

Superintendent Report to the Board



Presented by: Kyla Johnson-Trammell

October 11, 2017



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students



Priority Area:
Quality Community
Schools

An Update on the Roadmap to English Language Learner Achievement

Presented to
Board of Education
Presented by
Nicole Knight, Executive
Director of ELLMA



2,700 Newcomers

620 Refugee & Asylee



1,060 Unaccompanied Immigrant Youth



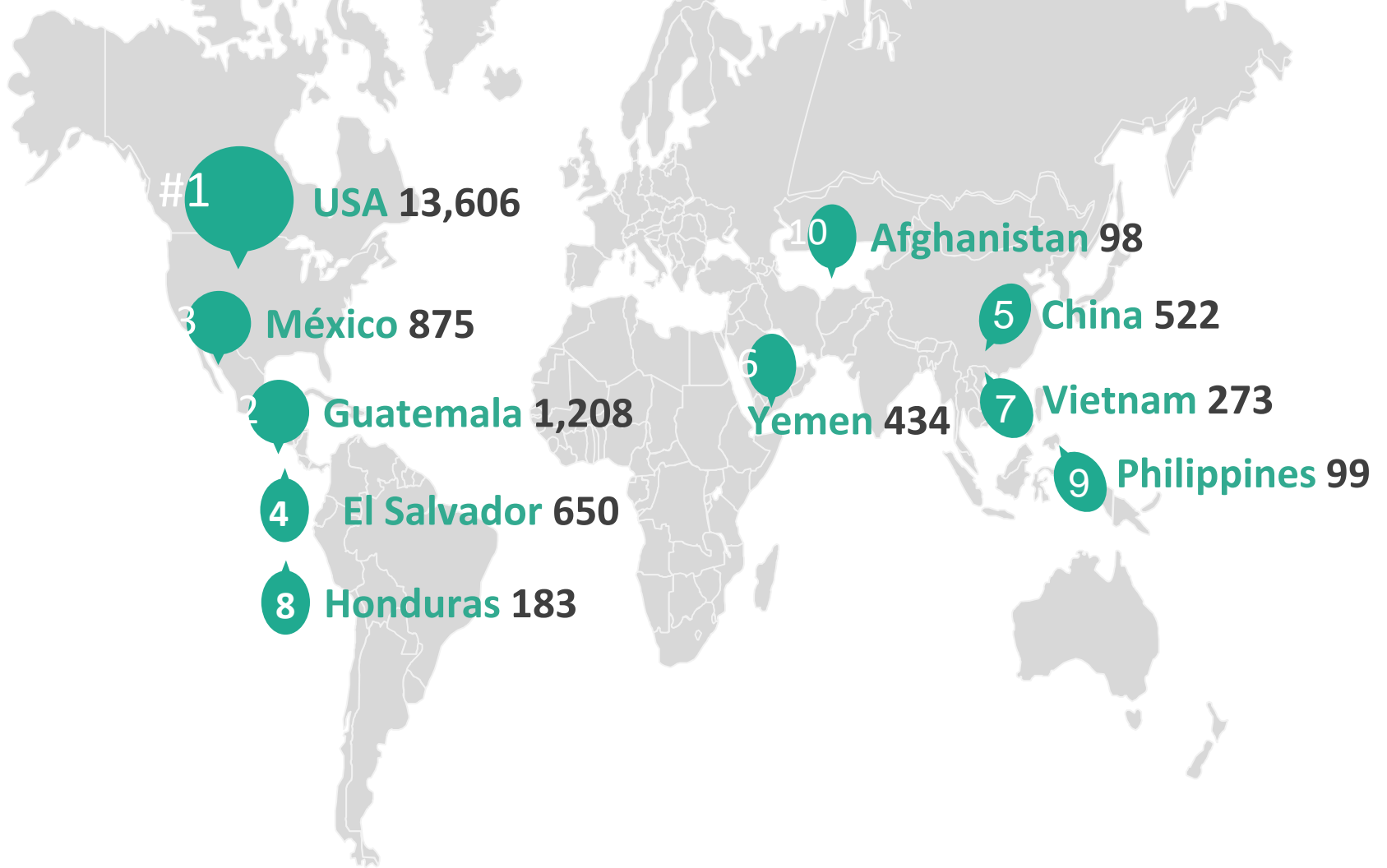
2,500 Long Term English Learners



5,400 Redesignated

BIRTH COUNTRY

TOP TEN BIRTH COUNTRIES OF STUDENTS WHOSE HOME LANGUAGE IS NOT ENGLISH



Progress for ELLs



57.1% 4-year graduation rate, an increase of **12.6%**,
14.5% still enrolled (more than any other subgroup)

