anchor charts**
  - Common visuals and routines across classes in order to lower cognitive load, internalize the language and get and focus on language/ content learning
  - Insert pictures of anchor charts/ classrooms w/ anchor charts
  - Common language structures and functions that cross content

[Common anchor charts folder](#)

### Have a Shared Binder/Google Classroom Structure

Similar to shared strategies and routines, having a shared binder system will help students to know what to expect, and stay organized in each class. For students new to schooling, this organizational content is extremely important to explicitly teach. Below are some ideas for creating a shared binder structure.

- Binder with tabs for each subject
- Cover sheet in binder to write out assignments for each class (table of contents)
- Cover sheet after each tab for warm up/exit ticket
- Each assignment/handout gets a number which then goes on table of contents
- Keep a model binder in class with master copies
- [Binder Lesson](#)

### Leveraging Multiple Educators in One Classroom

Given the need for supported small group work to integrate newcomers into mainstream classrooms, it can be beneficial to leverage multiple educators in the classroom. This may include instructional aides, paraeducators, language ambassadors or newcomer assistants. In classrooms with those second adult supports, we stress that the teachers build in structures that include small group work and if possible, stations that may include language work (sentence level work, language games) and/or literacy support such as SIPPs or UFLI. We encourage second adults to circulate amongst small groups and/or station themselves with one group that needs support in reviewing directions, getting started on a task, or extra scaffolding. Avoid positioning second adults primarily as translators, as this may limit English language development opportunities. These recommendations are also pertinent in classrooms and schools where students are recruited to serve as language ambassadors to support newcomers.

Here are some key guidance points to offer **educators and classroom assistants** who are pushing in to support a class:

1. Review materials that the core teacher has at a central station each day
2. Circulate to conduct five-minute consultations with students who need extra support
3. If possible, join a group to support, and make sure to support different groups throughout the day/week

4. Avoid taking over student talk and collaboration, but do facilitate productive student talk
5. Make sure to rotate and support many students so that certain students don't feel singled out
6. Remember to avoid serving as a translator so that students can make meaning and practice their English

More detail [here](#)

### Newcomer Assistants:

- [Guidelines for Newcomer Assistants](#)
- [OIHS Newcomer Assistant Guidelines](#) (2018)

### Co-teaching models:

In the absence of newcomer assistants and/or language navigators, some schools may want to adopt co-teaching practices. We offer some protocols for helping to integrate push-in teachers and/or co-teaching models.

- See our [SAILL CoTeaching Launch PD](#) for resources
- More co-teaching resources:
  - [Teaching in Tandem](#)
  - [Co-Teaching Expectations](#) (from Bret Harte)

### Leverage Student Leaders When Appropriate

- Student leaders can serve as peer guides or facilitators, providing social-emotional support, modeling classroom behaviors, and assisting with routines.
- Not there to translate

## College & Career Readiness

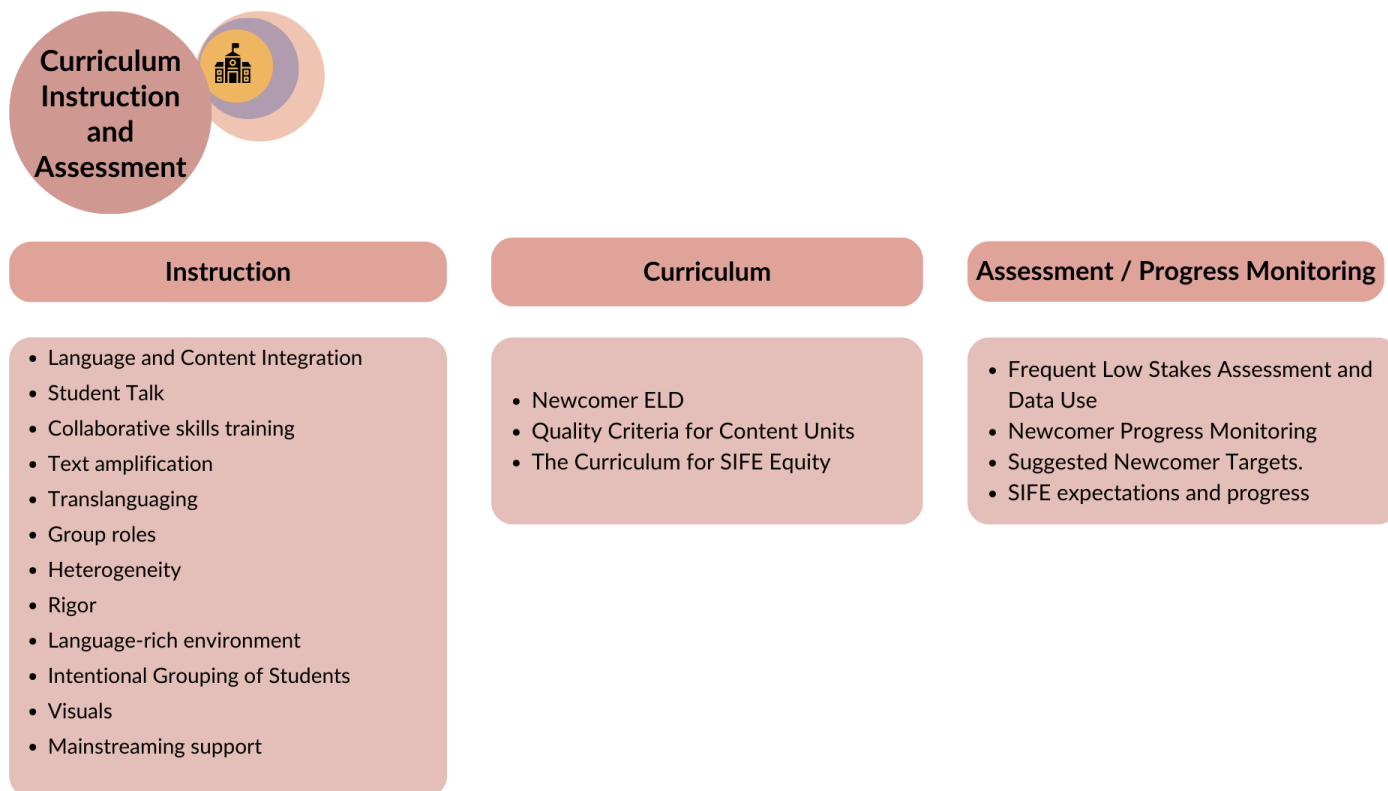
Preparing newcomer students for college and career success requires intentional coordination across all adults who support them. Because many newcomers arrive with limited time to meet graduation and A–G requirements, and often without a clear understanding of postsecondary pathways in the U.S., it is essential that college and career awareness and readiness are integrated early and consistently into their educational experience.

