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

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Board of Education

October 13, 2021

To: Board of Education

From: Kyla Johnson-Trammell, Superintendent
            Nicole Knight, Executive Director, English Language Learner and Multilingual Achievement (ELLMA)
            Tom Felix, Director, Newcomer / ELL Programs

Subject: Grant Application - Emerging Bilingual Collaborative Project Grant - English Language Learner and
            Multilingual Achievement (ELLMA) Department

ACTION REQUESTED:
Approval by the Board of Education of a Grant Application to the Language Equity Through High Quality ELD Instruction Grant Program - Emerging Bilingual Collaborative, a New Venture Fund project, in the amount of $200,000.00, to engage our schools with the highest concentration of Multilingual Learners, with special attention to our schools with bilingual / dual language programming as well as schools with high concentrations of newcomers, via the English Language Learner and Multilingual Achievement (ELLMA) Department, for the period of October 1, 2021 through September 30, 2023.

BACKGROUND:
Grant Application for OUSD schools for the 2021-2022 fiscal year was submitted for funding as indicated in the chart below. The Grant Face Sheet and grant application packets are attached.

File I.D #	Backup Document Included	Type	Recipient	Grant's Purpose	Time Period	Funding Source	Grant Amount
21-2178	Yes	Grant	Oakland Unified School District, English Language Learner and Multilingual Achievement (ELLMA) Tom Felix, Director, Newcomer / ELL Programs	Engage our schools with the highest concentration of Multilingual Learners, with special attention to our schools with bilingual / dual language programming as well as schools with high concentrations of newcomers	October 1, 2021 – September 30, 2023	Emerging Bilingual Collaborative	$200,000.00

DISCUSSION:
The district created a Grant Face sheet process to:
- Review proposed grant projects at OUSD sites and assess their contribution to sustained student achievement
- Identify OUSD resources required for program success

OUSD received a Grant Face Sheet and a completed grant application for the program listed in the chart by the school.

FISCAL IMPACT:
The total amount of grants will be provided to OUSD schools from the funders.
- Grants valued at: $200,000.00

RECOMMENDATION:
Approval by the Board of Education of a Grant Application for the English Language Learner and Multilingual Achievement (ELLMA) Department for fiscal year 2021-2022, to accept same, if granted, in whole or in part, pursuant to the terms and conditions thereof, for the grant year, if any.
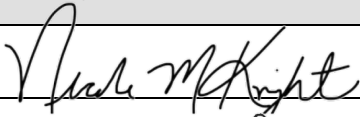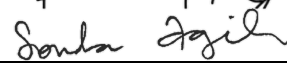
ATTACHMENTS:
Grant Face Sheet
Grant Budget
Grant Application

Title of Grant:	Funding Cycle Dates:
Language Equity Through High Quality ELD Instruction Program	October 2021 – September 2023
Grant's Fiscal Agent: (contact's name, address, phone number, email address) Brandon Wilkins, Arabella Advisors 984-221-0188 brandon.wilkins@arabellaadvisors.com New Venture Fund 1201 Connecticut Ave. NW, Washington, DC 20036 E: info@newventurefund.org	**Grant Amount for Full Funding Cycle:** $200,000.00
Funding Agency: Emerging Bilingual Collaborative, a New Venture Fund project New Venture Fund 1201 Connecticut Ave. NW, Washington, DC 20036 E: info@newventurefund.org	**Grant Focus:** We will focus on PK-2nd grade. We chose these grade levels because 1) it will allow us to fully align our PK through primary grade efforts and 2) our elementary schools tend to create professional communities grouping TK-2 teachers and 3-5 teachers, so a PK-2 will best fit into current structures.
List all School(s) or Department(s) to be Served: English Language Learner and Multilingual Achievement Department	

Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	The practices will be adopted as the foundational language and literacy training PK-2 teachers receive. We intend to identify the successful and promising practices and include them in the district-wide Instructional Focus Plans. Finally, we intend to use this opportunity for deep collaboration across two departments to inform respective future and ongoing work plans to ensure shared and vertically aligned student, teacher, and organizational goals.
How will this grant be evaluated for impact upon student achievement?	We will look at three principle measures: - Quality of materials against an evidence-based rubric - Surveys of teachers implementing the materials for quality and usability - Student progress as measured by embedded and benchmark assessments.
Does the grant require any resources from the school(s) or district? If so, describe.	Yes: The grant requires the collaboration of existing staff. No new resources are required.
Are services being supported by an OUSD funded grant or by a contractor paid through an OUSD contract or MOU? (If yes, include the district's indirect rate of 5.56% for all OUSD site services in the grant's budget for administrative support, evaluation data, or indirect services.)	Yes.
Will the proposed program take students out of the classroom for any portion of the school day? (OUSD reserves the right to limit service access to students during the school day to ensure academic attendance continuity.)	No
Who is the contact managing and assuring grant compliance? (Include contact's name, address, phone number, email address.)	Nicole Knight, Executive Director English Language Learner and Multilingual Achievement Department Oakland Unified School District 1000 Broadway, Suite 440, Oakland, CA 94607 Nicole.Knight@ousd.org 510-551-8945

Applicant Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Principal/Administrator	Nicole Knight		8/26/21
Chief Academic Officer	Sondra Aguilera		9/15/2021

Grant Office Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Senior Business Officer	Lisa Grant-Dawson		
Superintendent	Kyla Johnson-Trammell		10/14/2021

Grant Name:	Emerging Bilingual Collaborative
NVF Grant Number:	
Project Name:	Language Equity for PK-2 Multilingual Learners
Project Dates:	10/2021-9/2023
Amount requested from NVF:	**200,000**
Project/Program funding expected from other sources:	
Total project budget:	525,000

