

2021-2024

Roadmap to ELL Achievement



Oakland Unified School District

English Language Learner & Multilingual Achievement
Summary of Progress & Three Year Strategic Plan



OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students



6	.....	ELLMA Infographic OUSD ELLs at a Glance
8	.....	About ELLMA
10	.....	LCAP Goals Alignment with OUSD Priorities
14	.....	Priority 1 Empowering Instruction for ELLs
18	.....	Priority 2 Quality Language Programs
28	.....	Priority 3 The Whole Child
32	.....	Priority 4 Central Systems and Practices
36	.....	Glossary
38	.....	Acknowledgements

Dear Oakland Community,

As ELLMA looks forward to the next three years and enters our second decade as a department, we are eager to refocus and recenter work in support of Multilingual Learners and their families across OUSD. The last three years have been a time of tremendous upheaval in OUSD, with a strike, wildfire interruptions to school, and most importantly the multiple pandemics of COVID, anti-immigration policy and racial injustice. As a result, we have shifted some of our work to respond to the rising needs of the moment. This has led to new opportunities in our work for language equity, but also many challenges.

As we return to full in-person schooling, we look forward to reestablishing baselines and working aggressively to deepen our implementation of supportive structures and empowering instruction. The work ahead is monumental and will require collective effort and ownership across our system and throughout the community. I look forward to continuing this struggle together with all of you.

In partnership,



Nicole Knight

Executive Director

English Language Learner and Multilingual Achievement Office



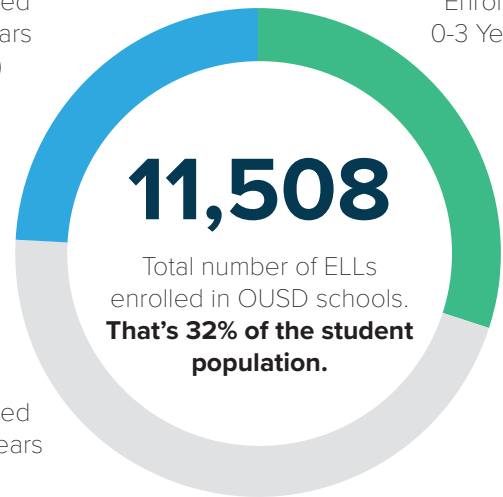
THE
WEST
IS THE
BEST

AT A GLANCE: OUSD ELLs 2020-21 END-OF-YEAR

ELLs ARE A THIRD OF OUSD'S ENROLLMENT

24%
Enrolled
7+ Years
(LTEL)

30%
Enrolled
0-3 Years



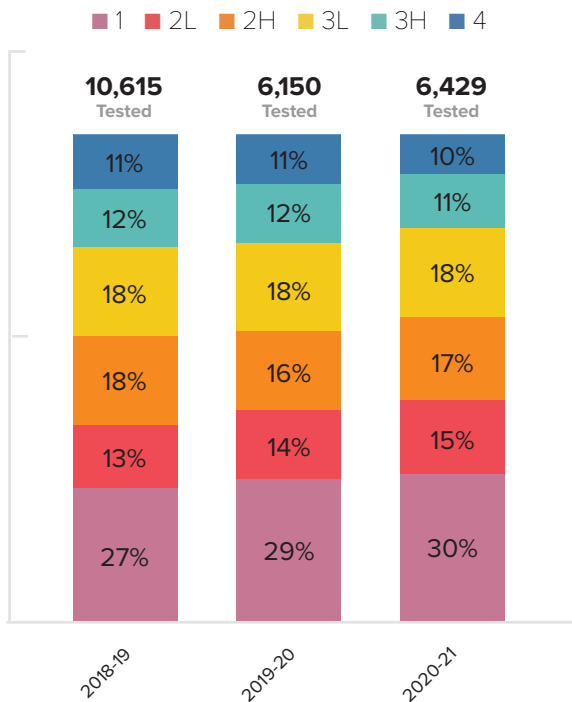
46%
Enrolled
4-6 Years

Elementary Schools
37% 0-3 Years
58% 4-6 Years
5% 7+ Years, LTEL

Secondary Schools
20% 0-3 Years
29% 4-6 Years
52% 7+ Years, LTEL

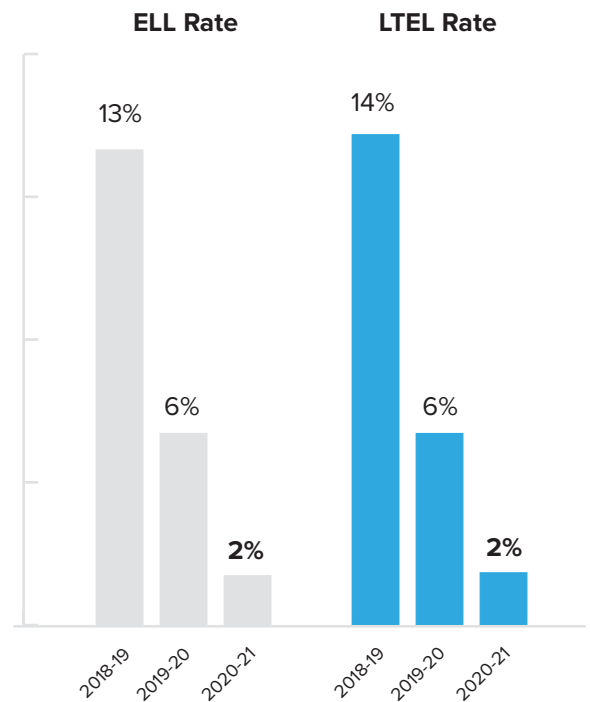
- 0-3 Years**
Enrolled in US schools fewer than 4 years. This includes newcomers and US-born ELLs.
- 4-6 Years**
Enrolled in US schools for 4 to 6 years. We expect most ELLs to reclassify during this time period.
- 7+ Years, LTEL**
Long Term English Learner (LTEL). Enrolled more than 6 years in US schools. Special attention to LTELs is needed to ensure these students reach reclassification criteria as soon as possible.

ELPAC SCORES DISTRIBUTION



COVID-19 Impact:
COVID-19 pandemic disruptions to state and local testing resulted in far fewer students having access to reclassify.

RECLASSIFICATION RATES PLUMMET DURING PANDEMIC

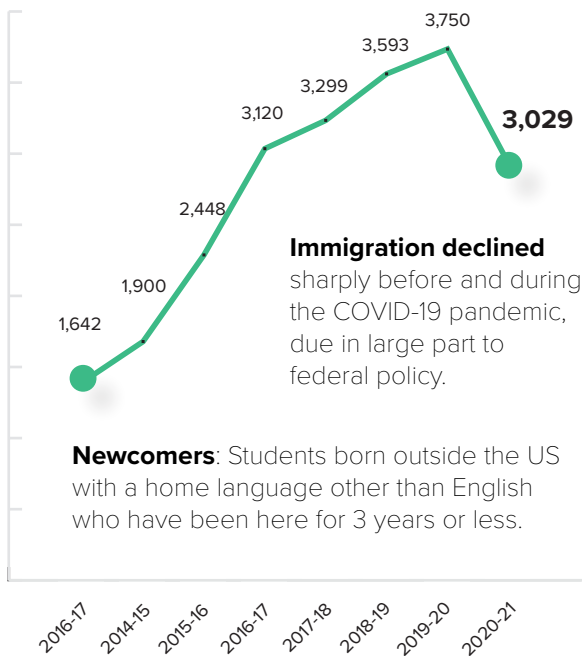




TOP 10 BIRTH COUNTRIES OF STUDENTS WITH A HOME LANGUAGE OTHER THAN ENGLISH



NEWCOMERS ENROLLMENT DECLINE IN 2020-21



TOP 10 HOME LANGUAGES (NOT INCLUDING ENGLISH)

11,770	Spanish
1,359	Cantonese
1,264	Mam
899	Arabic
713	Vietnamese
187	Khmer (Cambodian)
151	Tigrinya
131	Mandarin (Putonghua)
109	Filipino
106	Tongan



93 countries are represented by students with a home language other than English.

