

# Old Adobe Union School District (OAUSD)



## Multilingual English Learner Master Plan



June 2025

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*Our students are extraordinary learners. In our district, we are deeply committed to educating the whole child and fostering high levels of academic achievement and success for all students. As a small but mighty district of five elementary schools, we proudly serve a diverse student body in which approximately 30% are English learners and/or reclassified English learners.*

*We hold both the privilege and the responsibility of ensuring that our English learners attain English proficiency while honoring and building upon the rich cultural and linguistic assets they bring to our classrooms. These assets are not only integral to our students' identities but are also a gift to our entire learning community.*

*Our district mission centers on creating an equitable learning environment where each student can reach their full potential—to learn with curiosity, think creatively, communicate effectively, and act responsibly in a diverse and ever-changing world. The development of the Old Adobe Union School District (OAUSD) Multilingual English Learner Master Plan reflects that mission and reaffirms our unwavering commitment to our English learners.*

*This Plan is designed to encompass the four guiding principles that are established in the California Department of Education's English Learner Roadmap and is adapted to meet the needs of our OAUSD students and families.*

*We extend our deepest gratitude to the teachers, administrators, support staff, and families who contributed their time, insights, and expertise throughout this process. Your voices and dedication have been essential in shaping a thoughtful and responsive plan. We especially thank the following staff members for their leadership and commitment to advancing outcomes for our English learners:*

*Anya Bobadilla, Teacher  
Susan Brostrom, Teacher  
Alicia Donohue, Teacher  
Karele Furrer, Teacher  
Lauren Jolly, Teacher  
Tracy McClure, Teacher  
Madie O'Donnell, Teacher*

*This plan is dedicated to the multilingual English learners who have come before us and to those who will enter our classrooms for generations to come. We treasure you—and the diversity you bring enriches all of our lives.*

*With appreciation,*

*Cindy Friberg and Michele Gochberg*

*Old Adobe Union School District Co-Superintendents*

*“Without language, one cannot talk to people and understand them; one cannot share their hopes and aspirations, grasp their history, appreciate their poetry, or savor their songs.”*

— Nelson Mandela, *Long Walk to Freedom*

## **Purpose**

Although states’ roles in education vary, relevant English Learner (EL) research paired with federal and state mandates for EL education provide clear guidance for policymakers and educational systems to transform teaching and learning for our nation’s five million English learners, 1.1 million of whom reside in California. The adoption of the CA English Learner Roadmap comprehensive policy for EL education affords Local Educational Agencies (LEA) the opportunity to align EL local policy to a framework that is research-based and builds upon EL strengths through coherent approaches that address key barriers in education to bolster EL students’ educational opportunities and to create systems that support the realization of their academic, linguistic, and social potential.

The EL Master Plan serves as the LEA’s collective commitment to “shift the paradigm to focus on the provision of opportunities to learn for ELs.”

The California English Learner Roadmap from the California Department of Education aligns four principles to guide the work of districts around multilingual students. These four principles guide the work that OAUSD is doing to ensure equitable access and achievement for our multilingual students and has provided a foundation for our work. As a district, we have adapted and expanded on them to meet the needs of our students.

**Assets-Based Education: Schools and educators foster asset-oriented environments grounded in sociocultural competence**

Students are valued for who they are and what they bring to the classroom. Teachers acknowledge that every student comes to school with a different skill set and with different backgrounds. This information is utilized to help the whole class learn and grow. Our classrooms value and build upon students' cultural and linguistic assets.

**Rigorous Academics: Students engage in academically rigorous learning that cultivates high achievement**

Students are provided a rigorous, standards-based curriculum that meets the high expectations of OAUSD. Teachers utilize strategies that support the development of the English language and are infused with critical thinking, problem solving, and high-leverage vocabulary.

**Systematic Support: Our sites provide systematic supports that are infused with data-driven decision making, continuous improvement, and capacity building for staff**

At the district and site level, staff members are focused on providing resources to support multilingual students and to build the capacity of educators. Our staff is provided with research-based professional learning opportunities that focus on the linguistic needs of students as well as cultural proficiency, data, Professional Learning Communities (PLC), Multi-Tiered Systems of Support (MTSS), and more.

**Alignment & Articulation: Programs are articulated and aligned in order to best prepare students to be college and career ready**

Our multilingual students are provided access to a full curriculum that is standards-based at all grade levels, regardless of their English proficiency. Additional support is provided based on student needs.

**Principle #1 of the EL Roadmap calls for schools to recognize the assets of multilingual learners and to be responsive to different EL strengths, needs, and identities.**

*Pre-schools and schools are responsive to different English learner (EL) strengths, needs, and identities and support the socio-emotional health and development of English learners. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.*

[English Learner Roadmap Principle One](#)

**Principle 1:**

- *Assets-Based Belief*
- *Enrollment, Identification, Placement, & Reclassification*
- *Provisions for English Learners with Exceptional Needs*

OAUSD is home to approximately 1800 students, with about 500 of them being designated as multilingual English Learner (EL) students. Within the district, we serve families that speak over 10 different languages including, but not limited to, Spanish, Portuguese, Farsi, Arabic, Vietnamese, Hindi, Punjabi, French, Russian, and French. We are committed to providing an equitable learning environment for every student who steps foot onto our campuses.

To provide a high-quality education, we must look at the whole child and create learning environments that meet the needs of every student. For our multilingual EL students, that starts with the designation process.

The designation process has several steps to help ensure that we identify every student who qualifies for English Learner supports, but starts with a belief that all students will achieve greatness and that our multilingual EL students have an asset that many of their peers may not have - the ability to speak, read, and/or write in a second language.

## **Assets-Based Belief**

In the past, multilingual ELs or those who are identified as Limited English Proficient (LEP) have historically been seen as having a deficit due to their lack of English proficiency; however, being multilingual is an asset to be recognized and promoted.

All OAUSD educators are responsible to communicate the importance of asset-based thinking, the significance of valuing multiple languages, and the value of learning and teaching in a diverse community to staff, students, parents/caregivers, and other educational partners.

OAUSD continues to expand cultural awareness within our classrooms and community while staying focused on our work in this area to ensure that our students and staff feel welcomed and accepted on every school campus.

OAUSD recognizes that our young people are assets to our state and their communities. Like all students, our multilingual EL students bring a rich cultural and linguistic heritage to our classrooms, making our schools more vibrant and diverse.

## **Enrollment, Initial Identification, and Placement**

Upon school registration, all parents complete a Home Language Survey (HLS). This document is utilized to determine a student's primary language. Students may also be given a Primary Language Survey to gather more information regarding their home language.

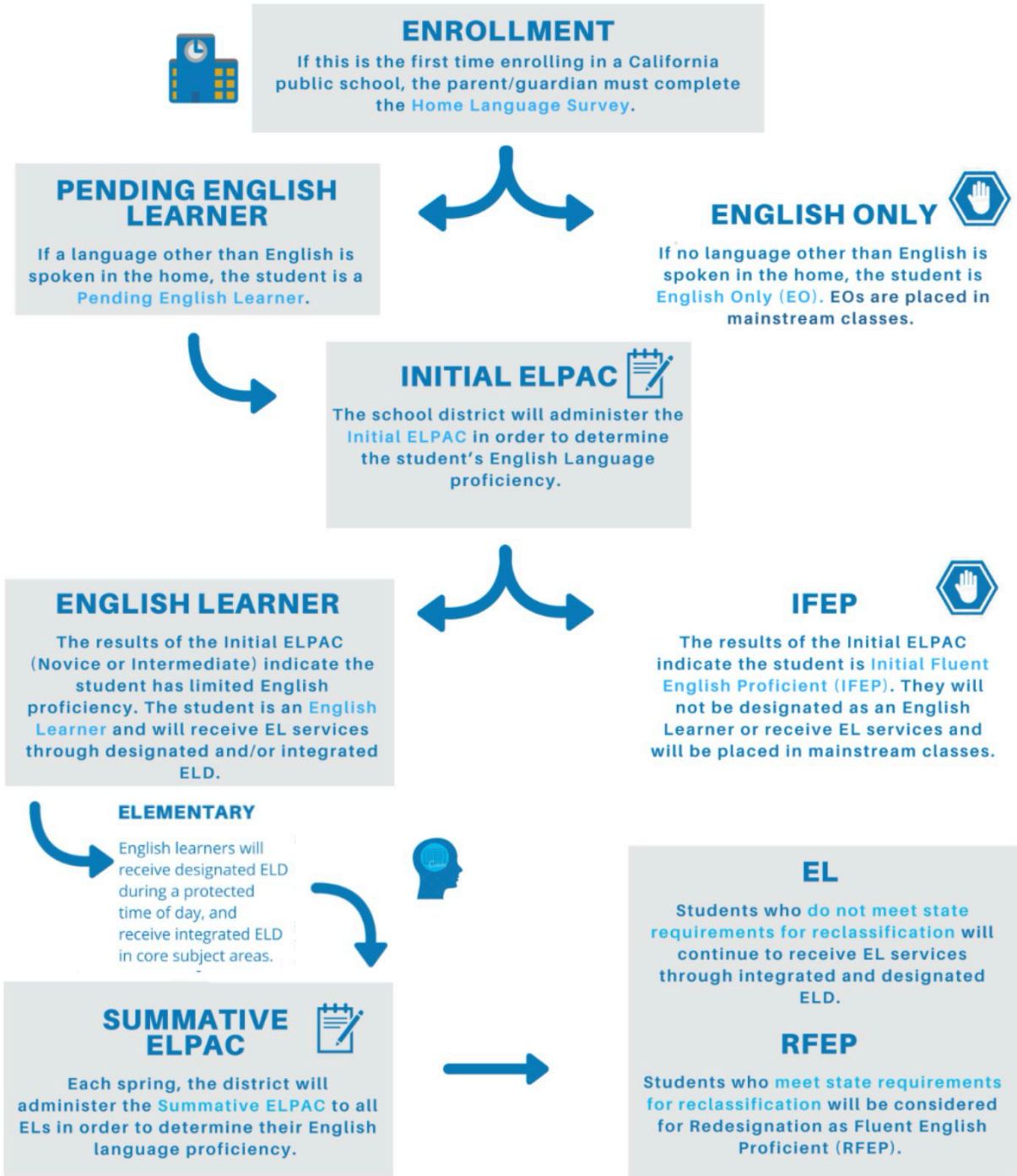
A sample of this document can be found here: [Home Language Survey Sample](#).