Proposed Project Budget	NVF Grant Budget 10/2021-9/2023	Total Project Budget 10/2021-9/2023
REVENUE		
Grants and Donations		
New Venture Fund	200,000	200,000
Title III EL grant		200,000
Oakland Starting Smart and Strong (OSSS)		25,000
Subtotal Grants & Donations		425,000
Fee for Services		
Program fees		
Program fees		
Subtotal Fee for Services	-	-
Donated Services and Supplies		
In-kind from project team salaries- 10-15% of staff time		100,000
Subtotal Donated Services and Supplies	-	100,000
Fundraising Campaigns and Special Events		
Name of campaign or event		
Name of campaign or event		
Subtotal Fundraising Campaigns and Special Events	-	-
Total Revenue		**525,000**
EXPENSES		
Salaries		
Project staff time		100,000
PD lead for project - Teacher on Special Assignment .2 FTE	43,000	43,000
Compensation for teacher time beyond contract housrs	84,880	84,880
Subtotal Salaries	127,880	227,880
Payroll Taxes and Employee Benefits		
Description		
Description		
Description		
Subtotal Payroll Taxes and Employee Benefits	127,880	-
Subgrants to other organizations (include name if known)		
GLAD provider (BeGLAD or other provider)		225,000
Lead by Learning, Mills College	36,000	36,000
Description of services		
Subtotal Subgrants		261,000
Travel, Conferences and Meetings		
Conferences (TBD) focused on biliteracy foundational skillls PK-2	20,000	20,000
Description		
Description		
Subtotal Travel Conferences and Meetings	20,000	20,000

Professional/Consultant Services		
Description		
Subtotal Professional/Consultant Services	-	-
Other Direct Costs		
Professional Books and materials	5,000	5,000
Description		
Subtotal Other Direct Costs	5,000	5,000
Indirect Costs	11,120	11,120
Total Project/Program Budget	**200,000**	**525,000**
NET OPERATING SURPLUS/(DEFICIT)		-

Indirect Cost Rate: 6%

included in salary above

newventurefund

New Venture Fund Budget Narrative

Organization Name:	Emerging Bilingual Collaborative
Project Name:	Language Equity for PK-2 Multilingual Learners
Project Dates:	10/2021-9/2023
Amount requested from NVF:	200,000
Project/Program funding expected from other sources:	-
Total project budget:	525,000

Revenue: Provide a brief description of all revenue budgeted.

In addition to the requested grant of 200,000 for the project, we have included two sources of revenue.
1- $100,000 of staff time. The assumptions behind this amount is based on approximately 10% of the total salary and benefits of the project co-directors, and 15% of the remaining project team.
2- $200,000 of Title III (or possibly ESSERS) to complement the grant funds for teacher PD.

Personnel: Provide a brief explanation of personnel budgeted, including responsibilities as they relate to the grant.

There are three items related to personnel:
1- $100,000 of staff time funded by OUSD sources. This accounts for the time staff will be dedicating to planning, attending the Collaborative community of practice, facilitating PLD/CoP spaces, and conducting classroom observations and providing follow-up support. We anticipate that each staff will vary in the percentage of time deicated to this project, anywhere from 10-25% at different times during the year, so this represents an estimated average.
2- $43,000 to pay .2 FTE for a Teacher on Special Assignment (TSA). The assumption is based on 20% of salary and benefits for a TSA at approximately $120,000 for 80% of year one and 100% year two. The role of this TSA , who is an expert practioner in multillingual education and in leading for equity, is to support the coordination, content development and facilitation of professional learning.
3 -$84,880 to compensate teachers for their participation in the invitational communities of practice. At the contract rate of $38.50/hr plus benefits, this would allow for approximately 100 educators to participate in a community of practice that convenes for 18 hours over the course of a cycle of inquiry We plan to hold 4 5 communities of practice over the course of

convenes for 18 hours over the course of a cycle of inquiry. We plan to hold 4-5 communities of practice over the course of two years, likely with cohorts of 20-25 each. Should the project evolve to increase the demand for additional communitiies or to accommodate more teachers, we will seek funding through other existing resources to complement the grant funding to the extent possible.

Subgrants: Describe the subgrant program or services to be funded. Please include any subgrantee names if they are already identified

We propose two major professional services expenditures.
1- GLAD PD provider for up to 200 OUSD teachers over the course of the two years. This may be accomplished through in-person PD provided by a mix of OUSD GLAD-certified trainers or by GLAD program staff, or by use of on-line licenses that provide a 30-hour course.
2- Lead by Learning at Mill College provide high qualty, expert facilitation of adult learning spaces for one year-long invitational PK-2 community of practice. Lead by Learning's orientation is to build capacity of district and school-site staff to lead high quality professioanl leanring grounded in prinicples of adult learning. The $36,000 would cover a full year of monthly inquiry-based professional learning with in-betwen coaching sessions for both the project staff that will be co-facilitators of the spaces and for interested teacher participants. The intent of contracting these services in faciltiating one community of practice is to provide participants with high quality professional learning while also building our own project team's capacity to provide transformational professional learning.

Travel, Conferences and Meetings: Provide a brief description for the amounts budgeted and the assumptions used.

$20,000 is allocated for conferences and/or convenings, with a specific focus on deepening our understanding and improving our practice around developing foundational bi-literacy skills. We will look for opportunities for virtual conferences unless to minimize travel expense, unless there is a local opportunity for an in-person conference.

