

**2024-2027**

# **Roadmap to ELL Achievement**

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



**OAKLAND UNIFIED  
SCHOOL DISTRICT**  
Community Schools, Thriving Students







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## Dear Oakland Community,

This year, ELLMA completes our 10th year as an office! As I reflect on our progress, I return to the Review of Services for ELLs conducted by Stanford's Understanding Language in 2015 to provide feedback on our instructional program for ELLs. Of their 31 recommendations, I am proud to share that we have met or made significant progress on all of them. This includes the development and implementation of an equity-based instructional framework for content-language integration (our Essential Practices), differentiated professional development offerings, expanded dual language and newcomer programming, improved reclassification systems, established collaboration with Special Education and more. Over time, OUSD has become a model for innovative practices in service of our multilingual learners that has drawn visitors from across the state and country so others can learn from our efforts and successes.

At the same time, we are still far from where our students and families need us to be. The work ahead 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





DEVELOPING SCHO

AND ARTISTS

- 1. Micro:bit (makecode.com)
- 2. Prototype
- 3. 3D printing (finkercad.com)

Take out your Computer Science notebook and write down your response to the following prompt:  
1. What is something that you would like to accomplish with your Micro:bit project today?

scratch.mrt.edu



# AT A GLANCE: OUSD ELLs 2023-24 END-OF-YEAR



## 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

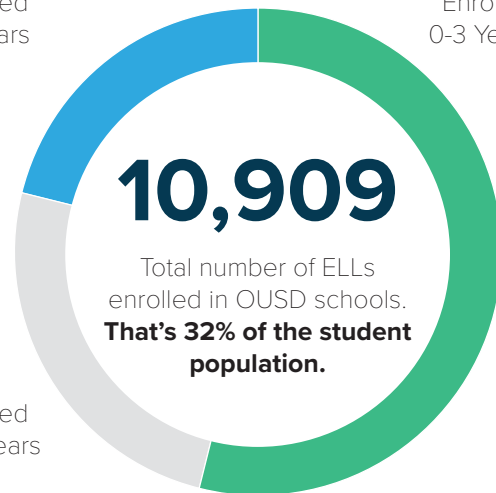
Long Term English Learner (LTEL): Enrolled more than 6 years in US schools. Special attention to LTELs is needed to ensure these students reach reclassification criteria as soon as possible.



## ELLs ARE A THIRD OF OUSD'S ENROLLMENT

21%  
Enrolled  
7+ Years  
(LTEL)

54%  
Enrolled  
0-3 Years



25%  
Enrolled  
4-6 Years

**Elementary Schools**  
66% 0-3 Years  
32% 4-6 Years  
2% 7+ Years, LTEL

**Secondary Schools**  
38% 0-3 Years  
15% 4-6 Years  
46% 7+ Years, LTEL



At least **72 languages** are spoken in Oakland Unified School District.



At least **85 countries** are represented by students with a home language other than English.



## ELPAC SCORES DISTRIBUTION

1 2L 2H 3L 3H 4

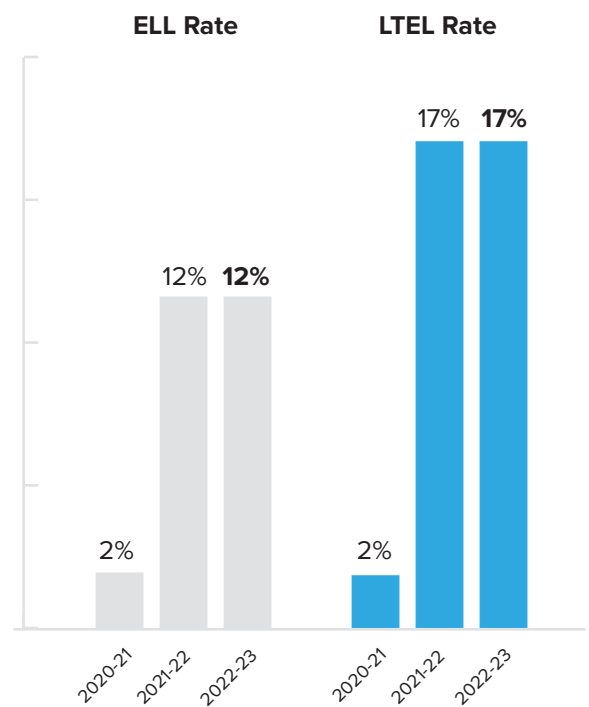


### Changing Demographics:

As our newcomer population has grown, we're seeing more students whose language proficiency is at a Level 1.