- If a parent's/caregiver's response to any of the first three questions is any language other than English, the student is assessed for English language proficiency with the initial English Language Proficiency Assessments for California (ELPAC) within the first 30 calendar days of enrollment. Based on these results, students are designated as Initial Fluent English Proficient (IFEP) or as multilingual EL; parents/caregivers are [notified](#) of these results and placement.
- All students who are designated as multilingual ELs are assessed annually with the summative ELPAC in the spring.

The chart on the following page illustrates the English Learner Pathway from identification to reclassification.

# English Learner Pathway

From Identification to Reclassification



Students who are designated as multilingual ELs receive instruction at varying levels based on their proficiency and grade level as it is our expectation that all students (including our multilingual ELs) will illustrate academic growth throughout the year.

- At La Tercera, Miwok Valley, Old Adobe, and Sonoma Mountain, multilingual EL students are placed into a Structured English Immersion (SEI) English class. The classroom teacher provides both integrated English Language Development (iELD) and designated English Language Development (dELD) instruction to support cultural and linguistic development. Every classroom teacher is appropriately credentialed to teach ELD.
- Multilingual EL students at Loma Vista are placed in the district’s Dual Language Immersion (DLI) program. The OAUSD DLI program adheres to a 90/10 language allocation DLI program model where Spanish is used for 90% of the academic instructional time starting in transitional kindergarten, kindergarten, and 1st grade, and after first grade the amount of academic instruction in English increases annually until academic instruction is provided 50% of the time in each language (English and Spanish) in grades 4-6.

## LOMA VISTA LANGUAGE ALLOCATION PLAN

GRADE	SPANISH	ENGLISH
TK/K/1	90%	10%
2	80%	20%
3	70%	30%
4/5/6	50%	50%













It is expected that Multilingual EL students make annual English language progress as defined by the [California Department of Education](#) English Language Proficiency Indicator. This indicator represents the percentage of English learner students progressing towards English language proficiency.

- The annual progress of our students is analyzed throughout the school year by our school staff within their Professional Learning Communities (PLCs). The outcome of this data analysis could result in an adjustment to the type and level of instruction a student receives to provide the most impactful learning experience for students.
- Newcomers (students who are not born in the US and have not been attending one or more schools in the US for more than 3 full academic years), At-risk Long-Term English Learners (AR-LTEs), and Long-Term English Learners (LTEs) may receive more specialized instruction to help them progress at a quicker rate. This placement is based on student language needs.

## Affirming Our Multilingual Learners' Identities

Students who enroll in California schools with a home language other than English, and with levels of English proficiency that indicate they need programs and services to support them in becoming English proficient and accessing the curriculum, are formally (by federal civil rights law) called English Learner (EL) students. Within this group are sub-groups with specific needs.

Multilingual English Learner Typologies are profiles that describe the unique needs of English learners based on their background.

<p><b>Newcomer</b></p>  <p>Newcomer is often used as an umbrella term for students born outside the US who have recently arrived and are new to the country. [See AB 714]</p> <p>Newcomer Students, California Department of Education</p>	<p><b>Unaccompanied</b></p>  <p>Student(s), under age 18, without lawful immigration status in the US or a parent/guardian to provide care or custody.</p> <p>Newcomer Students, California Department of Education</p>	<p><b>English Learner</b></p>  <p>Student(s) ages 3-21 that are or will be enrolled in US schools. They are either not US-born or their native language isn't English.</p> <p>Newcomer Students, California Department of Education</p>	<p><b>Dually-identified</b></p>  <p>English learners who are identified for special education services.</p> <p>Newcomer Students, California Department of Education</p>
<p><b>Asylee &amp; Refugee</b></p>  <p>Student(s) who have been forced to flee their country due to war, persecution, or natural disaster.</p> <p>Salva and Matis (2017), Boosting Achievement</p>	<p><b>SAFE</b></p>  <p>Student(s) with Ample Formal Education are new to the US schools with a rich background of rigorous learning in their first language.</p> <p>Elain Tovar, Jr., 2023 Bilingual Coordinators Network</p>	<p><b>Normatively Progressing EL</b></p>  <p>Student(s) enrolled in US schools for more than one year, responding positively to language development at an average growth rate.</p> <p>HMM, (2023), "6 Levels of EL Proficiency for ELL Students"</p>	<p><b>At-Risk LTEL</b></p>  <p>ELs in grades 3-12 who have attended US schools for 4-5 years, score intermediate or below on ELPAC, and ELs in grades 3-9, score below basic or far below basic ELA standards-based achievement.</p> <p>Newcomer Students, California Department of Education</p>
<p><b>SLIFE</b></p>  <p>Students with Limited or Interrupted Formal Education are new to US schools and are below grade level in most academic skills.</p> <p>Salva and Matis (2017), Boosting Achievement</p>	<p><b>Migrant</b></p>  <p>Student(s) who move from place to place, often with family, following seasonal work in the agricultural, dairy, lumber, or fishing industries.</p> <p>Salva and Matis (2017), Boosting Achievement</p>	<p><b>LTEL</b></p>  <p>Long Term English Learners are ELs in grades 6-12 who have attended US schools for 6+ years and remained at the same ELPAC proficiency level for 2+ years or regressed to a lower proficiency [...]</p> <p>Newcomer Students, California Department of Education</p>	<p><b>RFEP</b></p>  <p>Reclassified Fluent English Proficient students in TK-12 demonstrate English proficiency via ELPAC, teacher evaluation, parent input, and comparison of student performance in basic skills.</p> <p>Newcomer Students, California Department of Education</p>

## **Reclassification of Multilingual English Learners**

### *Reclassification Criteria*

Reclassified Fluent English Proficient students (RFEPs) are students who were initially designated as multilingual EL students upon enrollment to school, but have since illustrated proficiency in the instructional program as evidenced on state and local assessments.

Being an English Learner is not a permanent classification.

The OAUSD reclassification guidelines are in accordance with the State Adopted Criteria for Reclassification. Students must meet the following criteria:

1. Objective Assessment of English Language Proficiency, using the ELPAC assessment (ELPAC Summative Overall Score of 4 or Summative Alternate ELPAC Overall Score of 3); and
2. Comparison of student academic performance in basic skills against on state and local assessments based on the performance of English proficient students of the same age; and
3. Teacher evaluation, including reading proficiency near or at grade-level expectations utilizing district assessments; and
4. Parent opinion and consultation.

