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Memo

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 January 22, 2020

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

Action Adoption of Revisions to the 2016 ELL Master Plan

Background California school districts are required to have an ELL Master Plan that outlines the district’s framework for effective ELL services that meet legal requirements.. While OUSD Board policy regarding ELLs 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 or changes in a district’s approach to ELL services. The current Master Plan was written during the 2015-16 school year with significant stakeholder input and adopted by this Board on November 30, 2016.

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

- changes in our multilingual programs required by regulations outlined by the California Education for a Global Economy (Ed.G.E.) Initiative (Proposition 58), passed in November of 2016
- changes in the state’s English Language Proficiency test, from the CELDT (California English Language Development Test) to ELPAC (English Language Proficiency Assessments for California)

- needed clarifications in OUSD procedures for Site ELL Subcommittees (SELLS, formerly known as ELAC), including conditions for sites to hand over their duties to the SSC (School Site Council).

Summary of updates

Change	Explanation
<i>Prop 58 Law and Regulations</i>	
No “waiver” required to enroll a student in a multilingual program (pp. 17-19)	Parents are no longer required to submit an annual waiver to request their child’s enrollment in a multilingual program, such as Dual Language. Instead, it occurs as a part of the options process.
New process for parents to request specific language programs at a site (p. 19)	New clerical procedure in place notifying central office when a site reaches the 20 per grade or 30 per school threshold of parent requests for a particular program, at which point the District has a state-mandated timeline for responding. See Parent Requests for Language Programs Procedures supported by clerical leads at all sites.
<i>Site ELL Subcommittee (SELLS) Changes</i>	
Clarifies guidelines for forming and maintaining SELLS (p. 56)	Sets dates for formation, minimum number of participants, and principal and SSC responsibilities.
Clarifies procedure for handing over duties of SELLS to the SSC (p. 56)	Once a site forms a SELLS, it <i>may</i> vote to hand over its duties to the SSC, with the condition that 1) a portion of every SSC meeting specifically addresses ELL issues and 2) the SSC has an ELL LCAP Representative participate on the LCAP sub-committee
<i>New State English Language proficiency test: ELPAC replaces CELDT</i>	
New initial and summative language proficiency test that aligns to the 2012 ELD standards (pp.16-17)	The ELPAC (English Language Proficiency Assessment for California) replaces the former CELDT (CA English Language Development Test). The ELPAC is a more rigorous test aligned to the 2012 ELD standards and Common Core State



	<p>Standards.</p> <p>There are two ELPAC tests:</p> <p>1) The Initial ELPAC must be taken within 30 days of a student’s first enrollment in a California public school. Results from the Initial ELPAC are used by OUSD to determine a student’s language status and to inform program placement, and is used by the state to identify district eligibility for ELL-related funding (LCFF supplemental and Title III).</p> <p>2) The annual or summative ELPAC is taken each year between February and May until he/she meets the reclassification criteria to be deemed Fluent English Proficient, and ready to exit ELL services.</p>
<p>New procedures defined by the state for changing errors in the Home Language Survey (p. 18)</p>	<p>Upon enrollment, every student completes a “Home Language Survey” (HLS). If the HLS determines a student speaks a language other than English at home, they must be administered the ELPAC to identify language fluency status. On rare occasions, a family disputes a student’s ELL status claiming errors in the completion of the HLS. Previously, no changes to the HLS could be made after enrollment and the only way a student could change language status was by meeting reclassification criteria.</p> <p>Now parents may request that errors in the Home Language Survey (HLS) be corrected as long as they do so BEFORE a student determined to be an ELL takes the ELPAC Summative for the first time, using the form Evidence for Changing HLS to English Only.</p>

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 2019-20 updates to the ELL Master Plan.

Fiscal Impact

- No change in fiscal impact. Requires continued investment in Professional Development for ELL instruction and program improvement.



Attachments

- [Revised OUSD ELL Master Plan](#)
- [ELL Master Plan Executive Summary - 2019-20](#)
- [Slide Deck](#)

OUSD ELL Master Plan Executive Summary - 2019-20

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

OUSD ELL Master Plan Organization and Usability

The [OUSD ELL Master Plan](#) is best navigated from a PDF that can be downloaded from the Knowledge Center. You may then click on any item in the Table of Contents on page 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 in November of 2016 and subsequent regulations. A new English proficiency test, called the English Language Proficiency Assessments of California (ELPAC) replaces the California English Language Development Test (CELDT).

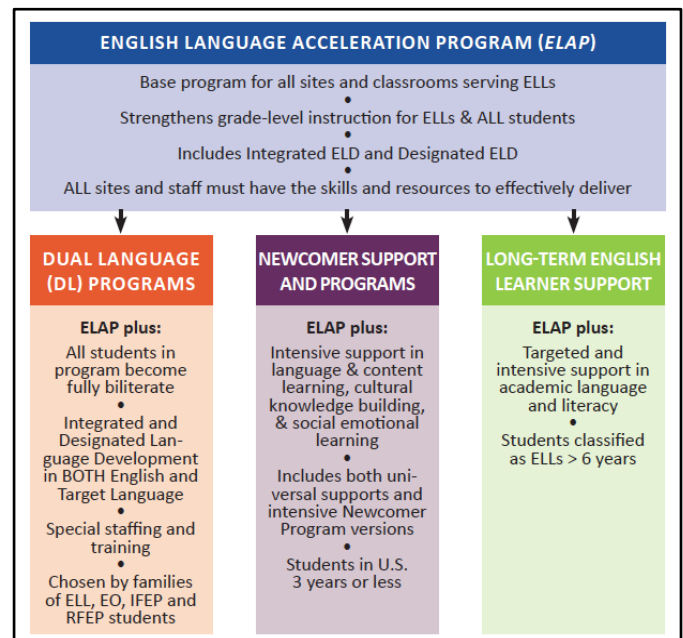
Chapter 2: Instructional Programs

Our baseline program for all ELLs called the English Language Acceleration Program (ELAP), with the following requirements:

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

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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 framework to tailor support to ELLs who do not meet the expectations. The chapter also describes the professional development that will support effective and powerful instruction for ELLs.

Chapter 3: Family and Community Engagement

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

- At the District level is the Parent-Student Advisory Council (PSAC), which include ELL family representatives.
- The District ELL Subcommittee (DELLS) reports to the PSAC. This is also known as the PSAC ELL Subcommittee.
- At the site level, the Site ELL Subcommittee (SELLS) replaces the English Learner Advisory Committee (ELAC), but is more integrated with the School Site Council than many ELACs were. 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.

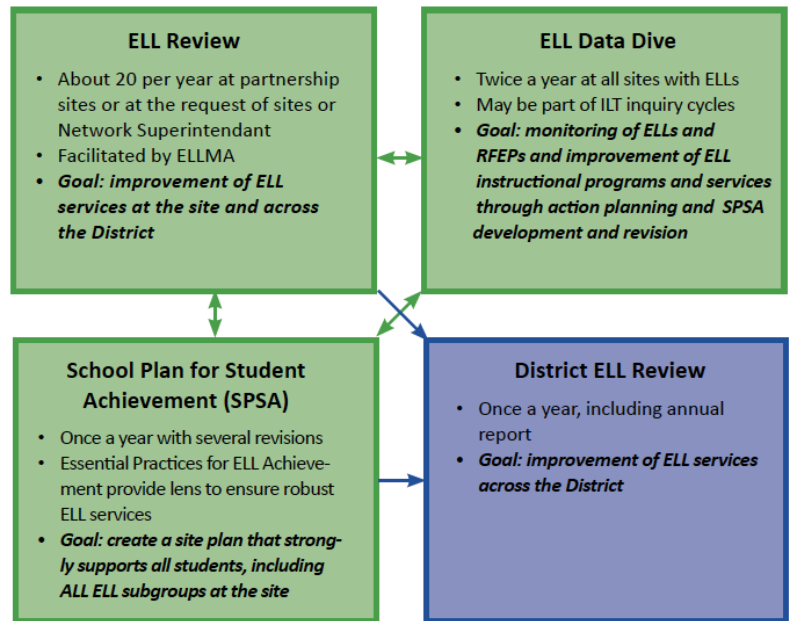
Family and Community Terms Abbreviations

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.



