



Updates to the OUSD ELL Master Plan

Board of Education June 4, 2025



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English Language Learner & Multilingual Achievement

Ask of the Board & Rationale

The Ask: To Adopt the OUSD English Language Learner (ELL) Master Plan

Rationale:

The ELL Master Plan is a required document pursuant to Board Policy 6174: Education for English Language Learners which states:

The Board of Education directs the Superintendent or designee to develop and maintain a master plan consistent with this policy for district English Language Learners' education.

Federal Legal Obligations Overview

I. Family Involvement and Advisory Committees

1. ELAC (SELLS): Formation, parent representation, responsibilities
2. DELAC (DELLS): Representation and responsibilities
3. Training & Bylaws

II. Program Access and Placement

1. ELLs' access to Instructional Program: enrollment in and equitable access to core course, all opportunities available to non-ELLs
2. Placement Procedures: course placement and reclassification
3. Reclassification and Parental Notification

III. Assessment and Monitoring

1. Assessment Data Collection: collect and analyze ELL assessment results
2. Reporting & Data Review: program effectiveness and student progress
3. Progress Monitoring: track and provide support as needed

IV. Program Implementation

1. ELD Instruction: all ELLs receive designated and integrated ELD
2. Instructional Materials appropriate for ELLs
3. All teachers receive Professional Development on ELL-responsive practices
4. Required monitoring of instructional practice

V. Program Governance and Planning

1. School and District Planning with attention to federal Title VI rights of ELLs
2. Title III Compliance: funding, activities, and reporting

VI. Parental Rights and Communication

1. Parent Notifications of Rights
2. Program Requests and Involvement: Right to request language programs at school and district levels

Key court cases and statutes that undergird our obligations include:

Lau v. Nichols, 1974

Castaneda v. Pickard, 1981

Title VI, Civil Right Act of 1964

Title I and Title III federal programming

WE BELIEVE

Our ELLs can achieve at high levels with the right supports.

Our ELLs bring tremendous assets to their learning and to that
of their community.

All educators are responsible for ELLs; therefore, all teachers are
language teachers.



[Check out our brilliant multilingual learners spotlights](#)

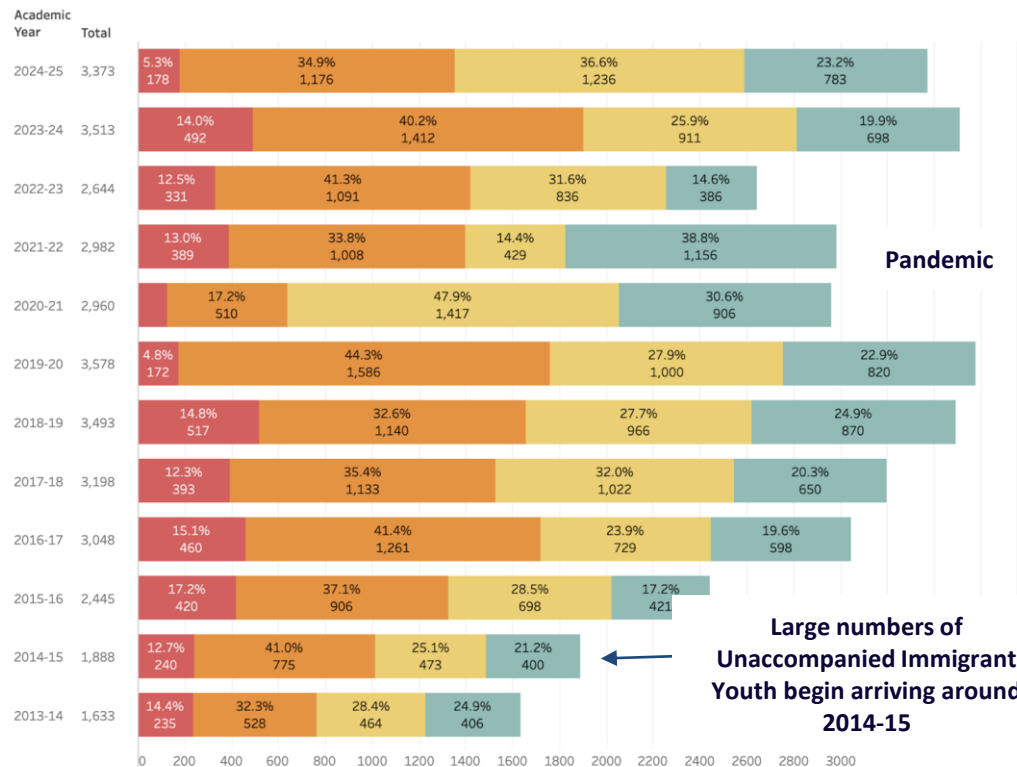
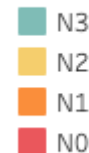
Multicultural Multilingual Oakland