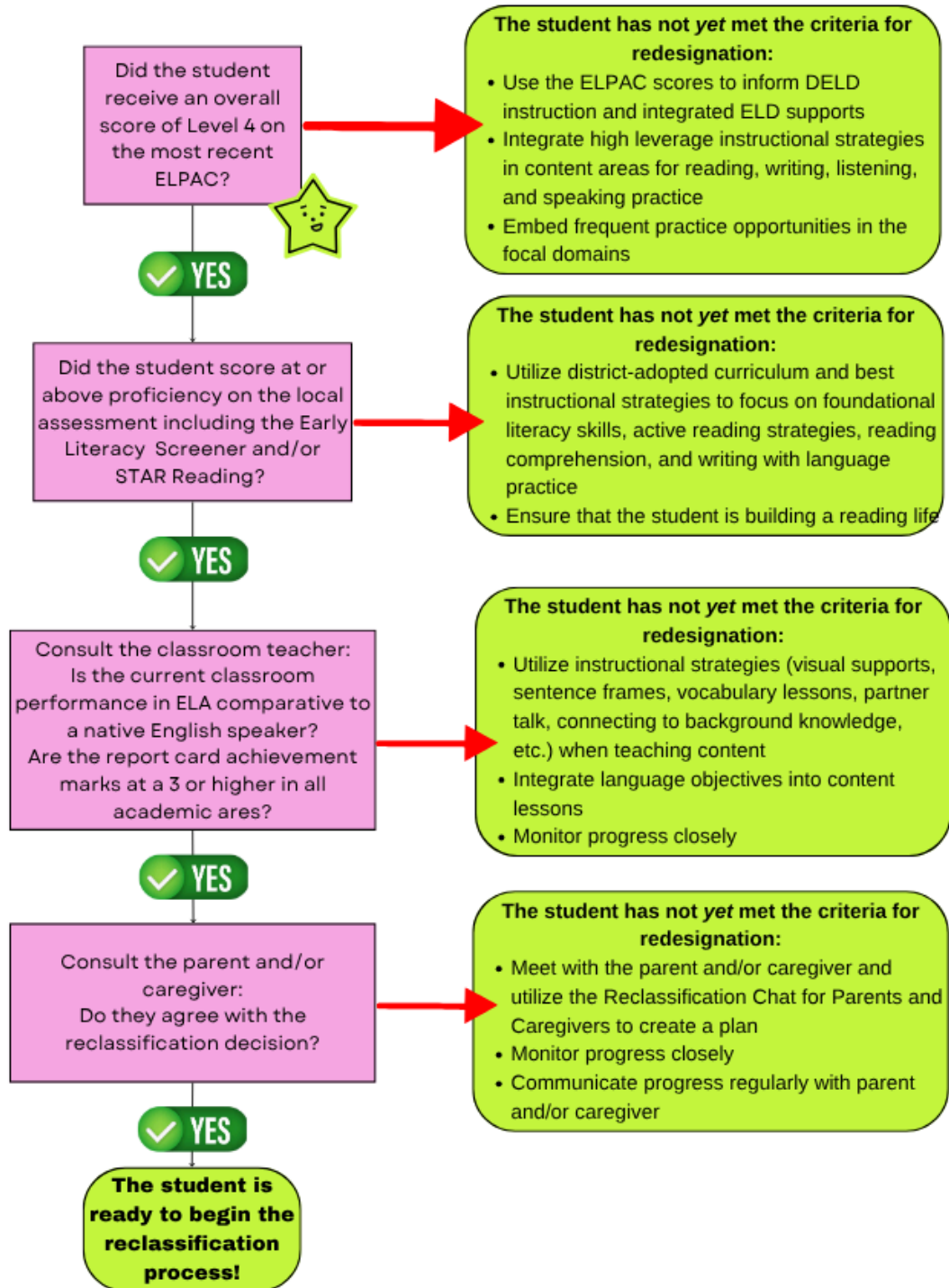
More information about reclassification can be found on the CDE's [reclassification page](#).

### *Reclassification Process*

Each fall, assessment data is analyzed to identify English learners eligible for reclassification according to the criteria. Sites receive forms for eligible students requiring signatures from the principal, teacher, and parent and/or caregiver to sign. Teachers will contact parents and/or caregivers of English learners who meet the reclassification criteria based on assessment data in order to gather parent opinion and consultation. If the parent or guardian agrees to the recommendation of reclassification, the student is officially reclassified and no longer receives designated ELD instruction.

While students who have been RFEP'd have illustrated academic achievement in alignment with state and district guidelines, we recognize that some students may have further need for support. All RFEP students are continually monitored for four years following reclassification.

# OAUSD Reclassification Flowchart with Instructional Recommendations



## **Provisions for Multilingual English Learners with Exceptional Needs**

### ***Special Education Services***

When multilingual EL learners are not making progress in academic achievement with evidence-based, standards-aligned, and culturally and linguistically appropriate, quality instruction, which includes comprehensive ELD. Some English learners will be identified, through a systematic process consistent with the CA Guide for Educating EL with Disabilities, as having a disability or multiple disabilities and will need special education services. It is through a clear system of tiered supports and pre-referral processes that it can be ascertained if they will need these services.

A multilingual EL student who is not yet making adequate progress even with the support of interventions may be recommended to the site's Coordination of Services Team (COST). The COST Team will further analyze individual student data and will recommend additional steps which could include increased interventions or other assessments.

To make appropriate recommendations for special education assessment, it is important for the team to be aware of the three categories of English learners who may experience academic difficulties:

1. Those who receive inadequate instruction or learning in their teaching or learning environment and/or lack effective ELD instruction and support
2. Those experiencing academic difficulties not related to a learning disability, interrupted schooling, limited and formal education, medical problems, low attendance, high mobility, or other factors
3. English learners who truly have a disability and need special education services

English learners sometimes have a variety of extrinsic factors affecting their lives, which can have an adverse effect on their learning and must be examined in depth at the individual level, given specific family, regional, and other intra- and inter-cultural differences. Factors that should be considered include:

- Physical and psychological factors that may impact learning
- Personal and cultural factors that may impact learning
- Language development factors that May impact learning
- Previous and current learning environment factors that may impact learning

The pupil should be assessed in all areas related to the suspected disability including, if appropriate, health and development, vision, including low vision, hearing, motor abilities, language function, general intelligence, academic performance, communicative status, selfhelp, orientation and mobility skills, career and vocational abilities and interests, and social and emotional status. A developmental history shall be obtained, when appropriate.

Assessments must be "provided and administered in the language and form most likely to provide accurate information on what the student knows and can do academically,

developmentally, and functionally, unless it is not feasible to provide or administer” (EC 56320[b][1])

To determine a student’s primary language, the following federal definition (34 CFR 300.29) provides: “The language normally used by that individual, or in the case of a child, the language normally used by the parents of the child.”

Students who are referred for further assessments, if qualified, could be placed onto an Individualized Education Program (IEP) which would include specified goals, interventions, and would outline supports/people responsible for providing the support the student needs. [EC] 306[c]/[EC]56026]

When writing an Individualized Education Plan (IEP) for an English Learner (EL), it is essential to consider both the student’s language development needs and their disability-related needs to ensure equitable access to education. Key considerations include:

- Collaboration with specialists in the IEP team to provide expertise on language development and culturally responsive practices.
- Integration of language development linguistically appropriate goals, Include ELD goals in the IEP if needed, and ensure that accommodations support both academic access and language development.
- Ensure the student has access to both special education services and designated/integrated English Language Development (ELD) instruction.
- Communicate with families in their preferred language and ensure they understand the IEP process and their rights, promoting active participation in decision-making, and translate the IEP document using the Special Education Information System (SEIS).

By thoughtfully integrating these considerations, the IEP can be tailored to support the whole child and promote both academic and language growth.

OAUSD follows the state recommended guidelines for the reclassification of Students with Special Needs. All multilingual English learners, including those with disabilities, are expected to meet the state-designated English language proficiency requirements. This includes achieving an Overall Score of 4 on the Summative ELPAC or an Overall Score of 3 on the Summative Alternate ELPAC. These scores indicate that a student has reached the level of English proficiency necessary to fully access grade-level academic content and participate meaningfully in an English-only instructional setting.

### ***Gifted and Talented Education (GATE) Services***

Our district recognizes that while multilingual EL students may still be acquiring proficiency in English, they may also demonstrate advanced thinking and accelerated mastery in certain areas that indicate a need for gifted services.

Our district provides gifted services for identified 4th-6th grade students. Multilingual EL students are automatically included in our district's annual universal screening for GATE eligibility. Each November, all 4th grade students and any 4-6th grade students new to the district are screened and identified using multiple criteria, such as the following:

Students who perform in the top 2% on the following assessments are eligible to be considered for GATE services:

- Smarter Balanced Assessment ELA
- Smarter Balanced Assessment Math
- STAR Reading
- STAR Math
- ELPAC

In order for GATE services to be equitable, an important goal is that identified GATE students represent the district demographics as a whole. Consequently, the following additional demographic factors are also reviewed:

- English Learner status
- Socioeconomic factors
- Special Education status
- Race
- Gender
- School of attendance

Once students are determined to be eligible, teacher input is sought as an additional tool in identifying GATE students. Although the district automatically screens students, referrals for screening for GATE eligibility can be made by teachers, administrators, parents/caregivers, counselors, and the GATE coordinator.

**Principle #2 of the California EL Roadmap lays out clear guidance regarding what is expected instructionally for all English learners.**

*English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.*

[English Learner Roadmap Principle Two](#)

**Principle 2:**

- *Instructional Programs*
- *Parent/Caregiver Notification*
- *Cultural Identity*
- *Considerations for ELD Lesson Design*



One of OAUSD's goals is to ensure rigorous, equitable learning environments with a focus on the whole child via the highest quality instruction, consistently utilizing district-adopted curriculum, monitoring student progress, and meeting the academic, cultural, and social-emotional needs of all learners. This is accomplished by holding high-standards for our staff and students. All OAUSD instructional programs for English Learners share the following elements:

### **Designated English Language Development (dELD)**

The district provides all English Learners with a protected time during the regular school day for focused instruction based on students' individual needs using the state-adopted [ELD standards](#), supported by state-adopted academic content standards. This instruction supports English Learners in developing critical English language skills necessary for academic content learning in English.