- **Partner with Linked Learning & CTE Teams:** Newcomer programs should intentionally connect to existing Linked Learning pathways. This includes creating access ~~or~~ ramps for newcomer students, building in language scaffolds and other student supports across pathway classes, and ensuring preparation for and success with workbased learning experiences.
- **Coordinate with Community Partners:** Site/pathway teams can work with college access organizations, job readiness programs, and immigrant-serving CBOs to host workshops and field trips that demystify the postsecondary landscape, and provide mentorship.
- **Highlight Peer Role Models:** Showcase success stories of former newcomer students who have pursued college or career certifications. Invite alumni to speak with students, mentor, or to support family engagement events.

- **Partner with Transition Specialists to support post-secondary success:** Partner with Transition Specialists to ensure newcomer students receive targeted guidance and support as they navigate postsecondary pathways, including college enrollment, vocational training, employment opportunities, and access to immigration-related resources. When possible, design support that starts in pathway classes to ensure all students get a baseline of services.
- **Embed College & Career Literacy:** Teachers across content areas can help build students' understanding of the U.S. educational system, application processes, financial aid, and career exploration by integrating these topics into units and classroom discussions.
- **Provide Supported Employment:** Newcomer students, like many high school students, will work while in high school. Via Work Experience Education (or Co-Ed, via dual enrollment) and/or partnering with a Transition Specialist, newcomer students can be supported to learn while working. Students who work, especially students who might be unprotected by the Child Labor Law due to undocumented status, can be challenged to balance the demands of work and school. Supported employment means that students who work will have a trusted adult at school who will help them navigate the world of work while learning all they can about it and themselves as professionals.

Newcomer students bring tremendous potential, resilience, and aspirations. When adult teams align around the shared goal of college and career readiness, they send a powerful message: newcomers are not just here to catch up—they are here to thrive and lead. Every teacher, counselor, and leader has a role in building the systems and mindsets that make those futures possible.

## Part Four: Curriculum, Instruction, and Assessment





A central challenge for newcomer programs in OUSD high schools is ensuring that teachers have access to appropriate curriculum and assessments tailored for newcomers. There is no single, ideal curriculum designed specifically for high school newcomers. Instead, effective instruction requires the thoughtful adaptation of grade-level materials. This is partly because most publishers do not design with this student population in mind, and partly because isolating newcomers with a completely separate curriculum or academic experience is not recommended.

Research shows that English learners, including newcomers, benefit from language-rich classrooms where intentional language development is embedded within grade-level content. While it may be tempting to prioritize language acquisition over content instruction, newcomers thrive when they are exposed to and engaged in grade-level material as they build their English proficiency. In fact, meaningful content should serve as ~~the vehicle~~ for language development.

For this reason, [ELLMA](#) recommends that even in SEI (Structured English Immersion) content area classrooms, instruction should remain as close as possible to gradelevel expectations and standards. This includes using thoughtprovoking essential questions and backward unit design. Students should have access to excerpts of gradelevel texts along with modified text, with scaffolding and support that allows them to engage with a modified scope and sequence focused on priority standards.

Even students at beginning levels of English proficiency benefit from close reading of complex texts. Introducing excerpts of such texts in newcomer classrooms helps students become familiar with disciplinary genres and supports their academic language development.

Please refer to the [Newcomer Toolkit](#) for professional learning opportunities that support teachers in providing access to gradelevel curriculum, as well as for recommended curricular resources.

**Newcomer ELD Curriculum**

The 2024-25 school year saw the adoption of a new curriculum for newcomer ELD to begin in the 2025 26 school year. The “Lift” series by National Geographic will be put into place in all ELD41classes in middle and high schools. The suggested sequencebelow:

ELD Level	National Geographic Textbook
ELD 1	Lift Welcome
ELD 2	Lift Intro
ELD 3	Lift Fundamentals
ELD 4	Lift 1

## Newcomer Content Curriculum

For our SEI content classes where newcomer students are engaging in grade level core content in linguistically scaffolded ways, we have not previously had a structure for offering high quality curriculum and instructional materials to newcomer teachers. Beginning in the 2024-25 school year, the ELLMA team will be collaborating with the San Francisco Unified School District Multilingual Pathways Department to build on their existing strong work. Collaborating with SFUSD and utilizing their newcomer unit template and bank of existing units provides a valuable foundation for building up our own library.