A Summary of the Big Shifts

This OUSD ELL Master Plan, completed in fall of 2016, is the first revision since 2008, and now has been revised again for the 2019-20 school year 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.

Chapter	Shifts
CHAPTER 1: ELL Identification, Program Placement and Reclassification	<ul style="list-style-type: none"> ● Due to Prop 58 passage in November of 2016: <ul style="list-style-type: none"> ○ Parents request multilingual programs as a normal part of the enrollment process, rather than having to submit a waiver every year. ○ New clerical procedure in place so that we know when a site reaches the 20 per grade or 30 per school threshold of requests for a particular program, at which point the District has a state-mandated timeline for responding. See Parent Requests for Language Programs Procedures supported by clerical leads at all sites ● During the 2017-18 school year, the state transitioned to a new English Learner Proficiency test. Up until then, California districts used the California English Language Development Test, or CELDT. The new test, called the English Learner Proficiency Assessments of California, or ELPAC
CHAPTER 2: Instructional programs for ELLS	<ul style="list-style-type: none"> ● English Language Acceleration Program (ELAP) replaces both Structured English Immersion (SEI) and English Language Mainstream (ELM). ● ALL teachers must be able to teacher ELAP. ● Special programs like Dual Language, Newcomer Programs and Long-term English Learner Programs are defined.
CHAPTER 3: Family and Community Engagement	<ul style="list-style-type: none"> ● The English Learner Advisory Committee (ELAC) is replaced with the Site ELL Subcommittee (SELLS). 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. ● The District English Learner Advisory Committee (DELAC) is replaced with the District ELL Subcommittee (DELLS) which is part of the budgetary approval process outlined in the Local Control Funding Formula regulations.
CHAPTER 4: Monitoring, Evaluation and Accountability	<ul style="list-style-type: none"> ● New structures to support reflection, improvement and accountability are being created: the Site ELL Review the District ELL Review.



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students



OAKLAND UNIFIED SCHOOL DISTRICT'S ELL MASTER PLAN

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INTRODUCTION TO ELL MASTER PLAN



STATEMENT FROM KYLA JOHNSON-TRAMMEL, OUSD SUPERINTENDENT

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 2018-19 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

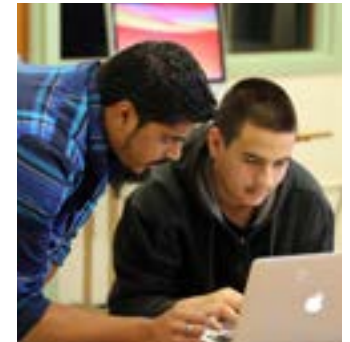


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1. INTRODUCTION

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

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

This English Language Learner Master Plan, originally adopted by the OUSD Board of Education in the fall of 2016, and newly revised in the spring of 2019, 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, but we are also proud to point out that OUSD educators are less interested in mere compliance with law than in doing whatever is necessary to ensure our ELLs are college, career and community ready. And this task could not be more urgent when ELLs are the lowest performing of any student group in the District, while making up about 30% of our student population.

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

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 Advance Quality Instruction; #2 Meet the Needs of the Whole Child; #3 Expand and Enhance Robust Language Programs; and #4 Align Policies and Practices across Central Office Departments.

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

As we 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 stakeholders have allowed us to vet the document with a wide audience.

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

District Leadership

Kyla Johnson-Trammel, Superintendent

Valerie Goode, Deputy Chief, Communications and Public Affairs

Sondra Aguilera, Deputy Chief, Student Services

Charles Wilson, Executive Director, Enrollment Registration & Management

Principals:

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Anita Comelo, Bridges Academy

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

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Lubia Sanchez, Multilingual Pathway Coordinator, ELLMA

Michael Ray, ELD Services Coordinator, ELLMA

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Amy Stauffer, Specialist, Literacy

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Alameda County Office of Education

Nathalie Longree Guevara, English Learner Coordinator

Office for Civil Rights, US Department of Education

Katherine Riggs, Senior Civil Rights Attorney

Tamera Wong, Senior Civil Rights Attorney



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

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

They were 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**.

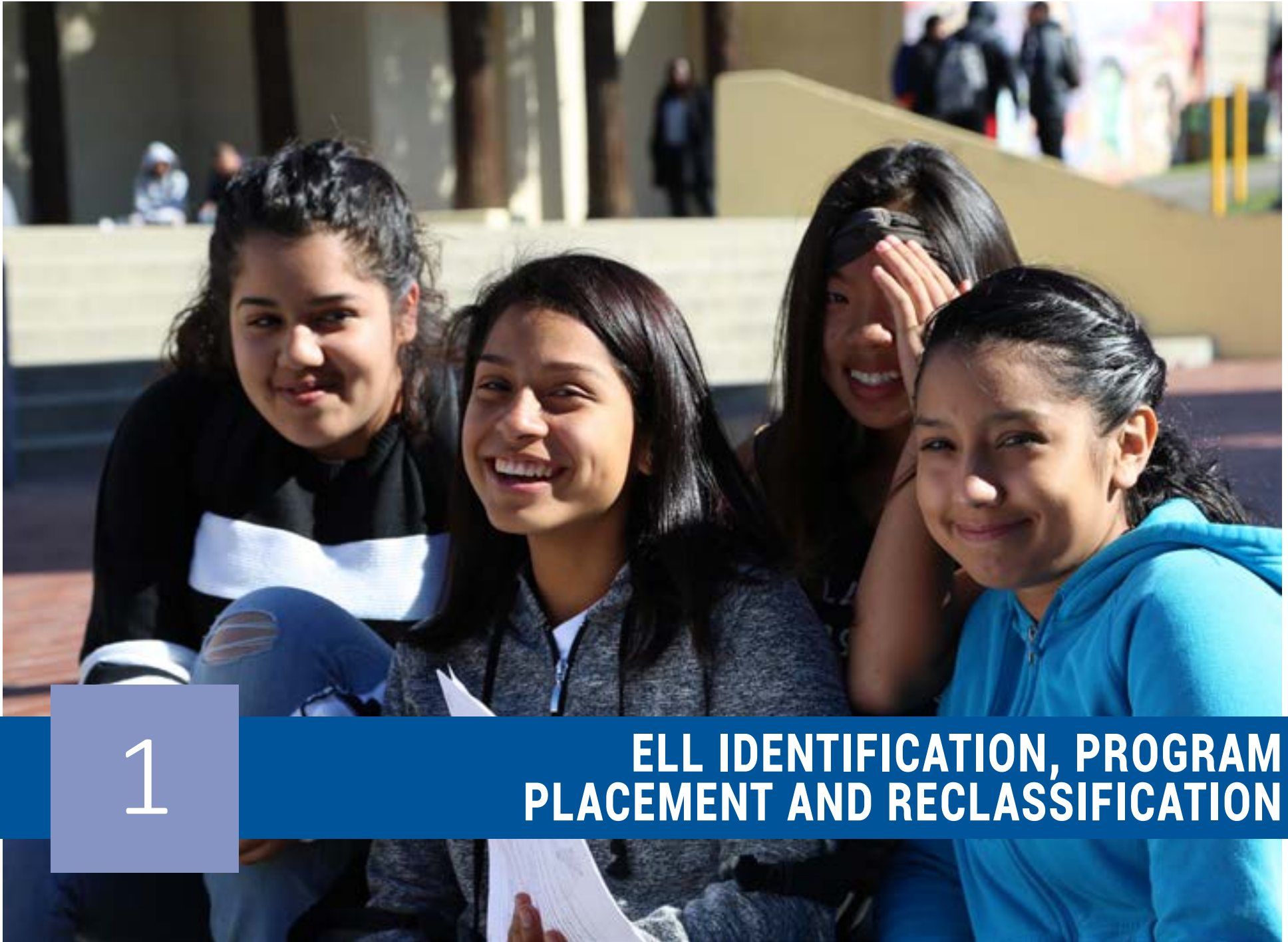
To use the OUSD ELL Master Plan as a **quick reference guide**, two tools will be particularly useful for sites, teachers and other stakeholders:

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

To use the OUSD ELL Master Plan as a **resource for deeper 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.