### **Integrated English Language Development (iELD)**

Students also receive instruction via Integrated ELD, in which the state-adopted [ELD standards](#) are used in tandem with the [state-adopted academic content standards](#). Teachers use their knowledge and experience in providing Integrated ELD that builds upon students' linguistic assets and provides greater access during all content area instruction (e.g., English language arts, social studies, math, and science) in English.

## Instructional Programs

*The goal of providing research-based programs for multilingual learners is to allow them the opportunities to reap the academic, cognitive, linguistic, economic, and social-emotional benefits of learning in multiple languages.*

### Structured English Immersion (SEI) Program

The SEI program aims to develop proficiency in English and mastery of all grade-level core curriculum standards. Instruction is provided in English with primary language support, when available, for students at the emerging, expanding, and bridging levels of English language proficiency to support full access to rich content learning and to develop academic English across the disciplines. Students receive Integrated ELD during all content instruction and daily Designated ELD instruction. Access to core content is accomplished through instructional strategies that enable English Learners to access grade-level subject matter in all academic subjects.

Students Served	Research-Based Program Components
<ul style="list-style-type: none"> <li>● All Multilingual Learners (at any English proficiency/ELPAC level, including Newcomers)</li> </ul>	<ul style="list-style-type: none"> <li>● Core instruction in English language arts, math, science, and social science is taught in English via Integrated ELD.</li> </ul>
Benefits for Students	<ul style="list-style-type: none"> <li>● Primary language support may be used to provide students with greater access to the core curriculum in English.</li> <li>● Teachers use Integrated ELD instructional strategies to differentiate the instruction to support Multilingual Learners academically and linguistically as they are learning in English at the same time as they are learning English.</li> <li>● Teachers use district-adopted standards-based curriculum.</li> <li>● Students receive a minimum of 30 minutes of daily Designated English Language Development that is designed according to students' ELPAC level/ELD proficiency level.</li> <li>● Additional/extended dELD time may be recommended for newcomer ELs for foundational skills.</li> <li>● Integrated ELD instruction in all content areas utilizing district-adopted standards-based curriculum.</li> <li>● All students participate in activities that lead to cultural proficiency and promote a positive self-image.</li> <li>● Classroom composition is structured to strengthen opportunities for cultural and linguistic integration.</li> </ul>
<ul style="list-style-type: none"> <li>● Development of high levels of literacy in English</li> <li>● High academic achievement in all core subjects</li> <li>● Multicultural proficiency</li> </ul>	

### Dual Language Immersion (DLI) Program

The DLI program aims to produce bilingualism and biliteracy, grade-level academic achievement, and positive cross-cultural competencies for English Learners and English-dominant students. Instruction is delivered in both English and the target language. The DLI program currently operates in a 90/10 instructional model with Spanish as the target language, and students learn to read first in Spanish.

Students Served	Research-Based Program Components
<ul style="list-style-type: none"> <li>All Multilingual Learners (at any English proficiency/ELPAC level, including Newcomers)</li> </ul>	<ul style="list-style-type: none"> <li>The DLI program uses a 90:10 model in which instruction in Transitional Kindergarten (TK), Kindergarten (K), and 1st grade is 90% in Spanish and 10% in English, with Spanish decreasing 10% and English increasing 10% per year in 2nd – 3rd grade, and then reaching 50:50 instruction in English and Spanish in 4th – 6th grade, as seen in Table 2.1, below.</li> </ul>
Benefits for Students	<ul style="list-style-type: none"> <li>Integrated ELD instruction is provided in all content areas taught in English utilizing district-adopted standards-based curriculum.</li> <li>Integrated Spanish Language Development (SLD) instruction in all content areas taught in Spanish utilizing district-adopted standards-based curriculum.</li> <li>In grades TK - 3, students receive Designated English Language Development as part of the English instructional portion of the school day.</li> <li>In grades 4-6, students receive a minimum of 30 minutes of daily Designated English Language Development that is designed according to students' ELPAC level/ELD proficiency level.</li> <li>Cross-linguistic transfer is taught in both English and Spanish as applicable.</li> <li>Students receive Spanish Language Arts and English Language Arts instruction.</li> <li>All students participate in activities that lead to cultural proficiency and promote a positive self-image.</li> <li>Classroom composition is structured to strengthen opportunities for cultural and linguistic integration.</li> </ul>
<ul style="list-style-type: none"> <li>Development of high levels of biliteracy (in English and Spanish)</li> <li>High academic achievement in English and Spanish</li> <li>Development of sociocultural competence</li> </ul>	

Table 2.1 DLI Language Allocation Plan

## LOMA VISTA LANGUAGE ALLOCATION PLAN

GRADE	SPANISH	ENGLISH
TK/K/1	90%	10%
2	80%	20%
3	70%	30%
4/5/6	50%	50%

### Parent/Caregiver Notification

Parents/caregivers of multilingual EL students are notified of the student's placement in a language development program after their initial ELPAC assessment is completed, as well as on an annual basis.

Parents/caregivers are provided feedback on their student's progress throughout the school year. During fall conferences, parents/caregivers and teachers will utilize the [Reclassification Chat](#) to discuss the student's progress on their journey toward English language proficiency.

Multilingual ELs with an IEP may have modifications or accommodations specific to their needs written into their IEP, and parents/caregivers should work with the IEP team regarding any questions or concerns.

Parents/caregivers of students who are eligible for reclassification, receive communication from their school sites regarding this. Families are invited and encouraged to help us celebrate their student's accomplishments.

## **Cultural Identity**

At OAUSD, we deeply value the rich cultural diversity of our students, staff, families, and educational partners. We recognize that a multilingual identity is a powerful asset, and we are committed to fostering a strengths-based perspective of our English Learners. We believe that being multilingual enhances students' contributions to their communities and better equips them for success in college, careers, and beyond.

Across all school sites, instructional materials and activities are intentionally selected to be engaging, culturally relevant, and reflective of the diverse backgrounds represented within our district. Students are encouraged to share their own cultural experiences and learn about others through inclusive classroom instruction, school-wide events, and community-building activities.

OAUSD schools prioritize social-emotional learning (SEL) throughout the day, with a strong focus on building positive relationships, cultivating safe and inclusive environments, and affirming students' identities. This is implemented through the district-adopted *Second Step* curriculum and supported by daily classroom circles that foster belonging and connection.

Furthermore, our schools promote messages of acceptance, inclusion, and respect through a variety of site-based events and activities. The English Language Arts curriculum across the district is infused with diverse literature and cultural representation, ensuring that all students see themselves reflected in the content with which they engage.

### Considerations for ELD Lesson Design

OAUSD educators will provide English language development instruction (ELD). Although there are a variety of approaches and structures when designing any lesson, some targeted components are necessary to ELD lesson design. This section provides more information on lesson design critical to ELD instruction, such as the CA ELD Standards and their role in an integrated ELD lesson versus a designated ELD lesson, learning targets, and academic discourse and collaboration. This is not an exhaustive list of all the elements that go into ELD lesson design, but rather an example of key features of instruction intentionally designed to support English Learners. The following table from the *CA ELA/ELD Framework* (Ch 2, p. 98) shows questions to consider when designing lessons.

**Table 2.2 Framing Questions for Lesson Planning (*CA ELA/ELD Framework*, p. 98)**

Framing Questions for All Students	Add for English Learners
<ul style="list-style-type: none"> <li>-What are the big ideas and culminating performance tasks of the larger unit of study, and how does this lesson build toward them?</li> <li>- What are the learning targets for this lesson, and what should students be able to do at the end of the lesson?</li> <li>- Which clusters of CA CCSS for ELA/Literacy does this lesson address?</li> <li>- What background knowledge, skills, and experiences do my students have related to this lesson?</li> <li>- How complex are the texts and tasks?</li> <li>- How will students make meaning, express themselves effectively, develop language, and learn content? How will they apply or learn foundational skills?</li> <li>- What types of scaffolding, accommodations, or modifications will individual students need for effectively engaging in the lesson tasks?</li> <li>- How will my students and I monitor learning during and after the lesson, and how will that inform instruction?</li> </ul>	<ul style="list-style-type: none"> <li>- What are the English language proficiency levels of my students?</li> <li>- Which CA ELD Standards amplify the CA CCSS for ELA/Literacy at students' English language proficiency levels?</li> <li>- What language might be new for students and/or present challenges?</li> <li>- How will students interact in meaningful ways and learn about how English works in collaborative, interpretive, and/or productive modes?</li> </ul>