At least **57 languages** are spoken in Oakland Unified School District.



A BRIEF HISTORY

ABOUT ELLMA

ELLMA was founded in 2013 to foster collective responsibility for excellent and equity-based instruction and services for our multilingual learners. In our first year, we took stock of the OUSD supports for ELLs and commissioned Stanford University's Understanding Language to review services and provide an evidence base for our strategic plans.

The Stanford Review and roadmap reports to date [can be found online](#).

OUR 3 GUIDING BELIEFS

- 1.** English Language Learners can achieve at high levels with the right supports.
- 2.** The language and cultural resources that students bring are tremendous assets to their learning and that of the community.
- 3.** All educators are responsible for the language development of ELLs, therefore all teachers are teachers of language.





THEORY OF ACTION

OUR 5 ESSENTIAL PRACTICES

The five evidence-based practices are important for all students and critical for ELLs to thrive. Together, they reflect our theory of action for how to ensure excellent and equity-based instruction for our multilingual learners.



1. ACCESS AND RIGOR

Ensure all ELLs have full access to and engagement in the academic demands of Common Core State Standards, Next Generation Science Standards, the History-Social Science Framework and California's 2012 English Language Development Standards.



2. INTEGRATED AND DESIGNATED 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 they are active contributors to their own learning and that of their community.



5. THE WHOLE CHILD

Leverage family and community supports. Activate resources to address the unmet, non-academic needs that hinder ELLs' ability to thrive.

OAKLAND UNIFIED SCHOOL DISTRICT'S

LCAP GOALS

GOAL 1

ALL STUDENTS GRADUATE COLLEGE, CAREER, AND COMMUNITY READY.

LCAP Goal #1 sets metrics for all students in OUSD, with specific goals for English Language Learners and other student groups reflected in Goal #2 below.

- Move from Red (from 2019) to Yellow on California Dashboard in ELA for ELL group.
- Move from Orange (from 2019) to Yellow on California Dashboard in Math for ELL Subgroup.
- Double the number of graduating seniors earning the Seal of Biliteracy from 101 to 200.

GOAL 2

FOCAL STUDENT GROUPS DEMONSTRATE ACCELERATED GROWTH TO CLOSE OUR EQUITY GAP. TARGETED STRATEGIES ARE IMPLEMENTED FOR AFRICAN AMERICAN, ENGLISH LANGUAGE LEARNERS AND UNHOUSED STUDENTS.

- Increase the A-G completion rate with a grade of C or better for ELLs from 42.9% to 48.9% and for newcomers from 48.8% to 54.8%.
- Increase the 4 year cohort graduation rate for ELLs from 56.8% to 62.8%.
- Increase the EL reclassification rate from 5.6% to 14.6% and the LTEL reclassification rate from 5.9% to 20.9%.
- Increase the percentage of ELLs who make progress towards English proficiency as measured by the state English Learner Progress Indicator from 45.8% to 54.8%.

GOAL 3

STUDENTS AND FAMILIES ARE WELCOMED, SAFE, HEALTHY, AND ENGAGED.

- Reduce chronic absenteeism rates for ELLs from 17.3% to 15.8%.
- Increase the percentage of students who feel safe at school from 60% to 66%.
- Increase the number of schools with at least 70% of parents who feel connected to their child's school.

GOAL 4

ALL STAFF ARE HIGH QUALITY, PROVIDING OPTIMAL SERVICE TO OUR STUDENTS, FAMILIES, AND STAFF.

- Increase the percentage of all staff who have participated in foundational professional learning for ELLs and Multilingual Learners (Baseline to be set in 2021-22).
- Increase staff satisfaction on ELLMA-hosted professional development as measured by post-PD surveys on experience and impact on their practice (Baseline to be established in 2021-22).



Farm Fresh To You



LOCAL AND SUSTAINABLE to our

ROOTS

**NOURISHING
& CONNECTING
COMMUNITIES**



FAMILY OWNED

AND OPERATED



YOUR FARM BOY

Our
you'll love it

PRIORITY 1

EMPOWERING INSTRUCTION FOR ELLS

PRIORITY 2

QUALITY LANGUAGE PROGRAMS





PRIORITY 3

THE WHOLE CHILD

PRIORITY 4

CENTRAL SYSTEMS & PRACTICES

PRIORITY 1

EMPOWERING INSTRUCTION FOR ELLS

INTRODUCTION

Empowering instruction for English Language Learners integrates core content and language development to ensure ELLs are progressing towards college, career and community readiness. This reflects a commitment to building the capacity of all teachers and leaders to:

- Develop and deploy culturally and linguistically sustaining practices that set the conditions for ELLs to thrive in the classroom.
- Ensure students receive quality, standards-aligned Integrated and Designated ELD.
- Align work to a shared MTSS framework that guides instructional support for ELLs in addition to Tier I comprehensive ELD.
- Make use of evidence of adult practice and student data to improve outcomes for ELLs.

In pursuit of these goals, we will continue to provide teachers of ELLs with high-quality instructional materials, assessments, foundational training and ongoing inquiry-based professional development (PD).

PROGRESS TO DATE

Professional Development: ELLMA is proud to offer high quality, differentiated PD for teachers appropriate to their grade-level, content-area, professional experience, and the needs of our diverse student body. Over the last several years, we have articulated differentiated points of entry into PD that are responsive to the needs and development of the educators we serve.

Foundational PD provides quality PD for all teachers of ELLs in OUSD. Our two signature foundational PDs are:

- GLAD (Guided Language Acquisition Design) for elementary teachers.
- ALLAS (Academic Language and Literacy Accelerations for Secondary) for middle and high school content area teachers.

Curriculum/Pedagogy PD provides opportunities to go deep into particular curricular resources (e.g. Benchmark, EL Education) and related instructional approaches.

Inquiry-Based PD provides teachers an opportunity to go deep with practices and approaches gained from other PD contexts, posing their own questions and taking ownership of their own learning. Teachers have engaged in inquiry-based learning on diverse topics such as supporting first-year newcomers, foundational biliteracy in dual language programs, and application of strategies learned in ALLAS or GLAD.

Inquiry-Based PD

Curriculum/Pedagogy PD

Foundational PD

Designated ELD Development: The K-8 adoption of the EL Education curriculum for English Language Arts has provided ELLMA an opportunity to partner with EL Education to lead national work in developing Designated ELD curriculum aligned to the ELA curriculum that will be made available to districts across the country. With the support of teacher leaders from across OUSD, this work is underway for grades K-8 and will yield Designated ELD materials by Oakland teachers for Oakland teachers that fulfill the vision of the California ELA/ELD framework for aligned ELA and ELD materials.

Site-Based Support: Before the COVID-19 pandemic shifted ELLMA's work, our approach to site-based support was flourishing, with site-based support to 17 partnership schools in 2018-19 and 22 schools in 2019-20. These partnerships center on building the capacity of instructional leadership to lead language-equity focused cycles of inquiry and data-driven programmatic decisions. As schools return to in-person instruction, ELLMA expects site-based

supports to re-emerge as the central strategy to build instructional capacity and support improved outcomes for ELLs.

Creating Conditions for Long Term English

Learner (LTEL) Success: The 2021-22 school year saw an expansion of LTEL ELD courses across OUSD as a result of new focus on addressing the language development needs of LTELs. This work is enabled by the many site administrators and teacher leaders who have participated in one of the three cohorts of the Leading for LTELs professional development since 2018. These leaders have been prepared to lead language-equity focused professional development at their sites, provide additional LTEL support classes, and leverage data-driven practices such as ELL Shadowing and LTEL focal students. Representatives from the vast majority of OUSD middle and high schools have participated.