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.
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 of 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.¹ Please note that students with disabilities under IDEA or Section 504 may fit into any of the language groups below.

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

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

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 at least 3 years but not more than 6 years, and is not demonstrating adequate progress. As of fall 2019, the District awaits a new California State criteria to define adequate progress in terms of ELPAC or other metrics.

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.

Recently Proficient RFEP

An RFEP who was redesignated less than or equal to 4 years ago. RFEPs need monitoring to ensure they don’t stagnate or regress.

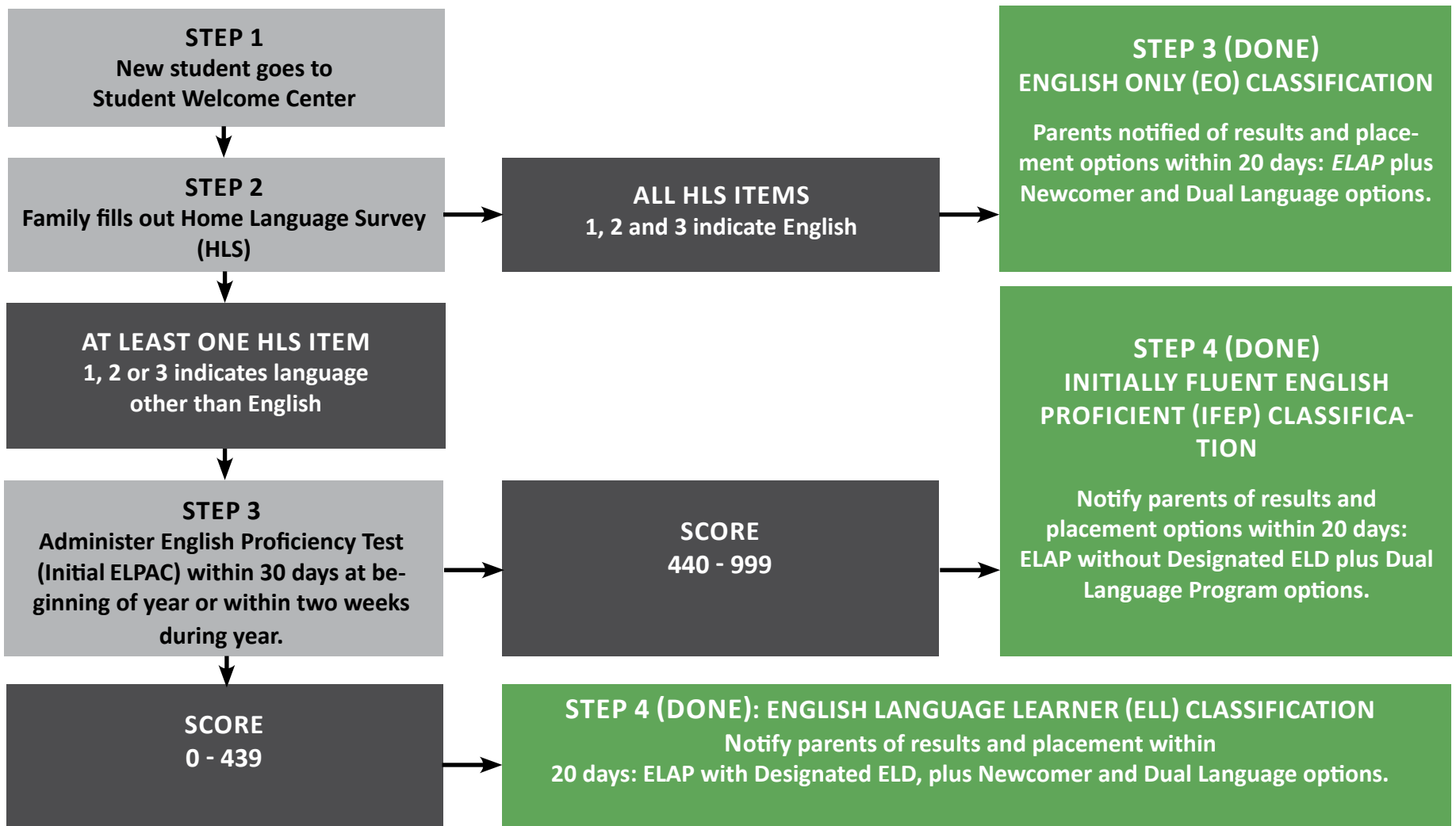
Long-term Proficient RFEP

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.



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

In this section, we describe the stakeholders responsible and the time-bound steps of intake, assessment, identification and placement. ***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 [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 son or daughter learn when he or she first began to talk?
2. What language does your son or daughter most frequently use at home?

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

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

If the parents or guardians of a student list a language other than English on any of the Home Language Survey questions 1 through 3, the student must have his or her language proficiency assessed. See 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 2014-15 school year. The form indicated the student had a home language other than English, and language proficiency assessment resulted in a classification of ELL. Upon arrival to OUSD during the 2016-17 school year, the parents filled out the HLS form again in a way that indicated the student was English only. The HLS from the San Lorenzo Unified supersedes the HLS filled out on arrival to OUSD, and the ELL classification stands until the student meets the criteria for reclassification.

INFORMING PARENTS AND GUARDIANS OF INSTRUCTIONAL PROGRAM OPTIONS

As part of the process of completing the [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.

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

- [Language Program Descriptions on the ELLMA website](#)
- [Dual Language Program Fact Sheet](#)
- [Video: Dual Language Programs in OUSD](#)
- [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 of 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 assessments 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 Matrix Four Accommodations and Modifications](#).

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

Student Classified as ELL	Student Classified as IFEP
0 - 439	440 - 999

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.²
- 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 Parent Notification Letter will be in English and in the parent's primary language and will also include:

- 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 [Initial Parent Notification Letter](#).

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 listed above. The Annual Parent Notification Letter provides the same information as the Initial Parent Notification Letter, with updated language assessment scores.

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 resulting 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 ELLMA Office to have their HLS changed.

In cases where an HLS has indicated a student is EO but District staff suspect the student is deserving of ELL Services, 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 results 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 appropri-

ate, 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 counseled against this option. 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.

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

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

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 Matrix Four Accommodations and Modifications](#). ELLs with 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 [ELPAC Administration for ELLs with IEPs](#).

5. RECLASSIFICATION OF ELLS

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

- ELPAC scores: 4 overall
- Reading proficiency near or at grade-level expectations. For 1st graders, reading proficiency above grade level.
- Satisfactory grades in ELA / ELD / English
- Teacher recommendation

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 ELL Reclassification](#). Note the description of the powerful use of the [English Language Learner Snapshot](#) in parent-student-teacher conferences.
- A parallel [Individualized Reclassification for ELLs with IEPs](#) process is also available.





2

INSTRUCTIONAL PROGRAMS FOR ELLS

I. INTRODUCTION AND GRAPHIC ORGANIZER

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

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

In this chapter we:

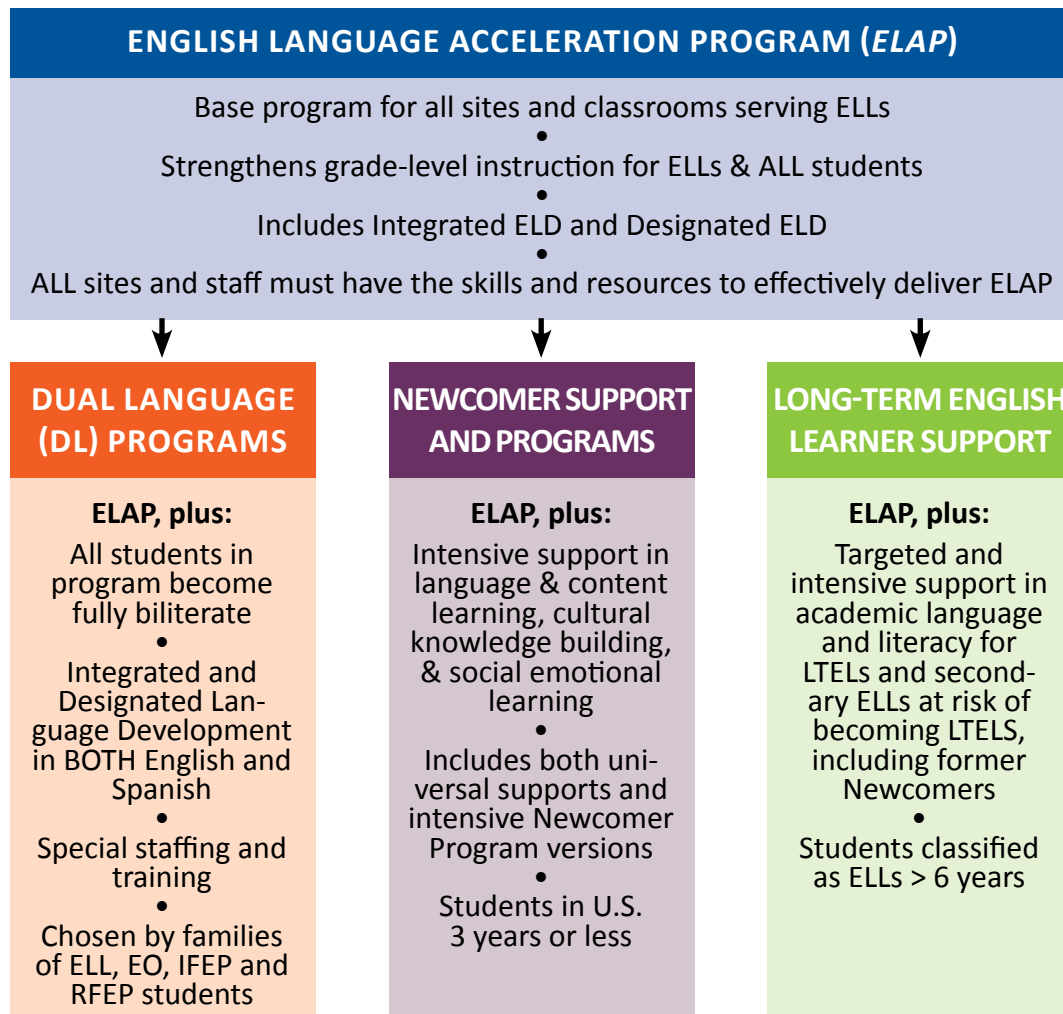
- Describe the framework for ELL instruction known as Integrated ELD and Designated ELD.
- Provide guidance for the scheduling and implementation of Designated ELD.
- Describe the instructional programs that put the Integrated and Designated ELD framework into action for all ELL subgroups.
- Articulate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



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

1. Provide instructional programs that address the needs of all ELL subgroups present at the site.
2. Implement the chosen instructional program(s) at the site with fidelity.
3. Provide robust Integrated ELD across the content areas aligned with the CA ELA/ELD Framework.
4. Provide 30 minutes of Designated ELD to ELLs until they reclassify.
5. Provide ongoing professional learning on best practices in ELL instruction supported by central office, including ELLMA and Academics and Instructional Innovation.
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.

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



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

At the heart of both the [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 with groupings of not more than two 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 [Focused Language Study \(FLS\)](#) 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, with two periods for newcomers.
 - is part of a comprehensive Designated ELD Course sequence, including Academic Language Acceleration (Secondary only, LTELs and At-risk ELLs) 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.), a practice sometimes referred to as [Discipline-specific and Academic Language Expansion \(DALE\)](#).
- There is ample oral and written production of language.
- The Three High-Impact Language Practices ([Using Complex Text](#), [Fortifying Complex Output](#) and [Fostering Interaction](#)) are woven into content area instruction and core routines such as Reading Workshop or Science reporting.

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](#)

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

[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. Scheduling this time can be a complex task in elementary. In the document [Sample Schedules for Designated ELD in Elementary](#), we provide guidance for schools as they roll out and refine their Designated ELD practices.

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

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

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



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

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

SCHEDULING DESIGNATED ELD IN SECONDARY

As long as a student is classified as an ELL, s/he must receive 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. [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 “Pre-Emerging” to Bridging (ELPAC Levels 1-4). 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 p29)

1. For Designated ELD:
 - For Elementary, minimum 30 minutes per day as a protected time for Focused Language Study embedded in content. At least 60 minutes or two periods is recommended for newcomer ELLs. For Secondary, at least one Designated ELD period a day with no Designated ELD in lieu of ELA, and two periods a day recommended for newcomers.
 - Teachers should use district-recommended supplemental materials to support Designated ELD when teachers or sites are at Stage II: Beginning Implementation or Stage III: Consistent Implementation for Designated and Integrated ELD in [Stages and Next Steps for Elementary ELD Implementation \(Essential Practice 2\)](#).
2. Both Integrated and Designated ELD will feature:
 - Standards-based instruction with differentiation and language development strategies in all content areas including:
 - Use of Content-Language Objectives to articulate demands and expectations for both content and language mastery and use
 - The Three High-Impact Language Practices: Using Complex Text, Fortifying Complex Output and Fostering Interaction
 - SDAIE, GLAD and other strategies for making content instruction understandable.
 - Scaffolding calibrated by proficiency level to provide both high challenge and sufficient support for all students
 - Partner and group work to foster content and language learning, social emotional learning and cultural competence
 - Use of both core and supplemental curriculum
 - Leveraging of primary language for content and language learning. See the document: [Leveraging Primary Language to Accelerate ELL Achievement](#).
 - Routines that are clear, predictable and supportive of Common Core-aligned rigor and high student engagement

Program Components

(Continued from p28)

- 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 twice-yearly [ELL Data Dives](#) to create action plans for addressing the needs of these students. For ELLs with IEPs, clear articulation and consistent implementation of IEP language development goals
3. Family engagement activities, bilingual support staff and strong community partnerships will support the educational experience of ELLs.

Staffing, Credentialing and Professional Development

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

Family Information

1. During the enrollment process, parents are fully informed about other 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. At least twice yearly, Sites conduct an [ELL Data Dive](#) to review progress of LTELs, ELLs at risk of becoming LTELs, newcomers and ELLs with IEPs. The Committee's purpose is to create action plans to accelerate academic language development and academic achievement. See Chapter 4, MONITORING, EVALUATION, AND ACCOUNTABILITY for further details.

B. NEWCOMER UNIVERSAL SUPPORTS AND PROGRAMS

NEWCOMER SUPPORT AND PROGRAMS

ELAP plus:

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

- Includes both universal supports and intensive Newcomer Program versions

- Students in U.S. 3 years or less

The newcomer population has increased markedly in recent years in OUSD, including a significant number of unaccompanied immigrant youth. 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 31-35.

Newcomers and the MTSS Pyramid

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

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

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

B.1 Universal Newcomer Supports

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

FEATURES OF UNIVERSAL NEWCOMER SUPPORTS

Students Served and Exit Criteria

1. **Universal Newcomer Supports** serve students 2nd through 12th who have been in the U.S. three years or less with a “pre-Emerging” to Emerging (ELPAC 1 to 2) level of language development. Generally, TK, K and 1st grade and some 2nd grade students who are also newcomers will receive lighter **Universal Newcomer Support**, including more targeted instruction and differentiation within their regular classroom. As ELLs with beginning levels of English proficiency, newcomer students are placed in the **ELAP** instructional program, but are fully informed on their option to request an appropriate **Dual Language** instructional program if they meet the minimum level of proficiency in Spanish.
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 p32)

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 p31)

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. 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

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 [Required and Recommended Professional Development for Teachers of ELLs in OUSD](#) and Section 8. PROFESSIONAL LEARNING TO ENSURE HIGH LEVELS OF ACADEMIC LANGUAGE DEVELOPMENT on page 51),
2. Central Office/[English Language Learner & Multilingual Achievement Office \(ELLMA\)](#)-supported site-based cycles of inquiry to create more robust newcomer instruction and social emotional learning

Family
Information

In addition to the Family Information included in the **ELAP** description, 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

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

For a listing of current **Secondary Newcomer Programs** in OUSD, please see the document [OUSD Secondary Newcomer Programs](#).