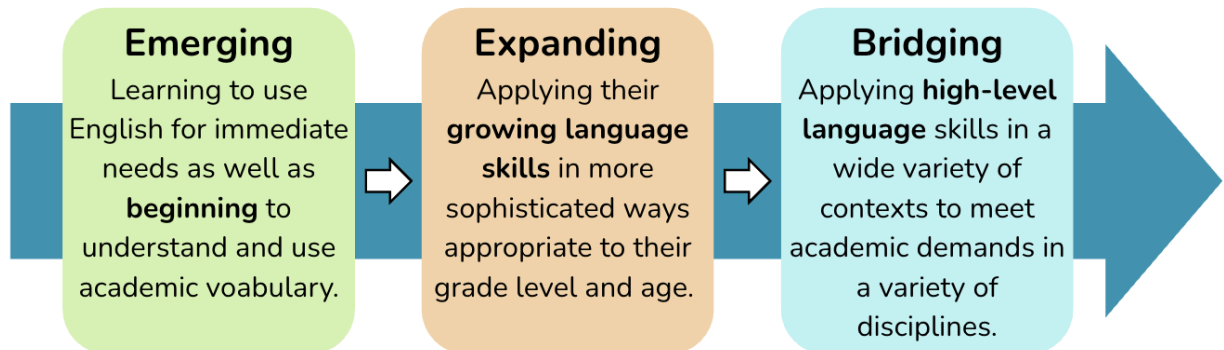
## 2012 California English Language Development Standards

The California English Language Development Standards are a crucial component in ELD lesson design. Following the adoption and implementation of the Common Core State Standards for California, the California State Board of Education adopted a new set of English Language Development standards. These standards are used as the primary tools for lesson design and instruction in OAUSD ELD programs. The CA ELD standards work in tandem with the Common Core State Standards for English Language Arts and Literacy (CCSS ELA/Literacy).

The CCSS ELA/Literacy reflect a fundamental shift in English language development instruction: the belief that all content area teachers are also literacy teachers.

The fundamental belief that all teachers are literacy teachers means all OAUSD students, particularly English Learners, must be given multiple opportunities each day to develop and sharpen the literacy skills needed to become productive, global citizens. While all teachers are expected to align their instruction to the CCSS ELA/Literacy, all teachers who have English Learners in their classrooms are also expected to incorporate the 2012 CA ELD standards in their daily lessons.

**ELD Proficiency Levels** The ELD standards are divided into three language proficiency levels: Emerging, Expanding, and Bridging. The following proficiency level descriptors are provided in the 2012 CA ELD Standards:



**English learners at the Emerging Level** typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary. These students require substantial scaffolding and support in order to engage in grade-level tasks and activities.

**English learners at the Expanding Level** are challenged to increase their English skills in more contexts, and learn a great variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways appropriate to their age and grade level. These students require moderate scaffolding and support in order to engage in grade-level tasks and activities.

**English learners at the Bridging Level** continue to learn and apply a range of high-level English language skills in a wide variety of contexts so that they can communicate effectively with various audiences on a wide range of familiar and new topics to meet academic demands in a variety of disciplines. English learners at the Bridging level require light linguistic support.

Table 2.3 shows how Summative ELPAC levels relate to the ELD Standards Proficiency Levels.

**Newcomer** students are those English Learners who have been in the United States for fewer than three years. These students come to school possessing a wide range of competencies in their primary language appropriate to their age. They may have varying levels of literacy depending on their prior experiences in the home, community, and at school. As learners of English as a new language, they gain metacognitive awareness of what language is and how it is used and apply this awareness in their language learning strategies, including drawing upon their native language. Newcomers possess cognitive abilities appropriate to their age and experience, but they require high levels of linguistic support in order to communicate their thinking.

When considering student progress from one level of proficiency to the next, individual student needs will be identified and scaffolds will need to be intentionally designed to support student progress. It is important to know where English learners fall along the continuum of the proficiency levels of the ELD standards and what the next goal is in the continuum, so that effective scaffolds can be designed.

**Table 2.3 Summative ELPAC Levels and ELD Standards Proficiency Levels**

ELPAC Levels	Level 1	Level 2	Level 3	Level 4
<b>ELD Standards Proficiency Levels</b>	<b>Emerging-</b> Requires substantial linguistic support	<b>Expanding-</b> Requires moderate linguistic support	<b>Bridging-</b> Requires light linguistic support	

### **Designated and Integrated ELD**

When planning for English language development instruction, it is important to understand the difference between integrated and designated ELD, as the focus on the CA ELD Standards and other content standards will shift, depending upon if the lesson is integrated or designated. The ELD Framework recommends an ELD program that incorporates both designated and integrated ELD instruction to support English learners at all levels of English language proficiency.

### **Designated ELD Instruction**

Every elementary school in OAUSD will have an instructional schedule that includes protected time for daily, designated ELD instruction. During ELD instruction, the California ELD standards are at the forefront of instruction. Designated ELD instruction should be placed within the context of grade-level content. The recommended curriculum for designated ELD instruction is the current board-adopted Language Arts/ELD curriculum and associated materials. Teachers may also use science or social science curriculum to teach language as long as ELD instruction is aligned and targeted to an ELD standard.

### **Integrated ELD Instruction**

In addition to designated ELD instruction, all English learners will also receive integrated ELD instruction. Integrated ELD is provided throughout the school day and across all subjects, where the ELD standards are used in tandem with other content standards to ensure students strengthen their abilities to use English as they simultaneously learn content through English (CA ELA/ELD Framework p. 31).

**Table 2.4 Key Features of Comprehensive ELD**

[Designated and Integrated ELD - Letters \(CA Dept of Education\)](#)

Integrated English Language Development (iELD)	Designated English Language Development (dELD)
<ul style="list-style-type: none"> <li>● For all English Learners, in all classrooms.</li> <li>● High-quality, standards-aligned instruction in all subjects, delivered using comprehensible input.</li> <li>● Instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. The focus is on the content.</li> <li>● Whenever possible, supplementary materials are made available in the student’s primary language.</li> <li>● Once English Learners are reclassified and become RFEP, they are exited from dELD, but they continue to receive all other supports, including robust iELD.</li> </ul>	<ul style="list-style-type: none"> <li>● For all students identified as English Learners.</li> <li>● Minimum of 30 minutes per day as a protected time during the school day for focused instruction on state-adopted ELD standards.</li> <li>● Additional dELD time may be recommended for newcomer English Learners for foundational skills.</li> <li>● Assists English Learners to develop critical English language skills necessary for academic content learning in English.</li> <li>● Once English Learners are reclassified and become RFEP, they are exited from dELD, but they continue to receive all other supports, including robust iELD.</li> </ul>
<p><b>Both Integrated ELD and Designated ELD will feature:</b></p> <ul style="list-style-type: none"> <li>● Standards-based instruction with differentiation, scaffolding, and language development strategies in all content areas.</li> <li>● Integration of best practices such as SDAIE and GLAD strategies for making content instruction accessible and understandable.</li> <li>● Use of content and language objectives to articulate expectations for both content and language mastery and use.</li> <li>● Collaborative student work to foster academic discourse, social-emotional learning, and cultural competence.</li> <li>● Use of core curriculum.</li> <li>● Primary language support for content and language learning.</li> <li>● Clear, predictable, and supportive routines aligned with CCSS rigor and student engagement.</li> <li>● Monitoring of English Learners to ensure progress toward reclassification.</li> </ul>	

Table 2.5 provides links to many vignettes and videos which exemplify how the CA ELD Standards and other content standards are used in integrated and designated ELD lessons.

**Table 2.5 Integrated and Designated ELD Lessons**

<b>Links to Integrated and Designated ELD Lesson Resources for TK-12</b>
<a href="#">Snapshots</a> - Overview examples of instructional strategies from the CA ELA/ELD Framework
<a href="#">Vignettes</a> - More in-depth examples of classroom practices from the CA ELA/ELD Framework
<a href="#">Videos</a> - The California Department of Education offers a variety of videos on ELA and ELD instruction

Dr. Laurie Olsen, Director of the Sobrato Early Academic Language Initiative and Co-chair of the *CA English Learner Roadmap*, poses questions to consider when planning for designated and integrated ELD (from Dr. Laurie Olsen's Bilingual Coordinators Network Presentation, *Integrated and Designated ELD: What does it really look like? How do we make it happen?* Mar 2016, slide12). Table 2.6 shows these questions to consider, as well as how the focus of the ELD standards and other content standards differs when planning designated and integrated ELD.

**Table 2.6 Planning for Designated and Integrated ELD**

<b>Designated ELD</b> "What are the opportunities presented by this content for teaching language?"	<b>Integrated ELD</b> "What are the language demands for accessing and participating in this content?"
<p>CA ELD Standards are at the forefront when planning for designated ELD.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; border-radius: 15px; background-color: #add8e6; padding: 10px; text-align: center;">CA ELD Standards</div> <div style="border: 1px solid black; border-radius: 15px; background-color: #ffcc99; padding: 10px; text-align: center;">Other content standards</div> </div>	<p>Both the CA ELD Standards and other content standards are at the forefront when planning for integrated ELD.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; border-radius: 15px; background-color: #add8e6; padding: 10px; text-align: center;">CA ELD Standards</div> <div style="border: 1px solid black; border-radius: 15px; background-color: #ffcc99; padding: 10px; text-align: center;">Other content standards</div> </div>

## Learning Targets

Learning targets are a critical component of any lesson design. Robert Marzano, together with other researchers, reviewed thousands of studies to identify which strategies teachers utilized that had the greatest effect on student academic success (Marzano, Pickering, & Pollock, 2001). Following the study, Hill and Flynn (2006), in their book *Classroom Instruction that Works with English Language Learners*, reviewed the same studies through the lens of instruction for English Learners. Setting objectives and providing feedback emerged as the top strategy for supporting English Learner's academic success. According to Hill and Miller, in their book *Classroom Instruction that Works with English Language Learners (2014)*, "Setting objectives in the classroom helps focus the direction for learning and the path for teaching." Dr. Laurie Olsen provides guidance when developing learning targets for ELD instruction. There are several considerations for a learning target: the task, the content, the language resource based on ELD standards, and the scaffolds needed for differentiation. Table 2.7 shows an example of the different components of an ELD learning target.

**Table 2.7 Components of a learning target for ELD instruction** (adapted from Dr. Laurie Olsen's Presentation, *Integrated and Designated ELD: What does it really look like? How do we make it happen?* Mar 2016, slide 84)

Task	Subject	Language Resource	Scaffolds
What do you want students to do?	What content are they engaging with?	What language resources do they need in order to do this task with this content?	Visuals, graphic organizers, manipulatives, partner and group work, sentence frames and sentence starters
<p><b>My emerging English learner students will deliver a brief oral presentation as part of a small group using a collaboratively developed poster on how force affects the motion of an object using a basic “_____ because _____” cause and effect frame and academic vocabulary.</b></p>			

### Academic Discourse and Collaboration

According to Hill and Miller (2014), "Teachers of students learning English and other subjects in need of language development can develop language as well as subject-matter knowledge and skills by providing opportunities for students to engage in meaningful opportunities related to specific content..." (p. 29). To accelerate students' language capacities, they must be given intentional opportunities to speak, which requires intentional planning. Table 2.8 provides an example of types of questions that can limit or elicit language (modified from CA ELA/ELD Framework, p. 206).

**Table 2.8 Questions that Limit or Elicit Language from the CA ELA/ELD Framework**

<b>Questions for The Little Red Hen by Vera Southgate</b>	
<b>Questions that Limit Language</b>	<b>Questions that Elicit Language</b>
What color is the hen?	What is the little red hen planning?
Will they help her?	What do you suppose the little red hen is thinking?
Did they have to get bread at the end of the story?	What does the author do to make us aware that the little red hen is unhappy?
Do you like the story?	

In addition to posing questions that elicit language, structures must be established to ensure academic conversations are as productive as possible. "Promoting rich classroom conversations demands planning and preparation. Teachers consider the physical environment of the classroom, including the arrangement of seating; routines for interaction, including behavioral norms and ways for students to build on one another's ideas; scaffolds, such as sentence starters or sentence frames; effective questioning, including the capacity to formulate and respond to good questions; flexible grouping; and structures for group work that encourages all students to participate equitably" (CA ELA/ELD Framework, p. 85). Table 2.9 describes the behaviors, physical environment, and routines that support high quality ELD instruction.

**Table 2.9 Quality Indicators for Designated Language Development**

Teacher Behaviors	Student Actions	Environment
<ol style="list-style-type: none"> <li>1. Sets clear learning intentions and success criteria based on CA ELD Standards and proficiency levels.</li> <li>2. Models engagement with the language of texts and tasks.</li> <li>3. Prompts, facilitates, and questions nudging students toward the next proficiency level.</li> <li>4. Establishes and reinforces routines.</li> <li>5. Provides specific and timely language feedback.</li> <li>6. Creates relevant, meaningful, and appropriate extended conversation tasks.</li> <li>7. Provides flexible scaffolds based on proficiency level.</li> <li>8. Values and nurtures an inclusive language rich environment through dialogue.</li> </ol>	<ol style="list-style-type: none"> <li>1. Engages in conversations and discussions with peers.</li> <li>2. Uses structures to support collaboration and discussion.</li> <li>3. Participates in discussions that are meaningful; makes meaning of language and content, progressively deepens understanding of language.</li> <li>4. Oral language is academically aligned to proficiency level.</li> <li>5. Orally reflects on how their thinking evolved based on discussion and evidence.</li> <li>6. Uses Success Criteria to self-assess their language growth with collaborative conversations.</li> </ol>	<ol style="list-style-type: none"> <li>1. Desk/tables arranged to facilitate student discussion with choice alternative seating/standing arrangements.</li> <li>2. Academic vocabulary and visuals are displayed in charts and word walls.</li> <li>3. Expectations, norms, and scaffolds for how to engage in discussion are posted or displayed.</li> <li>4. Differentiated language frames, models, and graphic organizers are accessible.</li> </ol>

Table 2.10 provides examples of various structures that allow students to engage in academic conversations.

**Table 2.10 Structures for Engaging All Students in Academic Conversations**

<p><b>Norms for Effectively Contributing to Classroom Conversations</b>            Ground rules or guidelines for conversations are used as the basis for constructive academic talk. Teacher provides judicious corrective feedback during student talk.</p>	
<p><b><u>Choral Response</u></b>            Students are signaled, perhaps with a hand gesture, to repeat some important academic vocabulary or to respond in unison to a question.</p>	
<p><b><u>Think-Pair-Share</u></b>            A question is posed and students are given time to think individually. Then each student expresses his or her thoughts and responds to a partner, asking clarifying questions, adding on, and so forth. The conversation is often expanded to a whole-group discussion.  <i>Variation: <u>Think-Write-Pair-Share</u></i>            After the individual think-time and prior to the partner sharing, students write their response.</p>	
<p><b><u>Quick Write/Quick Draw</u></b>            Students respond to a question by quickly writing a few notes or rendering a drawing (e.g., a sketch of the water cycle) before being asked to share their thinking with classmates.</p>	
<p><b>Conversation Moves</b>            In partner and group discussions, students use conversation moves to extend academic talk. Conversation moves help students add to or challenge what a partner says, question, clarify, paraphrase, support, think with examples, synthesize conversation points, etc.  <u>Conversation Frames</u>            I think...because...            I agree/disagree...because...            For example,...            In other words...</p>	
<p><b>How To Be a Good Conversationalist</b></p>	
<p><i>To ask for clarification:</i>            Can you say more about....?            What do you mean by....?</p>	<p><i>To affirm or agree:</i>            That's a really good point.            I like what you said about...because...</p>
<p><i>To build or add on:</i>            I'd like to add to what you said.            Also.....</p>	<p><i>To disagree respectfully:</i>            I'm not sure I agree with (the idea)...because...            I can see your point. However,...</p>
<p><b><u>Numbered Heads Together</u></b>            Each group of 4 students gets a group name or letter. In each team of four, students number off from 1 to 4. A question or problem is presented. Students put their heads together to discuss the answer for a set amount of time. They must make sure everyone on the team knows the answer. The teacher randomly calls a number 1 to 4 (use a spinner, draw number card, roll a die, etc.). On each team, the student whose number was called may stand to answer or write the answer on a whiteboard. The teacher randomly calls on a group, and the standing student or student who has written on a whiteboard gives an answer. That team receives a point. Repeat, making sure to give all teams a chance to respond.</p>	

### [Inside-Outside Circles](#)

Students think about and mentally prepare a response to a prompt such as these: What do you think was the author’s message in the story? Or Be ready to tell a partner something you found interesting in this unit of study. Students form two circles, one inside the other. Students face a peer in the opposite circle. The peer is the person with whom they share their response. After brief conversations, students in one circle move one or more peers to their right in order to have a new partner, thus giving them the opportunity to articulate their thinking again and hear a new perspective. The students can rotate partners multiple times and the prompt can be changed after a few responses, too.

### [Expert Group Jigsaw](#)

Students read and annotate a text, taking notes. Then the students work together in small (3-5 students) expert groups with other students who read the same text to compare notes and engage in an extended discussion about the reading. They come to a consensus on the most important things to share with others who did not read the same text. Then, they convene in small jigsaw groups to gather information about what others read. Finally, the expert groups reconvene to compare notes on what they learned.

### [Stronger and Clearer](#)

Students respond to a prompt on a worksheet. In response to prompt and referring to optional notes and additional language supports, students come up with a topic sentence and clarifying sentences. Appropriate wait time is provided to rehearse. Next, students partner and share responses. After sharing responses, students jot down novel or new ideas, words, and/or phrases used by the partner. The students are then prompted to refer back to the worksheet and compose a stronger and clearer response in their head, borrowing ideas and language of previous partners. Students repeat the process two additional times, making responses *stronger each time* with better evidence, examples, and explanations; and make ideas *clearer each time* by using a topic sentence, logical ways to organize and link sentences, and precise words. Lastly, students write a final strongest and clearest draft using the ideas built and borrowed from their partners.

### [World Cafe](#)

Students are in small groups of 3-5 students. Each group receives one different color marker (1 per group) and a note-catcher or large chart with a prompt. Each group selects a leader, who will record the major points of the conversation that takes place at the table and then summarize the conversation using the recorded notes. Notes are recorded on a visible list. The group discusses the topic (or answers a guiding question) written on the note-catcher until time is called. Groups can be discussing the same topic or related topics. Next, the leader of each group stays put, passing the marker to a new group member (the new leader). The rest of the group rotates to the next table. The former leader (the group member that did not move) presents a one-minute summary of the conversation recorded from the former group to the new group. Once the former leader is done summarizing, they will rejoin their original group. This process is repeated until all students have had a chance to lead. After the final round, the last group of leaders presents to the whole group rather than reporting out to a “next rotation.” Alternatively, everyone can do a final gallery walk and star the most important idea on each group’s note-catcher or chart.

### **Other [High Quality Instructional Strategies](#)**

## Addressing the Needs of Our Diverse Multilingual English Learners

When planning effective instruction for English Learners, it's essential to recognize the diverse backgrounds, language development stages, and academic needs of different English Learner typologies. Among these, Newcomers, At-Risk Long-Term English Learners (AR-LTEs), and Long-Term English Learners (LTEs) each face unique challenges that require tailored supports. Newcomers are recent arrivals who need foundational English skills and structured language development, while At-Risk LTEs may be on the verge of falling behind due to inconsistent language growth. Long-Term ELs, despite years in the U.S. school system, often struggle with academic language and literacy. Understanding these distinctions allows educators to design responsive instruction that promotes language development, academic achievement, and a strong sense of identity for all learners. Table 2.11 provides examples of strategies and supports specific to English Learner Typology.

Table 2.11 Strategies and Supports for Multilingual English Learner Typologies	
Newcomer	<p>Welcoming Environment</p> <ul style="list-style-type: none"> <li>● Sense of safety and belonging</li> </ul> <p>Social Emotional Support</p> <ul style="list-style-type: none"> <li>● Counseling provided for newcomers who have experienced some type of trauma</li> </ul> <p>Encouragement</p> <ul style="list-style-type: none"> <li>● Intensive support and practice in language and content learning, cultural knowledge building, and social-emotional learning</li> </ul> <p>High quality academic programs designed to meet the academic and language development of the student</p> <ul style="list-style-type: none"> <li>● Comprehensive initial assessment</li> </ul> <p>Communication with families</p> <ul style="list-style-type: none"> <li>● <a href="#">Newcomer Family Intake Interview</a></li> <li>● Education system, academic instruction, etc.</li> <li>● Student advocacy</li> <li>● Available resources</li> <li>● Conferences with families at least twice in the school year</li> </ul>
AR-LTEL & LTEL	<p>Three R's:</p> <ul style="list-style-type: none"> <li>● Rigor, Relevance, and Relationships</li> </ul> <p>Active engagement in their own education</p> <ul style="list-style-type: none"> <li>● Goal setting, monitoring progress, self-advocacy</li> </ul> <p>A focus on literacy skills development</p> <ul style="list-style-type: none"> <li>● Explicit academic vocabulary instruction</li> <li>● Emphasis on oral language as the foundation for reading and writing</li> </ul> <p>Relevant materials</p> <ul style="list-style-type: none"> <li>● Grade level appropriate</li> <li>● High-interest</li> <li>● Real-life application</li> </ul> <p>Instruction that addresses academic gaps with progress monitoring</p> <ul style="list-style-type: none"> <li>● d-ELD, i-ELD, tiered support</li> </ul> <p>Inclusive community with consistent routines and communication</p> <ul style="list-style-type: none"> <li>● PBIS, MTSS, Restorative Practices</li> <li>● Conferences with families at least twice in the school year</li> </ul>

**Principle #3 of the California EL Roadmap provides guidelines on system conditions that support effectiveness.**

*Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement. Each level of the school system provides resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of English learners.*

[English Learner Roadmap Principle Three](#)

### **Principle 3:**

- *Assessments & Monitoring*
- *Professional Learning & Leadership Development*
- *Program Monitoring & Evaluation*

### **Assessments & Monitoring**

OAUSD is focused on ensuring academic success for all students and works with site leaders to build the capacity of their teams through the Professional Learning Community (PLC) process and emphasizes the importance of analyzing not only overall data, but also subgroup data. The analysis of the data not only informs teaching, but provides for a cycle of continuous improvement for our teams.

- Site and district leaders look at the progress of our multilingual ELs regularly. Through the use of district assessments, at each progress monitoring point in the school year, data is analyzed to ensure students are progressing.
- LTEL and reclassification numbers are also a part of this ongoing analysis.

Our multilingual ELs are assessed via Common Formative Assessments (CFAs) throughout the year as well as through district assessments, and the California Assessment of Student Performance and Progress (CAASPP) which is given to all students in grades 3-6. Additionally, our multilingual ELs are assessed for progress utilizing the ELPAC assessment and other district benchmark assessments.

- State and local assessment information can be found [here](#).
- ELPAC score ranges can be found [here](#).
- Sample ELPAC score reports can be found [here](#).

Each of the assessments given to our multilingual ELs, combined with teacher observation and work samples, aid in providing appropriate instruction, intervention, and acceleration for students.

District assessments, CFAs, observations, and student work samples are used to determine progress towards mastery of ELA standards. Progress is indicated for trimester report cards that align to CCSS standards and give teachers insight into student growth in reading, writing, listening, and speaking.

### **Professional Development and Leadership Development**

In OAUSD, leaders are provided Professional Development (PD) in a variety of areas, including, but not limited to:

- PLCs,
- MTSS,
- Cultural competency, and
- Social Emotional Support.

At the district level, PD is provided to teachers, site leaders, and other staff. These opportunities include but are not limited to:

- PD on PLCs and data analysis which is designed to increase teachers' ability to strategize and plan their instruction based on what the data shows, as well as provide additional support or acceleration for students based on their needs.
- Ongoing PD that is designed to embrace the diversity of our classrooms and community, while providing teachers with research-based strategies that will empower students to do their best.
- Ongoing PD that focuses on language acquisition and literacy needs to succeed in grade level content.
- PD that focuses on strategies to accelerate student learning and support students in small group settings.

In addition to district-led PD, sites may provide PD by partnering with outside agencies, district teacher leaders, and other partners to address the specific academic needs of their students.

OAUSD has designed these PD opportunities based on feedback from school sites and staff members. Additionally, opportunities are designed based on areas of improvement illustrated district-wide or at individual sites through data analysis.

Staff members attend regular PLC meetings, which provide them the opportunity to collaborate, review student data, lesson plan, and plan for integrated ELD and designated ELD.

OAUSD hires teachers who are highly qualified for the position that they assume and who hold Cross-cultural, Language, and Academic Development (CLAD) or Bilingual, Cross-cultural, Language, and Academic Development (BCLAD) credentials.

- In the case that a teacher who holds an intern permit, Provisional Internship Permit (PIP), or Short-term Staff Permit (STSP) is hired, the OAUSD Human Resources Technician works closely with the individual to ensure they are working to get properly credentialed, and parents/caregivers are notified. These individuals are also assigned a mentor teacher for support.

## **Program Monitoring and Evaluation**

District and site leaders are responsible for evaluating the effectiveness of the curriculum, strategies and overall program for our multilingual EL students. This effectiveness is determined by a number of factors including annual progress, reclassification rates, LTEL numbers, and the feedback from educational partners.

District and site leaders evaluate instruction and support for our multilingual EL students. This is all done in support of the continuous improvement processes. This evaluation includes ensuring students have access to high-quality, standards-based Tier 1 instruction and both integrated ELD and designated ELD.

The state of California and the federal government provide supplemental funds that are used to support programs and services for Multilingual Learners. These funds should not be used to replace or supplant the base program. The use of these funds is based on actions outlined and reported through the Local Control Accountability Plan (LCAP) process.

Additionally, federal funding in categorical funds to fund its multilingual English learner supports and services. Title III funds are categorical funds provided by the government to support programs that help multilingual English learners develop full proficiency in English and reach high academic standards in content areas. The District may use Title III funds to:

- support the development of innovative programs that are in addition to the core ELD curriculum
- provide support for deep and sustained professional development for teachers that focuses on the improvement of instruction and assessment for multilingual English learners
- increase parent involvement
- purchase supplementary instructional and assessment materials

The Multilingual English Learner Master Plan serves as a framework to support strategies for our multilingual ELs. Specific actions and services are outlined in OAUSD's LCAP, including the Federal Addendum that ensures compliance with state and federal guidelines.