A-G



33.9%, an increase of **11.5%**



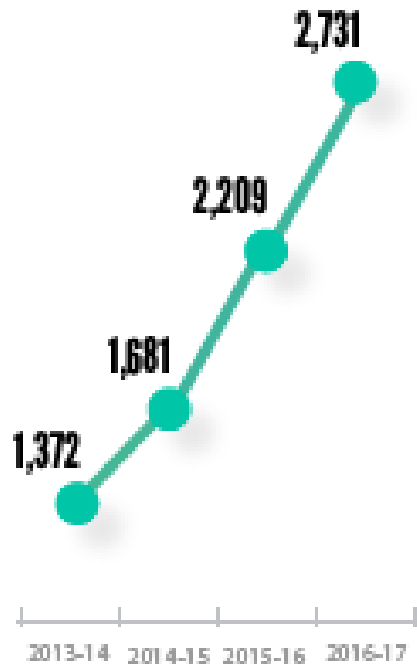
59.8% in Linked Learning Pathway, an increase of **11.9%**



130 high students earned the Seal of Biliteracy;
1,570 earned Biliteracy Pathway Awards
in grades K, 3, 5 & 10.

Spotlight on Newcomers

● TOTAL NEWCOMERS



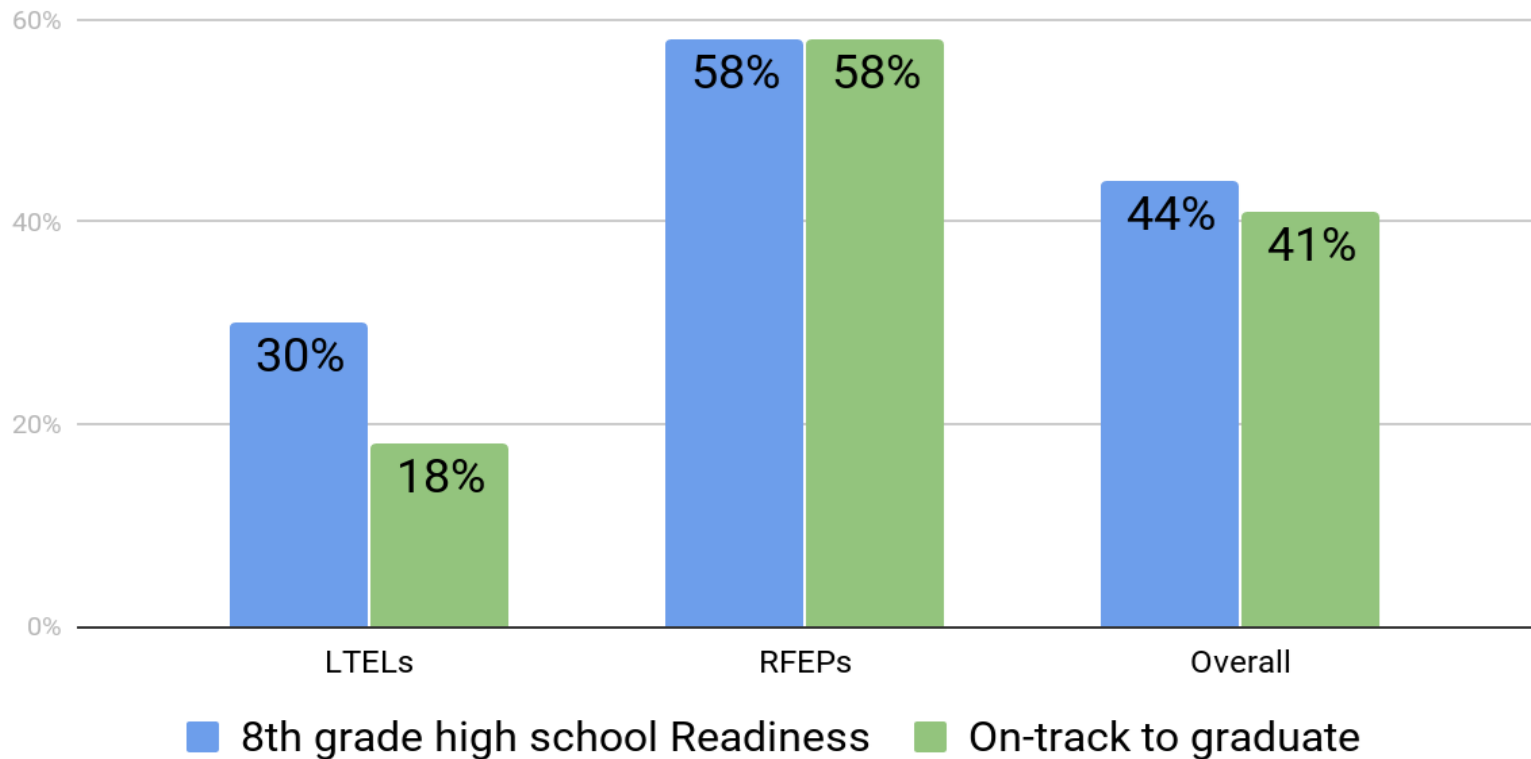
From less than **10% to 23%**
of overall ELL population

