

MULTILINGUAL OAKLAND

Developed by the English Language Learner & Multilingual Achievement (ELLMA) and the Department of Research, Assessment & Data (RAD).

The California Global 2030 Initiative

The California Global 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



1 out of 3

Tripling the number of graduating seniors who earn the California Seal of Biliteracy

The Oakland Global 2030 Initiative

In alignment with the California Global 2030 Initiative, **OUSD aims to eliminate the achievement and opportunity gap by providing a high quality PK-12 Multilingual Pathway to English Language Learners and native English speakers in a mutually supportive, multicultural learning environment.** Participation in the Multilingual Pathway will result in OUSD tripling the number of awarded Seals of Biliteracy. By 2030:



450

Number of Oakland Unified School District students who will earn the Seal of Biliteracy



50.0%

Half of all students have access to multi-lingual instructional opportunities before high school

Enrollment in elementary DL programs that mirrors demographic trends within the regions (language fluency, NSLP, race/ethnicity, etc)



2024 Goals

Increase the number of students receiving the 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.

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 and appreciation. (Cummins, 1986; Adger, 2005).

Where Are We Now?



101 students

OUSD will award **101 students** with the Seal of Biliteracy despite disruptions in testing due to distance learning



4 languages

Number of languages the Seals were awarded in (Chinese, French, German, and Spanish).



7 home languages

Number of home languages represented by the Seal awardees



2833 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 graduation, based on the AVANT Spanish language test. including **14** from Community United, **31** from Esperanza, **42** from Global Family, **6** from Greenleaf, **31** from Manzanita SEED, and **96** from MLA,

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Our Schools and Programs

- **DUAL LANGUAGE (8)**
Bridges, Community United, Esperanza, Global Family, Greenleaf, ICS, MLA, and SEED
- **EARLY EXIT (4)**
Acorn Woodland, La Escuelita, Markham, PRIDE
- **LANGUAGE ENRICHED (2)**
Martin Luther King, Jr. (K-5) Arabic Enriched, Frick United Academy of Language (6-8) Spanish Enriched
- **WORLD LANGUAGE MS (5)**
Bret Harte, Edna Brewer, Elmhurst, Hillcrest, Montera
- **WORLD LANGUAGE HS (11)**
Castlemont, CCPA, Fremont, Life, Madison Upper, McClymonds, MetWest, Oakland High, Oakland Tech, Skyline, Street Academy



Highlights From Oakland Unified School District



2020-21 - DUAL LANGUAGE SCHOOL LEVEL HIGHLIGHTS

2833 Students

Currently, 2,833 students are working towards biliteracy in English and Spanish in one of our 8 Dual Language schools.

32.2%

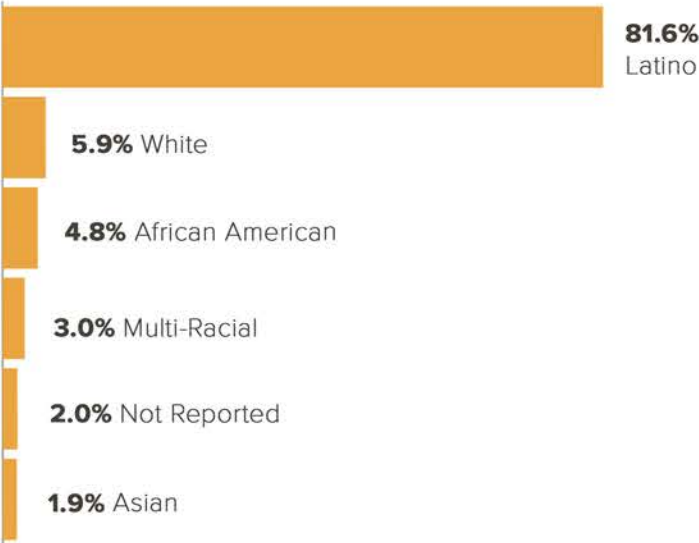
While 67.8% of enrolled students speak Spanish at home, the remaining 32.2% speak English, Arabic, Mam or a variety of other languages.

70.0%

Percent of students enrolled in Dual Language schools participate in the Free-Reduced Lunch Program.



ENROLLMENT BY ETHNICITY



BRIDGES TK-5

- 50-50 One-Way DL Program
- Grades K-1 in 2021-22. In 2026, Bridges will promote its first class of 5th grade biliterate students.

COMMUNITY UNITED PK-5

- 50-50 Two-Way DL Program
- 42 5th grade bilingual/biliterate graduates.

ESPERANZA TK-5

- 50-50 One-Way DL Program.
- 41 5th grade bilingual/biliterate graduates.

GREENLEAF TK-8

- 90-10 Two-Way DL Program
- Grades K-4 in 2021-22. 73 5th grade biliterate graduates to enter middle school in 2023-2024 school year.
- In 2026, Greenleaf will promote its first class of 8th grade biliterate students.

ICS K-5

- 50-50 Two-Way Dual Language Program.
- 47 5th grade bilingual/biliterate graduates.

GLOBAL FAMILY TK-5

- 50-50 One-Way Dual Language Program.
- 71 5th grade bilingual/biliterate graduates.

MELROSE LEADERSHIP TK-8

- 90-10 Two-Way Dual Language Program.
- 59 8th grade bilingual/biliterate graduates.

SEED TK-5

- 50-50 Two-Way Dual Language Program.
- 59 5th grade bilingual/biliterate graduates.