**Principle #4 of the California EL Roadmap explains how to align and articulate practices and pathways within and across systems.**

*English learners experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments, beginning with a strong foundation in early childhood and appropriate identification of strengths and needs, continuing through to reclassification, graduation, higher education, and career opportunities. These pathways foster the skills, language(s), literacy, and knowledge students need for college- and career-readiness and participation in a global, diverse, multilingual, twenty-first century world.*

[English Learner Roadmap Principle Four](#)

**Principle 4:**

- *Alignment & Articulation*
- *Family & Community Engagement*

**Alignment & Articulation**

OAUSD's belief in site-based leadership allows each school site to create a schedule and system that works best for their site, staff, and community. Within each site program, vertical articulation, use of adopted core curriculum, and utilization of research-based instructional strategies are used to support language development starting with our youngest learners.

Each school site establishes a Guiding Coalition leadership team who guides the site through the PLC process. One practice implemented is the development of SMART goals at the site and grade level. Each PLC develops SMART goals that align with District goals, the site LCAP, and the school-wide SMART goals. The SMART goal development process includes analyzing data to select a pertinent focus standard, planning instructional strategies to achieve SMART goals and determining the common formative assessments used to measure progress and adjust instruction.

Additionally, through the PLC process, every grade level across the district has identified [common essential standards](#). Each site grade level team works together annually to create a year-long grade-level proficiency map, which is articulated vertically and identifies learning progressions, learning targets, assessment opportunities, and common formative assessments.

**Family & Community Engagement**

OAUSD values the partnership of staff, parents, and community members and has a number of ways for each of these individuals to be involved in the education of our children.

Every school site within OAUSD also has many opportunities for parent involvement. These opportunities include, but are not limited to:

- English Language Advisory Committee (ELAC)
- Parent Teacher Association (PTA) or Parent Teacher Organization (PTO)

- Local Control Accountability Plan (LCAP) Advisory Council
- Site and/or District Parent Information Nights

Site-specific information can be found at your student’s school's website.

**Importance of Parent Involvement for Multilingual Learners**

There is ample research indicating a strong correlation between parent involvement and student achievement. Studies show that "no matter their income or background, students with involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school" (National Coalition For Parent Involvement). In line with this research, the Every Student Succeeds Act requires school districts and school sites to conduct effective outreach to parents of multilingual learners. We celebrate what families of English learners are doing to support their student(s), and it is our responsibility to foster dynamic and meaningful relationships with our families.

There are several steps parents/caregivers, teachers, site leaders, and the District can, and should, take in order to cultivate these relationships.

Opportunities to Engage English Learner Families	
<p><b>Collective Commitments</b></p> <p>At a district, site and classroom level, OAUSD values our collective commitment to:</p> <ul style="list-style-type: none"> <li>• Promote multiculturalism in the site and classroom environment and instruction</li> <li>• Respect and affirm linguistic backgrounds</li> <li>• Engage in ongoing, reciprocal, and accessible communication</li> <li>• Address barriers preventing equal access to school opportunities for every family</li> </ul>	
Role	Action Steps
District	<ul style="list-style-type: none"> <li>• Facilitates DELAC meetings</li> <li>• Promotes parent involvement in DELAC</li> <li>• Host parent workshops around literacy practices and accessibility</li> <li>• Provides translation services</li> </ul>
School Site	<ul style="list-style-type: none"> <li>• Facilitates ELAC meetings</li> <li>• Promotes parent involvement in ELAC through fliers and personal invitations</li> <li>• Host parent workshops around literacy practices and accessibility</li> <li>• Provides translation services for written notifications and in-person meetings</li> <li>• Solicits input from all families in a variety of ways</li> <li>• Grow resources in home languages</li> </ul>
Classroom Teacher	<ul style="list-style-type: none"> <li>• Looks for opportunities to have positive interactions with parents and student performance</li> <li>• Offers personal invitations to parent-teacher conferences and volunteer opportunities</li> <li>• Communicates student progress regularly</li> <li>• Grow resources in home languages</li> </ul>

### ***How to Support Literacy at the Earliest Age***

Parents/caregivers can support their child's English language development at home in several ways. One impactful way to increase a child's literacy is to read aloud to your child. Parents can read aloud either in their primary language, English, or both. Additionally, oral storytelling is also beneficial. It develops a child's language skills and vocabulary. Picture books, songs, and rhymes are all proven to help develop language skills in children. Parents should also regularly engage their children in meaningful, sustained conversation to practice speaking in complete sentences, adding detail, and using vocabulary. Practicing these literacy skills in the home language is equally as valuable as practicing them in English.

### ***Translations***

Each site provides parents/caregivers with pertinent and timely information in a format and, when possible, a language they can understand. Schools where 15% or more students speak a single primary language other than English shall provide notices to parents in that primary language (EC48985 (a)).

Translation services are available, if needed. Staff members and/or parents/caregivers should contact their site administrator for more information and access. Even if a parent/caregiver is fluent in English, a translator may be offered to support home-school communication.

### **Parent/Caregiver Committees: DELAC and ELAC**

The relationship between the District English Learner Advisory Committee (DELAC) and the English Language Advisory Committee (ELAC) is crucial for communication and coherence throughout OAUSD as it pertains to our English learners.

### ***DELAC***

OAUSD has a District English Learner Advisory Committee (DELAC). By law, districts serving 50 or more English learners must establish a District English Learner Advisory Committee (5 CCR § 11308(a), EC 52069(b)(1)). This committee shares District-wide data, events, and parent learning workshops with parents and community members as well as mandated training topics required by the State of California.

District Leadership is responsible for establishing a DELAC meeting calendar, holding DELAC elections, distributing DELAC notices, and facilitating DELAC meetings. With the consultation of committee members, the District will provide training and any necessary materials needed to assist members in carrying out their legal advisory responsibilities.

### ***Composition***

The law requires that the parents/caregivers of English learners, who are not employed by the District, constitute the majority (51%) of the DELAC. In addition, other parents/caregivers, community members, and District staff may also participate in DELAC. The DELAC bylaws may establish additional requirements.

### ***DELAC Meetings***

Notice for DELAC meetings must be posted at least 72 hours in advance of the scheduled meeting time (EC 35147(c)(1)). All DELAC meetings must follow the Brown Act and Robert's Rules of Order (EC § 5147(a)). During meetings, parents, community members, and staff have an opportunity to provide input on English learner services in the District. The committee advises OAUUSD's governing board on the following topics (per California Department of Education):

1. Development of a district master plan for education programs and services for English learners. The district master plan will take into consideration the school site master plans.
2. Conducting a districtwide needs assessment on a school-by-school basis.
3. Establishment of district program, goals, and objectives for programs and services for English learners.
4. Development of a plan to ensure compliance with any applicable teacher and/or paraprofessional requirements.
5. Review and comment on the school district reclassification procedures.
6. Review and comment on the written notifications required to be sent to parents and caregivers.
7. If the DELAC acts as the English learner parent advisory committee under California Education Code Sections 52063(b)(1) and 52062(a)(2), the DELAC shall also review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP).

### ***ELAC***

State law requires any school site with 21 or more English learners to establish an English Language Advisory Committee (ELAC) and hold ELAC meetings (5 CCR § 11308(a)). The site administrator is responsible for establishing the Committee. The ELAC provides parents of English learners an opportunity to give input on site-based English learner services and focus on site-based programs, data, and support for English learners. The ELAC is an advisory council, not a decision-making body. The Committee advises the principal on services and programs for English learners, assists in the development of the school's needs assessment, and informs parents of the importance of regular school attendance. The ELAC receives training and any necessary materials, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities. The ELAC serves as the voice of the English learner community.

Pursuant to the state of California and EC 52176(b), all school sites with 21 or more multilingual EL students must maintain a site-based English Learner Advisory Committee (ELAC) in which parents of multilingual ELs constitute at least the same percentage of the committee members as their students represent of the student body. The goal of the ELAC is to promote positive collaboration between the families of multilingual ELs, schools, and the district. More information on our District ELAC can be [found here](#).

### ***Composition Requirements***

The law states parents of English learners must comprise at least the same percentage of ELAC membership as the percentage of English learners enrolled at the school site. For example, if 30% of the school's total student population are English learners, at least 30% of the ELAC members must be parents of English learners. Other parents/caregivers, staff, and community members may be ELAC members as long as the percentage of English learner parents matches or exceeds the percentage of English learner students at the school.

### ***Meeting Guidelines***

The number of ELAC meetings per year is established by the ELAC bylaws, or when absent, the DELAC bylaws. The following required topics must be discussed at the ELAC meetings:

- promoting regular school attendance
- development of the Needs Assessment
- advising the principal and staff on the program and services for English learners and its objectives and goals
- reclassification procedures

In addition, the following suggested topics are appropriate for discussion at an ELAC meeting:

- ELAC's legal responsibilities
- ELD Standards
- Common Core State Standards
- Initial and Summative ELPAC
- Other topics related to student academic and social emotional development

### ***Elections***

By law, all parents/caregivers of English learners must have the opportunity to elect parent/caregiver members to the English Learner Advisory Committee. In addition, the ELAC has the responsibility to elect one of their members to attend DELAC meetings. If a member of ELAC is not elected, the chair must attend the DELAC meetings. The ELAC bylaws, or if absent, the DELAC bylaws, shall determine additional election procedures and requirements.