High School Newcomers

- Now **1 in every 8** of our overall high school population
- **48%** are 16 or older
- **17%** attrition rate from 9th-10th grade; **27%** attrition rate for newcomers older than 16

Spotlight on Long-term English Learners (LTELs)

Post-Secondary Readiness: LTELs compared to RFEPs



Root Issues to Consider



English fluency takes time

- Researchers agree that it take **5-7 Years** for students new to English to acquire academic levels of English.
- The influx of newcomers will affect our reclassification rates.



Need for Social-Emotional Well Being & Social Services

- Trauma & Mental Health
- Bullying & SEL
- Immigration issues



Teacher attrition

- Teacher turn-over tends to be higher in our highest ELL-count schools, especially in secondary.



Uneven Professional Development & Support

From Development to Scaled Implementation

FOR THE ROADMAP TO ELL ACHIEVEMENT

**WE'RE
HERE!**



2013-14

2014-15

2015-16

2016-17

2017-18

ELLMA office
established

Engagement and
Strategic
Planning

Year One
Implementation
and Progress
Monitoring

Year Two
Implementation
and Progress
Monitoring

Year Three
Implementation
and Final
Evaluation

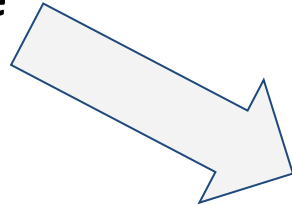
Root cause
Analysis



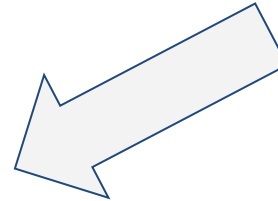
The Roadmap to ELL Achievement



**Priority #1: Advance
Quality Instruction**



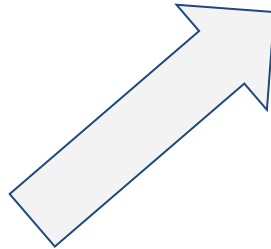
**Priority #2: Address
the Needs of the
Whole Child**



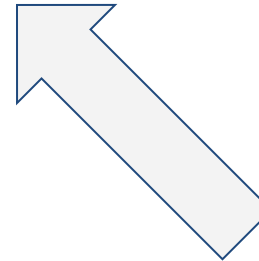
**Improved
Outcomes &
Experiences
for ELLs**



**Priority #3: Expand
& Enhance
Language Programs**



**Priority #4: Align
Central Office
Practices & Policies**



Roadmap Progress in 2016-17

Priority #1



- 900+ teachers received **PD on language instruction** including GLAD, ALLAS, Mills Teacher Scholars, WestEd Leading with Learning partnership
- \$150,00 investment in **supplementary materials**

Priority #2



- **Coordinated services** for over 680 **refugee/ asylee and unaccompanied youth**
- Developed **toolkits for parent training** on reclassification
- Initiated **Restorative Justice circles** for newcomer students

Priority #3



- Supported design and quality development of:
- **Dual Language Programs** at ICS, Greenleaf, MLA, and Oakland SOL
 - **Newcomer Programs** at Garfield, Bridges, Franklin, Bret Harte, Rusdale Newcomer
 - **LTEL Courses** at 7 middle and high schools

Priority #4



- Adopted new **ELL Master Plan**, lifted up as an exemplary by ACOE
- Piloted **ELL Review process** at 5 sites

Priority #1 Advance Quality Instruction



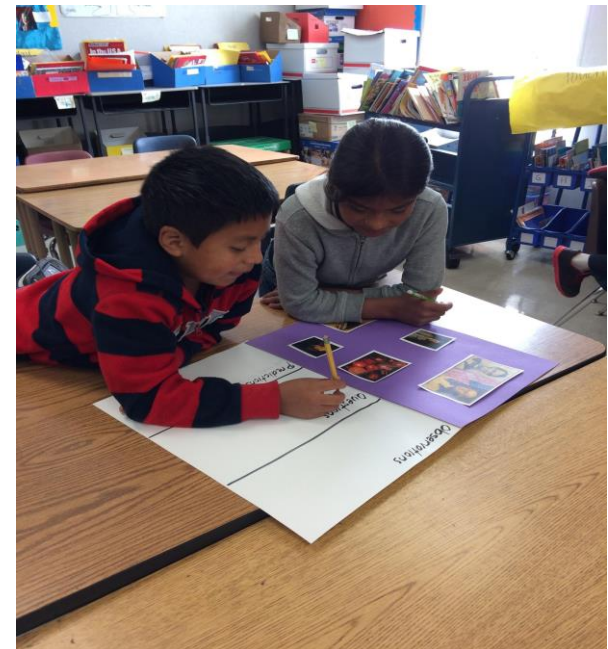
2017-2018 Focus:
All schools provide
high quality Integrated
& Designated ELD

Priority #1 Advance Quality Instruction

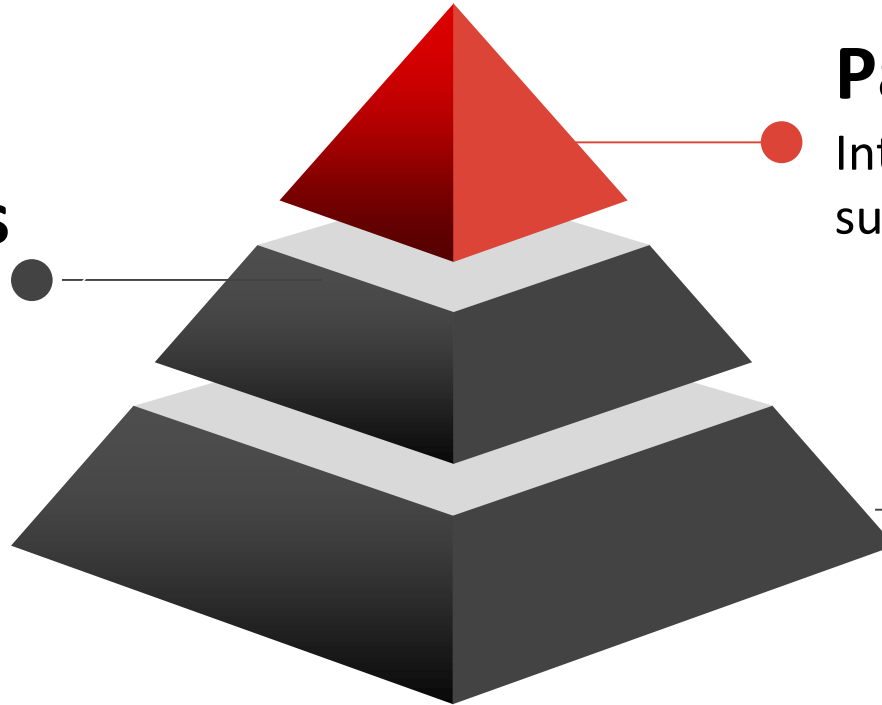


Foundational Teacher Professional Development

- **GLAD** (Guided Language Acquisition Design)
- **ALLAS** (Academic Language & Literacy Acceleration for Secondary)



Differentiated Site Support



Partner Schools

Intensive, on-site, ongoing support

Focus Schools

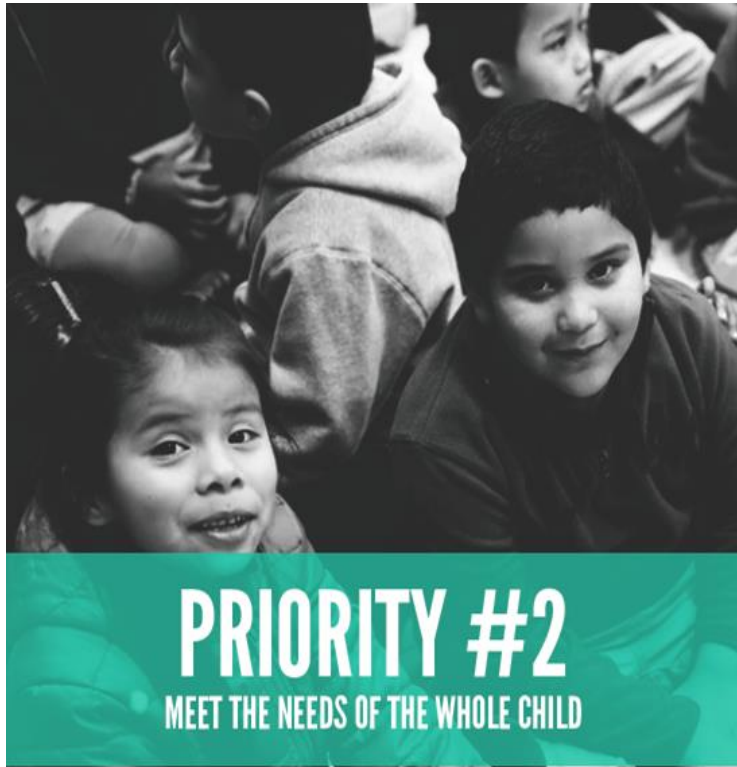
Occasional, on-site support for PD or program design