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

Staffing,
Credentialing
and
Professional
Development

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

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

Family
Information

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

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

LONG-TERM ENGLISH LEARNER SUPPORT

ELAP plus:

Targeted and intensive support in academic language and literacy 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 LTEL courses have experienced dramatically higher LTEL reclassification rates.

The **Academic Language Acceleration** 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 Language Acceleration** course is still taken IN ADDITION to a core ELA class, not in lieu of it, and it meets the minimum 30-minutes per day Designated ELD instruction required for ELLs.

The course focuses on academic language and literacy development and emphasizes student engagement, 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. Please see the [LTEL Course Handbook](#) for more specific LTEL course features. At sites with more than 20 LTELS, or students at risk of becoming LTELS, including former newcomers, an LTEL course must be offered.

At sites with more than 20 LTELS, or ELLs at risk of becoming LTELS, an LTEL course must be offered.

FEATURES OF LTEL SUPPORT: ACADEMIC LANGUAGE ACCELERATION COURSE

Students Served and Exit Criteria

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

Program Components

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

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

Staffing, Credentialing and Professional Development

In addition to the Staffing, Credentialing and Professional Development bullets from the **ELAP** instructional program above, the **Academic Language Acceleration Course** should include required ongoing District-sponsored or approved professional development in Designated and Integrated ELD and LTEL support. See [Required and 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, IFEP, RFEP and EO students to develop language and academic content knowledge in two languages, with the goal of achieving full bilingualism and biliteracy. Both One-Way and Two-Way programs provide instruction for at least 50% of the time in the target language (e.g. Spanish) in elementary, and at least 30% in secondary.

OUSD is engaged in a multi-year process of fully building out our Dual Language programs, as called out in the District's Three-Year Roadmap to ELL Achievement:

For an overview of Oakland's dual language programs, please see the [ELLMA website page](#), including the video [Dual Language programs in Oakland Unified School District](#).

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

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

D.1 DUAL LANGUAGE TWO-WAY IMMERSION PROGRAM

The goal of the *Dual Language Two-Way Immersion Program* is full bilingualism and biliteracy, grade-level academic achievement, and positive cross-cultural competencies for ELLs, English Only Students (EOs), Initially Fluent English Proficient (IFEP/bilingual students) and reclassified ELLs (RFEPs). Though this model is 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. Classes are composed of a balance of EOs, ELLs/RFEPs and bilingual students. Content learning in both languages facilitates language learning among the students as they engage in collaboration that values both languages equally.

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

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

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

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

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

PROGRAM FEATURES OF DUAL LANGUAGE TWO-WAY IMMERSION PROGRAM

Students Served and Exit Criteria

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

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

Program Components

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

1. Clearly articulated TK-12 Dual Language pathway
2. BOTH Integrated ELD and Integrated Spanish Language Development (SLD) for all students
3. Daily **Focused Language Study** for all students in BOTH languages: Designated ELD for ELLs, Designated SLD for EOs/IFEPs
4. Purposeful and strategic use of languages and intentional leveraging of each language to support the development of both languages, including appropriate **Translanguaging Practices**.
5. For elementary, at least 50% of the day in target language
6. For secondary students:
 - For content classes taught in English, robust Integrated ELD for ELLs as well as instructional differentiation
 - Minimum 30% of A-G coursework in Spanish
 - 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 Two-Way Immersion Model** should include these features:

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

**Family
Information**

1. ELL students are placed in the **ELAP** instructional program unless a family chooses and students are then placed through the enrollment process in a **Dual Language** instructional program.
2. 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](#).
3. 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 Two-Way Immersion** instructional program.
4. 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

D.2 DUAL LANGUAGE ONE-WAY DEVELOPMENTAL PROGRAM

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

In cases where this program is one strand within a larger school, all *One-Way Developmental Models* must include both content and non-content based integration time with students in the *ELAP* or general education instructional program on a daily basis. This prevents linguistic isolation and segregation by language group while ensuring that all students benefit from cross-cultural exchanges. For more information on minimum requirements for *One-Way Developmental Models* please see the document [MINIMUM CRITERIA FOR ONE-WAY ELEMENTARY DUAL LANGUAGE PROGRAMS IN OUSD](#).

The *Dual Language One-Way Developmental* Models offered are:

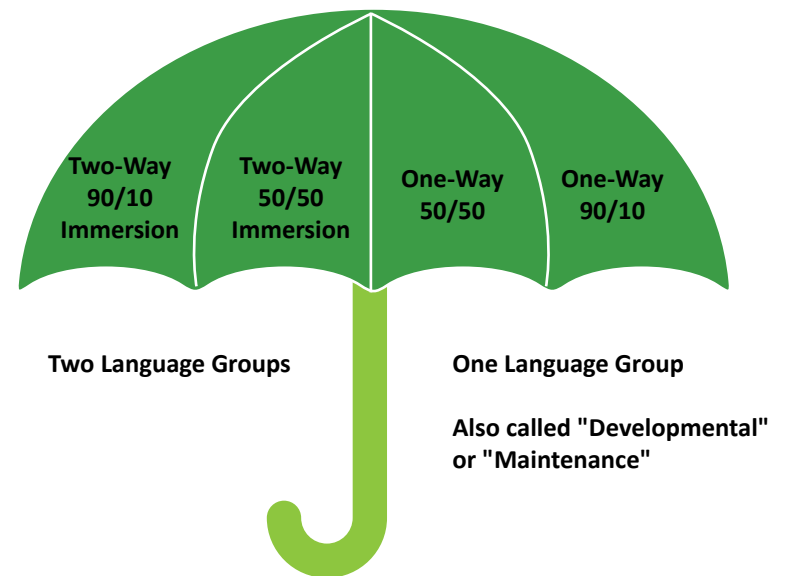
A. 90/10— 90% instruction in the target language, 10% instruction in English in kindergarten.

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

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

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

DUAL LANGUAGE UMBRELLA



PROGRAM FEATURES OF DUAL LANGUAGE ONE-WAY DEVELOPMENTAL PROGRAM

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

Please refer to the document [MINIMUM CRITERIA FOR ONE-WAY ELEMENTARY DUAL LANGUAGE PROGRAMS IN OUSD](#) for more information on requirements for *One-Way Dual Language Programs*.

5. MINIMUM PROGRESS EXPECTATIONS

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

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

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

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

ELAP INSTRUCTIONAL PROGRAM MINIMUM PROGRESS EXPECTATIONS FOR ELLS

	ELPAC 1	ELPAC 2	ELPAC 3	Low ELPAC 4	Mid to High ELPAC 4 and reclassification
End of Year 1	Student A	Student B	Student C	Student D	Student E
End of Year 2		Student A	Student B	Student C	Student D
End of Year 3 or 4			Student A	Student B	Student C
End of Year 4 or 5				Student A	Student B
End of Year 5 or 6					Student A

Other End-of-Year Minimum Progress Academic Achievement Indicators

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

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

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

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

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

THE THREE TIERS OF THE MTSS PYRAMID

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

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

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

TK - 5 MTSS Pyramid

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

SUPPORTING EFFECTIVE TIER 1 INSTRUCTION FOR ELLS

Tier 1 should meet the needs of roughly 80% of ELL students and includes both whole group and small group instruction. Tier 1 also provides appropriate differentiation for ELLs with attention to the language demands of a task, and 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 Tier 1 instruction, gaps will appear in ELL achievement. These gaps may have little or nothing to do with a learning difficulty on the part of an ELL student, and more to do with the absent structures and routines. Rather than moving quickly to Tier 2 interventions that might include pulling students out of core instruction, the teacher and/or site should take action to ensure that robust Tier 1 instruction for ELLs is in place. There are several ways an individual teacher or a site can gather data, reflect on findings, and create action plans to ensure that Tier 1 instruction is fully supportive of ELLs:

1. Take an inventory of the critical elements of the site’s instructional program described in this chapter (**ELAP, Dual Language, LTEL support, Universal Newcomer Supports or 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 the High Impact Language Practices: [Using Complex Text](#), [Fortifying Complex Output](#) and [Fostering Interaction/Academic Discussion](#).