Continuous Improvement: ELLMA has developed a suite of continuous improvement tools intended to support site teams to understand the student experience (ELL Shadowing), identify areas of instructional strength and growth (ELL Review), and to set programmatic goals to improve services for ELLs (Stages of ELD Implementation). These tools are deployed in a variety of contexts and used independently at school sites, thereby building capacity and alignment across OUSD.



COVID IMPACT

Shifts & Challenges: Massive interruptions in ELPAC and reading testing have deprived many ELLs of the opportunity to demonstrate readiness to reclassify.

Lower attendance and engagement among high school newcomers due to economic and health-related hardships has impacted graduation rates and other outcomes.

ELLMA professional development focus shifted away from embedding in sites to providing district-wide opportunities.

Lessons Learned: Conducting professional development online has built collective expertise in how to best support adult learning in this context and opens new opportunities for reaching broader audiences.

Constantly rethinking school schedules due to the pandemic has created space to integrate more ELD offerings post-pandemic.



EVIDENCE OF SUCCESS

Gaining Ground

- The non-newcomer ELL cohort graduation rate has grown to 73.3% in 2019-20, a huge increase from 45% for all ELLs in 2013-14 before large numbers of newcomers arrived.
- 70% of secondary schools have developed plans to build capacity to serve Long Term ELLs through the Leading for LTEL PD series involving teams of site administrators and teacher leaders.
- Over three years, we provided close to 1400 hours of professional learning to over 1000 teachers, principals, and support staff.

Continued Focus Needed

- The reclassification rate plummeted to below 6% in 2019-20 and to 2% in 2020-21 during the pandemic, with ELPAC testing disruptions meaning many ELLs had no opportunity to demonstrate their English fluency.
- The newcomer cohort graduation rate is alarmingly low, with only 49% of newcomers graduating with their cohort in 2019-20.
- Our ability to measure reading growth was impaired by pandemic-related interruptions in testing, but limited data show only 50.2% of ELLs grew one or more year in reading from Fall to Spring 2020-21.
- Forty percent of teachers at high ELL-count elementary schools are trained in GLAD, a slight decrease since 2018 which highlights a need to continue to offer annual opportunities for this PD.

2024 Outcomes

- Increase the A-G completion rate with a grade of C or better for ELLs from 42.9% to 48.9% and for newcomers from 48.8% to 54.8% and increase the 4 year cohort graduation rate for ELLs from 56.8% to 62.8%
- Increase the ELL reclassification rate from 5.6% to 14.6% and the LTEL reclassification rate from 5.9% to 20.9%
- Increase the percentage of ELLs who make progress towards English proficiency as measured by the state English Learner Progress Indicator from 45.8% to 54.8%.
- Increase the percentage of all staff who have participated in foundational professional learning. (Baseline to be set in 2021-22.)
- Increase the number of students provided quality Integrated and Designated ELD as measured by the Stages of ELD Implementation and ELL Review tools.

PRIORITY 1 GOALS

EMPOWERING INSTRUCTION FOR ELLS

GOAL 1

Teachers provide culturally and linguistically sustaining practices that set the conditions for ELLs to thrive in the classroom.

1.1.1. Asset-based approaches that leverage students' home languages and cultures will be increasingly evident in curriculum and instruction.

1.1.2. All LTELs will receive content and instruction that empower them as active agents in their learning and affirm their multilingual identities.

1.1.3. Teachers will build trust and relationships through learning partnerships with ELL students.

GOAL 2

ELLs receive quality, standards-aligned integrated & designated ELD.

1.2.1. All teachers at high ELL-count sites will engage in foundational and sustaining professional development on ELL instruction.

1.2.2. Integrated ELD practices will be evident throughout content-area instruction at all sites.

1.2.3. ELLs will have access to high-quality D-ELD materials and instruction differentiated to meet the diversity of ELL needs.

GOAL 3

A shared MTSS framework guides instructional support for ELLs in addition to Tier I comprehensive ELD.

1.3.1. Sites will implement clear guidance on supporting students in need of both literacy and language development.

1.3.2. ELLs with IEPs will be provided instruction that meets both language development and IEP needs.

GOAL 4

Evidence of adult practice and student data are effectively used to improve outcomes for ELLs.

1.4.1. Site leadership will strengthen implementation of quality comprehensive ELD through continuous improvement processes.

1.4.2. Site-based staff will regularly analyze ELL data to monitor progress and to make informed programmatic and instructional decisions.

1.4.3. LTEL outcomes and experiences will be a priority of data-based continuous improvement.

PRIORITY 1 HIGHLIGHTS

OUSD LEADS THE WAY WITH DESIGNATED ELD CURRICULUM DEVELOPMENT



In Spring 2021, OUSD officially adopted EL Education as the English Language Arts curriculum for non-Dual Language elementary schools. The EL Education ELA program stands out for both its quality standards-aligned materials as well as its Integrated ELD components, however, it does not yet have a Designated ELD program. With schools beginning the shift to EL Education in 2021-22, the need for Designated ELD materials aligned with the EL Education materials was immediately evident. OUSD was able to obtain grant funding to support the in-house development of Designated ELD units to be used in tandem with the EL Education ELA curriculum and successfully advocated to EL Education to develop their own Designated ELD materials. This work began in earnest during summer 2021 and will continue through the 2022-23 school year. The aspiration is to build on the quality elements of the EL Education ELA curriculum to develop a Designated ELD component, as required

by the California Department of Education and desperately needed for our ELLs to thrive.

Key to transforming outcomes for our ELLs is to center their language needs through powerful and meaningful language development embedded in content area instruction. The research is clear that students need *both* opportunities to develop language alongside content instruction, *and* need additional time for focused language study that prepares them to fully engage in the complex text and tasks of their content. OUSD and EL Education have a shared interest in a long-term partnership that supports OUSD in the development and use of high-quality materials to immediately serve our ELLs. The work emerging from this partnership will inform EL Education's eventual ELD companion. We are so excited that OUSD will play a central role in the development of materials that will eventually serve ELLs across the country.

PRIORITY 2

QUALITY MULTILINGUAL PROGRAMS

INTRODUCTION

OUSD aims to eliminate the achievement and opportunity gaps by providing a high quality PK-12 multilingual pathway for English Language Learners and native English speakers in a mutually supportive, multicultural learning environment. This work aligns with the California Global 2030 initiative that resulted from the passage of Proposition 58 in 2016 (see inset). This pathway includes both dual language programs and world language courses, leveraging the linguistic and cultural assets of our students and ensuring all OUSD families have access. Work towards establishing this pathway includes expanding programming to include more languages and programmatic contexts, supporting ongoing program refinements, continued work around assessment and curriculum, and monitoring and celebrating student progress towards the State Seal of Biliteracy.

PROGRESS TO DATE

Curriculum: The adoption of the Advance and Adelante curricula from Benchmark in Spring 2021 comes after several years of piloting the program in some dual language schools and provides an opportunity for an integrated approach to Spanish and English development among ELLs within dual language and multilingual programs.

Using Assessment to Expand our Definition of Success: Multiple measures in both languages of instruction to assess students' progress toward meeting bilingual and biliteracy goals is an essential practice for dual language schools. The Avant assessment is a computer based, adaptive test that measures proficiency in reading, writing, listening and speaking in Spanish. It is aligned to the American Council of Teachers of Foreign Language (ACTFL) scale and reports results at three major levels: novice, intermediate and advanced. The Avant assessment has been used across dual language programs to help understand student development of Spanish proficiency. For example, early results showed that

nearly half of the graduates from the TK-8 dual language program at MLA *already* met the Spanish criteria for the State Seal of Biliteracy that students can earn upon high school graduation.

The Avant assessment is also in use in our high schools, providing newcomer students with an opportunity to demonstrate their non-English language proficiency as well as to support placement in appropriate world language courses and qualify students for the State Seal of Biliteracy.