## RECLASSIFICATION RATES BOUNCE BACK





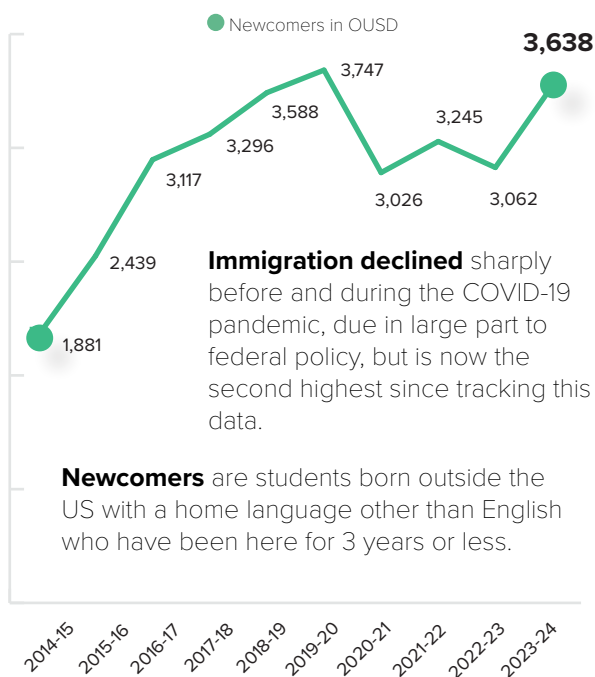
## TOP 10 BIRTH COUNTRIES OF STUDENTS WITH A HOME LANGUAGE OTHER THAN ENGLISH



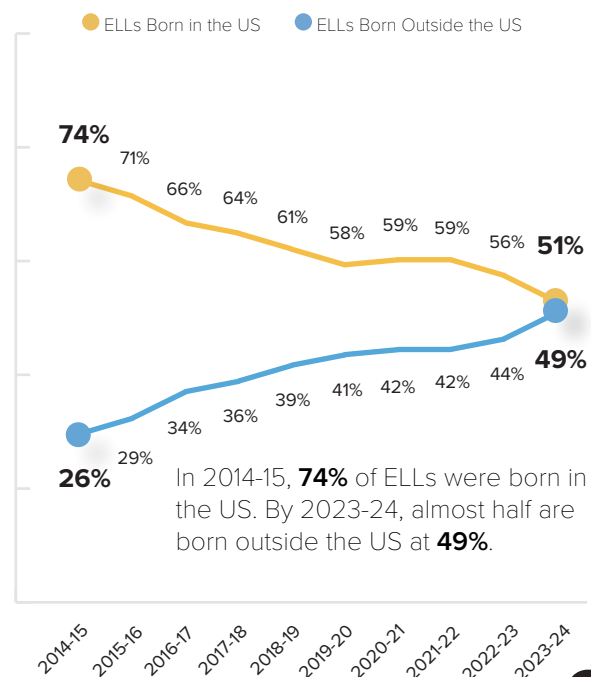
**Top 10 Home Languages (Not Including English)** 11,507 speak Spanish, 1,777 Mam, 994 Cantonese, 750 Arabic, 552 Vietnamese, 128 Tigrinya, 125 Mandarin, 123 Khmer, 76 Pashto, and 71 Tongan.



## NEWCOMERS ENROLLMENT RISES AGAIN



## BIRTH PLACE OF ELLS SHIFTS TO OUTSIDE THE US







## 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](#).

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## 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 to their 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.

# LCAP GOALS FOR ELLS

## GOAL 1

### ALL STUDENTS GRADUATE COLLEGE, CAREER, AND COMMUNITY READY.

- Improve ELL performance on the SBAC state assessment in English Language Arts/Literacy, as measured by the average distance from standard: From -125.3 DFS to -104.3.
- Improve ELL performance on the SBAC state assessment in Math as measured by the average distance from standard: From -142.3 DFS to -127.3.
- Increase the number of State Seals of Biliteracy awarded from 243 to 300.

## GOAL 2

### WITHIN 3 YEARS, FOCAL STUDENT GROUPS WILL DEMONSTRATE ACCELERATED GROWTH TO CLOSE OUR ACHIEVEMENT GAP.

- Increase the A-G completion rate with a grade of C or better for ELLs from 23.8% to 29.8% and for newcomers from 37% to 43%.
- Increase the 4-year cohort graduation rate for ELLs from 62% to 68%.
- Increase the ELL reclassification rate from 11.4% to 14.4%, the LTEL reclassification rate from 17% to 20%, and the rate for ELLs with IEPs from 6.1% to 8.1%.
- Increase the percentage of ELLs who make progress towards English proficiency as measured by growth on the ELPAC from 44.2% to 50%.
- Increase the percentage of Year 3 newcomer students in Grades TK-5 who meet District newcomer ELPAC targets on the Summative ELPAC.

## GOAL 3

### STUDENTS AND FAMILIES ARE WELCOMED, SAFE, HEALTHY, AND ENGAGED IN JOYFUL SCHOOLS.

- Reduce chronic absenteeism rates for ELLs from 66.1% to 30.9% and for newcomers from 68.9% to 33.9%.
- Increase the percentage of high-count ELL sites with ongoing structures for meaningful family partnerships as measured by the OUSD Family Engagement Data Collection tool.
- Increase the percentage of schools with 21 or more ELLs who establish freestanding Site English Language Learner Subcommittees (SELLS).

## GOAL 4

### OUR STAFF ARE HIGH QUALITY, STABLE, AND REFLECTIVE OF OAKLAND'S RICH DIVERSITY.

- Increase the percentage of all staff who have participated in foundational professional learning (Baseline to be set in 24-25).
- Increase staff satisfaction on professional development as measured by post-PD surveys: from 94% to 96% of participants agree or strongly agree that ELLMA PD has impact on their practice and 90% to 92% of participants agree or strongly agree that ELLMA PD is responsive to their adult learning needs.







PRIORITY 1

# EMPOWERING INSTRUCTION FOR ELLS

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PRIORITY 2

# QUALITY LANGUAGE PROGRAMS





PRIORITY 3

## THE WHOLE CHILD

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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 while also affirming students' assets and multilingual identities. We are committed to building the capacity of all teachers and leaders to:

- Provide ELLs with quality, standards-aligned integrated and designated ELD.
- Align their work to a shared MTSS framework that guides instructional support for ELLs in addition to Tier I comprehensive ELD.
- Make effective 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 with high-quality instructional materials, assessments, foundational and ongoing inquiry-based professional development (PD). We will also continue to expand our efforts to build the capacity of principals, teacher coaches (TSAs) and Instructional Leadership teams (ILTs) to lead the ELL equity work, increasingly embedding our work in district and network professional learning structures, and coordinating more tightly with central office partners across content areas, with a special emphasis on linking language and literacy, and ensuring ELLs with IEPs receive the language instruction they need.

## PROGRESS TO DATE

**Professional Development:** ELLMA is proud to offer high-quality professional development to hundreds of teachers annually. This PD is differentiated for

teachers and leaders according to their grade-level/span, content-area, and level of professional experience. Our PD offerings, which we have continued to refine over the last three years, now fall into four categories.

**Foundational PD** provides quality PD for all teachers of ELLs in OUSD and includes the following signature offerings:

- GLAD (Guided Language Acquisition Design) for elementary teachers.
- ALLAS (Academic Language and Literacy Acceleration for Secondary) for middle and high school content area teachers.
- Diving into Designated ELD.
- Newcomer Foundations.

**Curriculum/Pedagogy PD** provides opportunities for deeper study of curricular resources (e.g. Benchmark, EL Education, OUSD d-ELD for EL Ed lessons) and related instructional approaches.

**Inquiry-Based PD**

**Curriculum/Pedagogy PD**

**Foundational PD**

**Inquiry-Based PD** provides teachers an opportunity for deeper study of promising practices and approaches as they pose their own questions and take ownership of their own learning. Teachers have engaged in inquiry-based learning on diverse topics such as supporting first-year newcomers, designated ELD implementation, foundational biliteracy in dual language programs, and application of strategies learned in ALLAS, GLAD or other foundational PDs.

**Leadership PD** provides principals, site coaches, and teachers the opportunity to build their skill around a specific area of ELL instructional and pedagogical leadership. Examples are Leading for ELLs, PD to build capacity for site coaches in support of integrated and designated ELD, and PLCs for site leaders on quality language programs.