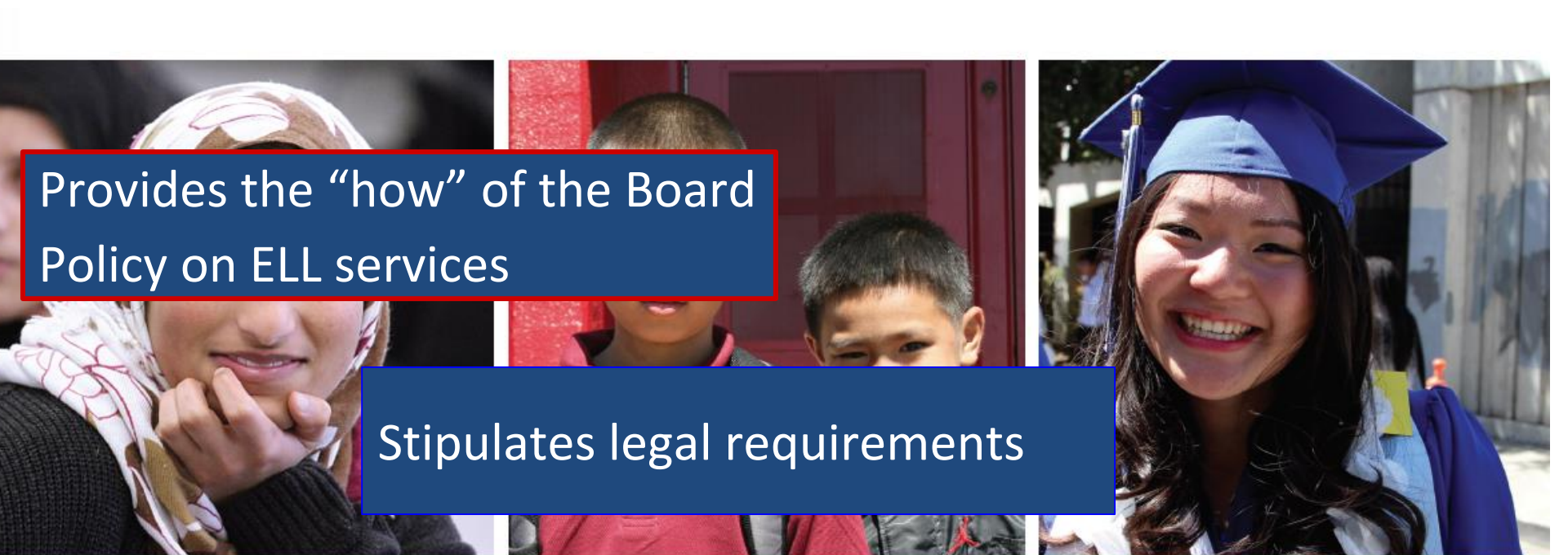
We are the #2 most racially and ethnically diverse city in the U.S. (US News & World Report).

In our 78 square miles and 77 schools, we have:

- Over 100 languages spoken
- 33% ELL (over 11,000)
- 10% newcomer (over 3300)
- 28% of our ELLs are newcomers

Select Newcomer



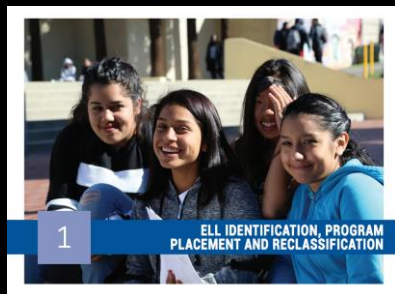


Provides the “how” of the Board Policy on ELL services

Stipulates legal requirements

OAKLAND UNIFIED SCHOOL DISTRICT
ELL MASTER PLAN

Goes beyond legal requirements to provide guidance on best practices



ELL Identification, Program Placement, and Reclassification

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

Instructional Program for ELLs

- Instructional Framework
- Language Programs
- Minimum Progress Expectations
- Interventions
- Professional Development
- Support for ELLs with IEPs (dual-identified students)

Family & Community Engagement

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

Monitoring, Evaluation, and Accountability

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

Summary of Revisions: ELLs with IEPs

(Dual-identified students)

Change	Explanation
Reclassification for ELLs with IEPs in alignment with new state guidance p. 19 of ELL Master Plan	Three pathways for ELLs with IEPs to reclassify: Pathway #1: Standard reclassification process with appropriate accommodations to the English Learner Proficiency Assessment for California (ELPAC) test or domain exemptions in rare cases. Pathway #2: Individualized reclassification for students whose disability precludes demonstration of basic skills as outlined in the standard process. Pathway #3: Alternate ELPAC and California Alternate Assessments for students with extensive support needs

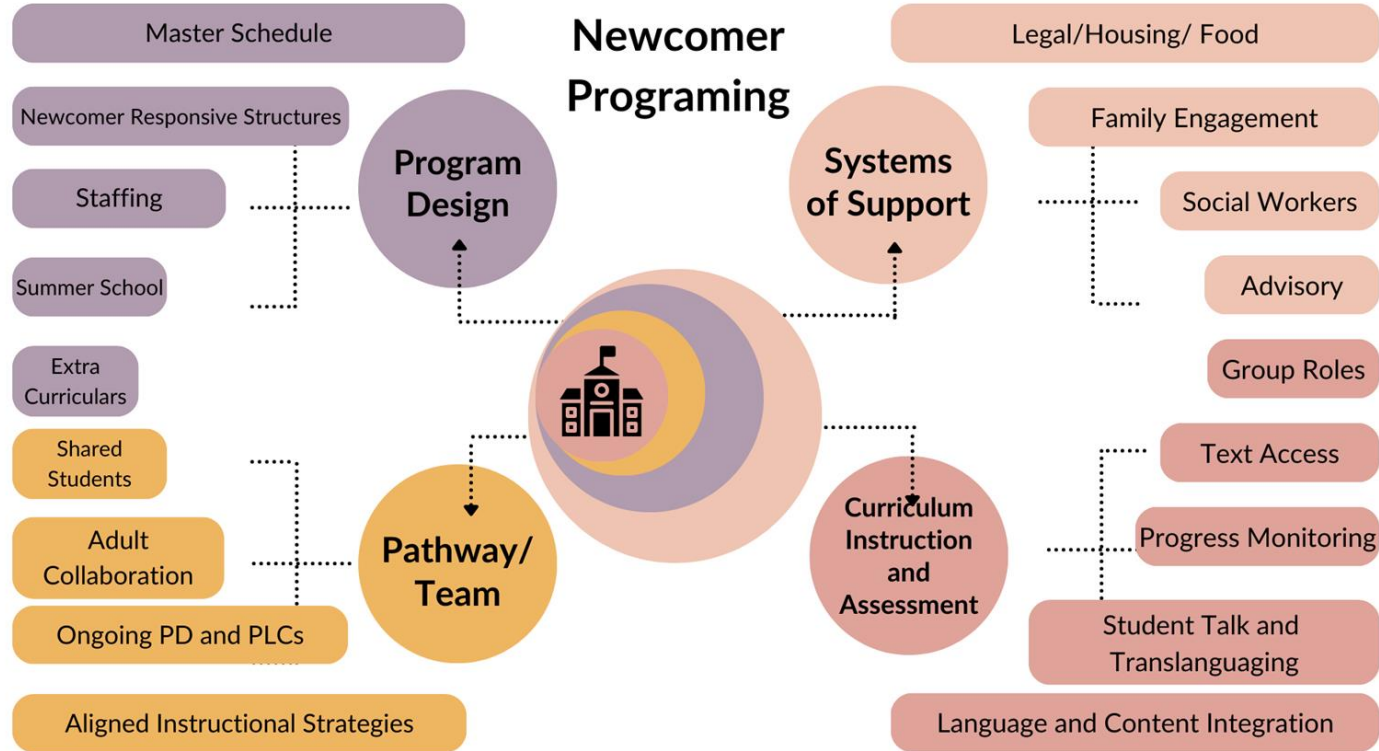
Instruction for ELLs with IEPs

Change	Explanation
Clarifies legal obligations to provide English Language Development (ELD) p. 42 of the ELL Master Plan	ELLs with IEPs are legally entitled to BOTH special education services as outlined in their IEPs AND language services which must include integrated and designated ELD Provides guidance for how to schedule designated ELD for ELLs with IEPs across the continuum of support services.
Linguistically appropriate IEP goals	In addition to comprehensive ELD, IEPs for ELLs must have linguistically appropriate goals, meaning IEP goals must account for how language supports will be addressed to support ELLs in meeting their goals.

Newcomers in Linked Learning Pathways

Change	Explanation
<p>Significant additions with guidance on serving newcomers in 6th-12th grade, including integration into Linked Learning Pathways</p> <p>p. 32-34 of the ELL Master Plan</p>	<p>Additions include guidance on:</p> <ul style="list-style-type: none">● Program Design<ul style="list-style-type: none">○ Master schedule expectations to ensure a balance of support time for language acquisition and integration into mainstream courses○ Access to Pathways● Pathway/ Teaming<ul style="list-style-type: none">○ Educator Collaboration and Teaming● Systems of Support<ul style="list-style-type: none">○ Legal, Health, Basic Needs○ Social Workers● Curriculum, Instruction, and Assessment<ul style="list-style-type: none">○ Newcomer ELD, including for students with interrupted formal education (SIFE)○ Content curriculum teacher-designed, vetted units (in development)○ Newcomer-appropriate assessment system and reporting

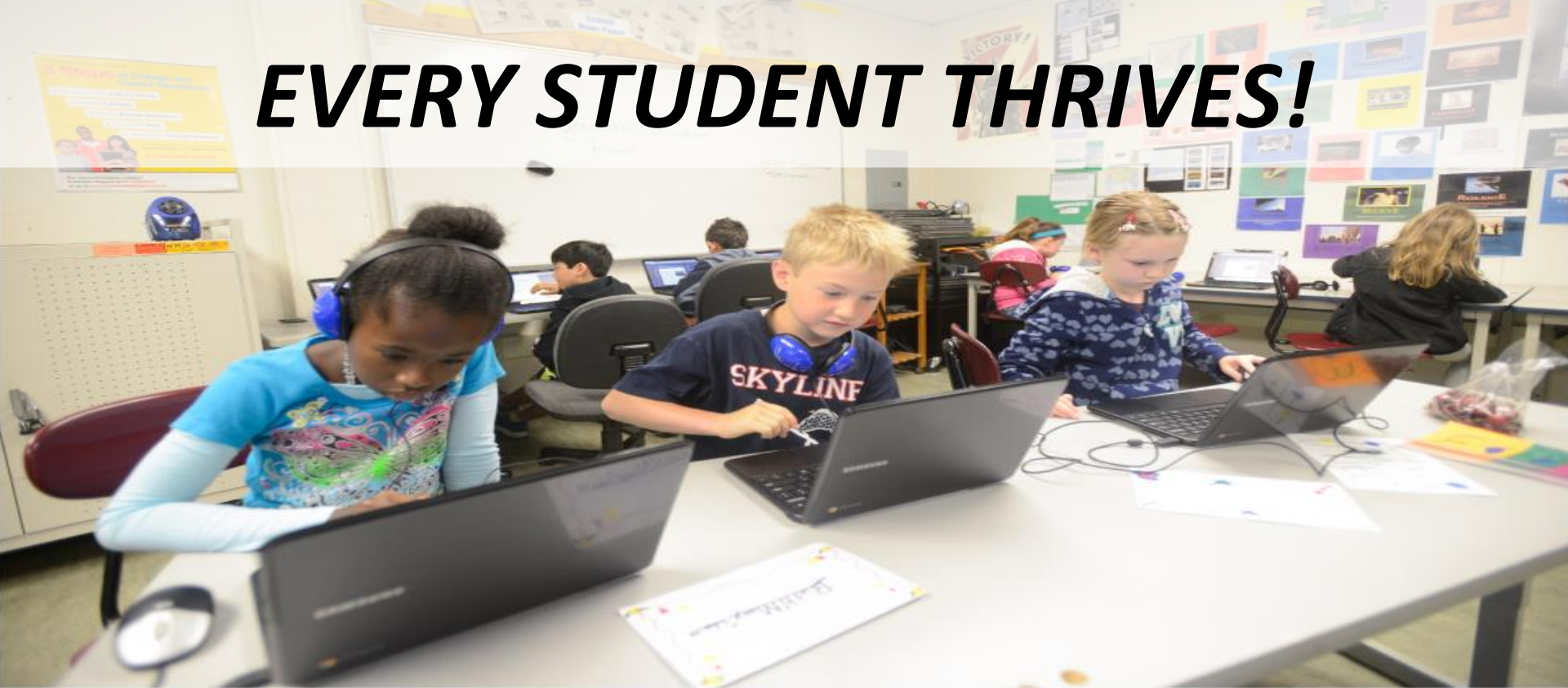
Program Considerations



Other Revisions to Align to Current Practice

Change	Explanation
Multi-Tiered Systems of Support (MTSS) p. 46-47 of ELL Master Plan	Guidance for how to determine and provide interventions to ELLs not making adequate progress or demonstrating need beyond Tier One/ <i>Universal Supports</i> now aligned to district MTSS approach
Dual language programs p. 36-40 of ELL Master Plan	Updated guidance around program models aligned to research and biliteracy learning trajectories

EVERY STUDENT THRIVES!



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Appendix Slides

Slide #10: Instructional Programs for ELLs

Slide #11: The Relationship between the Roadmap to ELL Achievement and the ELL Master Plan

English Language Acceleration Program (ELAP)

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



Dual Language Programs

Goals: Academic Achievement, Biliteracy, and Cultural Competence



Newcomer Programs

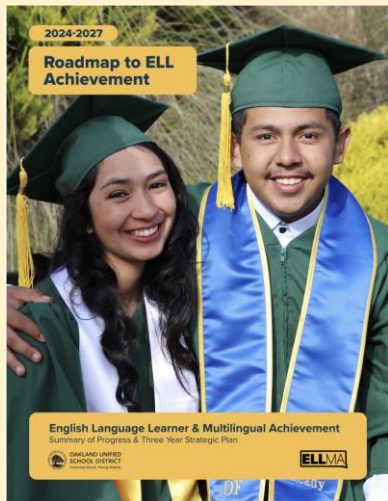
Goals: Intensive language and literacy support and wrap around services to prepare students for mainstream classes within 3 years



Long-term ELL Supports

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

ELL Roadmap:
Plan for Central
Office to Ensure
Quality
Implementation
of the Master
Plan



ELL Master
Plan:
Operational
Handbook for
Site and Central
Leaders



Priority #1: Empowering Instruction for ELLs

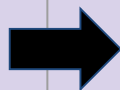
Priority #2: The Whole Child

Priority #3: Quality Language Programs

Priority #4: Central Office Practices & Policies



Chapter 2: Instructional Programs
Chapter 3 Family & Community Engagement



Chapter 1: Identification & Reclassification
Chapter 4: Monitoring & Accountability