Professional/Consultant Services: Provide a brief description of the work to be performed by consultants in support of the grant.

Other Direct Costs: Provide a brief description and rationale for other direct costs, including cost assumptions used to develop the budget.

$5000 for professional books and other materials for educator use in professional learning spaces.

Indirect Costs: NVF limits indirect costs to 15%. Provide a brief description and rationale for indirect costs, including cost assumptions used to develop the budget.

The OUSD indirect cost rate is 5.56%. Costs go to defer expenses of staff time to manage fiscal and contract processes related to the grant.

Other Notes: Please provide any additional notes, including an explanation if your budget shows an operating surplus/deficit.

We anticipate that some budget plans may shift after we engage in planning and needs assessment during the 1st phase of the porject.

We are excited and honored to submit the following proposal to the Emerging Bilingual Collaborative to advance language equity for Oakland's Multilingual Learners.

1. **Lead applicant contact information**
Lead applicant organization name: Oakland Unified School District
Lead applicant main point of contact name for application: Nicole Knight
Main point of contact title/role: Executive Director, English Language Learner and Multilingual Achievement (ELLMA), Oakland Unified School district
Organization mailing address (street, city, state, zip): 1000 Broadway, Suite 440, Oakland, CA, 94607
Main point of contact email: Nicole.knight@ousd.org
Main point of contact phone: 510-551-8945
Partner contact information (If applicable): *N/A*

2. Overview & Demographics
a. Grade level: Which grade level(s) will you focus on during the grant program?
We will focus on PK-2nd grade. We chose these grade levels because 1) it will allow us to fully align our PK through primary grade efforts and 2) our elementary schools tend to create professional communities grouping TK-2 teachers and 3-5 teachers, so a PK-2 will best fit into current structures.

b. Scope: How many schools will be involved in this grant program? How many educators will be reached through this grant program?
Our initial plan is to engage our schools with the highest concentration of Multilingual Learners, with special attention to our schools with bilingual / dual language programming as well as schools with high concentrations of newcomers. We have 16 elementary schools in which at least 50% of the student population are designated ELL and/or have bilingual programming and 16 Childhood Development Centers (CDCs) with 50% higher DLL populations. Please find more details in the response to the next question #2c. Our goal is to reach 80% of the PK-2nd grade teachers from these schools through the three primary strategies of the proposed project:

> **Strategy One:** Improve and align PD across Early Childhood and Early Elementary grades by embedding common instructional strategies grounded in the Multilingual Toolkit in existing professional learning spaces.
> **Strategy Two:** Provide invitational inquiry-based professional learning communities that bring PK-2nd grade teachers and leaders together around common problems of practice grounded in the Multilingual Toolkit.
> **Strategy Three:** Align PK-2nd grade assessment, data, and other organizational systems that impact teaching and learning for Multilingual Learners.

c. Please provide a summary of the lead applicant's student demographics and educator demographics Below is a table with basic information about all PK-3 demographics and following is information specific to the 16 elementary schools and 16 CDCs that where we plan to focus our attention. Additional data can be found in the data summary addendum.

Overview of all OUSD schools and Childhood Development Centers (CDCs)

Grade level	Number of students	Percent DLL/ELL	Number of Educators
PreK	772	53%	164
TK	545	37%	32
Kindergarten	2858	39%	135
1st	3072	41%	138
2nd	3036	38%	130

3rd	3037	38%	136

Table 2. DLLs in the **16 focal CDC sites**

NUMBER & PERCENT ELLs/DLLs BY SCHOOL

2021-22 Focal ECE Sites	ELL/DLL	Total	Percent
ACORN Woodland CDC	31	43	72%
Allendale State PreK	2	3	67%
Arroyo Viejo CDC	13	22	59%
Bella Vista CDC	32	53	60%
Bridges Academy @ Melrose	11	17	65%
Centro Infantil De La Raza CDC	12	20	60%
Cox CDC (@ REACH)	8	16	50%
Garfield State PreK	16	20	80%
Highland CDC	15	26	58%
Jefferson CDC	16	27	59%
Lockwood State PreK (@ CUES)	6	8	75%
Manzanita CDC	21	31	68%
Stonehurst CDC	38	54	70%
Yuk Yau CDC	44	47	94%
TOTAL	**265**	**387**	**68%**

Table 3. ELLs in the **16 project focal OUSD schools**

NUMBER & PERCENT ELLs/DLLs BY SCHOOL

2020-21 Enrollment	ELL/DLL	Total	Percent
ACORN Woodland Elementary	235	277	85%
Bridges Academy	398	432	92%
Community United Elementary	260	295	88%
East Oakland PRIDE Elementary	232	327	71%
EnCompass Academy	216	338	64%
Esperanza Elementary	343	377	91%
Futures Elementary	168	314	54%
Global Family School	423	453	93%
Greenleaf Elementary	388	465	83%
International Community	261	276	95%
Manzanita Community	215	388	55%
Manzanita SEED Elementary	259	445	58%
Markham Elementary	189	283	67%
Melrose Leadership Academy	244	455	54%
New Highland Academy	264	329	80%
RISE Community	131	213	62%
Think College Now	215	296	73%
TOTAL	**4,441**	**5,963**	**74%**

d. Audience and Outreach: Which specific California regions will be most impacted by your project? Who is served by the project? How will your project reach educators serving MLs?

Our audience are the educators primarily serving young MLs in Oakland Unified at the sites listed on Tables 2 and 3 above: PK-2 teachers, teacher coaches and school principals. Our project engages these educators directly through professional development, communities of practice, and classroom observations and feedback. Additionally, we seek to improve and align PK-elementary systems in the areas of data reporting, assessment practices, and PD structures that will have an eventual impact on our educators across all schools in Oakland.