### High School Newcomer ELA Units

8 ELA	<a href="#">Latin American Folklore</a>
7 ELA	<a href="#">A Long Walk To Water</a>
ELA 1	<a href="#">The Arrival: Reading of a Wordless Book</a>
ELA 1-4	<a href="#">Immigration Narrative</a>
ELA 1-2	<a href="#">Maus</a>
ELA 2-4	<a href="#">American Heroes</a>
ELA 1	<a href="#">Sadako &amp; 1000 Paper Cranes</a>
ELA 3-4	<a href="#">Racial Justice</a>
ELA 2-3	<a href="#">Frida Khalo and Home</a>
ELA 3-4	<a href="#">Formal Debate (student choice: various issues)</a>
ELA 2-3	<a href="#">The Wolf You Feed</a>
ELA 4	<a href="#">The Way It Works (novel)</a>
ELA 2-4	<a href="#">Poetry: Writing and Analysis</a>
ELA 3-4	<a href="#">Youth-Led Social Movements</a>
Emerging/ELD 1-2	<a href="#">Identity and Poetry</a>
Emerging/ELD 1-2	<a href="#">Natural Disasters</a>
Bridging/ELD 3-4	<a href="#">Community and Seedfolks</a>
Bridging/ELD 3-4	Profile Narrative: Person of Interest

### High School Newcomer History Units

World History	<a href="#">Peace and Conflict</a>
World History	<a href="#">French Revolution</a>
World History	<a href="#">Holocaust Unit</a>
World History	<a href="#">Maya, Inca, Aztec</a>
World History	<a href="#">Encounter Book Adaptation</a>

American History	<a href="#">Historical Thinking Skills</a>
American History	<a href="#">Native Americans and Colonization</a>
American History	<a href="#">Segregation &amp; the Montgomery Bus Boycott</a>
American History	<a href="#">Industrial Revolution</a>
American History	<a href="#">Immigration History</a>
Nx Ethnic Studies	<a href="#">Unit 0: What is Ethnic Studies</a>
Nx Ethnic Studies	<a href="#">Unit 1: Identity and Narrative</a>
Nx Ethnic Studies	<a href="#">Unit 2: Systems of Power</a>
Nx Ethnic Studies	<a href="#">Unit 3: Hegemony/Counter Hegemony</a>
Nx Ethnic Studies	<a href="#">Unit 4: Humanization and Dehumanization</a>
Nx Ethnic Studies	<a href="#">Unit 5: Youth Participatory Action Research</a>
Nx Ethnic Studies	<a href="#">Alternative Final Unit: Social Movements</a>

## High School Newcomer Science Units

Biology	<a href="#">Genetic Disease</a>
Biology	<a href="#">Cellular Organization</a>
Biology	<a href="#">Food Unit</a>
Biology	<a href="#">Molecular Genetics</a>
Biology	<a href="#">Cancer Unit</a>
Biology	<a href="#">Human Body Systems</a>
Biology	<a href="#">Reproduction</a>
Biology	<a href="#">Genetics</a>
Biology	<a href="#">Mitosis/Meiosis</a>
Environmental Science	<a href="#">Eco Footprint</a>
Environmental Science	<a href="#">EcoWriters</a>
Environmental Science	<a href="#">Ocean in Action</a>
Physics	<a href="#">Balsa Wood Project</a>
Physics	<a href="#">Light, relationships and Physics</a>
Physics	<a href="#">Force, concussions, and applied mechanics</a>
Physics	<a href="#">Speed, Sports, and Linear Motion</a>
Physics	<a href="#">Newcomer Physics Overview and Introduction Unit</a>
Physics	<a href="#">Music Waves and Sound</a>
Physics	<a href="#">Energy, Production, Alternate Energy</a>

Physics	<a href="#">Power, electricity, micro homes</a>
Nx Ethnic Studies	<a href="#">Unit 5: Youth Participatory Action Research</a>
Nx Ethnic Studies	<a href="#">Alternative Final Unit: Social Movements</a>

## High School Newcomer Math IM Course Guides and supplemental units

- [MS Newcomer](#)
- [Algebra 1 SEI](#)
- [Algebra 2 SEI](#)
- [Algebra 1 SIFE/ELD1](#)

Algebra	<a href="#">Unit 1: Numeracy</a>
Algebra	<a href="#">Unit 2: Expressions and Equations</a>
Algebra	<a href="#">Unit 3: Linear Equations</a>
Algebra	<a href="#">Unit 4: Systems of Linear Equations</a>
Algebra	<a href="#">Unit 5: Inequalities</a>
Algebra	<a href="#">Unit 6: Quadratics</a>
Algebra	<a href="#">A0 Introduction</a>
Algebra	<a href="#">A1 Modifications</a>
Algebra	<a href="#">A2 Modifications</a>
Algebra	<a href="#">A3 Modifications</a>
Algebra	<a href="#">A4 Modifications</a>
Geometry	G1 Modifications
Geometry	G2 Modifications
Geometry	<a href="#">G3 Modifications</a>
Geometry	<a href="#">G4 Modifications</a>

## Unit Implementation & Professional Learning Support

To ensure high-quality implementation of the newcomer SEI content units, OUSD aims to support a monthly professional learning community (PLC) for teachers of newcomer content area classes. These PLCs will serve as a space for collaborative planning, shared reflection, and professional growth. Teachers will engage in unpacking the units, adapting materials to their students' needs, and using [quality criteria rubric](#) to guide instruction and assess fidelity to the framework. By grounding unit implementation in ongoing professional learning and shared tools, we aim to build consistency, teacher ownership, and instructional excellence across all newcomer classrooms.

## Assessing and Grading

Assessment in newcomer classrooms must be responsive, inclusive, and focused on growth. In addition to traditional progress monitoring tools (such as iReady, ELPAC, and classroom-based assessments), and the OUSD [consideration on grading newcomers](#), OUSD encourages schools to implement authentic performance tasks that give students opportunities to demonstrate what they know and can do in multiple ways.

A key element of this approach is the Senior Capstone for which OUSD has developed [guidance for newcomer capstone development](#). In tandem with senior capstones, schools are encouraged to facilitate Demonstrations of Learning, where students publicly share their learning journeys, academic products, and reflections on growth. These can be powerful communitybuilding experiences when shared with families, peers, and school staff. To further center student agency, OUSD recommends the use of Student-Led Conferences, particularly at midyear and end-of-year points. In these conferences, students present their portfolios, progress data, and personal reflections to caregivers and teachers, fostering a sense of ownership over their learning and developing their academic language skills in authentic, meaningful contexts. Together, these practices make assessment more meaningful, culturally affirming, and aligned with our vision of newcomer students as active participants in their education—not just recipients of it.