### **Designated ELD | Moving from Development to Implementation:**

After 3 years of d-ELD content development, we now have over 1,000 lessons co-designed by ELLMA staff and teacher leaders that provide powerful language learning grounded in EL Education, our adopted ELA curriculum for K-8. Central Office leadership and ELLMA have collaborated to prioritize d-ELD implementation and we are beginning to see more and more teachers take up the new curriculum with increased success and enthusiasm.

### **Integrated ELD | Institutionalizing Language and Literacy TK-12:**

Central Office leadership and ELLMA have collaborated to prioritize the pairing of language and literacy across the district as illustrated in our district-wide language and literacy frameworks for TK-5 and 6-12. Language practice and routines drawing upon ELLMA-designed resources have been named as network-wide priorities and integrated into district-wide tools, processes, and resources across all content areas, including curricular guidance, PLC/PD content and classroom observation tools, thereby ensuring collective responsibility and take-up of key integrated ELD practices across OUSD.

**Continuous Improvement:** ELLMA has further developed and expanded engagement around a suite of continuous improvement tools that ensure site teams have the tools they need to support powerful ELL instruction. The suite includes:

- ELL Shadowing to understand the student experience.
- ELL Review to identify areas of instructional strength and growth.
- Stages of ELD Implementation to set programmatic goals at the site level to improve services for ELLs.

These tools are deployed in a variety of contexts and are increasingly used independently at school sites, thereby building capacity and alignment across OUSD. In particular, the Stages of ELD tool has been adopted as a standard reflection routine across our elementary and middle schools, leading to improved practices at sites.



## **EVIDENCE OF SUCCESS**

### **Gaining Ground**

- The ELL cohort graduation rate is beginning to bounce back to pre-pandemic rates. In the spring of 2024, 68% of ELLs graduated representing an 8% increase from the prior year and 15% from 2022. We saw the biggest increase among our newcomer graduation rate from 41% in '22 to 61% in '24, a 20% increase. Our non-newcomer graduation ELL rates reached 73%, approaching the district average.
- Reclassification rates have also bounced back close to pre-pandemic rates to 11.4% in 2022-23. In grades 6-8, where we have seen the most consistent implementation of ELD, rates are at an all-time high: 17% overall and 21% for Long-term ELLs.
- Based on emerging trends, we are seeing stronger outcomes for students using the OUSD-developed d-ELD lessons. In grade 6-8, 14% more students increased a level on the ELPI (English Learner Progress Indicator) than students using a different curriculum.

### **Continued Focus Needed**

- While we have seen growth in ELL cohort graduation rates, we have a significant gap between ELLs at 60% and our overall rate at 74%. This continues to be an area of significant need and focus.
- Development of high quality d-ELD content for high schools will be a key focus over the next three years.
- We have significant work to do to ensure our ELLs with IEPs are receiving both required special education services and language instruction.

### **2027 Outcomes**

- Increase the A-G completion rate with a grade of C or better for ELLs from 23.8% to 29.8%.
- Increase the combined 4 and 5-year cohort graduation rate for ELLs from 62% to 68%.
- Increase the ELL reclassification rate from 11.4% to 14.4%, the LTEL reclassification rate from 17% to 20%, and the rate for ELLs with IEPs from 6.1% to 8.1%.
- Increase the percentage of ELLs who make progress towards English proficiency as measured by the state English Learner Progress Indicator from 44.2% to 50%.
- Increase the percentage of all staff who have participated in foundational professional learning (Baseline to be set in 2024-25).

## PRIORITY 1 GOALS

# EMPOWERING INSTRUCTION FOR ELLS

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### GOAL 1

#### ELLs RECEIVE QUALITY, STANDARDS-ALIGNED INTEGRATED AND DESIGNATED ELD.

**1.1.1.** All teachers of ELLs will engage in foundational and sustaining professional development on integrated and designated ELD instruction.

**1.1.2.** All ELLs will receive consistent integrated ELD instruction across all content areas with differentiated strategies for newcomers and LTELs.

**1.1.3.** All ELLs will receive access to high quality d-ELD instruction and materials connected to core content and differentiated to meet the diversity of ELL needs.

**1.1.4.** All ELLs will receive content and instruction that empower them as active agents in their learning and affirm their multilingual identity.

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### GOAL 2

#### A SHARED MTSS FRAMEWORK GUIDES INSTRUCTIONAL SUPPORT FOR ELLs IN ADDITION TO TIER I COMPREHENSIVE ELD.

**1.2.1.** Sites will provide effective tiered supports to meet ELL needs in language, literacy, and other academic needs.

**1.2.2.** ELLs with IEPs will be provided instruction that meets both English language development (ELD) and other IEP goals.

### GOAL 3

#### EVIDENCE OF ADULT PRACTICE AND STUDENT DATA ARE EFFECTIVELY USED TO IMPROVE OUTCOMES FOR ELLs.

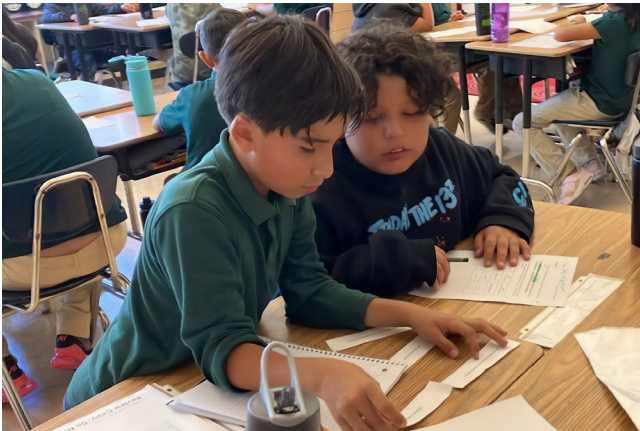
**1.3.1.** Teachers and leaders will leverage qualitative and quantitative data on ELL progress and performance to make informed programmatic and instructional decisions.

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



## PRIORITY 1 HIGHLIGHTS

# OUSD NATIONAL LEADERSHIP IN THE CREATION OF DESIGNATED ELD CURRICULUM



**ELLMA** is proud to highlight OUSD's leadership in the co-creation of designated ELD curriculum for EL Education's national Language Arts program. Through our extensive collaboration with EL Education, ELLMA shared invaluable experience creating and implementing designated ELD aligned to EL Education materials, and helped add exciting new lesson types to deepen student engagement and language learning. These new lesson types include:

- An introductory Module 1-Unit 1 to introduce students to the culture and language content of designated ELD.

- A language learning reflection protocol for students at the middle and end of each unit to allow students to track their own progress, choose a fun activity to practice a focal standard, and think forward to what they want to learn next. Meanwhile, teachers gather formative data about language growth without requiring additional assessments.

