



Updates to the OUSD ELL Master Plan

Board of Education January 22, 2020



Nicole Knight, Executive Director
English Language Learner & Multilingual Achievement

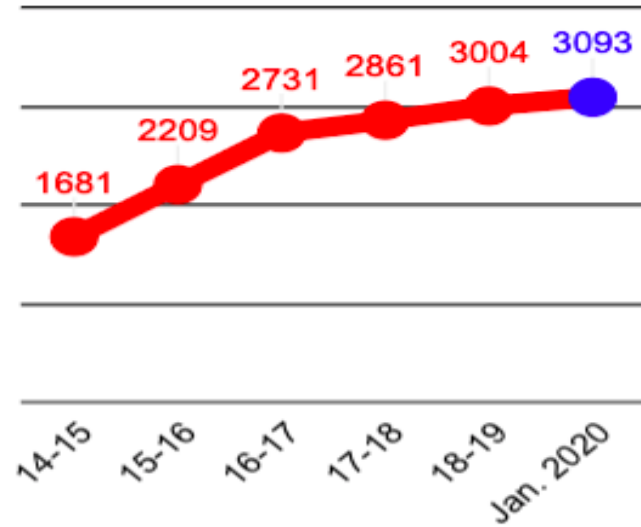


December 2019 graduates!

32.3% ELLs

percent of ELLs in OUSD as of Jan.2020

Newcomers now make up 27% of our ELLs and the population continues to grow



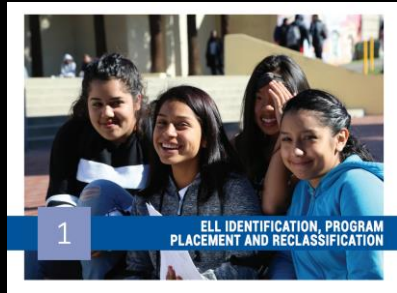


Provides the “how” of the Board Policy on ELL services

Stipulates legal requirements

Goes beyond legal requirements to provide guidance on best practices

OAKLAND UNIFIED SCHOOL DISTRICT ELL MASTER PLAN



ELL Identification, Program Placement, and Reclassification

- Intake process
- Responsibilities of Central Office & Sites

Instructional Program for ELLs

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

Family & 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: CA Ed.G.E. Through Passage of Proposition 58

Change	Explanation
Multilingual program enrollment	No more waiver required to enroll a student in a bilingual or Dual Immersion program.
New procedure allowing parent input into language program offerings	Parents may request a language program at their site. Once a threshold is reached (20 at a grade level, 30 at site-level), the District must consider the request and respond per outlined procedure.