## Rigor

Although newcomer students may need early level language instruction, they are also capable of complex thinking and grade-level content instruction. Many newcomers arrive with robust educational backgrounds, expertise in math, and high levels of understanding across a variety of courses. A master schedule that permits students to receive basic English instruction while simultaneously pursuing rigorous content area instruction, with language support, is essential. This may include SEI classes that are co-taught, include embedded language scaffolds, or use content-based ELD strategies.

The 2012 CA ELD standards set a new bar for rigorous instruction for all ELL students, including newcomers, representing a research-based shift in language teaching. A key goal of the CA ELD standards is to support ELL students toward advanced proficiency in academic English along with content knowledge acquisition across the disciplines. Whereas the 1999 CA ELD Standards focused on English as a set of rules and language acquisition as a linear, individual process, the new standards emphasize language development as a dynamic social process embedded within grade-level content. The 2012 CA Standards are organized along an ELD proficiency level continuum in which students are tasked with increasing rigor around interacting in meaningful ways and learning about how English works. This continuum outlines entry and exit criteria for students as they move from pre-emerging English learners to bridging to expanding. See this [orientation guide](#) to understanding the standards.

## Language Development Timeline

Newcomer English language development happens at different rates for different students. Some factors influencing speed of English language acquisition include: amount and quality of prior schooling, literacy level in native language, trauma, responsibilities outside of school, and motivation. Regardless of these outside factors, under optimal learning circumstances it is common for students to learn a great deal of language in year one of attending U.S. schools, especially if immersed in their new language.

sufficient support. During the first couple of months of time in U.S. schools, students may need to learn some basic language such as introductions, classroom and school vocabulary, and how to describe familiar people and places. After the first few months, however, students need to move beyond that stage to begin reading simple and short pieces of literature, have discussions about characters and themes, and engage in writing about those characters and themes. These types of language rich readings, discussions, and writing will ensure that students learn English at a faster pace and access grade-level ELA content.

### Newcomer Progress Monitoring

ELLMA has set targets for newcomer students based on scores of newcomers within existing OUSD newcomer programs. Results of this research are outlined in the [Suggested Newcomer Targets](#). In ELLMA's research on newcomer progress, SIFE students were found to lag behind non-SIFE peers on literacy scores during the first 1-3 years in U.S. schools; however by year 4, SIFE students were able to catch up with their non-SIFE peers. This finding indicates that it is important to maintain the same expectations for SIFE students as non-SIFE students, as they will eventually catch up but require more time to do so. Although SIFE students may stagnate in their learning progress during their first two years in U.S. schools, their progress boosts up during year three. For this reason, they should not be pigeon-holed as low-achievers who require a less rigorous curriculum.

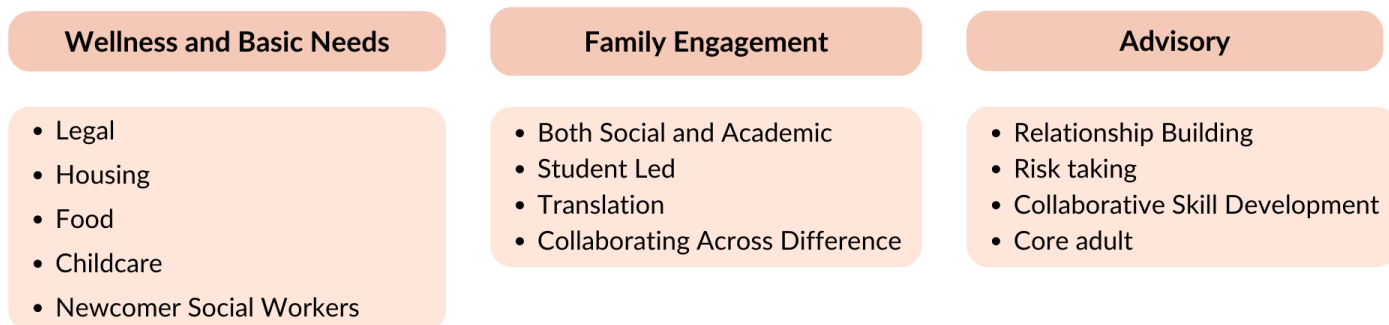
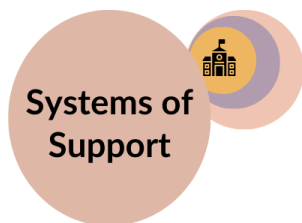
### Promotion/Retention

In general, retention is not a commonly used practice in OUSD due to a lack of evidence that it supports students in continuing their education or mastering skills. Retention is discouraged for newcomers as well. However, newcomers who arrive during the second semester, particularly late in the second semester, are often retained to give them an opportunity to access the courses and credits that are part of what is typically their 9th grade year. Schools have different practices that govern when a student is "too late" to receive semester credits, and these site-specific practices should govern the timing of when students are retained to repeat a grade versus promoted with their peers in alignment with the [OUSD partial credit](#) guidance and [EdCode](#). Pay special attention to 'N0' newcomers—students who arrived late in the year—when considering promotion or retention decisions towards the end of the year, as it is this group of students for whom a subset might benefit from retention.

## Part Five: Systems of Support

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## Advisory

Advisory is a high leverage component to add to the school day for teenage newcomers [justice involved, youth](#) and unaccompanied minors as it provides essential support and guidance during a challenging period of transition. Advisory offers a safe space where young people can receive emotional support, navigate the complexities of their new environment, and gain practical knowledge about local systems and resources. For students who may lack a stable support network, advisory helps bridge the gap between their teachers and classmates as learners and members of their community and network. This helps in fostering resilience and promoting a sense of belonging.

## Legal/Housing/Food Insecurity Services

When schools address these fundamental needs, they help remove barriers that might otherwise hinder a student’s ability to focus on their studies and participate fully in school activities. By prioritizing these needs through partnerships, CBO’s, and district services schools not only support the immediate wellbeing of newcomer students, but also create a more equitable educational environment where all students have the opportunity to thrive and achieve their full potential. Establish a clear referral protocol that all staff are trained to use.