2. Go through a similar process to inventory strong Tier I practices for ELLs using the following frames:
 - the [Essential Practices for ELL Achievement](#)
 - the [Stages and Next Steps for Elementary ELD Implementation \(Essential Practice 2\)](#)
 - the [OUSD MTSS Pyramid for ELLs-TK-5](#) or the [OUSD MTSS Pyramid for ELLs-6-12](#)
3. For a deeper look, as recommended in Chapter 4: MONITORING, EVALUATION, AND ACCOUNTABILITY, use the [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)¹ in cycles of data gathering, reflection and action plans in support of effective Tier 1 instruction for ELLs.

Site administrators and ILTs, Academics and Instructional Innovation, ELLMA, Network Superintendents and the District as a whole are responsible for creating the conditions for this ongoing learning about powerful Tier 1 instruction. See Section 8.

PROFESSIONAL LEARNING TO ENSURE HIGH LEVELS OF ACA-

DEMIC LANGUAGE DEVELOPMENT for more detail on professional learning opportunities.

CRAFTING AND FOLLOWING THROUGH ON TIER 2 AND 3 INTERVENTIONS

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

1. Is based on specific assessment data (see [OUSD MTSS Pyramid for ELLs-TK-5](#) or the [OUSD MTSS Pyramid for ELLs-6-12](#)) including the [ELL Snapshot](#).
2. Has clear entry and exit criteria for participation in the intervention.

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.

3. Provides frequent progress monitoring (at least every 3 weeks in Tier 2, at least every 1 week in Tier 3) to ensure the effectiveness of the intervention.
4. Provides systematic and explicit instruction with modeling, multiple examples and feedback.
5. Will be changed after 8 weeks or less if the student is not meeting time-bound goals.

In addition:

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

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

In elementary:

- The Instructional Leadership Team (ILT) is responsible for ensuring that Tier 2 and 3 interventions are aligned to the bullet points above. The ILT must include the site administrator and 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 stakeholders, such as ILT members. It is also possible that another certificated staff member, such as a TSA, could lead in the crafting and implementation of a student's Tier 2 or Tier 3 plan, at the discretion of the site administrator.
- If and when an ELL is identified with a specific learning disability, a certificated Special Education staff member will share monitoring of the Tier 3 plan, in alignment with the student's IEP.
- The site-based [ELL Data Dive](#), which occurs at least twice a year, is an important tool for monitoring the effectiveness of Tiers 1, 2 and 3.

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

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

MTSS FOR DUAL LANGUAGE PROGRAMS

Any student entering a **Dual Language** program after the end of first grade who is two grade levels below or more in reading in either language should be provided Tier 2 supports with monitoring by the COST team. This monitoring will continue as long as the student is two grade levels or more below in reading.

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

STUDENTS MAY NOT BE RETAINED BASED ON LANGUAGE PROFICIENCY

Retention is not an intervention. Because research evidence

indicates that the educational outcomes for ELLs who are retained, including those retained at grades K and 1, are generally very poor in the long term, this decision should be taken only in special circumstances and with the consultation of the COST Team.

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

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

7. LEVERAGING PRIMARY LANGUAGE IN ELL INSTRUCTION

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

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

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

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



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

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

development 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.





3

FAMILY AND COMMUNITY ENGAGEMENT

I. INTRODUCTION

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

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

- Be clearly defined and well-advertised in a parent friendly format, at both the site and district level.
- Be welcoming and culturally and linguistically responsive .
- Provide a space for parents and families to both learn about and contribute to
 - the specific needs of ELLs including all ELL subgroups.
 - the educational needs of all OUSD students and subgroups .
- Fully engage parents representing [all ELL subgroups](#) in site-level and district-level governance structures, particularly within the School Site Council (SSC), District ELL Parent Subcommittee (DELLS) and Site ELL Subcommittee (SELLS). (See descriptions pages 54-57.)
- Ensure clear communication and connection between the parent governance structures at the site level and the parent governance structures at the district level.
- Be supported by dedicated family liaisons and resources at the site, Network and District level.



WHAT DO SCHOOL SITES NEED TO DO?

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

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

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

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

- The [Family and Student Engagement Office](#) website
- The [OUSD Family Engagement Toolkit](#) providing resources organized by the five [OUSD Standards for Meaningful Family Engagement](#)
- The 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 who to contact to get support and information.

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

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

- Review and provide feedback on the District's implementation of LCAP services and expenditures.
- Review and provide feedback on the District's annual LCAP update.
- Provide recommendations to staff on the final LCAP draft prior to School Board Adoption.
- 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 stakeholders actively influence and contribute to the District mission of college, career and community readiness.

THE DISTRICT ENGLISH LANGUAGE LEARNER SUBCOMMITTEE (DELLS)

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

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

- Study 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.

THE SITE ELL SUBCOMMITTEE (SELLS)

California Education Code requires sites with more than 20 ELLs to have a committee to ensure the input of ELL 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).¹

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 School Governance Specialist and Regional Family Engagement Liaisons.
 5. All SELLS will advertise their meetings to their school community. They will provide agendas and meeting notes to attendees and members of the SELLS, SSC and Instructional Leadership Team (ILT) as outlined by the [Green Act](#).
5. 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 ELCAP Representative (see following paragraph) to bring attention to ELL issues. **Electing an ELL ELCAP Representative is a strongly recommended practice whether or not the SELLS hands its duties over to the SSC.** The name and email of the ELL ELCAP Representative must be provided to appropriate Central Office staff.
 6. The ELL LCAP Representative:
 - Must be a member of either the SELLS or SSC and will represent the ELL Learner perspective with support from the ELLMA Office and Family Engagement.
 - Should attend at least one of the District English Learner Subcommittee (DELLS) meetings.
 - Is allowed to vote for each electoral district's four representatives to the PSAC.
 7. 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.

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

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

1. All notes for regular meetings of the PSAC and DELLS must be posted to a common folder linked on the [LCAP Web Page](#) and the School Board Legislative Information Center within 48 hours of holding a meeting.
 2. By the end of October, each site will designate an LCAP Communications Liaison to pass information and knowledge between the district-level committees (PSAC and DELLS) and the site-level committees (SELLS and SSC) and support compliance with the [Green Act](#).
- The LCAP Communications Liaison may or may not be a member of the SELLS or the SSC. See [Best Practices for the LCAP Communications Liaison](#).
 - The LCAP Communications Liaison may be somebody who fills another role at the site, from SSC president to ELL LCAP Representative.
 - The LCAP Communications Liaison must have access to email in order to receive important information from different bodies in the District.
 - In addition to being posted to common District folders, a copy of agendas and notes from any PSAC or DELLS meeting is also

sent to the LCAP Communications Liaison email list.

- The LCAP Communications Liaison must share PSAC and DELLS information with their school's SELLS and SSC.
- The LCAP Communications Liaison will also share school-based information back to the LCAP Committees (e.g PSAC, DELLS)



3. OTHER DISTRICT, REGIONAL AND NETWORK PARENT ENGAGEMENT FORUMS

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

- Meetings monthly or every other month organized by the Network Regional Family Engagement Liaison
- Quarterly Family Universities
- LCAP Conference with workshops relevant to ELL families
- Parents Raising the BAR (Behavior, Reading, Attendance) sessions

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

4. SUPPORTING ROBUST ELL FAMILY PARTICIPATION AT THE SITE LEVEL

The school site is the backbone of parental involvement. Please see the document [Supporting ELL Family Participation at the Site Level](#) for suggestions on how to increase the quality and quantity of site-level family participation.



5. COMMUNICATION WITH FAMILIES

Clear, two-way communication is the basis of all effective and sustained action. In this section we describe OUSD's practices for ensuring effective communication with ELL families, including all ELL sub-groups.

ENROLLMENT OPTIONS FOR ELLS INCLUDING ALL ELL SUB-GROUPS

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. Visit the [Student Welcome Center website](#) for further information.

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

TRANSLATION AND INTERPRETATION

Communication with all 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](#).

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

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

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.

In addition, under California state law, when fifteen percent (15%) or more of the students in the District or at a site speak a language other than English, translation and interpretation services must be provided.

