



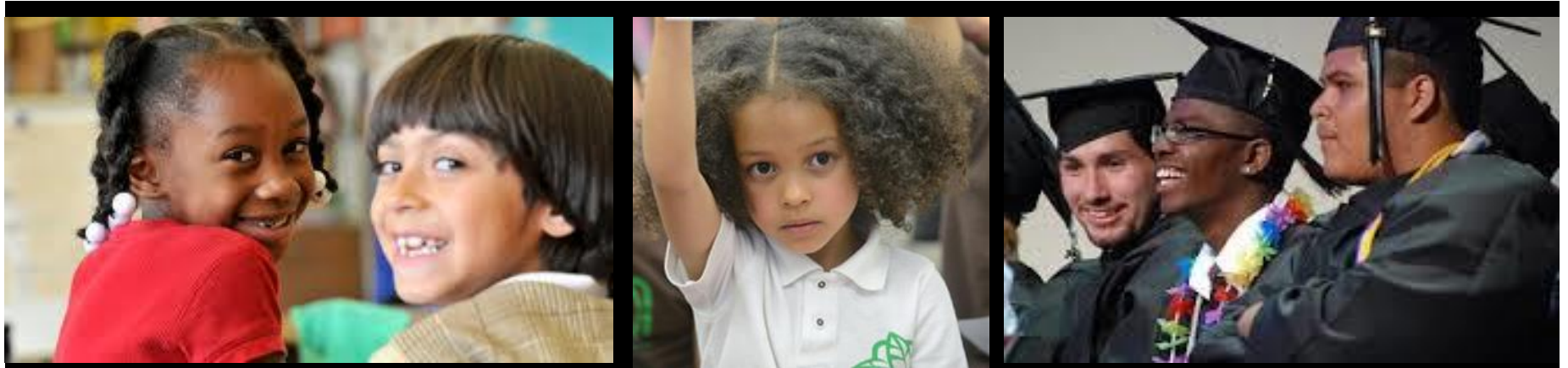
Dual Language Enrollment Policy

Board of Education August 8th, 2018



Presented by:
ELLMA - Nicole Knight & Lubia Sanchez,
Enrollment: Charles Wilson & Manisha Patel

The Promise of Biliteracy



OUSD will 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.

California's Global 2030 Goals



- **Half** of all K–12 students **participate in programs** leading to proficiency in two or more languages.
- The number of **students who receive the State Seal of Biliteracy triples** from 46,952 in 2017 to more than 150,000 in 2030. By 2040, **three out of four** **graduating seniors earn the Seal of Biliteracy.**
- The **number of dual immersion programs** that teach languages besides English **quadruples** from about 400 in 2017 to 1,600 in 2030.
- The **number of new bilingual teachers** authorized in world language classes more than **doubles** from 2017 to 2030.

Dual Language Program Benefits



Full Closure of the
Achievement Gap

Intellectual
Flexibility and
Power

Boosts School
Retention and
College Attendance

Two languages
learned
simultaneously



Cultural Capital and
Flexibility

Retention of Families
in OUSD

Full Bilingualism for
Lower-income
English-only Students

Timeline of Multilingual Pathway

2005-2012

5 schools opened
Dual Language programs during
the small schools movement

Community United, Esperanza
Global Family
Manzanita SEED
Melrose Leadership Academy