## Mental Health, Wellness, and Socioemotional Supports

Several years ago, ELLMA conducted qualitative research through interviews with over 40 newcomer students particularly those entering the district at age 16 or older and enrolled in secondary newcomer programs. These interviews surfaced the socioemotional challenges newcomer students face, as well as the types of support that can help mitigate them.

Students reported facing numerous challenges, including adapting to a new family structure, learning a new language, navigating a new school system, limited understanding of their legal situations, uncertainty about their futures, fear of police or authority figures, and the retraumatization triggered by involvement in the judicial process.

A survey of Bay Area social service providers identified three priority areas for support:

1. Helping students navigate court involvement;
2. Supporting cultural adjustment; and
3. Addressing mental health needs.

To respond to these needs, schools may consider building stronger community networks among newcomer students and staff to reduce isolation and increase motivation to attend school. Examples of effective community-building strategies include implementing a buddy system, partnering with programs like Soccer Without Borders, and creating dedicated community spaces for newcomers.

Unaccompanied Immigrant Youth are identified at [enrollment](#) and monitored for their engagement with legal service providers. However, given the limited central capacity to track such a large number of students, schools are encouraged to provide on-site legal education (e.g., legal clinics) and use COST (Coordination of Services Team) meetings to identify and support students in need of legal services. These are all outside of the support our [Newcomer Social Workers](#) can provide.

### The Importance of Appropriate Special Education Referrals for Newcomers

While it is essential to meet the diverse learning needs of all students, it is equally important to avoid over-referring newcomer students for special education services. Language acquisition challenges can often mirror learning disabilities, but they are not the same. Newcomer students—especially those who are SIFE or have experienced trauma—may display academic or behavioral struggles that stem from interrupted schooling, cultural transitions, or second language acquisition rather than an underlying disability. Educators must ensure that referrals to special education are preceded by robust multi-tiered supports, culturally and linguistically appropriate interventions, and sufficient time for English language development. An overreliance on special education for newcomers can perpetuate inequity, mislabel students, and limit their access to rigorous, inclusive learning environments.

## Part 6: Program Quality Criteria & Continuous Improvement

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### Criteria for Determination of Program Footprint and Locations

Delivering a high-quality, equity-centered newcomer program requires more than strong planning—it demands a continuous cycle of reflection, monitoring, and improvement. While student outcome data offers critical insight into what is happening in classrooms, it must be paired with structured, school-based reviews that assess *how* practices are being implemented and experienced. This dual approach, *both* quantitative and qualitative—helps ensure that every newcomer program in OUSD is not only well-intentioned but also high-impact and aligned with our broader district goals.

### Core Student Outcome Metrics

To monitor progress toward academic, language, and engagement goals, we track a robust set of data points annually and midyear, including:

- Graduation Rate (23–24 Newcomers)

- A–G Completion (23–24 Newcomer Graduates)
- Dropout Rate (23–24)
- Attendance Rate
- D/F Course Grade Rate
- Chronic Absence Rate (24–25)
- ELPAC Growth & Cohort Size
- I-Ready Growth (% of students meeting 40% of end-of-year goals by midyear)
- I-Ready Growth Cohort Size

These metrics serve as a baseline for district-wide analysis and are disaggregated by school site, program model, and student subgroups (e.g., SIFE, unaccompanied minors) when possible to inform equity-driven decisions.

### School Quality Review Process

To contextualize these often incomplete data points, we propose to use [school quality review](#) process that provides qualitative evidence of instructional conditions, student experience, and leadership practices. These reviews will help school teams and district leaders:

- Understand the root causes behind trends in student data
- Celebrate bright spots and replicable practices
- Identify gaps in implementation or alignment with the instructional framework

### Summary

As we review the components of strong newcomer program design, adult learning, curriculum, instruction and whole child supports, the table below shows a summary of the needed pieces of program design as well as examples of how each school community might build those components

**At-A-Glance:**  
**Programmatic Components For Newcomer Success**

A Strong Newcomer Program <u>Must</u> Have:	These Include:	And <u>Might</u> Look Like:
<b>Intentional Programmatic Design</b>	Master Schedule	<ul style="list-style-type: none"> <li>• Heterogeneous cohorts for most of the day, Cohorts of students that travel together for most of the day</li> <li>• Schedule for late-arriving Newcomers at the beginning of the year</li> <li>• Course Sequence</li> <li>• SEI Classes Mainstreaming Opportunities</li> <li>• Partial Day Schedules and AB2121</li> <li>• Second Adults (NA or coteaching)</li> <li>• Pods as you mainstream</li> </ul>
	Newcomer responsive structures	<ul style="list-style-type: none"> <li>• Strongest teachers in the most vulnerable classrooms</li> <li>• An internship for all program</li> <li>• High access to Work Based Learning and Dual/ Concurrent Enrollment</li> <li>• A language ambassadors program to put multilingual non-newcomers as supports in high need newcomer classrooms</li> <li>• A mechanism for stipending students</li> <li>• Support for dual-identified students (ELL/SpEd)</li> <li>• Mechanisms for staff collaboration within and among the pathways and newcomer programs</li> </ul>
	Staffing	<ul style="list-style-type: none"> <li>• Teaching Staff</li> <li>• Clerical Staff</li> <li>• Instructional Leadership</li> </ul>
	Summer Learning and Extra Curriculars	<ul style="list-style-type: none"> <li>• Targeted newcomer summer programs within and across our schools</li> <li>• Affinity club spaces</li> <li>• Newcomer club spaces</li> <li>• Newcomer access to extracurriculars outside of sports</li> </ul>