Universal Supports

Access to centrally-offered PD & on-line resources

Partner Schools: Manzanita Community, Bridges, Manzanita Seed, East Oakland Pride, New Highland, Fruitvale, Markham, Bret Harte, United For Success, Rudsdale Newcomer, Fremont, Castlemont

Priority #2 Meeting the Needs of the Whole Child



Safe & Inclusive spaces
through ongoing

Sanctuary work

Building community &

addressing bullying

through **SEL & restorative
justice**

**Case management & Mental
Health**

Priority #2 Meeting the Needs of the Whole Child



Salesforce aims to help immigrant students with donations to San Francisco, Oakland schools -Business Insider. 9/12/17



- **Six social workers** to provide case management and mental health services
- **Six newcomer assistants** to provide academic support and build our newcomer teacher pipeline

Priority #3 Expand & Enhance Language Programs



PRIORITY #3

EXPAND & ENHANCE ROBUST LANGUAGE PROGRAMS



Professional Development & Communities of Practice

for Newcomer, Dual Language, and Long-term ELL teachers, teacher leaders, principals, and support staff



New & Growing Programs

Dual Language: ICS, Greenleaf, SOL
Newcomer: Bret Harte, Castlemont, Franklin, Bridges, Garfield, Rusdale Newcomer

Rudsdale Newcomer Program



- Designed around the needs of 16+ year-old newcomers at high risk of drop-out
 - Schedule that allows for students to balance work and study (shorter days, hexmesters)
 - Strong Career Tech Education component (in development)
 - Strong Case Management
-
- 125 capacity for year one; current enrollment at 40 with new students enrolling at predetermined intervals

Priority #4 Central Office Practices



- **CELDT to ELPAC:** Support transition from to new state language proficiency assessment; adjust reclassification criteria and process
- **Monitor and Support** through new ELL Review process: captures strengths and areas of need based on the Essential Practices of ELL Achievement
- Develop Proposal for a new **Dual Language Enrollment Policy**



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An Update on the OUSD Welcome Center

Presented to
Board of Education
Presented by
Deputy Chief Sondra Aguilera and
Deputy Chief Gil Echeverria

Student Welcome Center Feedback

We received feedback from our Dual Language Programs regarding Enrollment practices at our Student Welcome Center:

- Families wanting to enter our Dual Language Schools were turned away;
- Student Welcome Center Staff do not know our Dual Language program design and often provide families with misinformation;
- Student Welcome Center Staff do not promote our Dual Language programs to all families, promote only to our families that are already Spanish-Speaking; and
- Families have stated that the Student Welcome Center Staff steer families into other options, stressing the question: “Do you know XXX school is a Dual Language Program? Are you sure you want a Dual Language School?”

Student Welcome Center Next Steps

As a result of feedback, we will implement the following **next steps to make improvements:**

- We have received contact information of 3 families. We are contacting them and researching application and assignment. We will provide an update when completed.
- Revisit program design with Dual Language Schools to review design implications that require students to have Spanish skills if entering Dual Language Schools beginning in the 2nd grade
- Meet with Dual Language Principals to better understand each school;
- Devise an outreach plan with Dual Language School Principals to attract Monolingual families, especially focused on our pre-school families

Student Welcome Center Next Steps

As a result of feedback, we will implement the following **next steps to make improvements** (*Continue*):

- Provide specific training for the Student Welcome Center Staff on Dual Language Schools
- Student Welcome Center Staff will visit Dual Language Schools
- Revitalize Brochures and media regarding our Dual Language Schools
- Enrollment system update that does not require families to come to the Student Welcome Center to register

EVERY STUDENT THRIVES!



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www.ousd.org



@OUSDnews

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