The California Longitudinal Pupil Achievement Data System (CALPADS) will determine whether the 15% threshold has been met. The District must provide translation of all “universal documents” listed in [AR 5124 - Translation and Interpretation](#)

[Services October 9, 2013](#) including:

- Parent Notification Letters
- Annual 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 pro-

vided 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 professional development are provided.

A minor child may only be used as an interpreter for informal communication and when there is no risk that confidential information may be disclosed, or in an emergency. School

sites may use the [CTS Language Link](#) service subscription to supplement District translation services.



4

MONITORING, EVALUATION AND ACCOUNTABILITY

I. INTRODUCTION

This chapter is 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 stakeholders should do when ELL services are not adequately provided or student results are not meeting benchmarks.

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

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

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

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



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

1. Use the Essential Practices for ELL Achievement as the lens for the creation and revision of a School Plan for Student Achievement (SPSA) that meets the needs of ELLs at the site. They utilize support from Network Superintendents and the ELLMA Office in this process.
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.

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

In this section we define what successful delivery of ELL services looks like and what stakeholders must do when sites do not meet benchmark metrics. We use a list of eight critical Yes-No questions about ELL Services, such as “Are all ELL 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 is the Key Metrics and High-value Data sources which include both summative and formative data 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.

lice 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 stakeholders.

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

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

The accountability system for the ELL Master Plan utilizes the concept of tiers of support to ensure that sites 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 2018-19, a menu of triggers and tiered supports will be developed. This

menu and its implementation will maximize the capacity of schools to address gaps in their services to ELLs in a timely and strategic manner.

KEY YES-NO QUESTIONS, KEY METRICS AND RECOMMENDED ACTIONS

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

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



Key Yes-No Questions	Key Metric	Recommended Actions and Intervention to address any “Nos”
<p>1. Are ELLs placed properly and in a timely manner?</p>	<p>ELL Reviews, District ELL Review gathering of ELL Review Data, reports from the Student Welcome Center, The Site ELL Subcommittee (SELLS) and the District English Language Learner Subcommittee (DELLS)</p>	<p>Student Welcome Center, RAD and English Language Learner & Multilingual Achievement Office (ELLMA) plus secondary level counselors work to improve testing and placement procedures and assign resources needed in order to ensure timely placement in alignment with the timelines laid out in Chapter 1: ELL IDENTIFICATION, PROGRAM PLACEMENT AND RECLASSIFICATION.</p> <p>When benchmarks are not met, ELLMA and the Executive Director of Enrollment and Registration Management will co-create an action plan and monitor placement data and practices at the Student Welcome Center and sites with assistance from Student Welcome Center staff.</p>

<p>2. Are all ELL subgroups, including ELLs with IEPs, meeting Minimum Progress Expectations and reclassification targets?</p>	<p>California School Dashboard ELL-related Dashboards, including:</p> <ul style="list-style-type: none"> • Reclassification Rates • ELL Progress Monitoring Dashboards: Central Office/School Leadership View and Teacher View • Reading Inventory (RI) Growth • ELPAC Dashboards: Performance Levels and Reclassification Criteria • SBAC Distance from Meeting Standard • The F&P, DRA, EDL Dashboards 	<p>Sites use the School Plan for Student Achievement (SPSA), ELL Review and ELL Data Dive (see Section 3 on page 71) to refine implementation of instructional programs described in Chapter 2. Network Superintendents and ELLMA support use of all three tools and ensure resources for improvement, including PD, are available. District ELL Reviews are conducted annually to improve outcomes in this area.</p>
<p>3. Are all instructional programs implemented with fidelity to core components, giving all ELL subgroups full access to and engagement with the core as well as robust development of academic language?</p>	<ul style="list-style-type: none"> • Data sources from question 2 above • SPSA data analysis • ELL Reviews; • Local Control Accountability Plan (LCAP) Goals, Strategies and Measurable Outcomes, especially Goal 4 	<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 ELL Review may be recommended.</p>
<p>4. Are District targets for ELL A-G completion and Linked Learning Pathways met?</p>	<p>College Readiness Dashboards: A-G Completion - 12th Grade Only and Cohort Graduation and Dropout California School Dashboard especially:</p> <ul style="list-style-type: none"> • College and Career • Graduation Rate <p>On Track To Graduation Dashboards 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. ELL Reviews embed this work in action plans.</p> <p>Metrics consistently under benchmark at a site will trigger tiered supports (see section above) from the central office, including ELLMA and Network leadership.</p>

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:
 - The ELL Crosswalk Tab
 - Participation from the SELLS
4. The District ELL Review

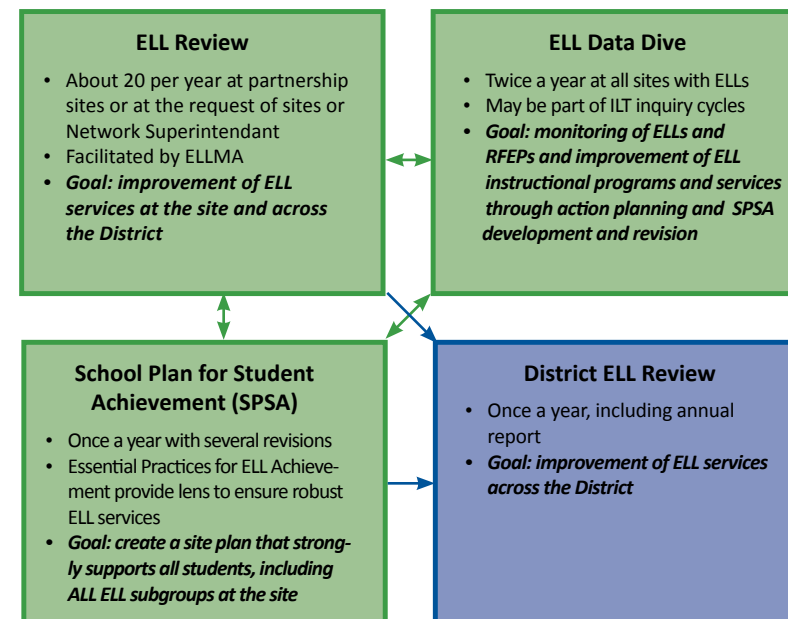
Rather than existing in isolation, these four structures work together to enhance data collection, reflection, planning and improved implementation. The first two, the ELL Review, and the [ELL Data Dive](#), provide critical data and recommendations

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

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, collects and analyzes data, including recommendations from the site ELL Reviews, ELL Data Dives and SPSAs and synthe-

sizes them into an annual report to drive improvements in ELL Services.

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



THE ELL REVIEW

The [ELL Review](#) is a site-based reflection structure 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), and lower ELL count sites (less than 30%). 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 OUSD Essential Practices for ELL Achievement	During Review	Data collection using selected instruments, including: <ul style="list-style-type: none"> • Interviews and focus groups with students, family and staff • Classroom observations aligned to the Teacher Growth and Development System (TGDS) and the Essential Practices for ELL Achievement
ELL Review Site Selection	Two scenarios: <ol style="list-style-type: none"> 1. At ELLMA partnership sites 2. By school or Network Superintendent based on data analysis. 	Post Review	<ol style="list-style-type: none"> 1. Presentation of data, root cause analysis, and action planning with identification of ELLMA resources and support and SPSA revision 2. Follow-up through Network and ELLMA
Pre-review High-Value Data Sources	<ol style="list-style-type: none"> 1. ELL-related Dashboards, including: <ul style="list-style-type: none"> • Reclassification Rates • ELL Progress Monitoring Dashboards: Central Office/School Leadership View and Teacher View • Reading Inventory RI Growth • ELPAC Dashboards: Performance Levels and Reclassification Criteria • SBAC Distance from Meeting Standard • F&P, DRA, EDL • Biliteracy for Dual Language Schools 2. Comprehensive Data Roster 3. SPSA data analysis 4. ELL Data Dive analysis 5. Completion rates for ELL Professional Learning 	Participants	<ol style="list-style-type: none"> 1. ELLMA Team 2. ILT 3. SCC 4. SELLS 5. Network Superintendent and team 6. Parents 7. Teachers 8. Students