<b>Systems for Adult Teaming and Linked Learning Pathways</b>	Newcomers and Linked Learning Pathways	<ul style="list-style-type: none"> <li>• Heterogeneous groupings of students</li> <li>• Course sequence for AG and CTE classes, and wrap around supports</li> <li>• Pathway team of teachers and specialists designs, coordinates, and progress monitors newcomer and English Learning supports</li> <li>• Grading guidance for Newcomers</li> <li>• Partial Credit Guidance For Newcomers</li> <li>• Promotion/Retention Guidance</li> <li>• College and career readiness integrated into classes with specialized support for small groups and 1:1</li> <li>• Full participation in work-based learning, from career awareness to career preparation</li> <li>• Supported employment</li> <li>• Newcomer-specialized postsecondary planning and transition support</li> </ul>
	Adult Learning	<p>Foundational Professional learning</p> <ul style="list-style-type: none"> <li>• Newcomer Foundations professional development for all SEI content teachers and content teachers with high counts of newcomer students in their mainstream classes.</li> <li>• District system of support for curriculum, instruction, assessment, program design? Is there a coaching plan? Monthly PLCs? TSA role defined?</li> </ul> <p>Sustaining Professional learning</p> <ul style="list-style-type: none"> <li>• Ongoing Professional Development</li> <li>• Collaborative Adult Structures</li> <li>• Protocol Use for curriculum design and looking at student work</li> <li>• Ongoing opportunities for PD on language and content integration for newcomers, such as: <ul style="list-style-type: none"> <li>○ Foundational Reading</li> <li>○ Before-During-After (BDA) lesson design</li> <li>○ Task Analysis</li> <li>○ Student talk and language supports</li> </ul> </li> </ul>

Systems for Curriculum, Instruction, and Assessment	Curriculum	<ul style="list-style-type: none"> <li>• Content Unit development</li> <li>• Newcomer ELD</li> <li>• SIFE equity project</li> </ul>
	Instructional Model	<ul style="list-style-type: none"> <li>• Aligned instructional strategies</li> <li>• Shared students</li> <li>• Language and Content Integration</li> <li>• Experiential Learning</li> <li>• Student Talk</li> <li>• Collaborative education bootcamp</li> <li>• Differentiated Texts</li> <li>• Text amplification</li> <li>• Translanguaging</li> <li>• Group roles</li> <li>• Heterogeneity</li> <li>• Rigor</li> <li>• Multilingual Representation</li> <li>• Language-rich Environment</li> <li>• Grouping of Students</li> <li>• Visuals</li> <li>• Mainstreaming support</li> <li>• Language Development Timelines</li> </ul>
	Assessment	<ul style="list-style-type: none"> <li>• Assessment Calendar for Newcomers (including newcomer capstone guidelines)</li> <li>• Frequent Low-Stakes Assessment and Data Use</li> </ul>
	Progress Monitoring	<ul style="list-style-type: none"> <li>• Newcomer Progress Monitoring <ul style="list-style-type: none"> <li>◦ Suggested Newcomer Targets.</li> </ul> </li> <li>• SIFE expectations and progress</li> <li>• ELPAC</li> <li>• SIPPS/UFLI</li> <li>• Demonstrations of Learning</li> <li>• iReady</li> </ul>
Systems of Whole Child Support		<ul style="list-style-type: none"> <li>• Tight Loose of needed additional MTSS support structures (advisory, cohorting, SIFE boost)</li> <li>• An advisory system</li> <li>• Community partnerships for mental health and basic needs (legal/housing/food)</li> <li>• Robust family and community engagement</li> <li>• Accurate Special Education Referrals</li> </ul>



Quality Criteria and Continuous Improvement	Core Student Outcomes	<p>To monitor progress toward academic, language, and engagement goals, we track:</p> <ul style="list-style-type: none"> <li>• Graduation Rate (23–24 Newcomers)</li> <li>• A–G Completion (23–24 Newcomer Graduates)</li> <li>• Dropout Rate (23–24)</li> <li>• Attendance Rate</li> <li>• D/F Course Grade Rate</li> <li>• Chronic Absence Rate (2425)</li> <li>• ELPAC Growth &amp; Cohort Size</li> <li>• I-Ready Growth (% of students meeting 40% of end-of-year goals by midyear)</li> <li>• I-Ready Growth Cohort Size</li> </ul>
	School Quality Review Process	<p>To contextualize these often incomplete data points, we propose to use a <a href="#">school quality review</a> process that provides qualitative evidence of instructional conditions, student experience, and leadership practices.</p>

## Appendix

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### 3) Two/Three Year

Newcomer Program/Academy within a larger comprehensive High School for 2-3 years

Questions/Comments/Ideas:

9th Grade				
	Cohort A (SIFE)	Cohort B (ELD 1/2)	Cohort C (ELD 1/2)	Cohort D (ELD 3/4)
1	ELD 1 (Lobaco)	PE SEI	ELD 1/2	Bio SEI (Priestley)
2	ELD 1 (Lobaco)	Algebra I SEI	ELD 1/2	PE SEI
3	Bio SEI (Lu)	Math Support	Art 1 SEI	Ethnic Studies SEI
4	Ethnic Studies SEI	Bio SEI (Priestley)	Algebra I SEI (Rosendo)	Art 1 SEI
5	PE SEI	Ethnic Studies SEI	PE SEI	Algebra I SEI
6	Algebra I SEI	ELD 1 (Robinson)	Bio SEI (Priestley)	ELD 3/4
7	Math Support	ELD 1 (Robinson)	Ethnic Studies SEI	ELD 3/4

11th Grade			
	Architecture -	Media -	
	A - CTE	A - CTE	M - CTE
1	ELD 3/4		US History SEI
2	ELD 3/4		Chem SEI
3	EPH 3	Construction 2	Algebra II
4	Construction 2		English 3 SEI
5	US History SEI		EPH 3
6	Chem SEI	Construction 2	Film
7	Algebra II (Notaro)		EPH 2

10th Grade				
	Architecture -	Media -		
Cohort	A - CTE	A - CTE	M - CTE	M - CTE
1	ELD 2/3/4	World History SEI	ELD 2/3/4	Physio SEI
2	ELD 2/3/4	Geometry SEI	ELD 2/3/4	PE SEI
3	Physio SEI	Intro M/M SEI	World History SEI	Geometry SEI
4	PE SEI	Physio SEI	Intro M/M SEI (Sykes)	World History SEI
5	Construction 1 SEI	PE SEI	PE SEI	Intro M/M SEI
6	World History SEI	ELD 2/3/4	Geometry SEI	ELD 2/3/4
7	Geometry SEI	ELD 2/3/4	Physio SEI (Priestley)	ELD 2/3/4

