



Essential Practices for ELL Achievement

The mission and vision of the Office of English Language Learner and Multilingual Achievement (ELLMA) is to work collaboratively with all stakeholders to provide English Language Learners (ELLs) with equity and access to an excellent education, ensuring that all ELLs achieve at high levels in one or more languages and graduate college, career and community ready.

OUSD provides two pathways for our ELLs to reach this goal:

- **A PK-12 Bilingual / Dual Language Pathway** supporting students to develop academic and linguistic proficiency in two or more languages and earn the California Seal of Biliteracy upon high school graduation.
- **Integrated English Pathway:** A Language-rich core curriculum plus content-integrated English Language Development courses

In the current context of the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS), our ELLs are expected to meet the same academic demands as their peers, with a new emphasis on using sophisticated language to articulate thinking and reasoning in ways that are specific to each subject area. The challenges are great, but so are the opportunities. The following essential practices are designed to both guide and hold accountable all OUSD educators as we take **collective** responsibility for the academic, linguistic, and socio-emotional needs of our ELLs.



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

- Ensure instruction for all ELLs is aligned to grade-level standards in all content areas.
- Provide complex texts and tasks for ELLs in all content areas. Enrich and amplify instruction so that all students are supported with appropriate levels of scaffolding and rich, multiple entry points into a curriculum that emphasizes depth over breadth.
- Ensure ELLs receive both English Language Arts and English Language Development.
- Use the [English Language Development \(ELD\) standards](#) and the [ELA/ELD Framework](#) to inform Designated and Integrated ELD instruction.
- Minimize isolation of ELLs; maximize inclusion in mixed fluency-level settings.
- At the high school level, ensure ELLs have full access to A-G credit bearing classes.
- Provide high-quality instructional and support services to ELLs with disabilities in alignment with their IEPs.



2. DESIGNATED AND INTEGRATED ELD: ELLs receive daily Designated ELD and Integrated ELD in every content area.

- Provide Integrated ELD that
 - has clear articulation, instruction, and assessment of **content and language** objectives.
 - provides students appropriate levels of language-focused scaffolds in content area instruction.
 - intentionally develops students' development of academic language and literacies specific to that discipline (language of math, science, history, etc.).
 - requires ample oral and written production of language.
- Provide daily Designated English Language Development that:
 - is aligned to the new [ELD standards](#).
 - is embedded in or explicitly connected to grade-level content or topics.
 - emphasizes **Focused Language Study** to help students understand how language 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.



- Provide ALL teachers school-wide professional development and on-going coaching on language instruction (e.g., focused language study, developing language and content objectives and designing aligned instruction, new [ELD standards](#), [Constructing Meaning](#), [Results: Academic Language and Literacy Instruction](#), [Content Area Language and Literacy](#), [Quality Teaching for English Learners](#)).

3. DATA-DRIVEN DECISIONS: Programmatic, placement, and instructional decisions for English Language Learners are grounded in regular analysis of evidence.

- Ensure ELLs are placed in courses based on **multiple** factors – including CELDT, SRI, years in US schools, and ELL subgroup (newcomer, at-risk, progressing, Long-term ELL).
- Establish clear entrance and exit criteria for ELD or intervention courses and use data to make ongoing, flexible placement decisions.
- Offer courses that reflect the specific needs of subgroups of English Language Learners such as Academic Language and Literacy for LTELs, Intensive language and literacy for newcomers, and Foundational literacy for Students with Interrupted Formal Education (SIFE).
- Engage all ELLs and their families in reflection and goal-setting using the [ELL Student Snapshot](#) at least 2x/year.
- Monitor progress of ELLs and recently reclassified students (within last two years) to ensure they are on-track to college and career readiness. Provide targeted support and intervention as appropriate.
 - Partner with Resource Specialists and psychologists to ensure timely and accurate identification of student with disabilities.

4. ASSET-BASED: Recognize that bilingualism and biliteracy are assets, and provide opportunities for students to work toward earning a California Seal of Biliteracy upon high school graduation.

- Provide opportunities to use and develop academic language and content knowledge in both English and the home language.
- Provide rigorous bilingual education programs for ELLs aimed at fostering biliteracy (e.g., One-way or Two-way Dual Language).
- Provide alternate pathways to bilingualism and biliteracy for those students not enrolled in a bilingual program (e.g., afterschool enrichment, internships utilizing bilingual skills)
- Educate the community on the merits of and criteria for the [California Seal of Biliteracy](#). Encourage ELLs to set a goal for the attainment of the Seal of Biliteracy (e.g. 9th grade plan). Award students who meet the benchmark criteria of the [OUSD Biliteracy Pathway Awards](#).
- Increase offerings of World Language Advanced Placement (AP) courses. Offer heritage language classes such as EPH (Español para Hispanos) as a bridge to AP courses.
- Foster the teaching community's awareness of the linguistic and cultural assets students bring and use these to inform instructional delivery (e.g., tapping into prior knowledge and experiences, making explicit connections between material and students' home cultures).
- Provide high school pathway options that leverage and develop students' bilingual and biliteracy skills (e.g., Bilingual Education Pathway, Bilingual Health Pathway)

5. STUDENT ENGAGEMENT: Instruction ensures all ELLs are active and productive contributors to their own learning and that of their classroom community.

- Incorporate collaborative group work and [academic discussion](#) into daily instruction.
- Assess level of school-wide or individual of teacher practice by using the [Academic Discussion Continuum of Teacher Practice](#). Identify one or two school-wide strategies to foster academic discussion.
- Provide ongoing and high quality professional learning and coaching on fostering student interaction, designing meaningful prompts and tasks, ensuring equitable participation, and using appropriate levels of scaffolding.
- Use student-focused observation protocols such as the [5x8 cards](#) or [ELL Shadowing](#) to monitor engagement, participation and language use of ELLs.



- Ensure instruction allows students to be instructional resources for each other.
- Provide explicit instruction on goal setting and the study skills that will support students in reaching their goals.
- Ensure ELLs have access to Personalized and Linked Learning and, at the high school level, are enrolled in a Pathway.
- Message repeatedly that postsecondary success is attainable for every ELL, and engage ELLs in first-hand experiences that make the path to college and career tangible and achievable.



6. WHOLE CHILD: Leverage the interconnected nature of student achievement, physical, mental, social and emotional well-being, and family and community supports. Activate resources to address the unmet, nonacademic needs that hinder ELLs' ability to thrive in school.

- Ensure there is a welcoming and nurturing environment that builds inclusiveness and encourages risk-taking.
- Address issues of bullying and exclusion on the basis of language and culture through anti-bullying curriculum and Restorative Justice practices.
- Partner with social service and mental-health organizations to integrate school and community-based support for long-term and newcomer ELLs and their families. Ensure services are culturally sensitive.
- Engage families as active participants, contributors and cultural liaisons to the school community.
- Provide families accessible and thorough information and engage them in making informed decisions about program options for their children.
- Ensure families are aware of district and community-based resources available to them and are connected with the Family Resource Centers at the site and district-level.
- Support newcomer families in understanding the U.S. school system and in becoming advocates for their children.
- Utilize the after school program to provide extended learning and increased opportunities for student engagement and language development.