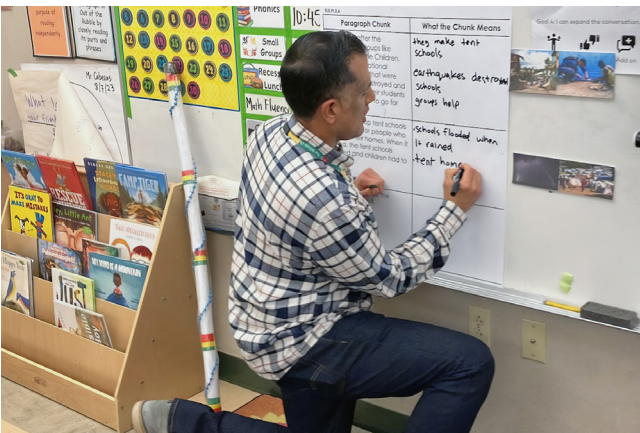
- An improved Pictorial Input Chart at the beginning of Units 1 and 2 for all grade levels.

- Improved Language Dives, including picture resources.

- Paragraph Language Dives to help students comprehend larger chunks of complex text and discover and apply language features beyond the sentence level.

- Excavate and Recap Text, a 2 to 4-session series to help students comprehend anchor texts and extract information in a way that matches the structure of the writing they will have to do.

OUSD also user-tested the new EL Education designated ELD curriculum in 10 classrooms in the 2023-24 school year, improving the materials further and helping to identify best practices for professional development and ongoing support that will be used across the country. This new national curriculum will finally achieve the vision of our California ELA/ELD framework: designated ELD fully embedded in ELA! We hope to make the new national curriculum available to OUSD in the 2025-26 school year!



## PRIORITY 2

# MULTILINGUAL PROGRAMS

## INTRODUCTION

OUSD aims to eliminate the achievement and opportunity gaps by providing a high-quality PK-12 Multilingual Pathway for ELLs 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. This pathway includes both dual language (DL) 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:** Dual language schools have access to a standards-aligned curriculum used by a majority of teachers. The new and improved version of the Advance and Adelante curricula from Benchmark was piloted at a few schools and ultimately purchased for all DL schools because of the significant upgrades in culturally relevant texts, designated ELD, a biliteracy planner, a foundational skills section, as well as better ease of use and organization for teachers.

**Assessment Systems:** With input from ELLMA, OUSD assessment systems have integrated dual language considerations for both English and Spanish 50/50 as well as 90/10 programs. The assessment calendar has taken into account a timeline whereby data analysis at all levels, classroom, school, and network, can take place with a biliteracy lens. A new K-2nd assessment platform was adopted that has the capacity to provide reports with side-by-side Spanish and English data. ELLMA and RAD (our data team) collaborated on the creation of a dashboard that integrates multiple measures to monitor the progress of students' biliteracy achievement and growth. These reports may be disaggregated by subgroups including English Language Learner and African American students.

### **Celebration of progress towards the Seal of Biliteracy:**

ELLMA has organized the annual Biliteracy Pathway Awards recognizing progress in grades PreK, K, 3rd, 5th and 8th grade towards bilingualism and biliteracy. PreK was included for the first time in 2022-23. Additionally, we began an annual Multilingual Writing Contest that allows students to reflect and celebrate their multilingual identities, and to be recognized for their multilingual development. We have expanded the contest beyond our dual language schools to include celebration of students with literacy in Chinese and Arabic.

**PreK-5th grade alignment:** With the support of a grant from the Emerging Bilingual Collaborative, ELLMA and Early Childhood Education (ECE) collaborated on our shared efforts to improve instruction for our multilingual learners. As a result of the collaboration, we have: adopted a PK/TK integrated curriculum that centers oral language development, collaboration and asset-based practices; brought PK-5th grade teachers together in learning spaces for the first time to share practices; and aligned data and assessments including the inclusion of PreK in our Biliteracy Pathway Awards and Multilingual Writing Contest.

### **Dual Language Immersion Grant (DLIG):**

In support of ELLMA's vision for Multilingual programs, ELLMA was awarded the California Department of Education's Dual Language Immersion Grant (DLIG).

In the grant application, ELLMA identified the following goals:

- A transition from one-way (with primarily Spanish speaking students) to two-way (both Spanish and English speaking students) dual language programs established at three school sites (ICS, Greenleaf, and Esperanza) within a PK-8th grade aligned system, with a focus on recruiting and serving Black students in addition to the Latino students already enrolled.
- Program design that centers the needs of Black students and English Language Learners to ensure full access to the benefits of dual language.
- Culturally and linguistically affirming practices ensure all students thrive academically and social-emotionally.

Funds from the grant have supported the following bodies of work:

- Summer Multilingual Institutes and mid-year Dual Language Summits brought together dual language educators across school sites to deepen and improve pedagogy. Areas of focus included holistic biliteracy instruction and assessment, and disrupting anti-black racism in our dual language schools.
- Spanish Language Development (SLD) lessons and materials to support language acquisition for Spanish Language Learners.
- A comprehensive listening campaign interviewing students, families, teachers, and school leaders resulting in a written report with key highlights, opportunities, and recommendations for school sites and district leadership.
- Community outreach and education through creation of educational media such as brochures, videos, and informational booklet.

**Program Development:** The multilingual program landscape continues to evolve. At the end of the 2023-24 school year, Bridges Academy at Melrose's dual language program has reached third grade and Greenleaf's has reached sixth grade. In two years, both schools will have a fully articulated program at all grade levels. In addition to Melrose Leadership Academy and Greenleaf, many middle schools have added world language offerings. Frick United Academy of Language and Montero Middle School are currently providing world language instruction in Spanish to all students.

**Professional Development:** ELLMA continues to provide an array of differentiated learning experiences to support teacher and leader capacity building within multilingual programs. At the summer Multilingual Institute, teachers developed their capacity to support students' biliterate writing. Grounded in the research-based *Guiding Principles for Dual Language Education*, all dual language schools were supported to refine their language allocation models. Additionally, ELLMA specialists facilitate a monthly forum for instructional coaches that includes biliteracy data analysis, reflection and support for instructional coaching, and site-embedded professional development.

Moving forward, we are excited to further improve dual language pedagogy and program development through a partnership with Sobrato Early Academic Language (SEAL) that provides research-based approaches to support English and Spanish language learners at three

schools: Esperanza, International Community School (ICS) and Greenleaf. The learning from this partnership will also inform resources, PD, and support provided to other dual language schools in the district.