12th Grade			
	Architecture	Media	
	A - CTE	Other	M - CTE
1			
2	Design Build		Math Analysis
3	Gov SEI		Advanced Film; AP Spanish Lan; EPH 3
4	Grad Write	Design Build	Math Analysis; Data Science; Advanced Film
5	English 4 SEI		Advanced Film
6		Design Build	Physics/AP Bio; Advanced Film
7			

4) Newcomer HS: Stand alone newcomer A-G High School (Internationals model or otherwise)

Questions/Comments/Ideas:

Staff	Period 1	Period 2	Period 3	Period 4	Lunch	Period 5	Period 7	Homeroom/Advisory
Staff A	9/10 NX ELA	9/10 NX ELA	Prep	9/10 NX ELA		9/10 NX ELA	ELD 1	HR/Advisory
Staff B	9/10 NX ELA	9/10 NX ELA	Prep	9/10 NX ELA		9/10 NX ELA	ELD 1	HR/Advisory
Staff C	9/10 NX ELA	9/10 NX ELA	Prep	9/10 NX ELA		9/10 NX ELA	ELD Literacy	HR/Advisory
Staff D	9/10 Math	Coaching	9/10 Math	Prep		9/10 Math	9/10 Math	HR/Advisory
Staff E	Numeracy	9/10 Math	9/10 Math	Prep		9/10 Math	9/10 Math	HR/Advisory
Staff F	9/10 Math	9/10 Math	9/10 Math	Prep		9/10 Math		
Staff G	11th Adv Algebra	11th Adv Algebra	11th Adv Algebra	11th Adv Algebra		12th Stats	12th Stats	
Staff F	Prep	9/10 Science	9/10 Science	9/10 Science		9/10 Science		HR/Advisory
Staff G	Prep	9/10 Science	9/10 Science	9/10 Science		9/10 Science		HR/Advisory
Staff H	Prep	9/10 Science	9/10 Science	9/10 Science		9/10 Science		HR/Advisory
Staff I	Prep	11th Chemistry	11th Chemistry	11th Chemistry		11th Chemistry	Prep	HR/Advisory
Staff J	ELD 1	Prep	ELD 1	ELD 1		ELD 1	ELD 1	HR/Advisory

[Link to HS Resource](#) [Link to MS Resource](#)

4) **Newcomer HS:** Stand alone newcomer A-G High School (Internationals model or otherwise) within a school or alone

Questions/Comments/Ideas:

Staff	Period 1	Period 2	Period 3	Period 4	Lunch	Period 5	Period 7	Homeroom/Advisory
Staff A	9/10 NX ELA	9/10 NX ELA	Prep	9/10 NX ELA		9/10 NX ELA	ELD 1	HR/Advisory
Staff B	9/10 NX ELA	9/10 NX ELA	Prep	9/10 NX ELA		9/10 NX ELA	ELD 1	HR/Advisory
Staff C	9/10 NX ELA	9/10 NX ELA	Prep	9/10 NX ELA		9/10 NX ELA	ELD Literacy	HR/Advisory
Staff D	9/10 Math	Coaching	9/10 Math	Prep		9/10 Math	9/10 Math	HR/Advisory
Staff E	Numeracy	9/10 Math	9/10 Math	Prep		9/10 Math	9/10 Math	HR/Advisory
Staff F	9/10 Math	9/10 Math	9/10 Math	Prep		9/10 Math		
Staff G	11th Adv Algebra	11th Adv Algebra	11th Adv Algebra	11th Adv Algebra		12th Stats	12th Stats	
Staff F	Prep	9/10 Science	9/10 Science	9/10 Science		9/10 Science		HR/Advisory
Staff G	Prep	9/10 Science	9/10 Science	9/10 Science		9/10 Science		HR/Advisory
Staff H	Prep	9/10 Science	9/10 Science	9/10 Science		9/10 Science		HR/Advisory
Staff I	Prep	11th Chemistry	11th Chemistry	11th Chemistry		11th Chemistry	Prep	HR/Advisory
Staff J	ELD 1	Prep	ELD 1	ELD 1		ELD 1	ELD 1	HR/Advisory

	9th	10th	11th	12th
1	ELA	ELA	ELA	ELA
2	ELD	ELD	ELD	ELD
3	Math	Math	Math	Senior Seminar or Pre Cal
4	WL or Ethnic Studies	Modern World	Am History	Gov/Econ
5	PE	PE	CCR/Health	AP Lang or Elective
6	Bio	Physics	Chemistry	Science or Elective
7	Elective	Elective	AP Lang or Elective	Elective

[Link to HS Resource](#) [Link to MS Resource](#)

[Slides links on this](#)

## How Much Should I Translate for My Multilingual Learners?

### **ALL Translation**

- Inhibits English Language Development
- May exclude students from engagement in learning activities
- Easier, but does not nurture multilingualism
- Isolates speakers of other languages in class
- May include incorrect translation

### **NO Translation**

- Little language learning occurs if text is too difficult to find entry points into
- May create barriers in access to content
- May feel overwhelming



### **The Balanced Sweet Spot**

- Content and language learning happening with purposeful translation and scaffolding in English
- Language demands of the materials are appropriate for the learner
- Teacher translation happens 1:1 or with small groups, not whole class
- Intentionally uses strategies such as Preview and Review in home language
- Time for processing in home language is followed by a response in English

