

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 carefully developed and refined for Oakland's context in order to develop a framework that guides and helps administrators, school sites and the community understand 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 below, 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.



1. ACCESS & RIGOR: Ensure 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 Standards.



2. DESIGNATED and INTEGRATED 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, nonacademic needs that hinder ELLs' ability to thrive in school.