Program Development: The multilingual program landscape continues to evolve and grow. Bridges Academy is developing their nascent dual language program. Greenleaf will soon expand programming into their middle school grades, providing OUSD with a second TK-8 dual language school along with Melrose Leadership Academy.

Frick United Academy of Language, the result of a merger between Frick Impact Academy and Oakland School of Language, continues to work towards a new model of middle school Spanish-enriched programming, currently providing Spanish language development to students of all language backgrounds.

ELLMA provides all multilingual program sites with support in developing their program model, including clarity around how the language of instruction is allocated, grounded in the research-based "Guiding Principles for Dual Language Education" published by the Center for Applied Linguistics.

OUSD families are leveraging their rights under Proposition 58 and work is currently in progress to develop Arabic language programming at Martin Luther King, Jr. in response to requests from families seeking to ensure their students have opportunities to sustain their heritage language and provide other students with opportunities for language study. We are excited to build on this momentum and explore both Arabic-language programming beyond MLK as well as Mam heritage language programs.

Enrollment Policy: The two-way Dual Language (DL) enrollment policy is board-approved and operationalized. This policy is intended to provide a linguistic balance at schools and ensure that both ELLs and non-ELL families can access these high quality programs. As a result of the policy our two-way programs (Melrose Leadership Academy and Manzanita SEED) have achieved the desired balance of Spanish and English speakers. We look forward to applying this policy to other schools that achieve the 2-way designation.



EVIDENCE OF SUCCESS

Gaining Ground

- 2833 students are enrolled in multilingual programming, an increase of 440 from 2018. Families now have two options for middle school (MLA and Frick) and one more coming soon (Greenleaf).
- Foundational conditions are established for quality multilingual programs including a dual enrollment policy for two-way immersion programs, an adopted curriculum, and an aligned assessment calendar in support of biliteracy.
- 101 students were awarded the Seal of Biliteracy in 2020 up from 81. We expanded the languages recognized to include Vietnamese, Chinese, and Arabic, in addition to Spanish.
- The ELLMA and Early Childhood Development office have joined forces with plans to build PK-elementary alignment in our multilingual programs. Our collaboration has yielded a new coaching role and a \$200,000 grant in support of the work.

Continued Focus Needed

- There is a continued need to ensure program quality across all of our multilingual programs.
- We have not yet created systems to award the Seal of Biliteracy to native speakers of languages that do not have formal assessments such as Mam, Tongan, or Ahmaric. This is a key next step!

2024 Outcomes

- Double the number of students receiving the State Seal of Biliteracy to 200.
- Increase the number of students receiving the Biliteracy Pathway Award by 20% from 356 to 427.
- Seed new language enrichment programs in Arabic, Chinese, and Mam and provide articulated opportunities for advanced language study in secondary schools.



PRIORITY 2: MULTI-LINGUAL GOALS

QUALITY LANGUAGE PROGRAMS

GOAL 1

OUSD has a PK-12 multilingual pathway, ensuring every child in OUSD has the opportunity to become biliterate and bilingual.

2.1.1. Multilingual opportunities will be expanded to include additional languages, diverse program options, and the PK and high school grade levels.

2.1.2. Leaders will engage in ongoing refinement of program design to meet articulated standards of quality.

2.1.3. Instructional materials and assessments will be effectively implemented to support biliteracy beginning in PK.

2.1.4. Student progress towards and attainment of multilingual goals will be monitored and celebrated.



COVID IMPACT

Shifts & Challenges: Intensive computer based language assessment was difficult to administer in distance contexts and meant many students who may have met criteria for State Seal of Biliteracy were not tested.

Lessons Learned: The forced focus on home learning translated into stronger family partnerships, and a renewed emphasis on leveraging the home language to support learning across all language program contexts.

MULTILINGUAL OAKLAND

THE GLOBAL CALIFORNIA 2030 INITIATIVE

The Global California 2030 Initiative calls for schools to “fully equip students with the world languages skills to succeed in the global economy and to fully engage with the diverse mixture of cultures and languages found in California and the world.” This ambitious initiative names biliteracy programs, specifically dual immersion, as key initiatives towards meeting the following goals:



50%

Half of all California K-12 students are enrolled in programs leading to biliteracy.



3x

Tripling the number of graduating seniors earning the California Seal of Biliteracy

WHERE ARE WE IN OUSD?

101 students awarded

In May 2021, OUSD awarded 101 students with the Seal of Biliteracy in **4 languages** (Chinese, French, German, and Spanish) despite disruptions in testing due to distance learning.

7 home languages

Number of home languages represented by the Seal awardees

2,833 students

Number of students currently enrolled in Dual Language programs

To date, **243 elementary and middle school students** have **already** met the World Language criteria to earn the Seal of Biliteracy upon high school graduation, based on the AVANT Spanish language test, including 14 from Lockwood STEAM, 31 from Esperanza, 42 from Global Family, 6 from Greenleaf, 31 from Manzanita SEED, and 96 from MLA.

WHY MULTILINGUALISM: THE ABC'S



Academic Achievement

Full closure of the achievement gap for ELLs: Dual language learning has been found to be the only method of second language acquisition to close the gap between ELLs and English-only speakers.

Higher achievement for all students: The mental discipline of learning a second language system translates into higher achievement in all subject areas. The longer the exposure to the second language, the more significant the cognitive advantages of the student. (Genesee and Lindholm-Leary, 2009). This applies to ALL language groups, including English Only students.



Bilingualism and Biliteracy

Full bilingualism for low-income English Only students: The Two Way model provides the full benefits of biliteracy to our lower-income students without families having to pay out of pocket for a private school.

Two languages learned simultaneously: The “additive bilingual” immersion setting allows all students to learn two languages simultaneously, rather than a “subtractive” model in which students learn English at the potential loss of home language (Howard, Sugarman, Perdomo and Adger, 2005).



Cultural Humility and Competence

A heightened level of multicultural awareness and communication skills fosters cultural competence and intergroup contact, appreciation, and empathy (Cummins, 1986; Adger, 2005).

They
migrated

so I
graduated



PRIORITY 2 MULTILINGUAL HIGHLIGHTS



BRIDGES AT MELROSE

THE JOURNEY TO DUAL LANGUAGE PROGRAMMING

After an intentional, multi-year process of reflection, learning, and community engagement, Bridges Academy at Melrose began the journey to joining the cohort of dual language elementary schools in OUSD with an inaugural kindergarten class in the fall of 2020. This transition will unfold over several years and will replace the “early exit” program of bilingual instruction that has existed at the school for over a decade.

Principal Anita Iverson-Comelo shared, “We realized that we needed to pay more attention to our [early exit] bilingual program that had not been reviewed or reflected upon for a decade.” Through OUSD’s “Fall Call” process, the school took families and teachers to different schools in the Bay Area that had different types of language programs. “We looked at lots of research and data, and we learned that having an early exit bilingual program was not really aligned to our ultimate goals of preparing students for college and also wasn’t aligned to what our families wanted,” Iverson-Comelo said.

Undertaking the transition in a collaborative and transparent manner was critical to the success and shared ownership of the transition. “We knew this wouldn’t work if it was a top-down process and limited to a few people. Moving this process forward, we made sure that every step of the way we were engaging with our families. We were engaging with our teachers and really listening while

also looking at research and data,” Iverson-Comelo said. “Ultimately, through surveys and listening to students, interviewing teachers, listening to families, diverse groups of families, we came to a collaborative decision that we all feel good about.”

One year into the transition - a year marked by distance learning and constant shifts - Iverson-Comelo is optimistic about the direction of the work. “We were not all in agreement when we started the process. But knowing that there was no perfect scenario, and that there would be some losses, and we would have to look at where the greater gains would be,” she shared. Importantly, the transition has not caused a downturn in enrollment that some feared as the sheltered English track was wound down in kindergarten. “We actually had *higher* enrollment, and there was only one family that chose not to come. That was a success and showed that our families were open and wanting a dual language program.”