2013-15

ELLMA office opens
and articulates a
vision for a PK-12
Multilingual Pathway

2015-2018

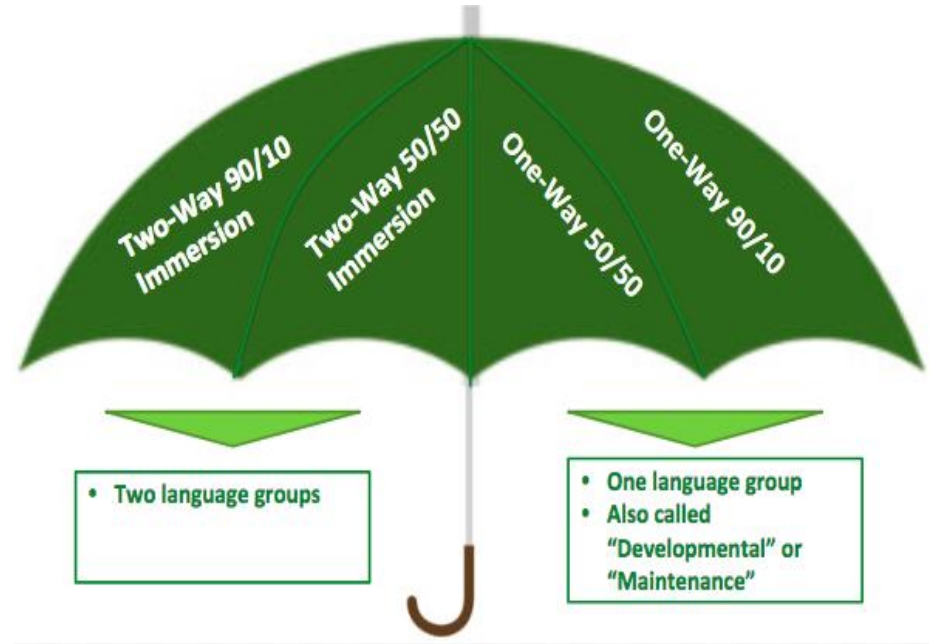
3 more programs initiated
through the Call for Quality
Schools process

ICS
Greenleaf
Oakland SOL

Dual Language Types

Two-Way Immersion Programs

- ❑ Ideal balance: 50% English dominant; 50% oral proficiency in the pathway language
- ❑ No less than 33% of either language group
- ❑ Current programs fitting profile: MLA, Seed, SOL
- ❑ Other schools aspire to become 2-way programs



Research Base

- ❑ Two-way Immersion Programs result in **the most positive academic outcomes for ELLs** of any other language acquisition program. Generally, ELLs who enroll for multiple years in these programs eventually outperform their English-only peers and exceed the average performance of all students on English language academic measures. (Genesse and Lindholm-Leary, 2009; Reardon, 2015; Thomas and Collier, 2002 & 2012)
- ❑ Ideally, Two-Way Immersion Programs have an **equal balance of language groups**, 50% English dominant; 50% proficient speakers of the Pathway Language. **Neither language group should fall below 33%**. (California Department of Education, 2018; Center for Applied Linguistics, 2018; Gómez, Freeman, & Freeman, 2005; Lindholm-Leary, 2007; Rosado, 2005)

Dual Language Systems Challenges



Curriculum & Instructional Materials that effectively support biliteracy



Assessments and Data that measure and report on literacy in both English and Pathway Languages



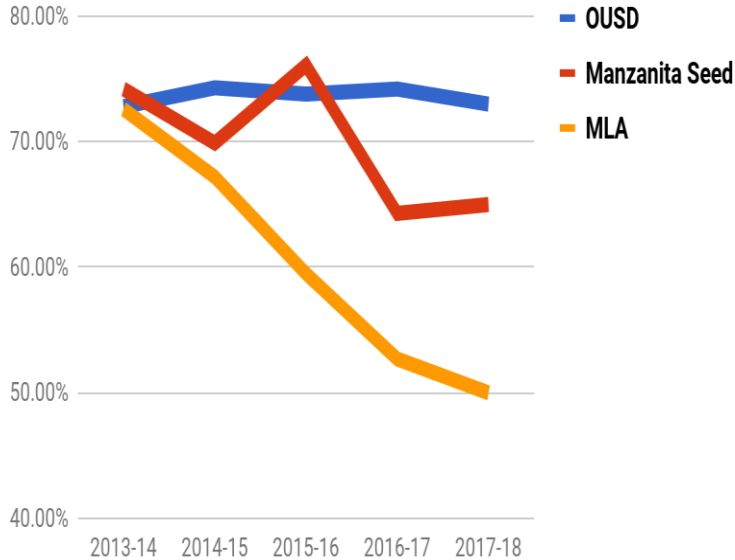
Staffing, especially fluent/native speakers of Pathway Language