THE ELL DATA DIVE

The ELL Data Dive is a twice-yearly site-based analysis of key data points to assess monitor ELL instructional programing, ELL resource allocation and ELL and RFEP academic progress and achievement patterns. 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"> • Ensure effective implementation of instructional programs for ELLs at the site. • Improve services to ELLs and RFEPs at the site. • Ensure that the SPSA explicitly reflects the needs of ELLs and RFEPs.
Specific Activities related to the ELL Data Dive	<ol style="list-style-type: none"> 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. 2. Monitor progress of RFEPs for four years following reclassification. 3. Monitor core instructional program implementation (e.g. ELAP, Dual Language, etc.) and its efficacy for ELLs, and make recommendations for changes and refinements to the site’s SPSA. 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 OUSD MTSS Pyramid for ELLs-TK-5 and the OUSD MTSS Pyramid for ELLs-6-12. 5. Provide information on points 1 through 5 above to the SELLS and School Site Council (SSC).
Participants	<ol style="list-style-type: none"> 1. The team should have at least four members, and may be incorporated into the ILT structure and cycles of inquiry 2. Must include the following members: <ul style="list-style-type: none"> • The site administrator • At least one teacher with high ELL count class roster • At least two ILT members (this could be the principal plus one other participant) • The site’s ELL Ambassador <p>Note: In some case, one person may fill more than one requirement (e.g., the ILT member could also be a teacher and the ELL Ambassador).</p>

High Value Data Sources	<ol style="list-style-type: none"> 1. ELL-related Dashboards, including: <ul style="list-style-type: none"> - Reclassification Rates - ELL Progress Monitoring Dashboards: Central Office/School Leadership View and Teacher View - Reading Inventory RI Growth Dashboard - ELPAC Dashboards: Performance Levels and Reclassification Criteria - SBAC Distance from Meeting Standard - F&P, DRA, EDL Dashboards 2. Comprehensive Data Roster 3. Data gathered during an ELL Review, and any action plans resulting from an ELL Review
Frequency	<p>Preferably at least twice a year with one in the fall to inform the review and drafting of the SPSA for the coming year. More frequent ELL Data Dives, up to once a month, are a powerful tool to help monitor progress and inform programs and instruction.</p>

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 stakeholders. 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 75).

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 stakeholders to identify areas of growth and areas where you did not meet your goals. Review your current SPSA priorities and determine whether you should continue to focus on these areas or if you should shift to new priorities. For each of the three priorities you choose, examine current strengths, challenges, and root causes.</p> <p>For each priority, revisit your existing goal or craft a new goal. Also review the major strategies from your existing plan, and identify which practices from your previous year’s plan have been implemented and which have not.</p> <p>For practices that are in place, assess how effective each practice seems to be, bearing in mind that some practices may take several years to yield measurable results. For previous year practices that are not in place, identify the barriers that prevented their implementation (e.g., funding, staffing, change in priorities, etc.).</p>	<p>1A. What does the ELL data tell you, when you consider:</p> <ul style="list-style-type: none"> • ELL Review Committee and ELL Data Dive data analysis and recommendations • ELL-related Dashboards, including: <ul style="list-style-type: none"> - Reclassification Rates - ELL Progress Monitoring Dashboards: Central Office/School Leadership View and Teacher View - Reading Inventory (RI) Growth - ELPAC Dashboards: Performance Levels and Reclassification Criteria - SBAC Distance from Meeting Standard - F&P, DRA, EDL - Biliteracy for Dual Language Schools • Comprehensive Student Data Roster? <p>1B. As you look at each priority, ask what the data tell you about ELLs in relation to the priority. Do any of the priorities need revising in order to include ELLs at your site in a more explicit way?</p> <p>1C. Are the program components of the ELAP instructional program and other instructional programs at your site (e.g. Dual Language) being fully implemented? For elementary, is the site on track to achieve “Level III, Consistent Implementation,” on the Stages and Next Steps for Elementary ELD Implementation (Essential Practice 2) within a 2-year period? For Secondary and Elementary, what does the Essential Practices Staff Self Assessment tell you about what you need to focus on?</p> <p>1D. Did any of the previous year’s practices address ELL and ELL subgroup needs in an effective way? How can practices be refined with an ELL lens using the Essential Practices Staff Self Assessment?</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 ELAP 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 related to LCAP Goal 4: ENGLISH LEARNERS ARE REACHING ENGLISH FLUENCY Strategies?</p> <p>4B. Has your Site ELL Subcommittee (SELLS) been afforded adequate opportunities to review the SPSA budget and give feedback about how the LCFF funds are being used?</p>
<p>5. (Additional step) Use the ELL Crosswalk to check alignment between the actions on your SPSA plan and the five Essential Practices for ELL Achievement. Be sure to pay special attention to Essential Practice 2-Designated and Integrated ELD. For more information on the ELL Crosswalk, see Using the ELL Crosswalk in the SPSA Planner, Sample SPSA Elementary ELL Crosswalk and Sample SPSA Secondary ELL Crosswalk.</p>	<p>5A. How specifically relevant to ELLs are the actions from your plan that appear in the ELL Crosswalk drop down menu?</p> <p>5B. How strongly do the actions connect to the bullets for each of the Essential Practices for ELL Achievement that appear in the drop-down menu to the right?</p>
<p>6. Periodically review the SPSA, in alignment with cycles of inquiry at the site.</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. Dual Language)?</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 reflection structure scheduled for piloting in the 2019-20 school year. The District ELL Review is similar to the ELL Review, but with A District-wide lens. Pursuant to Education Code 313.2, the review provides reporting on LTEL and reclassification numbers, longitudinal data for ELL achievement on state tests and District progress on meeting LCAP goals related to ELLs.

District ELL Review Goal	Support improvement of ELL services across the District through a centrally supported analysis of data trends and the publishing of an annual Annual ELL Roadmap Report
Data Sets to Be Analyzed	<p>A Network and District-level analysis of:</p> <ol style="list-style-type: none"> 1. LCAP Goals, Strategies and Measurable Outcomes 2. Trends in SPSA goals and metrics by network. 3. Roadmap to ELL Achievement Impact and Implementation Targets 4. ELL Reviews individual and aggregated 5. ELL-related Dashboards, including: <ul style="list-style-type: none"> - Reclassification Rates - ELL Progress Monitoring Dashboards: Central Office/School Leadership View and Teacher View - Reading Inventory RI Growth Dashboards - ELPAC Dashboards: Performance Levels and Reclassification Criteria - SBAC Distance from Meeting Standard 6. College Readiness Dashboards: A-G Completion - 12th Grade Only and Cohort Graduation and Dropout 7. SPSA metrics by school and network 8. Completion rates and evaluations and implementation reflections for ELL Professional Learning
Analysis	<ol style="list-style-type: none"> 1. Interpretation of data, root cause analysis, and action planning with identification of centrally-provided resources to support improvement 2. Presentation of data and proposed action plan to DELLS, PSAC and Board of Education 3. Website publishing of final report with recommendations based on community feedback
Frequency	Once a year
Participants	<ol style="list-style-type: none"> 1. ELLMA Team 2. Network Superintendents 3. Superintendent 4. DELLS members from at least 5 electoral districts 5. Family, School and Community Engagement leadership and staff

4. CHARTER AND PRIVATE SCHOOL MONITORING, EVALUATION AND ACCOUNTABILITY

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

ELL SERVICES ACCOUNTABILITY FOR CHARTER SCHOOLS

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

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

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

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

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

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

ELL SERVICES ACCOUNTABILITY AND OUTREACH TO PRIVATE SCHOOLS

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

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

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

- How the ELLs' needs will be identified
- What services will be offered
- How, where and by whom the services will be provided

- How the services will be assessed and how the results of the assessment will be used to improve those services
- The size and scope of the services to be provided to private school 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 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 at the OUSD Student Welcome Center. Students identified as ELLs are eligible for Title III services. Once identified, ELLs are tested annually to determine their continued eligibility for Title III services.

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

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

5. COMPLIANT SPENDING OF RESTRICTED FUNDS AND LCFF FUNDS

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

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