“Our goals and aspirations for our dual language program are rooted in what our families are saying. They want their children to not lose their home language, and 90% of our students are Spanish dominant. Seeing that as an asset, and having our students be bilingual, biliterate, and bicultural and having pride in their identity is ultimately what we want for our students.”

*- Anita Iverson-Comelo,
Principal*

PRIORITY 2 MULTILINGUAL HIGHLIGHTS

SEAL OF BILITERACY SPOTLIGHTS



David

Graduating with the California Seal of Biliteracy



What are your language goals? How is your home language helpful in your life?

Being able to communicate in English and Spanish opens up opportunities. I've done an internship where I spoke to the community about Earth Day. If we give people the opportunity to speak in their home language then there will be more involvement from the community. If we have more people who are fluent in both Spanish and English then we will have a tighter world community. My parents only speak Spanish, so if they need my help with translating, I'm able to help them with that.

What makes you proud of your heritage and where you come from? I'm the proud son of two Mexican parents. There's a lot of culture in Mexico. You can be in the same city in Mexico and have two very different cultures. There's a lot of diversity in Mexico. A lot of people, who don't look the same, might identify as Mexican. And we share that same cultural identity.

What are some of your hopes and dreams? I will be going to UC Berkeley. My hope is to graduate with a major in mechanical engineering. I really want to be in a big company like Tesla. My goal as a kid was to work at NASA. That would be the highest achievement.

What does getting the Seal of Biliteracy mean to you? Why does it matter? Having the Seal on the diploma opens doors for you. When people see it they will know that I can communicate with others. It's important to me because I feel that people in my school worked hard to get it. We took the necessary classes and the test to get the seal. It's great to see that our work paid off by getting the seal.

What are some struggles you've faced in the past year in terms of your education? How did you overcome those obstacles? This pandemic has caused all of us to do everything online. Not having that in-person instruction has been a struggle. I feel that as a student in Oakland, I had to seek out opportunities. They weren't just there. I'm at a small school so that means we had to pave our own path and search for anything we wanted to do. It wasn't till my junior year that I got an internship.

What have you been doing to help yourself learn from home during distance learning? My strategy has been to have an organized schedule. I use my breaks in between classes to do homework. Also having a decent balance between personal and work time. In the afternoon I play in the backyard with my younger sibling. Being outside is really beneficial. And talking to my friends has helped out a lot. We talk on the daily and play video games.

Lucia

Trilingual in Mam, Spanish, & English



Why is attaining the Seal of Biliteracy significant? Being able to speak more than one language and how it will help me open many doors in my journey in adult life.

What has inspired you? What has inspired me to excel has been my parents' perseverance and my dedication to be someone in life.

What are your plans after graduation? I will be attending Wesleyan University in the fall of 2020.

What do you hope to be doing in 10 years? I hope to be a traveller within 10 or less years. I hope to finish college and attend graduate school. Maybe have children too. After pursuing my career, I plan to help my community of Oakland any way possible. I also look forward in translating in Maya Mam, Spanish or English.

PRIORITY 2

QUALITY NEWCOMER PROGRAMS

INTRODUCTION

Recent immigrant students continue to enrich our schools and community at large. OUSD seeks to continue strengthening newcomer programs in order to meet the unique needs of this population while working to close the achievement and opportunity gaps. The strong growth of newcomer populations in our schools since 2013, interrupted by the pandemic, is expected to resume as migration patterns return to pre-pandemic patterns. To address the needs of students in their first three years in US schools, our focus is on continuing to articulate a sustainable newcomer instructional approach that aligns with all three tiers of the Multi-Tiered System of Support (MTSS) framework. This will include a specific focus on Students with Interrupted Formal Education (SIFE), who make up a large proportion of newcomer students. It also includes work to continue development of effective approaches for elementary newcomers, and support for newcomers as they bridge out of programs and into the mainstream context as quickly as possible.

PROGRESS TO DATE

Elementary Newcomer Teacher Leaders: As a direct result of advocacy by OEA during the 2019 strike, OUSD now provides teachers on special assignment to any elementary school with 50 or more newcomer students. These TSAs, known as Elementary Newcomer Teacher Leaders (ENTLs), work to provide direct supplemental ELD instruction to targeted groups of newcomers, provide professional development to teachers, and create resources and build capacity to enable work in support of newcomer students. ENTLs have not yet existed for a full school year not impacted by the pandemic, so the next three years will involve continued articulation and development of this critical role as well as work to define programmatic best practices for schools with fewer than 50 newcomers.

Secondary Program Development: As enrollment of newcomers continued to grow in secondary schools, approaching 1 in 7 high school students in 2018-19, it became clear that more schools would need to serve this population. Newcomer programming now exists in the vast majority of secondary schools in OUSD, and the portfolio of programmatic approaches is more varied than ever, from full inclusion programming with a single period of ELD support to our two entirely newcomer high school programs: Oakland International and Ruidsdale Newcomer.

The rapid expansion of newcomer programs has raised the need to focus on supports to strengthen newcomer programming and articulate best practices for promoting academic achievement for this student group.

Professional Development: Providing ongoing and differentiated professional learning opportunities for teachers of newcomers remains a central priority of ELLMA. The annual Newcomer Foundations institute provides a foundational learning experience for new secondary teachers and teachers new to working with newcomers. Twice annual Lesson Design Collaborative PD series provide secondary teachers a chance to deepen their practice by conducting inquiry and collaborating with small groups of content-alike peers. Teacher leaders continue to deepen learning about ELD standards and newcomer curriculum, and develop curricular frameworks for use across OUSD. The ENLIST professional learning series provides a foundation for elementary teachers in their work to provide access and rigor to newcomers in their classes.

Early Literacy Support: Grant funding allowed OUSD to provide newcomer assistants at several secondary newcomer programs to work in tandem with ELD 1 teachers to address early literacy needs among newcomers, primarily SIFE. This work has led to a proliferation of school funded newcomer assistant positions and greater understanding of tools and approaches to address these needs in older students who lack strong literacy in their first language.

 **\$5.7 MILLION**

in grant funding secured by ELLMA to support newcomer services and instruction from 2018-19 through 2020-21 school year. The vast majority of these funds paid school-based support staff.



COVID IMPACT

Shifts & Challenges

Attendance and engagement during the pandemic have been a major challenge, particularly for newcomers. Even with universal access to technology, a lack of familiarity with online learning among recent immigrant students and the challenge of learning a language without in person interaction have complicated work to build English proficiency.

Lessons Learned

The constant reworking of school schedules has led to renewed excitement around evening and weekend schedules to support newcomer student engagement.



EVIDENCE OF SUCCESS

Gaining Ground

- By the end of 2020-21, nine elementary schools had Elementary Newcomer Teacher Leaders providing Tier 2 instruction and supporting professional learning for Tier 1 instruction.
- The majority of OUSD middle and high schools now offer targeted instructional and whole child supports for newcomers.

Continued Focus Needed

- High school cohort graduation rate of 49% for newcomers reveals ongoing difficulty providing high school contexts that can sustain newcomer engagement through graduation.
- Only 42.9% of newcomers showed growth of one level or more on the ELPAC in 2018-19, the last year without pandemic impacts on testing participation. This is far below the 65% goal set in 2018.

2024 Outcomes

- Increase A-G completion rate with a grade of C or better for Newcomers from 48.8% to 54.8% or higher.
- 65% or more newcomers move up one level of ELPAC proficiency annually.
- Secondary newcomer programming shows growth over 2022 baseline on newcomer program implementation rubric. Elementary sites with Elementary Newcomer Teacher Leaders show growth on ENTL implementation rubric over 2022 baseline.



PRIORITY 2: NEWCOMER GOALS

QUALITY LANGUAGE PROGRAMS

GOAL 2

OUSD provides newcomer programming at all grade levels that accelerates language and academic development in a linguistically diverse environment.