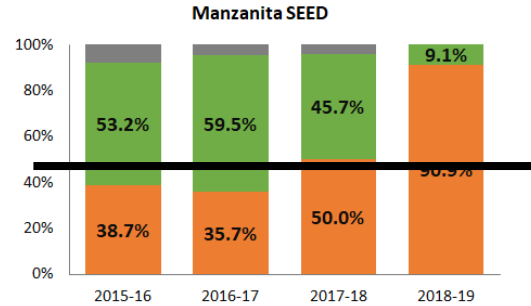
Enrollment processes to ensure linguistic and socio-economic diversity

DL Systems Challenges: Enrollment

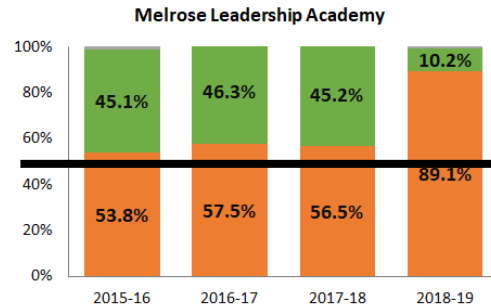
% of Free and Reduced Lunch



% English % Spanish % Other



Total Apps: 62 42 46 66



Total Apps: 91 80 115 128

Both Manzanita SEED & MLA have been within recommended ratios until 2018-19 when we see a dramatic increase of English-speaking applicants

Overview of Proposed Admin Regs

GOALS:

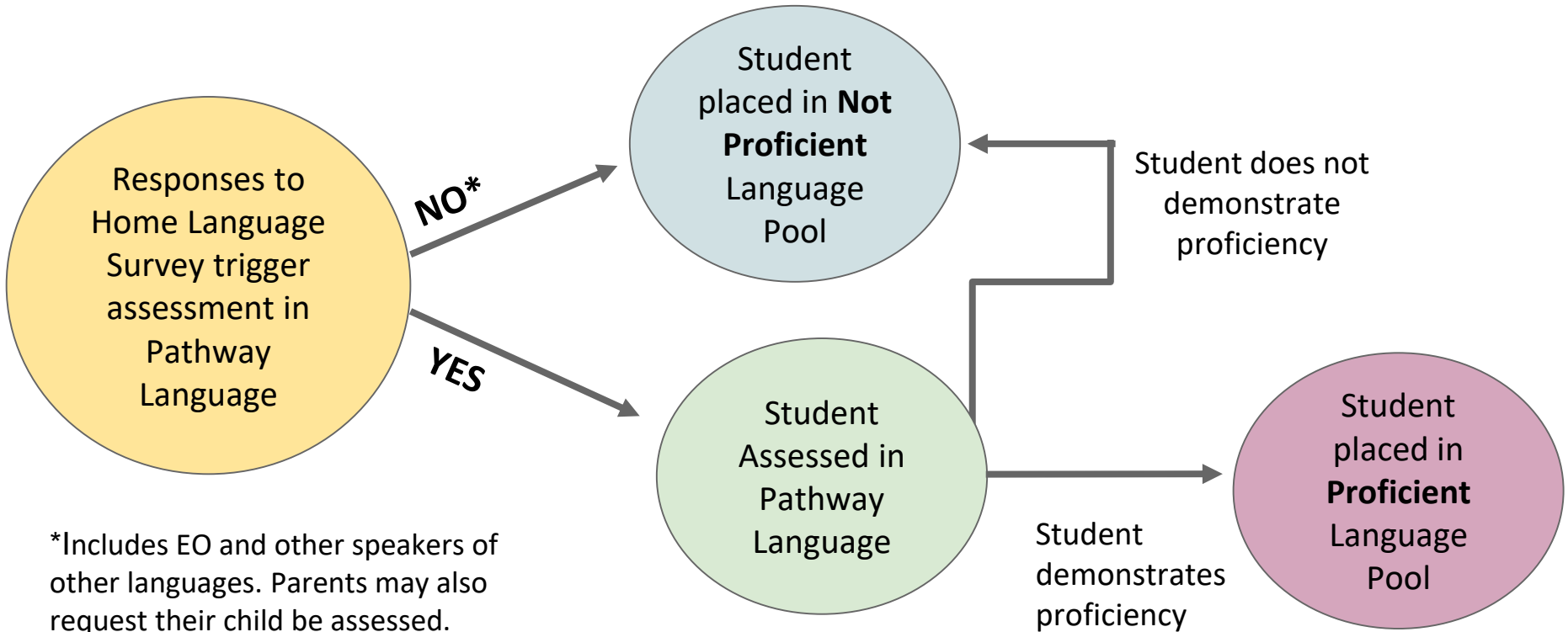
- 1) Institute processes beginning in the 2018-2019 enrollment period to assign an appropriate balance of language groups in Two-Way Immersion Programs for the successful attainment of biliteracy of all students.
- 2) Reverse the socioeconomic and language imbalance trends seen in recent years.