## Newcomer Programming: Key Documents

District Planning Documents	<p>What documents guide our newcomer programming?</p> <ul style="list-style-type: none"> <li>• <a href="#">ELLMA Central</a>★</li> <li>• <a href="#">OUSD ELL Master Plan</a> and <a href="#">Essential Practices</a> for leaders and Essential Practices for teachers</li> <li>• <a href="#">Newcomer toolkit</a></li> </ul>
Newcomer Programming	<p>What options do students and families have for newcomer programming?</p> <ul style="list-style-type: none"> <li>• <a href="#">Secondary Newcomer Programming</a>★</li> <li>• <a href="#">Elementary Newcomer Supports Guidance</a></li> <li>• <a href="#">Newcomer Entry and Exit Criteria</a></li> </ul> <p>Are students identified as SIFE or SLIFE? What criteria is used?</p> <ul style="list-style-type: none"> <li>• <a href="#">Welcome Center Screener</a></li> <li>• <a href="#">Math screener</a></li> <li>• <a href="#">Instructional Strategies &amp; Tasks to Support SLIFE</a></li> </ul>
Staffing	<p>How are schools staffed for newcomer support?</p> <ul style="list-style-type: none"> <li>• <a href="#">Elementary Newcomer Teacher Leads</a>★</li> <li>• <a href="#">Newcomer Social Workers</a>★</li> <li>• <a href="#">Newcomer Assistants</a></li> <li>• <a href="#">NWI Overview</a></li> <li>• <a href="#">Centralized Support for Social Workers</a></li> <li>• <a href="#">RASAP Overview</a></li> </ul>
Programming Models	<p>What types of program models do we use?</p> <ul style="list-style-type: none"> <li>• <a href="#">Elementary guidance</a> <ul style="list-style-type: none"> <li>◦ <a href="#">Elementary Newcomer Support Pyramid (MTSS)</a></li> </ul> </li> <li>• <a href="#">Secondary programs</a> <ul style="list-style-type: none"> <li>◦ <a href="#">OUSD Secondary Newcomer Program Systems of Support</a></li> </ul> </li> <li>• <a href="#">Mainstream Guidance for Student Support</a> Elementary</li> <li>• <a href="#">Mainstreaming in Secondary</a></li> </ul>
Identification and Enrollment	<p>How does Identification and placement for newcomers work in OUSD?</p> <ul style="list-style-type: none"> <li>• ELLMA/OUSD Newcomer Student Intake Form</li> <li>• <a href="#">Newcomer Intake Guidance</a></li> <li>• <a href="#">Tracking newcomers in our SIS</a></li> <li>• <a href="#">Unaccompanied Youth One Pager</a></li> <li>• <a href="#">Justice Involved Youth</a></li> </ul>
Instruction and Assessment	<p>What curricular and assessment tools do we use?</p>

	<ul style="list-style-type: none"> <li>• <a href="#">ELD curricular recommendations</a></li> <li>• <a href="#">ELD Standards by Newcomer Year (draft)</a>★</li> <li>• <a href="#">Targets for newcomer progress monitoring</a></li> <li>• <a href="#">Newcomer ELD Benchmarks</a> (rubric) and <a href="#">folder of benchmarks</a></li> <li>• <a href="#">Task Analysis (Language and Content Planning Tool)</a></li> <li>• <a href="#">Secondary Designated ELD</a></li> <li>• <a href="#">SIFE lesson design framework</a></li> <li>• <a href="#">SIPPS</a></li> </ul>
Professional Development	<ul style="list-style-type: none"> <li>• <a href="#">Secondary Professional Development Offerings</a>★</li> <li>• <a href="#">Elementary Professional Development Offerings</a></li> </ul>
Family & Community Engagement	<p>How do we meaningfully engage families in the educational process?</p> <ul style="list-style-type: none"> <li>• <a href="#">ENTL Theory of Action &amp; Work Plan- Priority 3</a></li> <li>• <a href="#">Development of NWI Program</a></li> <li>• <a href="#">System of Support for Social Workers</a></li> <li>• <a href="#">Snapshot of Services</a></li> </ul>
High School Programing	<p>What course and pathway offerings exist for newcomers in high school?</p> <ul style="list-style-type: none"> <li>• <a href="#">ELL Scheduling at a Glance</a></li> <li>• <a href="#">Paths to graduation with exemptions</a></li> <li>• <a href="#">Master Schedule Guidance</a></li> <li>• <a href="#">Transcript Eval manual</a></li> <li>• <a href="#">Transcript Review Training for Counselors</a></li> </ul>

Supporting in a class where you do not have a planning period with the core teacher:

#### Before Class:

- When possible, core teacher should **leave the days materials and any lesson planning docs in an agreed upon place** each day so that any additional support adults who are coming in can go right to it and get a glimpse of what the class is about without interrupting the core teacher for an orientation.

#### Upon Entering the Class

- Come in and review the materials, see who is in class that day, **join a group**. (Ideally, students are mixed about the room near a shared home language peer, but also integrated with non newcomers. Avoid having a few groups of newcomers and a few groups of non newcomers. )
- As you sit with the group, ask them to tell you what they are working on today. Do not take over facilitation, but support them to support each other. This might sound like:
  - Can you ask her what she thinks the response is?

- Can you help her say that in English?
- What words here do you know?
- What words do you have questions about?
- What does the group need to do next? Do you want to decide who will take which part?
- Your biggest role as a sometimes support is to model for students how to help each other across language even when you are not there. Model the helping behaviors you want them to engage in even when you are not there
- As you leave the group, make sure they have some next steps to work on
- Move on to another cluster of students

#### **Additional Resources:**

- [Universal supports for newcomers in mainstream classrooms](#)
- Visit OUSD's [Newcomer Toolkit](#) for more information and instructional strategies!
- [Crafting Newcomer-friendly Math Lessons](#) (elementary-focused but may apply to secondary)
- See the [Model Lesson Scaffolding Cheat Sheet](#) for more classroom support ideas (elementary-focused but can apply to secondary)
- See [Making Content Comprehensible for Secondary Newcomers](#)
- See [ELLMA Elementary Newcomer Program Guidance](#) for a comprehensive treatment of newcomer support in OUSD.
- [Essential Practices for ELL Achievement](#)