3. Please address the following questions:
a. Are you applying independently or with a technical assistant provider partner? Independently
b. If selected, would you like for the Collaborative to match you with a technical assistance provider? No
c. If yes, describe what type of expertise you'd need in a TA partner. N/A
d. Do you have an existing rubric, survey, or tool that you would like to use to track progress of practices outlined in the Multilingual Learning Toolkit and overall change in educator practice? *Yes*

e. If yes, please indicate which rubric, survey or tool your organization currently uses?

We use an OUSD-developed process called the ELL Review and accompanying tools. The ELL Review is grounded in the research-based Essential Practices for ELL Achievement which reflects ELLMA's theory of change to ensure English Language Learners thrive during their years in Oakland schools and ultimately graduate college, career and community ready. The ELL Review process

identifies focal indicators aligned to each of the Essential Practices and establishes data collection tools to measure evidence and growth. At the heart of the ELL Review is a classroom observation tool, however there are other tools that can be deployed to provide a fuller picture of a school's strengths and needs in serving ELLs, including interview and focus group questions, and artifact analysis.   An opportunity if awarded this grant would be to expand the Essential Practices to include preschool classrooms and to adapt the data collection tools to the preschool context to begin a stronger preschool-3 alignment. The OUSD tools and processes are highlighted in the CDE publication Chapter 7 of [Improving Education for Multilingual and English Learner Students](). For more information on the Essential Practices, see p. 437 of the publication and for information on the ELL Review process, see p. 426.

f. If no, would you want a rubric, survey, or tool provided that you could modify to meet your organization's needs?
We would like to view the available rubrics to inform further iteration of our local tools, particularly as it relates to the preschool context.

Narrative

1a. Vision and Purpose for Professional Learning: Our vision is to create a high-quality, coherent, and equity-centered professional learning system to support our educators to develop the pedagogical content knowledge, mindsets, and skills necessary to leverage the rich assets of our students and families in service of our Multilinguals (ML) students' language and literacy learning. Over recent years, we have built a strong foundation of asset-based language and literacy practices in both our ECE classrooms and our TK-3 classrooms, however this work has happened in isolation and with uneven and inadequate impact. We seek opportunities to build and strengthen alignment between ECE and elementary teacher practice and to increase the consistency and quality of implementation of practices that ensure our ML students are entering kindergarten with a strong foundation in their home language and reading within the biliteracy zone, as described by Kathy Escamilla, by 3rd grade. We aim to build a professional learning system that fosters collective responsibility for our Multilingual Learners, disrupts deficit-based approaches, empowers teachers to develop through a balance of input and inquiry, and prepares leaders to hold high expectations for quality multilingual learning while creating the conditions for sustained, nurturing, and results-based professional learning.

The Multilingual Learning Toolkit provides guidance and resources that will enable us to deepen our current work. Of specific interest to us are the evidence-based strategies on engaging families as active partners and supporting the multilingual oral and literacy development of our students. The toolkit is particularly helpful in identifying and bridging strategies that are developmentally appropriate for the pre-school and early elementary contexts, and in identifying strategies that take an asset-based approach across all language programming contexts. We plan to use the evolving toolkit as we adapt and expand our own tools and frameworks to more explicitly describe our expectations for high quality instruction for MLs and to implement the strategies across our classrooms.

1b. Community of Practice's support of vision and goals: A Community of Practice will be a critical opportunity for us to learn from others who share both similar goals and challenges in working toward those goals. Our project includes areas where there is little research in the field to draw upon or there is conflicting guidance (e.g. what does the science of reading mean in the bilingual context?) or where we have struggled to see expected student outcomes, even when we are implementing best practices. We hope that the community of practice expands our access to the research on evidence-based practice, experts in the field, and peer LEAs that are finding success in implementing asset-based language practices, fostering collective responsibility across the system, and accelerating outcomes for our MLs.

2a. Project Leads: The project leads are Nicole Knight, Executive Director of English Language Learner & Multilingual Achievement and Christie Herrera, Executive Director of Early Learning.

2b. Organizational overviews
The OUSD Mission: Oakland Unified School District (OUSD) will build a Full Service Community District focused on high academic achievement while serving the whole child, eliminating inequity, and providing each child with excellent teachers, every day.
 The OUSD Vision: All OUSD students will find joy in their academic experience while graduating with the skills to ensure they are caring, competent, fully-informed, critical thinkers who are prepared for college, career, and community success.

English Language Learner and Multilingual Achievement (ELLMA)
ELLMA, led by Executive Director Nicole Knight, was established in 2013 in order to engage, support, and hold accountable all schools and central office departments in ensuring OUSD's multilingual learners are receiving an excellent and equity-based education. Our improvement efforts and progress to date are described and documented in the first two Roadmaps to ELL Achievement, our 3-year strategic plans to improve services and instruction for ELLs. (The 3rd Roadmap for the years 2021-24 will be published in the next month) and can be found on our website at ousd.org/ellma/goals. Our improvement efforts are guided by three core beliefs:
- English Language Learners can achieve at high levels with the right supports.
- The language and cultural resources that students bring are tremendous assets to their learning and that of the community.
- All educators are responsible for the language development of ELLs.