During Open Enrollment:

- Kinder: Up to 66% of seats will be reserved for applicants proficient in the pathway language (Spanish), and a minimum of 33% of applicants not proficient in the pathway language.
- 6th @ Late-Entry Program: Up to 66% of seats for applicants proficient in English and pathway language.
- Open Enrollment priorities as identified in BP 5116.1 will also be applied.
- Pathway language fluency will be determined for students whose home language is not English using approved assessments.

Enrollment of students not proficient in the pathway language only available in Kindergarten in 90-10 programs, Kindergarten and 1st grade in 50-50 programs and 6th grade in Late-Entry program.

Proposed Assignment Process for TK/K



*Includes EO and other speakers of other languages. Parents may also request their child be assessed.

Impact To Families With Neighborhood or Sibling Priority

Based on analysis of open enrollment applicant data for enrollment in the 2015-2016 to 2018-19 school years, **there is a low likelihood that families with neighborhood or sibling priority would be displaced by the adoption of a new lottery process for Two-Way Dual Immersion schools.**

Manzanita SEED: There were fewer than 22 on time 1st choice sibling applicants in each year of either language for entry grades TK/K (Prior to 2018-19, the max per language was 11; in 2018-19, there were 21 English-speaking applicants with sibling priority). There were also fewer than 4 late 1st choice sibling applicants for TK/K in each year examined (late data not yet analyzed for 2018-19). In terms of neighborhood priority, there were fewer than 10 on time 1st choice Spanish-speaking applicants for grades TK/K, and fewer than 3 on time 1st choice English-speaking applicants for TK/K with this priority in 2016-17 and 2017-18. In 2018-19, there were only 3 on time 1st choice Spanish-speaking applicants and 17 English-speaking applicants for entry grades with neighborhood priority.

Melrose Leadership Academy (MLA): There were fewer than 17 on time 1st choice sibling applicants in each year for entry grades (TK/K) from either English- or Spanish-speaking families. There were also fewer than 5 late 1st choice sibling applicants of either language in each year for which late data were analyzed (late data not yet analyzed for 2018-19). MLA does not have a neighborhood priority.

Fiscal Impact: Possible Benefits & Risks

Fiscal Benefits

- Quality Two-Way Immersion programs attract families who might otherwise choose charter or independent schools, thereby increasing enrollment.
- Long-term benefits for ELLs include increased rate of reclassification and graduation and reduced rate of drop-out, thereby maintaining stable enrollment over time.

Fiscal Risk & Mitigation

- Structural constraint could lead to a situation in which the desired number of applicants of each language group may not reach the set levels.
- If this were to occur, we would place students post-Open Enrollment who are on the waiting list regardless of language group and work to increase recruitment efforts.

Fiscal Impact: Implementation Cost

WHAT: Online language assessments that measure proficiency in the Pathway Language



LAS Links - TK-1st grade



Web-based language assessments

AVANT 2nd-8th

WHY: Objective measures ensure that students are fairly assessed and incentivize applicant families to report home language use accurately.

ESTIMATED COST

Year One: 550 students at MLA, SEED, & SOL @ \$19/student = **\$8910**

Year Two: If two sites are added @ \$1980/ site = up to **\$14,850**

All 8 schools: \$22,500

Thank you!





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1000 Broadway, Suite 398, Oakland, CA 94607

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