2.2.1. A sustainable newcomer instructional and program design at all three tiers of the Multi-Tiered System of Supports (MTSS) pyramid will continue to be articulated and implemented.

2.2.2. Targeted instruction and new programmatic approaches for students with interrupted formal education (SIFE) will accelerate development of basic literacy and numeracy skills.

2.2.3. Improve newcomer-responsive systems and structures in elementary schools through sustaining and supporting the work of ENTLs and those in similar roles.

2.2.4. Newcomer students in secondary schools will be supported to gradually transition to the mainstream environment beginning no later than their 2nd year in US schools.



INSTRUCTIONAL



Elementary Newcomer Teacher Leaders

Following OEA advocacy, the Elementary Newcomer Teacher Leader position was created to support supplemental small group instruction, teacher professional development, and capacity building at elementary schools with 50 or more newcomer students. In 2021-22, 14 elementary and K-8 school sites have an ENTL.



Professional Development and Curriculum Support

ELLMA Language Specialists provide an array of professional learning opportunities, both for teachers new to working with newcomers as well as to those looking to deepen their practice and build connections with colleagues across OUSD. Language specialists also partner with school sites to provide intensive support for school-wide or PLC-level learning support of recent immigrant students.

Secondary Program Development



The growth in newcomer student population in OUSD has required a rapid and ongoing expansion of programs across OUSD. ELLMA works with the middle and high school networks, school principals, and other central departments to plan for and resource new programs and create conditions for newcomer students to succeed.

Early Literacy Support



The grant-supported Newcomer Early Literacy project provided newcomer assistant staffing in ELD 1 classrooms across OUSD high schools from 2018-2021 and is expected to continue following a grant renewal. The project centers the needs of students with limited formal education (SIFE) especially those without literacy skills in any language, and has grown to include supports for teacher PD as well as direct support for students.

WHOLE CHILD

Newcomer Wellness Initiative



In addition to the many assets newcomer students bring to our schools, many have confronted intense obstacles leading to their journey and on their journey to Oakland. Addressing these often traumatic experiences, connecting students and families to community resources, and supporting school-level systems that support newcomers and build intentional community is the work of the 15 site-based social workers that comprise the Newcomer Wellness Initiative.

Refugee and Asylee Student Assistance Program



Housed next to the central enrollment office for OUSD, the Refugee and Asylee Student Assistance Program (RASAP) provide a first point of entry and screening for the vast majority of newcomer students in OUSD. Initial screening identifies needs for legal support, access to vaccinations and health insurance, and referrals to site-based and community resources. This team sustains partnerships with many agencies that provide direct support and enrichment services for newcomer students.

Sanctuary District



OUSD recommitted to its Sanctuary Policy in 2017 and the related education and visibility campaigns are central to ensuring that our schools look, feel, and function as welcoming spaces for immigrant students and families.

OUSD

STRATEGIES TO SUPPORT NEWCOMERS

Recent immigrant students who are learning English are known as newcomers in OUSD and made up nearly 10% of OUSD enrollment before the COVID-19 pandemic.

2020-21	3,029
2019-20	3,750
2018-19	3,593
2017-18	3,299
2016-17	3,120
2015-16	2,448
2014-15	1,900
2013-14	1,642

End-of-Year

NEWCOMER TOTALS



PRIORITY 3

THE WHOLE CHILD

INTRODUCTION

This priority represents a commitment to addressing the physical, social and emotional well-being of students and families, going beyond the classroom in support of academic success. As a full service community district, OUSD is committed to leveraging internal resources, grant funds and partnerships to address unmet non-academic needs, and remove barriers to full engagement in learning.

We leverage student, family, and community engagement in order to design supports and programs that respond to holistic needs. Targeted services for newcomer, refugee, asylee, and unaccompanied immigrant youth in their first years in U.S. schools are essential to their future success.

PROGRESS TO DATE

Newcomer Wellness Investment Grows: With the growth in newcomer programming has come an expansion of the Newcomer Wellness Initiative, which now leverages both grant funds and district resources to provide clinical newcomer social workers at 14 middle and high school newcomer programs. These social workers provide direct clinical support to individual students and groups, ongoing case management, and contribute to Tier 1 work to build community within newcomer programs and between newcomers and other students.

Community Partnerships: Collaborations with community-based agencies and organizations are central to OUSD's work supporting newcomer students. The need for free or low-cost legal representation in immigration cases continues to be in high demand, and ELLMA has developed partnerships to enable ongoing referrals for students and families at the time of enrollment, as well as rapid responses when crises emerge. An array of other community partnerships support mental health and access to health care services.

Sanctuary District: OUSD's proud and loud stance as a sanctuary district was critically important in countering xenophobic and Islamophobic narratives

during the last four years. Our sanctuary district work is now solidly established in our parent handbook and training of leaders and support staff. The sanctuary task force continues to respond to emerging issues to both provide welcoming and safe spaces and to build cross-racial and cultural solidarity.



EVIDENCE OF SUCCESS

Gaining Ground

- Families who don't speak English at home reported higher rates of connectedness via the California Health Kids Survey (CHKS) each year between 2018-19 and 2020-21, ending with a connectedness index of 94%, compared with 90% overall.
- Chronic absence among middle school newcomers held at 16.2% during 2020-21, still too high but the stability is reflective of engagement strategies during pandemic.
- Newcomer Wellness Initiative expanded supports of newcomer social workers to 14 school sites.
- OUSD received \$500,000 grant to pilot approaches to reengage Unaccompanied Immigrant Youth who have disengaged.

Continued Focus Needed

- Chronic absence among high school newcomers rose to 49% during 2020-21, with nearly half of newcomers missing 10% or more of school time.
- Year over year return of non-graduating newcomers continues to be a concern, particularly in high school where, from 2020-21 to 2021-22, only 71% of non-graduating newcomers returned, a plunge likely connected to the pandemic.

2024 Outcomes

- Connectedness indicator for non-English speaking families will be at 95% or higher for each school year.
- Rate of return for high school newcomer students who are not graduating will reach 90% or higher.
- Chronic absence rate for secondary newcomer students will decrease to levels commensurate to other student groups.



COVID IMPACT

Shifts & Challenges

Economic and health inequities mean the impacts from the pandemic have fallen particularly hard on the newcomer community in Oakland, affecting school engagement and overall well being.

Lessons Learned

Distance learning shifted dynamics of home/school interaction and in many cases provided new opportunities for teachers and school staff to engage with families, particularly when supporting basic needs issues.



PRIORITY 3: THE WHOLE CHILD

GOAL 1

OUSD is an inclusive, safe, and welcoming place for all ELLs and immigrant families.

3.1.1. School sites will purposefully cultivate and sustain inclusive school communities that build upon and value differences in immigration status, language, and/or religion.

3.1.2. The needs and rights of newcomer students will be protected through a responsive and equitable enrollment process, both when entering OUSD and transitioning between schools.

GOAL 2

Families and youth are engaged as authentic partners with teachers, school and district leadership in improving outcomes and experiences for ELLs.

3.2.1. ELL and immigrant student perspectives will shape and inform programming and policy that affects them directly.

3.2.2. Families will have the resources, information and materials needed to become informed and engaged partners in their children's education.

3.2.3. An ELL parent "Bill of Rights" drives increased parent engagement in SELLS and DELLS, and other school governance bodies.

GOAL 3

Newcomer students benefit from a range of targeted services that enable them to thrive.

3.3.1. Newcomer students and families' health, wellness, and access to school and community support resources are supported through the work of the Newcomer Wellness Initiative and other providers.

3.1.2. Community partnerships to address needs of recent immigrant students and families will be sustained and expanded.

PRIORITY 3: THE WHOLE CHILD HIGHLIGHTS

OAKLAND NATIVES & OUSD GRADUATES RETURN TO “BUILD BRIDGES” FOR NEWCOMER STUDENTS



Valentina Vigil, newcomer social worker at Frick United Academy of Language.

Valentina Vigil and Leslie Santiago joined the team of clinical social workers serving OUSD’s newcomer students this school year, but it was not their first time in our schools. Both Valentina and Leslie are Oakland natives and products of OUSD, and draw on their Oakland roots in their new work to support and advocate for Oakland’s newest students and families.

Much of their work in support of students involves building bridges between newcomer students and families and the school staff and systems. Leslie, who supports newcomers at West Oakland Middle School and Westlake, spends her days “connecting with the teachers to hear directly about their concerns, and also relay some of the concerns from the parents/ students to make sure that it gets to their hands.” The social workers also connect families with resources in the larger community. Valentina, who works at Frick

United Academy of Language, notes that “a lot of my work has been focused on parents, single parents. Connecting them to resources like Medi-Cal, legal services, and food delivery.”

Their deep familiarity with the community and our schools supports them in their work with newcomers. Leslie came through Oakland schools during the small school movement years in the late 90s and early 2000s, and her perspectives on good conditions for learning inform her perspective on newcomer supports today. “I’m able to bring that perspective and experience to my work. To help parents feel empowered, remember that they do have a choice, do have a voice. Just because they are newcomers and have that status, they don’t have to sit there and assimilate.”

Sometimes outreach about more conventional school concerns related to schoolwork leads to revelations that help the social workers provide meaningful support to address the root causes of challenges manifesting for students.

“I was talking to a family the other day and talking about some teacher concerns regarding her child,” said Valentina. “She was telling me that she thinks her daughter has low self-esteem. I asked her to tell me more. We ended up talking about how her student misses her home town and country. I ended up telling Mom we have grief counseling, and please tell her daughter we want to support her.”

As the first person in her family to attend college, Valentina wants to make sure students who are following in her footsteps have perspective on what is possible for them. “Witnessing so much that can happen in Oakland, it’s really important to come back and let students know there are other opportunities.”



PRIORITY 4

CENTRAL SYSTEMS & PRACTICES

INTRODUCTION

High-quality, equitable language and language acquisition programs are only possible with strong coordination across OUSD departments and systems. Enrollment, fiscal policies, comprehensive capacity building at schools, and the recruitment/retention of high-quality staff are among the practices essential to ELL success. We believe that by streamlining central policies and processes, proactively engaging stakeholders, and leveraging data to make critical decisions, OUSD will be better positioned to comprehensively serve ELLs and their families. The ELLMA team is proud to be a leader in program development and advocacy for our diverse ELL population, and our work in this area was recently recognized by the California Department of Education (CDE).

PROGRESS TO DATE

Continuous Improvement Tools: The ongoing development of continuous improvement tools to support stronger programs and instruction for ELLs has accelerated over the last three years. Observation protocols developed by ELLMA are being implemented by and with sites to engage in continuous improvement around ELL-equity goals. These include ELL shadowing, used in nearly half of our middle and high schools, that helps educators understand the ELL student experience, specifically around engagement with text and academic discussion. An additional tool, the ELL Review, engages school leaders in gathering and analyzing data on adult practice grounded in the Five Essential Practices for ELL Achievement. Finally, ELLMA has developed elementary and secondary rubrics that describe the stages of ELD implementation and provide recommended next steps to strengthen implementation. These tools were piloted by 3 of the 5 school networks in 2020-21 and ELLMA will work towards universal use of these tools over the next three years.

Development of Data Tools: ELLMA's partnership with the Department of Research, Assessment and Data (RAD) has yielded a profusion of dashboards and data tools to support teachers and school leaders with monitoring student progress and making informed decisions to improve instruction and programming. A highlight from the last three years is the teacher ELL progress monitoring dashboard, which provides all OUSD teachers a list of all ELL students in their classes and quick reference data on their progress towards reclassification.

Building Collective Responsibility: ELLMA's work on central systems is intended to support the needs of ELLs being held and addressed collectively across all levels and parts of the system rather than exclusively in the ELLMA office. The past three years have shown strong evidence of critical gains in this area. Great strides have been made in integrating newcomer projections into the general projection and budgeting process, as well as the integration of bilingual assessment and data-reporting into broader systems.



COVID IMPACT

Shifts & Challenges: Strategic work on program improvement was de-prioritized to respond to immediate needs to shift to distance learning and then reopening schools.

Lessons Learned: We leveraged the need to work differently to revise and build out the stages of ELD implementation tool.



EVIDENCE OF SUCCESS

Gaining Ground:

- Fully operational dual language enrollment policy resulting in balanced language groups at our two-way immersion programs.
- Established ELL Review process that is used independently (fully or partially) at a growing number of schools.
- Established Proposition 58 process in which families can request language programs. Using the Prop 58 process, families at MLK successfully petitioned for a new Arabic class.
- Newcomer enrollment projections and budgeting increasingly integrated in OUSD systems and held by departments across the system.

Continued Focus Needed:

- Institutionalize continuous improvement systems to be more consistent and embedded across our system.
- Communication and outreach not adequate to ensure all ELL families receive information needed such that they are fully informed and equipped to support and advocate for their students.

PRIORITY 4 GOALS

CENTRAL SYSTEMS & PRACTICES

GOAL 1

Enrollment and fiscal policies support high quality and equitable language programs.

4.1.1. Families will be fully informed and provide input on language program options in alignment with Prop 58 requirements.

4.1.2. Dual language enrollment policy will ensure equitable enrollment and appropriate balance of languages according to program specifications.

4.1.3. Projections and aligned fiscal policies for newcomer programs will support program stability and adequate capacity for newcomers arriving throughout the school year.

GOAL 2

Central Office provides clear communication and strong systems to implement and monitor ELL programs and services.

4.2.1. Central Office will implement effective and efficient systems for reclassification and other required activities.

4.2.2. Central Office will effectively monitor ELL programs according to the state and federal requirements.

4.2.3. ELLMA will further develop communication tools to lift up the assets in our community and to share key information and resources.

GOAL 3

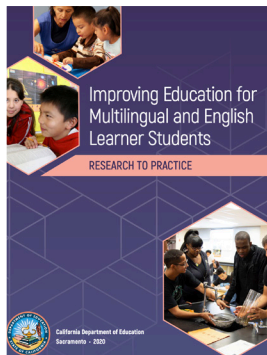
High-quality staff are recruited, developed, and retained to serve ELLs and multilingual learner students and their families.

4.3.1. OUSD will increase the number of quality bilingual teachers to serve in multilingual programs through teacher pipelines and visiting programs.

4.3.2. Newcomer programs will be staffed with experienced, highly qualified educators.

PRIORITY 4 CENTRAL SYSTEMS & PRACTICES

OUSD HIGHLIGHTED IN CDE REPORT ON IMPROVING EDUCATION FOR ENGLISH LANGUAGE LEARNERS AND



The work of ELLMA and OUSD as a whole to strengthen systems to support ELL achievement was highlighted in November 2020 with the publication of an extensive report from the California Department of Education. The report focused on OUSD's work to develop structures that lead to strong

instruction for ELLs in its final chapter, entitled, "Creating Schools and Systems That Support Asset-Based, High-Quality Instruction for Multilingual Learners," co-authored by former OUSD leader Maria Santos.

The continuous improvement tools developed by ELLMA to support ELL instruction and move beyond compliance are at the center of the report. From the report commissioned by ELLMA from Stanford to establish the original priorities of the department to current collaborations with OUSD's Department of Research, Assessment, and Data (RAD), OUSD was recognized for the development of systems and tools that allow for data-informed decision making.

The existence of ELLMA's roadmaps as well as Essential Practices for ELL Achievement, which articulate both the theory of action for improving ELL outcomes (the essential practices) as well as the strategy to make those essential practices evident (the roadmap) were lauded as strong practices and held up as examples for other districts in the state to consider.