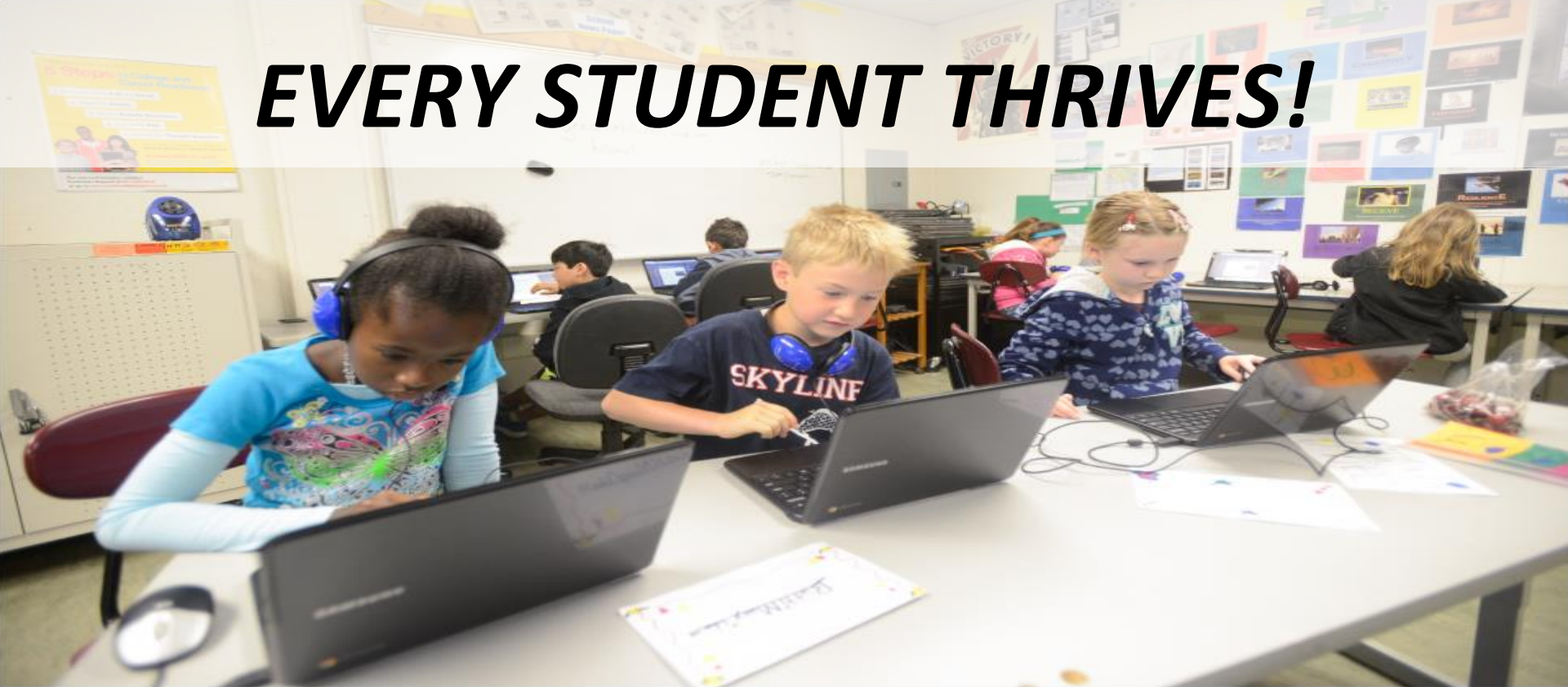
Summary of Revisions: Change in Guidance for Site ELL Committees

Change	Explanation
Clarifies guidelines for forming and maintaining SELLS	Sets dates for formation, minimum numbers of participants, and principal and SSC responsibilities
Clarifies procedure for handing over duties of SELLS to the SSC	Once a site forms a SELLS, it may 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.

Summary of Revisions: Change in State Language Proficiency Assessment

Change	Explanation
The ELPAC replaces the CELDT	<p>The ELPAC is a more rigorous test aligned to the 2012 ELD standards and Common Core State Standards.</p> <ul style="list-style-type: none">- The initial ELPAC is a one-time test that determines ELL status.- The summative ELPAC is given annually until a student meets reclassification criteria.
Correction to errors on the Home Language Survey	<p>Now parents may request that errors in the Home Language Survey be corrected as long as they do so BEFORE a student determined to be ELL takes the ELPAC Summative for the first time using the form Evidence for Changing HLS to English Only.</p>

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

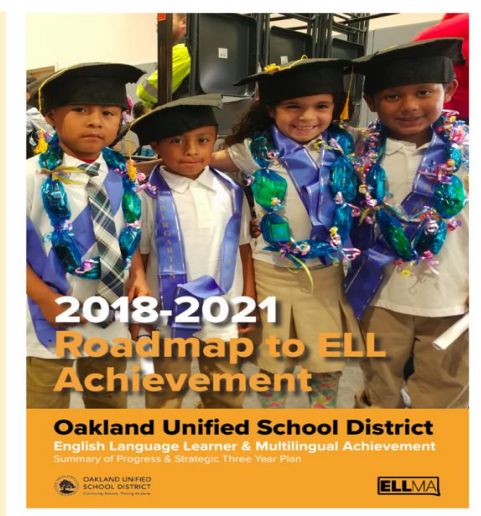
Goals: Intensive language and literacy support and wrap around services to prepare students for mainstream classes within 3 years



Long-term ELL Supports

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

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



ELL Master Plan:
Operational
Handbook for
Site Leaders

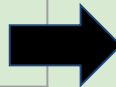


Priority #1: Advance Quality Instruction

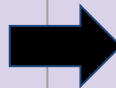
Priority #2: Meet the Needs of the Whole Child

Priority #3: 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**