## EVIDENCE OF SUCCESS

### Gaining Ground

- 3,533 students are enrolled in a dual language program, an increase of 721 from 2021.
- At the end of 2024, we awarded a record number of Seals of Biliteracy, at 243, an increase of 145 or a 142% increase from 2021.
- We also awarded 527 Biliteracy Pathway Awards, an increase of 171 since 2021, surpassing the goal of 427 we had set for ourselves.

### Continued Focus Needed

- Ongoing professional development on the new version of the dual language arts curriculum and on teaching for biliteracy is needed to support student mastery of grade-level standards in Spanish and English.
- Continued support of dual language leadership teams in refining their language allocations to align with program model and best practices.
- Addressing the needs of both Black students and third-language learners (e.g., Mayan Mam and Arabic speakers) enrolled in dual language programs.

### 2027 Outcomes

- Increase the number of State Seals of Biliteracy awarded from 243 to 325.
- Increase the number of students in grades PK, K, 3, 5 and 8 receiving the Biliteracy Pathway Award from 537 to 800.
- Increase the percent of students in dual language programs reaching grade-level Spanish proficiency on the Assessment of Spanish Reading from 18.5% to 25%.



## PRIORITY 2 GOALS

# MULTILINGUAL 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.** School site leadership teams will engage in ongoing refinement of language program design to meet clearly articulated standards of quality.

**2.1.2.** High-quality multilingual instructional materials, assessments, and professional learning will be effectively implemented to support biliteracy.

**2.1.3.** Student progress towards and attainment of multilingual goals will be monitored and celebrated at the classroom, school, and district levels.

## PRIORITY 2 HIGHLIGHTS

# SEAL OF BILITERACY

In the 2023-24 school year, we awarded the highest number of Seals of Biliteracy to date! 242 students earned 243 seals with one student earning two in both Spanish and French! The Seal, issued by the California Department of Education, recognizes students who demonstrate proficiency in English literacy as well as proficiency by passing rigorous assessments or other benchmarks.

Meet some of our awardees as well as world language teacher and multilingual advocate, José Espinoza. You may also view videos of our Seal recipients at:

**ELLMASPOTLIGHTS.WORDPRESS.COM**



### ISABEL PARK

**Isabel Park, 12th grader, Oakland High School, Biliterate in English and Spanish, and Andrew Park, father of Isabel.**

Isabel's parents made the decision to send their kids to a dual immersion school - not only to connect to their Mexican side, but also to uplift the value they believe bilingualism has for the community. Isabel plans to attend community college for two years and then transfer to a 4 year university to study Marine Biology.

*"If you are concerned about education and about having upward mobility, and having them on the right track...to have all the right opportunities and doors open to them...I just can't think of a better thing than language." - Andrew Park*



## JADE LE

**12th grader, Oakland High School, Biliterate in English and Mandarin**

Jade is proud to have received the Seal of Biliteracy because it is affirmation that she is connected to her family and culture. In fact, she speaks Mandarin with many family members who do not speak English. When Jade isn't studying, she is busy performing duties as the class President.

*"If you don't practice everyday, then you forget and you'll lose [the language] over time. So practicing it everyday will help you to be more confident..."*

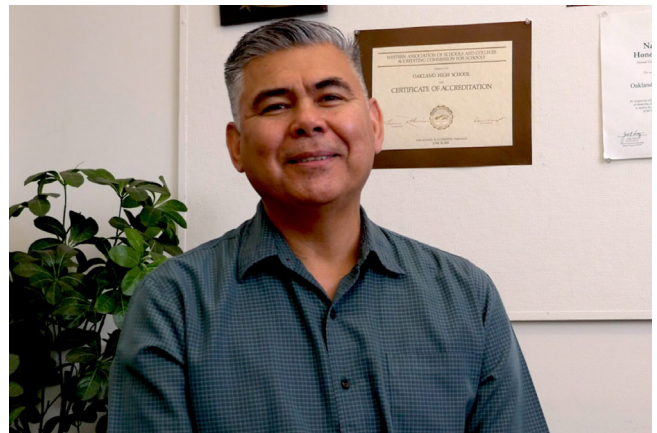


## AJENE SNAER

**12th grader, Oakland High School, Biliterate in English and Spanish**

Ajene began his journey to becoming bilingual as a Kindergartner at Manzanita Seed. He continued on to Oakland SOL (School of Language) where his Spanish really took off. Ajene plans to attend community college and study to become an Audio Engineer.

*"We have such a diverse community and a lot of people I grew up with were Latino, so being able to speak their language was a different way to connect with the people around me."*



## JOSE ESPINOZA

**World Language Teacher, Oakland High School**

Jose has taught in Oakland Unified for 20 years. He is a huge champion for bilingualism and has supported many students to learn and maintain a second language.

*"Being bilingual, you have that skill that many people don't have...The Seal of Biliteracy recognizes that special skill."*



## SHAELEE

**5th grader, International Community School, Biliteracy Pathway Award recipient.**

We also provide students in grades PK, K, 3, 5, and 8 the opportunity to earn a Biliteracy Pathway Award, an important milestone on the journey to the Seal of Biliteracy!

*"One of the reasons [bilingualism is important] is that you will get to know more people because you will communicate better, you will speak more and make friends...Also you'll get more opportunities to find a job, like being an interpreter...Being bilingual is so, so important for your life."*

# 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 to 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?

### 243 Seals Awarded

In May 2024, OUSD awarded 242 students with the Seal of Biliteracy in **10 languages** (Arabic, Amharic, Chinese, Filipino, French, German, Japanese, Spanish, Tigrinya, and Vietnamese) with one student earning in 2 languages- French and Spanish!

### At Least 14 Home Languages

Number of home languages represented by the Seal awardees.

### 3,533 students

Number of students currently enrolled in dual language programs.

To date, **61 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 12 from Frick and 49 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 most powerful method of second language acquisition to close the achievement gap between ELLs and English-dominant 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. This applies to ALL language groups, including English-dominant students.



### Bilingualism and Biliteracy

Full bilingualism for low-income English-dominant 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.



### Cultural Humility and Competence

A heightened level of multicultural awareness and communication skills fosters cultural competence and intergroup contact, appreciation, and empathy.