Early Childhood Education Department
Oakland Unified School District's Early Childhood Education (ECE) department mission under the leadership of Dr. Christie Herrera, Executive Director is to build a solid foundation of success for all children and their families. We believe early childhood education is a catalyst to high student achievement. Our promise is to prove kindergarten readiness will be accomplished through instruction,

assessment and curriculum that is developmentally, culturally, linguistically appropriate. Our goal is to serve the families of Oakland's youngest children as they prepare for school success. Our ECE program strives to build relationships between families, schools and the broader Oakland community. Find additional information about the ECE department, our major programs and target initiatives, in the appendix.

2c. Who are the individuals contributing to this project?

Team member and title	Proposed role
Nicole Knight, Executive Director, English Language Learner & Multilingual Achievement (ELLMA), member of OUSD Central Leadership Team (i.e., cabinet) Christie Herrera, Executive Director, Early Childhood, member of OUSD Central Leadership Team (i.e., cabinet)	Project Co-Directors: ● Hold the vision and direction for the project. ● Bring learning and implications of project to OUSD Central Leadership Team (i.e., cabinet) and ensure integration of multilingual work into district-wide vision and strategic work. ● Ensure completion of project milestones and activities.
Keith Welch, Research Associate, Early Childhood	● Support with evaluation and data tracking for continuous improvement ● Support with aligning PK-2nd grade assessment and data systems
LaWanda Wesley, Director of Quality Enhancement & Professional Development, Early Childhood	Lead professional development for PK teachers, integrating focal practices from the multilingual toolkit
Maria Sujo, Program Manager of Kinder Readiness, Early Childhood Education	● Lead PD for teachers and leaders on family & community engagement ● Integrate focal practices from toolkit into KTTL (Kinder Transition Teacher Leader) structure
Abel Guzman, Spanish Language Specialist, ELLMA New hire, DLL Specialist, ELLMA Lubia Sanchez, Dual Language Teacher on Special Assignment, Global Elementary School	● Support alignment of PD outcomes and content across grades PK-2 ● In collaboration with Early Childhood Education team, provide professional development and coaching support on focal strategies from the multilingual toolkit to PK-2 grade teachers
Priya Jagannathan, Director, Oakland Starting Smart and Strong Trisha Barua, Policy Analyst, Oakland Starting Smart and Strong	● Facilitate collaboration with community partners, including Head Start and other early childhood education programs, family child care providers, family resource centers, and parent advocacy organizations. ● Support sharing of data and alignment of practices across settings.

2d. Subgrants

If awarded this grant, we would seek to expand our contract with a GLAD professional development provider (we currently work with BeGLAD) to increase our certification of early elementary educators and to include for the first time our Pre-K educators (GLAD is our identified foundational PD for all elementary teachers of MLs). Additionally, we would explore opportunities to attend conferences or contract with an expert in biliteracy foundations, such as Kathy Escamilla or a colleague from Literacy Squared for both professional development opportunity and consultation. Finally, we may explore a partnership with Mills College's Lead by Learning, a well established and respected program that offers an inquiry-based process for leading adult learning and transforming practice.

We will build on an existing partnership with Oakland Starting Smart and Strong (OSSS), an early childhood collaborative that works towards building equitable and aligned early childhood systems in Oakland. OSSS partners include OUSD, parent advocacy groups, city and county government, non-profits, funders, and child care professionals. OSSS can connect OUSD's multilingual, early childhood initiatives to parallel projects housed in the Alameda County Office of Education's Early Care and Education, as well as other partners like Head Start. OSSS can help bridge data collection, assessment, curriculum development, and educator PD across the range of early childhood systems partners in Oakland. As this is an existing partnership, there is no need for a subcontract.

Objectives:
3a. Please explain how your project will address one, or more, of these objectives.

The proposed project will address all three stated objectives of the Collaborative.

Collaborative Objective 1, Integration of the Multilingual Learning Toolkit: The project centers on the nexus of practices named in the multilingual learning toolkit and OUSD's named goals and efforts. Specifically, we will focus on the following instructional practices of the multilingual toolkit:

Instructional strategy from Multilingual Toolkit	OUSD project's focal multilingual practices
Instructional strategy #1: How can I welcome and engage families of Multilingual Learners as active partners in their child's learning?	(a) Leveraging families as partners
Instructional strategy #4: How can I support my Multilingual Learners' oral language development? ● Provide language-rich environment to support each language. (Evidence-based strategies A-D) ● Provide explicit vocabulary instruction in each language (Evidence-based strategies E-H)	b) Fostering oral language development in both home languages and English
5. How can I support my Multilingual Learners' literacy development? ● Build foundational reading skills in each language. (Evidence-based strategies A-C)	(c) Building foundational biliteracy skills
7. What can I do to encourage home language development if I don't speak the home language of all the Multilingual Learners in the classroom? (Evidence-based strategies A-E)	(a) Leveraging families as partners (b) Fostering oral language development in both home languages and English
10. What do I need to consider when assessing Multilingual Learners? ● Asset-based assessment practices (Evidence-based strategies B-E)	(b) Fostering oral language development in both home languages and English (c) Building foundational biliteracy skills

Collaborative Objective 2, Systems adaptations to improve support of ML educators: At the heart of our proposed project are alignment efforts between the Early Childhood Education and ELLMA departments. As a result of this grant, we hope to have established structures, practices, and systems that become part of our ongoing efforts. This includes a shared instructional framework, a vertically articulated professional development system, and aligned asset-based data and assessment systems. Ultimately, the project will lead to alignment across additional departments including our literacy and data and assessment teams.