Finally the report emphasizes the role of collaboration between central departments and

"OUSD has had a strong culture of school autonomy, making mandates from the district office difficult to implement with fidelity and quality. Historically, a compliance-oriented stance was used to ensure students' basic rights were upheld; however, it often yielded a superficial, "check-the-box" response and did little to interrupt inequitable practices and disparities in EL student outcomes. To disrupt this stance, ELLMA has led with a focus on asset-oriented, high-quality instruction."

school sites in advancing strong conditions for ELLs. ELLMA's differentiated site support model, which includes universal supports, focus schools where light or more limited additional supports are desired, and partner schools with intensive, year-long support was highlighted as a strong practice.



GLOSSARY

AVANT is an assessment used in OUSD to measure language development in a variety of languages. The test measures real-world proficiency by pairing adaptive technologies with human scoring.

THE CALIFORNIA ENGLISH LANGUAGE ARTS/ ENGLISH LANGUAGE DEVELOPMENT (ELA/ ELD) FRAMEWORK divides ELD into two modes:

- **INTEGRATED ELD:** ELD that is embedded in core content instruction across the day and focuses on expanding students' disciplinary academic language.
- **DESIGNATED ELD:** A protected time in which teachers can focus on language instruction embedded in content and targeted to the students' proficiency level. In California, ELLs are required to receive daily ELD until they reclassify as Fluent English Proficient.

CALIFORNIA HEALTHY KIDS SURVEY (CHKS) is a tool developed by West Ed for the California Department of Education. It is administered to students in grades 5-12 in order to gather data on student and school strengths, weaknesses, and needs related to health, prevention and youth development programs. OUSD has CHKS survey data dating back several years.

DUAL LANGUAGE (DL) is an additive bilingual education model designed to support ELLs, emergent bilinguals, and/or English dominant students to become biliterate and bilingual. At least half of the content instruction is taught in the target language. Under the DL umbrella, there are two primary models:

- **ONE-WAY:** Students from one language group become bilingual and biliterate. One-way programs are also known as developmental or maintenance.
- **TWO-WAY:** Balanced numbers of students from two language groups become bilingual and biliterate. For example, Spanish and English-speaking students learn content in both languages.

ELL AMBASSADORS are school representatives, usually teacher leaders or administrators, responsible for managing the reclassification process and facilitating communication between ELLMA and sites.

ENGLISH LANGUAGE DEVELOPMENT (ELD) is specialized instruction designed to advance the English language proficiency levels of ELLs.

ENGLISH LANGUAGE LEARNERS (ELLs) are students who speak a language other than English at home and who have not yet acquired the language and literacy skills needed to succeed in the school's regular instructional programs without additional support. ELLs fall into three categories for the purposes of progress monitoring: 0-3 year ELLs (which includes newcomers, but also other students), 4-6 year ELLs, and 7+ year ELLs, known as long term english learners, or LTELs. Once an ELL reclassifies, they are Reclassified Fluent English Proficient (RFEP).

ENGLISH LANGUAGE PROFICIENCY ASSESSMENTS FOR CALIFORNIA (ELPAC) is the successor to the California English Language Development Test (CELDT). Beginning in 2017-18, the ELPAC is the legally required state test for students from TK through 12th grade whose home language is not English. The ELPAC is aligned with California's 2012 English Language Development Standards and is comprised of two assessments: initial identification of students as ELL and an annual summative assessment to measure progress in learning English.

IDENTIFICATION refers to the system the district uses to assess and report the language proficiency of all students with a home language other than English. Identification begins at the time of enrollment when a parent completes a Home Language Survey for the student.

INDIVIDUALIZED EDUCATION PLAN (IEP) is a legal document that describes a special education student's present levels of performance, learning goals, school placement, and services.

LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP) is a critical part of California's Local Control Funding Formula (LCFF) which funds public education to better serve high-need students and to reduce class sizes for grades K to 3. The LCAP

GLOSSARY

is a three-year, district-level plan that is updated annually and involves extensive community engagement through committees such as the Parent and Student Advisory Committee (PSAC) and District ELL Subcommittee (DELLs).

MULTI-TIERED SYSTEM OF SUPPORT (MTSS)

is an integrated framework that aligns systems of academic and social-emotional supports to meet the needs of each child.

NEWCOMER is the umbrella term for students who were not born in the U.S., have a home language that is not English, and have been in US schools for three years or fewer. Newcomers should receive intensive support in years one and two, and be monitored for up to four years. The following students are also considered newcomers:

- **ASYLEE** students typically travel to the US without a visa (or on a short-term visa) and make their asylum case upon arrival.
- **REFUGEE** students typically come to the US directly from a refugee camp where they may wait for many years for admission to the US.
- **STUDENT WITH INTERRUPTED FORMAL EDUCATION (SIFE)**: an estimated 80% of newcomer and asylee students arrive with interrupted formal education—a gap of two years or more in their formal schooling. Some arrive never having attended school at all.
- **UNACCOMPANIED IMMIGRANT YOUTH (UIY)** are minors who entered the U.S. without a guardian, often to escape violence in their country of origin. In OUSD, the vast majority of UIY seeking asylum are from Guatemala, Honduras, and El Salvador.

PROPOSITION 58 passed in November 2016, approving the California Education for a Global Economy (CA Ed.G.E.) Initiative. It repealed the English-only immersion requirement and waiver provisions required by Proposition 227 of 1998. It requires school districts to solicit parent and community input in developing language acquisition programs as well as provide instruction to ensure English acquisition as rapidly and effectively as possible.

RECLASSIFICATION is the process for determining when an ELL has become Fluent English Proficient. Per state guidelines, criteria must include: language proficiency as measured by ELPAC, assessment of performance in basic skills, teacher evaluation, and parent consultation. ELLs who reclassify by 5th grade or within six years in U.S. schools have better long-term academic outcomes.

RESTORATIVE JUSTICE (RJ) is an approach of justice and conflict resolution embraced district-wide in OUSD. It emphasizes repairing the damage caused or revealed by harmful behavior. It is best accomplished through cooperative processes that include all stakeholders.

READING INVENTORY (RI) AND I-READY are computer adaptive assessments of a student's reading level.

SEAL OF BILITERACY The California State Seal of Biliteracy, marked by a gold seal on the diploma or transcript, recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English.

SMARTER BALANCED ASSESSMENT

CONSORTIUM (SBAC) is the state assessment of student performance on the Common Core State Standards.

SOCIAL AND EMOTIONAL LEARNING (SEL)

is the process through which children and adults develop the skills and competencies to be in positive relationship with self and others. These competencies include self-awareness, self-management, social awareness, relationship skills and responsible decision-making. OUSD recognizes that SEL is critical for providing the conditions for learning.

Acknowledgements

We appreciate the leadership of Superintendent Kyla Johnson-Trammell and Chief Academic Officer Sondra Aguilera for their unwavering support and commitment to making the success of Multilingual Learners central to OUSD's mission and vision.

Grant Support

- California Department of Social Services, Refugee Programs Bureau
- Salesforce
- English Learner Success Forum
- Emerging Bilingual Collaborative

Community Partners

- Alameda County Health Care Services Agency
- Centro Legal de la Raza
- Immigrant Family Defense Fund
- Refugee & Immigrant Transitions

Collaborators and Contributors

Central Office Departments:

- Academics and Instruction
- Communications and Community Engagement
- Community Schools & Student Services
- Enrollment Office
- Network Leadership Teams
- Office of Equity
- Research, Assessment and Data
- Restorative Justice
- Social and Emotional Learning
- Special Education
- Strategic Resource Partnerships

Educators and Community

- Our site leaders, teacher leaders, ELL Ambassadors and educators of ELLs
- All City Council student leaders
- District ELL Subcommittee
- Parent Student Advisory Council



EVERY STUDENT THRIVES!