## PRIORITY 2

# QUALITY NEWCOMER PROGRAMS

## INTRODUCTION

The 2023-2024 academic year has seen the highest numbers of newly-arrived immigrant youth in our schools since we began tracking their arrival. As we scale our work and seek to improve both our targeted newcomer programs at sites and our newcomer supports in every classroom, we know we have much work to do. To address the needs of students in their first three years in U.S. schools, our focus is on articulating a sustainable newcomer instructional approach that aligns with all three tiers of the Multi-Tiered System of Support (MTSS) framework. This will include piloting a new curriculum for Students with Interrupted Formal Education (SIFE), increasing access to designated ELD for all ELLs, refining our secondary newcomer programs' approaches to integration and mainstreaming, and increasing experiential learning for newcomer teachers. We also hope to expand our newcomer secondary programming to include more options for newcomer populations with currently unmet needs including working and parenting students.

## PROGRESS TO DATE

**Elementary Newcomer Teacher Leaders (ENTLs)** provide supplemental ELD instruction to targeted groups of newcomers, provide professional development to teacher peers, and create resources and build capacity to support newcomer students. There are currently ENTL positions at twelve schools and we are adding five new sites for the 24-25 school year. The ENTL role is becoming more differentiated to meet each site's needs so that some ENTLs work most closely with students and others focus more on adult capacity building and Tier 1 structures for language across the school.

**Secondary Program Development:** As our OUSD enrollment of non-newcomer students has decreased (almost 17% since 2012), our enrollment of newcomers has continued to grow at a rapid pace (135% increase since 2012). We now have targeted newcomer programs at nine of our middle schools and seven of our high schools. More than two thirds of our secondary schools either have dedicated newcomer programs, or serve newcomers in their mainstream program. We provide a continuum of programmatic approaches, from full inclusion with a single period of ELD support to an entirely newcomer-serving high school. The rapid expansion of newcomer programs has raised the need to focus on supports to strengthen programming and articulate best practices for promoting academic achievement for this student group.

**Supports for SIFE Students:** The growth in OUSD's Unaccompanied Immigrant Youth (UIY) population has also brought a parallel growth in the number of SIFE. To meet the needs of these students in high schools, we have leveraged grant support to provide additional staffing to provide a variety of support. Newcomer assistants at our secondary newcomer programs work in tandem with ELD 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. This additional service will enhance the actions at school sites to provide Tier 2 and 3 instructional supports to address gaps in foundational literacy. Additionally, we received grant funding to develop and pilot a new curriculum for SIFE that we have begun rolling out to a small group of teachers and which we will expand in the upcoming school years.

**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. The twice-annual Lesson Design Collaborative PD series provides 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.





## EVIDENCE OF SUCCESS

### Gaining Ground

- From the 2021-22 school year to the 2023-24 school year, the average newcomer cohort graduation rate at our six largest high school newcomer programs increased by 20% and our average newcomer drop out rate fell by 20.5%. This improvement reflects program developments, accelerated course sequence access (as defined by AB 2121) and increased academic, social-emotional support.

- By the end of 2023-24, twelve elementary schools had Elementary Newcomer Teacher Leaders providing Tier 2 instruction and supporting professional learning for Tier 1 instruction. 22.8% of newcomer students met expected English Language Proficiency Assessment of California (ELPAC) targets at schools with ENTLs as compared to 18.9% at schools without ENTLs.

- Several gains in instructional improvement efforts including:

1. A partnership with the SIFE equity project to develop and pilot a new open-source curriculum for newcomer literacy development;
2. Summer Academy of Integrated Language Learning (SAILL) serving an average of 500 students and engaging 50-60 teachers each year in an immersive teacher lab professional learning experience (see highlight for more); and
3. An increase in inclusion and mainstreaming of newcomers at middle and high schools, including



## \$8.2 MILLION

in total grant funding secured by ELLMA to support newcomer services and instruction from 2021-22 through 2023-24 school year. The vast majority funds school-based support staff.

### 2027 OUTCOMES

- Increase the percentage of Year 3 newcomer students who meet district newcomer ELPAC targets on the Summative ELPAC and i-Ready.
- Increase 4 and 5-year cohort graduation rate of newcomer students from 53% to 60%.



## PRIORITY 2 GOALS NEWCOMERS

### GOAL 2

## OUSD PROVIDES NEWCOMER PROGRAMMING AT ALL GRADE LEVELS THAT ACCELERATES LANGUAGE AND ACADEMIC DEVELOPMENT IN A LINGUISTICALLY DIVERSE ENVIRONMENT.

**2.2.1.** Newcomer students in OUSD schools will have full access to all educational opportunities, integrating into the mainstream environment as quickly as possible.

**2.2.2.** Students with Interrupted Formal Education (SIFE) will benefit from acceleration in foundational language and literacy and numeracy skills.

**2.2.3.** Equity-focused instructional and operational systems at elementary schools will lead to improved outcomes and experiences for elementary newcomers.

# PRIORITY 2 HIGHLIGHTS

## SUMMER ACADEMY OF INTEGRATED LANGUAGE LEARNING (SAILL)

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**THE ELLMA TEAM** strives to meet the needs of both newcomer students and newcomer teachers. As a way to combine these related goals, for the past two years, ELLMA has collaborated with the OUSD Expanded Learning Team to offer a newcomer-focused summer program for elementary and high school students. Inspired by SFUSD, SAILL is designed to be both a language-rich integrated ELD learning experience for students and a robust professional development opportunity for OUSD teachers. The shorter summer school schedule is a perfect opportunity for rich teacher learning and collaboration!

At the elementary level, the students engage with GLAD (Guided Language Acquisition Design) science units to build background knowledge, vocabulary, and oral and written language skills in a joyful and rich learning environment. For example, during the summer of 2024, students had many opportunities to learn beyond the school walls through several field trips. Primary grade students went to the Redwood Regional Park to explore the plants and habitats they were studying in their GLAD units, while the upper grade students visited Angel Island to see the diversity of California's regions, resources, and ecosystems. All students

visited the Oakland Zoo as animals and habitats were a component of every grade level. We also wanted our students to visit and experience local parks and attractions, share with their families and hopefully return with them in the future.

At the secondary level, students complete an interdisciplinary project on immigrant education in the A year and on urban development and financial literacy in the B year. Through their data science class they unpack quantitative data sets and apply those learnings to their readings in Humanities class. They present their results in English to the group at the end of the program. Throughout the summer, they take field trips each week to thematically-aligned locations around the Bay Area to connect their learning to their community outside of the classroom.



Total enrolled:  
**500 Students a Year**

**18 Languages** spoken from  
**25 countries** and **48 Schools**.

With teachers from  
**27 OUSD Schools**

### FEEDBACK

Students, families, and teachers raved about the program. Here is some of their feedback:

91% of SAILL high school students agreed with "My English skills improved because of SAILL."