Collaborative Objective 3, Funding sources: The grant will provide important funding to seed this work; however, we are already making headway in securing additional funding in support of PK-3rd grade multilingual learners including a new position that will provide coaching and PD to TK and K teachers on language and literacy practices for MLs. Further, we will use the grant period to identify areas of success or promise to propose as an ongoing workstream. Nicole Knight and Dr. Christie Herrera are both members of senior leadership and, as such, participate in annual cycles of budget prioritization and development.

3b. Strategic Objectives and anticipated outcomes We propose three principle strategic objectives to improve the educational experience and outcomes for our Multilingual Learners as described in the table below.

Strategic Objectives	Anticipated Outcomes
1.Improve and align PD structures across Early Childhood and Early Elementary grades by embedding common instructional strategies grounded in the Multilingual Toolkit in existing professional learning spaces. 2. Provide invitational inquiry-based	**Educator Outcomes:** ● Teachers leverage the home languages, cultures and experiences of multilingual learners through translanguaging, culturally affirming practices, and family engagement. ● Teachers use shared strategies (e.g. GLAD, POLL) to model, practice, and apply new language in English and students' home languages in developmentally appropriate ways. ● Bilingual teachers adopt a holistic approach to teaching biliteracy by utilizing holistic assessment approaches and leveraging cross-language instructional opportunities. ● Leaders create conditions for teacher growth including space and support for PD and

professional learning communities that bring PK-2nd grade teachers and leaders together around common problems of practice grounded in the Multilingual Toolkit.	cross-grade PLCs to foster shared practices, build vertical alignment and facilitate collaboration. ● Leaders build and deepen understanding of language development and asset-based practices as described in the multilingual toolkit. As measured by: classroom observations, artifact analysis surveys, and focus groups using the ELL Review tools. **Organizational Outcomes:** Shared Professional development goals and structures that bring together PK-2 grade teachers around common problems of practice, as evidenced in departmental strategic workplans, completed PD cycles, and school site PLC plans.
3.Align PK-2nd grade assessment, data, and other organizational systems that impact teaching and learning for Multilingual Learners.	**Organizational Outcomes:** Aligned goals, plans and systems in support of multilingual learners across PK-3 including: ● Data systems that link PK to elementary ● Refined assessment practices informed by the research on ML language and literacy development ● ELLMA continuous improvement tools (e.g. ELL Review tools, classroom observations, leadership self-assessments) amplified to include the PK and TK contexts.

3c. Longer-term desired student outcomes

Student Outcomes	Measures
Multilingual Learners (MLs) meeting their biliteracy reading goals by 3rd grade	Increase the percentage of DLLs in preschool receiving an "Integrating Earlier" rating on the Language and Literacy developmental domain of the Desired Results Developmental Profile (DRDP) by 2 percentage points each year, using 2021-22 as the baseline.[1]
	Increase the percentage of TK-2nd grade students meeting their biliteracy reading goals[2] in the i-Ready literacy assessment by 2 percentage points each year, using 2021-22 as the baseline.
MLs are reaching English-language fluency	Increase overall English Language Learner (ELL) and Long Term English Learner (LTEL) reclassification rates[3] by 2 percentage points per year, using 2021-22 as the baseline.
MLs enrolled in bilingual programming meeting benchmarks	Increase the percentage of students enrolled in OUSD TK-5 bilingual program who earn a Biliteracy Pathway Award by 2 percentage points each year.[4]

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[1] The DRDP is an observational assessment completed by Early Childhood educators twice per year. To address the impact of first and second language development across domains, the DRDP asks teachers to consider the capabilities that children demonstrate in the home language as well as English.

[2] As measured by The Benchmarks for Emerging Biliterates 2021-2022

[3] Reclassification is achieved for elementary students when they meet the following criteria: 4 overall on ELPAC, meet or exceed grade level reading goal, 3 or higher in ELA on standards-based report card OR Teacher appeal to override low grade, and consultation with parents. OUSD reclassification overview

[4] The Biliteracy Pathway Award is earned by: Meeting targets on Literacy assessments during the winter administration, meeting targets on ELPAC and/or AVANT language assessments, and completing a grade specific writing task that is scored by his/her teacher.

4. Project Timeline:

For the abbreviated timeline, see below. For a more detailed timeline, see appendix B.

Months	Activities	Key Milestones and /or Outputs
Academic Year 2021-22		
Oct - Dec.	• Convene project team • Finalize Year 1 PD content goals based on focal strategies from multilingual toolkit	• Established implementation team. • Final plan for professional development content and recruitment strategy for Year 1 of project
Jan. - March	• Begin PD activities • Pilot amplified ELL Review tool • Small team pilots POLL training	• Initial ELL Review data collected and analyzed • Identification of foundational training for PK teachers: POLL and/or GLAD • First phase alignment of data dashboards complete
April -June	• Continue embedded PD activities and invitational PK-2 communities of practice • Summer GLAD training institute to include PK teachers and/or offer POLL • ELL Reviews	• Completion of PDs with evidence of integration of focal practices from multilingual toolkit • GLAD/ POLL training completed for at least 80 PK-2nd grade teachers • Teacher participants of PK-2 CoPs share learnings
Academic year 2022-23		
July. - Sept.	• Project team reconvenes for Year 2 planning and additional shared learning • Begin recruitment for Year 2	• Evaluation of year one PD and overall reflection on project • Detailed Project Plan for Year 2
Oct- March.	• PD activities and communities of practice Conduct classroom walkthroughs/ ELL Reviews	• All PDs provided by ELLMA and ECE include the multilingual toolkit focal strategies
April - June	• Continue embedded PD activities and invitational PK-2 communities of practice • Expand summer GLAD training institute to include PK teachers and/or offer POLL • Conduct final ELL Reviews	• Successful completion of 2-3 strands of community of practice • Guidance and aligned systems in place for holistic and asset-based assessments of multilingual students. • Participants of PK-2 communities of practice share learnings with stakeholders, including families.
July - Sept.	• Project team reconvenes for Year 2 planning and additional shared learning	• Evaluation of year two PD and overall reflection on project • Identification of additional systems-alignment issues that need to be addressed including but not limited to assessments and data collection and reporting

Use of grant funds and sustainability

6a. How would these grant funds help you get started on implementing your vision at the beginning of the 2021-22 school year?

Securing the grant funds will accelerate the planning work and collaboration of the ELLMA-Early Childhood team which began last year, by providing us committed funding and clear project goals and milestones with the support of the Collaborative's Community of Practice. Specifically, in the beginning of the school year, the funds will be used to engage the project team in shared learning and to do a needs assessment at our highest ML-count sites in order to refine our PD goals and content.

6b. How would your organization propose using grant funds from the Emerging Bilingual Collaborative? See attached grant budget.

6c. Are there any other major revenue sources that align with this project?
Additional funding sources that we anticipate leveraging to advance this project and complement the grant funds include Title III and OSSS funds for language development PD such as GLAD and ESSERS to fund the new DLL coaching position who will play a key role in this work. Additionally, we are dedicating significant in-kind staff time to this project to enable the grant funds to focus on the professional development opportunities and compensation for teachers.

6d. How might this project be sustained upon completion of funding from the Collaborative?
The practices will be adopted as the foundational language and literacy training PK-2 teachers receive. We intend to identify the successful and promising practices and include them in the district-wide Instructional Focus Plans. Finally, we intend to use this opportunity for deep collaboration across two departments to inform respective future and ongoing workplans to ensure shared and vertically aligned student, teacher, and organizational goals.

6e. If needed, what support might help you to effectively braid funds and/or plan for sustainability?
It would be helpful to learn about state initiatives and other grant opportunities that we might not be aware of. For example, we were not aware of the First 5 California Dual Language Learner Pilot and other work of Early Edge specific to MLs.

7. Addressing Risks and/or Challenges
One challenge is the many competing priorities and demands on teachers in OUSD. For example, PK and elementary teachers are managing the learning curve of implementing a newly adopted curriculum. We have addressed this in the project by focusing on embedding the focal instructional strategies into existing PD/PLC. Professional learning beyond this will be invitational and compensated so teachers can opt-in if they are interested and able to make the commitment. Another challenge is the current assessment systems are still predominantly monolingual-centric, which reflects the values and mindsets of our broader institutions. This leads to dissonance and hesitancy to fully embrace a linguistically sustaining approach. We will address this through emphasizing the research behind multilingual learning, including a focus on mindset and adopting an asset-based approach. For language neutral assessments such as the DRDP, we will include guidance and training on how to implement and analyze data from a holistic bilingual approach. This is an area we will turn to the Collaborative for support with resources, activities, and broader advocacy. Finally, we can't ignore that we are still deep in the pandemic and we do not know what is to come. If we return to a hybrid or distance learning setting, we would continue the grant activities but expect to adjust our goals or timeline. However, we now know how to effectively hold positive adult learning spaces on-line in ways we did not pre-pandemic. We also can adapt to rapidly shifting contexts and will do the same should the pandemic force quarantine periods.

APPENDIX

A. Statement of Need:
The Oakland Unified School District (OUSD) serves over 36,000 students. Close to 1 in 3 of these students is a designated English Language Learner (ELL), and half speak a language other than English at home. Since 2014, OUSD has seen a dramatic increase in newly arrived immigrants, many of whom are children of migrant families seeking asylum from Central America, or refugees from Yemen, Somalia, Burma, and other areas of the world torn by violence. In 2011-12 only 530 TK-2nd grade students were newcomers. That number increased to 1,004 in 2020-21. The fastest growing population in Oakland is from the Guatemalan highlands where access to schooling is extremely limited and where the primary language is Mam, a dialect of the Mayan language. For example, in 2015 only 51 TK-2nd grade students spoke Mam and by 2020-21 that number had increased to 295. Additionally, we continue to serve a large number of students who entered our schools in PK or Kindergarten as language learners and persist in this classification until reaching Long-term ELL status. These LTELs are among our students at highest risk of dropping out and plateauing at unacceptably low literacy levels, leaving them ill-prepared for college and career. It is a critical and urgent imperative that we interrupt this predictability of this data.   We know that these disparities are rooted in institutional racism and poverty affecting students long before they reach our school doors. The Early Development Instruction (EDI), a Kindergarten readiness indicator measuring various domains including Language and Cognition, highlights these gaps. 2020 data found that only 50% of our Dual Language Learners were considered "on track" compared to 75% of English-Only students. Among Dual Language Learners, we found that Arabic, Mam, and Spanish speakers were in the most need of additional support, as shown in the figure below.
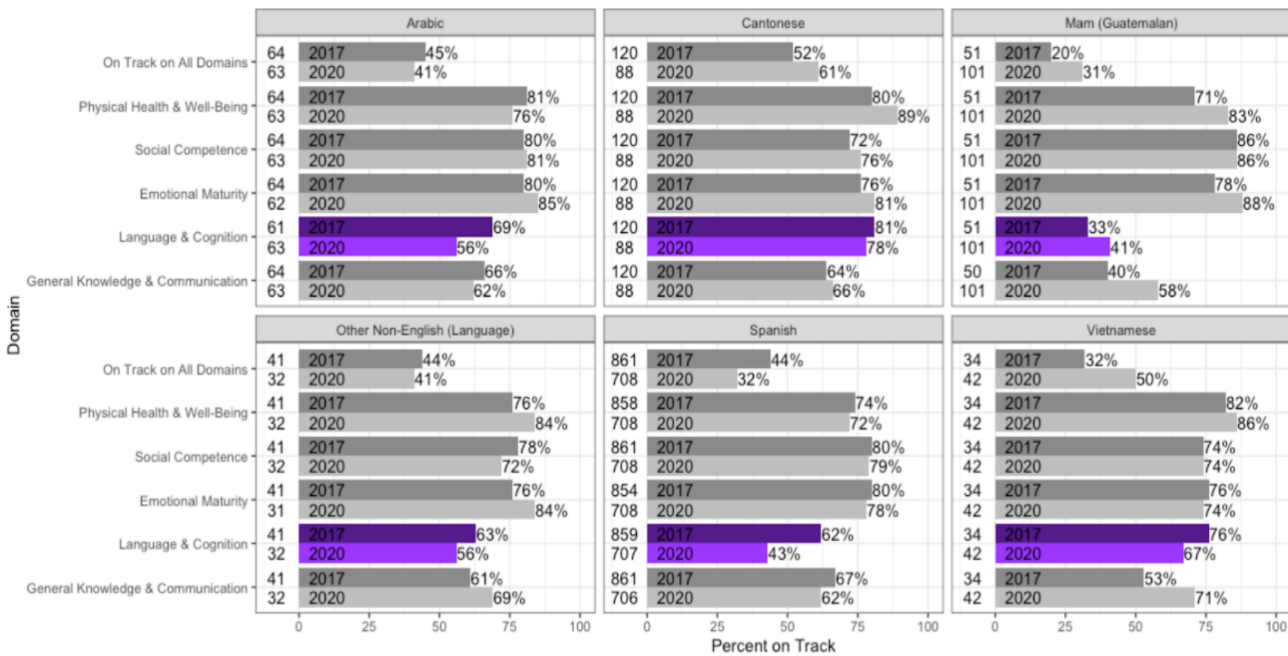
We celebrate and embrace the linguistic and cultural assets of our diverse community. At the same time, despite focused and nationally recognized efforts in Oakland to provide quality services to our multilingual learners, we have not adequately provided an instructional program that is responsive to our ELLs, leading to persistent opportunity and achievement gaps. We know to address these challenges requires significant shifts at the systems levels in order to meet the unique needs of and build upon the strengths of our multilingual learners to support their academic success.

B. Detailed Project Timeline

Months	Activities	Key Milestones and /or Outputs
Academic Year 2021-22		
Oct - Dec.	- Convene project team - Engage project team in shared learning around multilingual toolkit - Finalize Year 1 PD content goals based on focal strategies from multilingual toolkit - Engage leaders and teachers of focal sites to inform ongoing planning	- Established implementation team. - Final plan for professional development content and recruitment strategy for Year 1 of project - First phase alignment of kinder readiness assessments - Inclusion of draft PK, TK appropriate indicators in the ELL Review tool. - Needs assessment for data collection and reporting
Jan. - March	- Begin embedded PD activities - Send applications for communities of practice to educators at focal schools - Begin at least one invitational community of practice for PK-2 teachers - Pilot amplified ELL Review tool in classrooms of participating teachers (classroom observation and interview), with participation of site leadership - Small team pilots POLL training	- Existing PD structures include goals and content from multilingual toolkit focal practices. - Initial ELL Review data collected to establish baseline of teacher practice among participating teachers - Identification of foundational training for PK teachers: POLL and/or GLAD - First phase alignment of data dashboards complete (e.g., Include PK and TK in OUSD enrollment, ELL progress monitoring dashboards)
April -June	- Continue embedded PD activities and invitational PK-2 communities of practice - Expand summer GLAD training institute to include PK teachers and/or offer POLL - Conduct additional classroom walkthroughs or ELL Reviews, with participation of site leadership	- Completion of PDs with evidence of integration of focal practices from multilingual toolkit - GLAD/ POLL training completed for at least 80 PK-2nd grade teachers - Teacher participants of PK-2 communities of practice share learnings with stakeholders, including families.
Academic year 2022-23		
July. - Sept.	- Review data from year 1 PDs - Project team reconvenes for Year 2 planning and additional shared learning - Begin recruitment for Year 2	- Evaluation of year one PD and overall reflection on project - Detailed Project Plan for Year 2 - Second phase alignment of kinder readiness assessments, including increased use of home language assessments - Second phase PK-elementary alignment of data dashboards, including data beyond demographic information
Oct- March.	- Embedded PD activities - Launch new PK-2 communities of practice - Begin a leadership community of practice for principals and coaches - Conduct classroom walkthroughs/ ELL Reviews	All PDs provided by ELLMA and ECE include the multilingual toolkit focal strategies.

April - June	• Continue embedded PD activities and invitational PK-2 communities of practice • Expand summer GLAD training institute to include PK teachers and/or offer POLL • Conduct final classroom walkthroughs /ELL Reviews	• Successful completion of 2-3 strands of community of practice provided to allow for differentiated contexts (e.g. SEI and bilingual programming) • Guidance and aligned systems in place for holistic and asset-based assessments of multilingual students. • Participants of PK-2 communities of practice share learnings with stakeholders, including families.
July - Sept.	• Review data from year 2 PDs • Project team reconvenes for Year 2 planning and additional shared learning • Begin recruitment for Year 2	• Evaluation of year two PD and overall reflection on project • