

Prop 58 and Community Feedback on Language Programs

Review: Topics in Prop 58 Policies

- **Definitions.** For example: Designated English Language Development, English Learner Parent Advisory Committee, Integrated English Language Development, Language Acquisition Programs, Language Programs, Structured English Immersion.
- **Community Engagement.** Requirements for Community Engagement in the development of programs.
- **Requirements for Language Acquisition Programs.**
- **How Parents Must Be Notified about Programs.**
- **How Parents Can Request Language Acquisition Programs.**
- **Process for Giving Input about Language Programs.**
- **Translation Required for Information in Regulations.**

Community Feedback under Prop 58

§ 11301. Community Engagement

- (a) As part of the development of the LCAP and annual updates, an LEA shall **inform and receive input** from stakeholders, including the English learner parent advisory committee and the parent advisory committee, regarding the LEA's **existing language acquisition programs and language programs, and establishing other such programs.**
- (b) An LEA process for informing stakeholders and receiving input may include procedures such as stakeholder surveys, forums, and meetings with school advisory committees, or other groups representing stakeholders.

Community Feedback under Prop 58

(c) Prior to adoption of an LEA's LCAP, the school district superintendent or the county superintendent of schools shall include a written response to input received from the LEA's English learner parent advisory committee and parent advisory committee relating to language acquisition programs and language programs with the superintendent's response as described in Education Code sections 52062 and 52068.

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 305, 306, 52060, 52062, 52063, 52066, 52067 and 52068, Education Code.

Instructional Programs for English Language Learners in OUSD

[Link to the information about programs in handout format](#)

Instructional Programs for ELLs

All OUSD schools provide English Language instruction for ELLs. Many sites also have specialized programs.

Visit www.ousd.org/ellma for more information including schools that support Long Term English Learners

ELLMA

English Language Learners can achieve at high levels with the right supports.

Student's language and cultural resources are tremendous assets to their learning and that of the community.

All educators are responsible for the language development of ELLs.

We Believe:

English Language Acceleration Program (ELAP)

All schools in OUSD provide ELAP for English Language instruction. ELAP provides ELL students with **Designated English Language Development (ELD)** and **Integrated English Language Development** to benefit ALL students.

In addition, these specialized programs build on ELAP by supporting specific language goals and needs:

Early Exit (up to 3rd grade)

This program uses students' home language to support English language acquisition with full transition to English-only instruction by third grade

Designed for early elementary ELLs who are dominant in their home language



Spanish: Acorn Woodland (K-3)
Manzanita Community (K-3)
East Oakland Pride (K-2)
New Highland (K-2)
Bridges @ Melrose (K-2)
Brookfield (K-2)
La Escuelita (K-2)
Markham (K-2)

Dual Language

All students in the program become fully biliterate.

Language development and core content in BOTH English and Spanish.

Bilingual teachers & staff.

Designed for all students including ELL, English Only, Initial Fluent English Proficient and Reclassified students.
Spanish proficiency required after 1st grade.

Elementary Schools:
Community United (TK-5)
Global Family (TK-5)
Manzanita SEED (TK-5)
International Community School (K-5)
Esperanza (K-5)
Greenleaf (K-1)

Middle Schools:
Melrose Leadership Academy (K-8)
Oakland SOL (6-7)

Newcomer

Intensive support in language, content, cultural knowledge, and social emotional skills.

Include both universal and intensive supports.

Designed for students in the U.S. three years or less.

Elementary Schools: Bridges Franklin, Garfield
Middle Schools: Alliance Bret Harte, Frick Impact Academy Melrose Leadership Academy Roots, Roosevelt, Urban Promise Academy, Westlake
High Schools: Bret Harte (9th) Castlemont, Fremont Oakland High Oakland International High Ruidsdale Continuation School