97% of SAILL elementary families agreed with "My child enjoyed going to SAILL summer school."

*"I LOVE this program. It was so organized. The student growth was incredible. I had so much fun with my co-teacher. I felt like the community (teachers) were so supportive to one another."*

*"Thank you for this great opportunity, it was one of the best summer school experiences I've had in my 20+ years with OUSD!"*



INSTRUCTIONAL



Elementary Newcomer Teacher Leaders (ENTLs)

As a result of OEA advocacy, the ENTL position was created to support supplemental small group instruction, teacher professional development, and capacity building at elementary schools with 50 or more newcomer students.



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 a handful of OUSD high schools. 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 in their home countries 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 intentionally build community is the work of the 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) provides 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 make up nearly 10% of OUSD enrollment.

2023-24	3,638
2022-23	3,062
2021-22	3,245
2020-21	3,026
2019-20	3,747
2018-19	3,588
2017-18	3,296
2016-17	3,117
2015-16	2,439
2014-15	1,881

End-of-Year NEWCOMER TOTALS



## PRIORITY 3

# THE WHOLE CHILD

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## 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. Ensuring school is a safe and inclusive environment is a central piece of this work. We leverage student, family, and community engagement in order to design supports and programs that respond to holistic needs. Finally, 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 Initiative:** With the growth in newcomer programming, we have expanded the Newcomer Wellness Initiative, which now leverages both grant funds and district resources to provide clinical newcomer social workers at 16 middle and high school newcomer programs, in addition to 9 social work interns at high-count newcomer schools. 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. Members of this team complete a comprehensive intake process for new students to uncover areas of need and contribute to each school's work to improve Tier 1 services for all newcomer students.

### **Centralized Intake, Screening, and Referrals:**

The ELLMA Newcomer Services Team supports the intake process for newcomer youth, focused on linguistic and cultural responsiveness to demographic groups currently represented among newcomers. This team works parallel to the general enrollment office, and screens for legal and basic needs issues, making referrals to community agencies and passing information to appropriate support staff at schools where students are assigned. The staff in this office include multilingual Family Navigators who support access for students.

**Community Partnerships:** Collaboration with community-based agencies and organizations are central to OUSD's work supporting newcomer students. Partnerships to provide 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, access to health care services, and more.





## EVIDENCE OF SUCCESS

### Gaining Ground

- Newcomer chronic absenteeism rate dropped from a high of 71% in 2022-23 to 43.5% for all the Newcomer Wellness Initiative secondary sites.
- Increased year-over-year return rate of non-graduating newcomer students, from 76% in 2021 to 91% in 2023.
- 43% of our ninety-one pregnant and parenting newcomers have been re-engaged in school through the new partnerships with Alameda County Office of Education and the non-profit, Bananas.
- Our Newcomer Services Team has grown to include an Elementary Newcomer Wellness Specialist and an Unaccompanied Immigrant Youth Re-engagement Specialist who re-connects more than 100 students a year with our secondary schools. Both are grant-funded.
- Of our team of fifteen social workers, nine are now Licensed Clinical Social Workers, up from four in 2020-21.

### Continued Focus Needed

- Our chronic absenteeism and dropout rates reflect the need for many newcomer students to work in addition to or instead of attending school. We need programmatic options for our working and parenting newcomers.
- Our newcomer students experience a dissonance between the lives they strive for and the experience of school. We need to increase the relevance of the learning experiences for all of our newcomers.

### 2027 Outcomes

- Increase the number of high-count ELL schools where at least 70% of students feel connected to their school, as measured by the California Healthy Kids Survey (CHKS).
- Increase the number of high-count ELL schools with the ability to provide centrally-funded direct student mental health services.
- Reduce the chronic absenteeism rate (missing 10% or more of school days) for newcomer students.

- Increase the percentage of schools that establish freestanding Site English Language Learner Subcommittees (SELLS).

- Increase the percentage of high-count ELL sites with ongoing structures for meaningful family partnership with targeted populations, as measured by the OUSD Family Engagement Data Collection tool.



## PRIORITY 3 GOALS THE WHOLE CHILD

### GOAL 1

### ELL AND IMMIGRANT FAMILIES ARE WELCOMED, SUPPORTED, AND ENGAGED AS PARTNERS IN THEIR STUDENTS' EDUCATION.

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

### GOAL 2

### NEWCOMER STUDENTS BENEFIT FROM A RANGE OF TARGETED SERVICES THAT ENABLE THEM TO THRIVE.

**3.2.1.** Newcomer students and families will be proactively connected to district and community resources that support their health and wellness upon enrollment and throughout the year.

**3.2.2.** Newcomers who are employed, pregnant, or parenting will have access to school through inclusive programming responsive to their unique needs.

## PRIORITY 3: THE WHOLE CHILD HIGHLIGHTS

# NEWCOMER WELLNESS INITIATIVE



### BLANCA NALETTE, LCSW

**Clinical Social Worker  
Castlemont High School**

I'm a Nicaraguan-American Latina with a passion for cooking and a deep love for family. Born and raised in San Francisco, it will always be my home. Coffee, for me, is more about savoring the taste than anything else. With many responsibilities, including co-parenting my younger siblings and serving as a youth pastor in Oakland, I've learned the importance of self-care. Despite never seeing myself as a traditional teacher, my desire to work in education has been with me since middle school. Service is at the heart of who I am. I hope that the fruits of my labor reflect my roots. Truth be told, I'm living my dream job.

#### **What do you love about being a School Social Worker?**

I love being a social worker because it allows you to serve people and help bridge them to the support they need. It becomes a dance where you want families and students to learn how to ask for help and assistance, but not create dependency, rather for them to have the ability to learn how to navigate systems.

#### **Why did you choose to work as a Social Worker in Oakland?**

I chose to work as a social worker in Oakland with newcomer students to become that bridge that I stated earlier. At my previous job I was only the students' therapist, there were limitations on how I was able to serve my students. Now being a newcomer social worker allows me to connect students and families to their school and the resources available to them.

#### **What is one piece of encouragement that you regularly give students?**

I pull on students' resiliency. I tell my students, "You already did something incredibly hard. You left your family and community and came to a new country and culture. You can do hard things. Look at what you have accomplished in a short amount of time, I am so proud of you."

### OUR NEWCOMER STUDENTS

arrive with many needs both academic AND non-academic. The 2023-24 school year marks the Newcomer Wellness Initiative's (NWI) seventh year. The NWI team focuses on the child as a whole and understands that in order to support attendance and academic efforts, students' general well-being needs should simultaneously be addressed. The NWI is a grant-funded program that places bilingual clinical social workers and school counselors at designated middle and high school newcomer sites to support the non-academic needs of these students, their families, and caregivers. The Newcomer Wellness Team targets their work to address all levels of student need within the school setting, using the multi-tiered systems of support (MTSS) framework to guide their interventions.

## PRIORITY 3: THE WHOLE CHILD HIGHLIGHTS

# NEWCOMER WELLNESS INITIATIVE

### MARIANNA SINGWI-FERRANO, ASW

**Clinical Social Worker  
Elmhurst United Middle School**

I'm thrilled to serve as the newcomer social worker at Elmhurst United Middle School. Raised in Evanston, IL, in a multicultural, biracial (South Asian and white) family, I've always valued collectivism, education, and social justice. After earning a B.A. in International Relations and Spanish from the University of Southern California, I taught 4th and 5th grade in San Francisco's Spanish dual-language immersion program, earning a Master's Degree in Education along the way. I taught at Roses in Concrete Community School in Oakland, engaging in restorative practices, coaching, and teaching yoga. Driven by a passion for community care and multilingual education, I pursued a Master's in Social Welfare at U.C. Berkeley, focusing on strengthening children, youth, and families, and I interned with youth-focused organizations. Outside work, I love to dance, hike, visit the beach, cook, and enjoy time with friends and family. I am excited to contribute to the Elmhurst United and Oakland communities, working alongside our youth, families, and educators.

#### **What do you love about being a Social Worker?**

Youth are the best (!) — I love their humor, sensitivity, realness, and resilience. This role is dynamic and youth-centered: from running counseling groups and individual therapy, conducting home visits, addressing concerns with basic needs, leading community circles and cultural celebrations, advocating alongside students for our schools to better serve them, and being a trusted adult to turn to during some of life's most difficult moments.

#### **Why did you choose to work as a Social Worker in Oakland?**

I am lucky to live and work in a community as historically, culturally, and socially rich as Oakland with a beautifully abundant newcomer population. The Newcomer Wellness team is a uniquely collaborative, insightful, and supportive team to be a part of.



#### **What is one piece of encouragement that you regularly give students?**

One piece of encouragement that I regularly give students is to pause to listen to what their emotions are communicating with them and give themselves permission to feel. After listening, to speak up for their needs and tap into their ancestral, personal, and community strengths and coping strategies.



## 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 and 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 is recognized across the state, including by the California Department of Education.

## 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 across many of our middle and high schools, which 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. Increasingly, relevant indicators of quality language instruction from the ELL Review are folded into the learning walk and observation tools of other departments and content areas.

Finally, ELLMA has developed elementary and secondary rubrics that describe the stages of ELD implementation and provide recommended next steps to strengthen implementation. This process of reflection, goal setting, and action planning has been integrated into the School Plan for Student Achievement (SPSA) in all elementary and middle schools.

**Development of Data Tools:** ELLMA's close partnership with the Research, Assessment, and Data (RAD) department has yielded a robust suite of dashboards and data tools to support teachers and school leaders with monitoring student progress and making informed decisions to improve instruction and programming. New dashboards developed over the last three years include ELD enrollment that captures the number of ELLs at each ELD course, dual language enrollment, and key performance indicators, and classroom observational and ELL Shadowing data.

**Building Collective Responsibility:** ELLMA's work to improve central systems is designed to foster collective responsibility for the needs of our ELLs. The past three years have shown critical gains in this area. Newcomer enrollment projections and dual language enrollment processes, including Spanish language testing are now completely held by the Enrollment Office. Assessment systems for dual language are held in collaboration with ELLMA, RAD, and literacy teams. Collaboration between ELLMA and Academics teams have led to learning walk tools, assessment rubrics, and other frameworks that explicitly include language equity indicators.



## EVIDENCE OF SUCCESS

### Gaining Ground:

- Dual language enrollment policy and associated Spanish language assessment fully integrated into the Enrollment Office.
- Stages of ELD integrated into the Single Plan for Student Achievement (SPSA) for all elementary and middle schools.
- Improvement in ELLMA communications through integration into other departments' communication forums as well as maintenance of monthly newsletter and ELLMA spotlights blog.
- Establishment of bilingual teacher residency program supported by the Talent division.
- Federal Program monitoring for English Learner program resulted in only one finding, which was resolved in a timely manner.

### Continued Focus Needed:

- Implementation of newly revised reclassification processes for dually-identified students (ELLs with IEPs).
- Need for streamlined processes to better monitor implementation of required ELL services.
- Review of dual language enrollment policy to specifically address Spanish Language Learners after 3rd grade.

## PRIORITY 4 GOALS

# CENTRAL SYSTEMS & PRACTICES

### GOAL 1

#### ENROLLMENT AND FISCAL POLICIES SUPPORT HIGH QUALITY AND EQUITABLE LANGUAGE PROGRAMS.

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

**4.1.2.** 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, parent notification letters (PNLs), 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 share key information and resources and lift up the assets of our students and families.



# GLOSSARY

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**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 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. Two-way programs are also called Dual Language Immersion (DLI).

**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**

**ASSESSMENT FOR CALIFORNIA (ELPAC)** is the legally required state test for students from K 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. There is now an Alternate ELPAC assessment that is given to students with the significant cognitive disabilities en lieu of the Summative ELPAC.

**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.



# GLOSSARY

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## **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 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 U.S. without a visa (or on a short-term visa) and make their asylum case upon arrival.
- **REFUGEE** students typically come to the U.S. 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.

**PARENT NOTIFICATION LETTER** is a document sent to parents or guardians of ELLs informing them about the upcoming ELPAC assessment, its purpose, and their child's participation.

**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.

**READING INVENTORY (RI) AND I-READY** are computer adaptive assessments of a student's reading level. The RI is currently being phased out; therefore, all grade levels will begin to use the I-Ready as our district reading assessment.

**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.

# ACKNOWLEDGMENTS

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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.

## Grants & Partnerships

- California Department of Social Services, Refugee Programs Bureau
- California Department of Education, Multilingual Department
- EL Education
- English Learner Success Forum
- Emerging Bilingual Collaborative
- Rainin Foundation
- Salesforce
- Schusterman Foundation

## 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 and Teams:

- Academics and Instruction
- Communications and Community Engagement
- Community Schools & Student Services
- Enrollment Office
- High School Linked Learning Office
- Network Leadership Teams
- Office of Equity
- Research, Assessment, and Data
- 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
- Oakland Education Association
- Parent Student Advisory Council







**EVERY STUDENT  
THRIVES!**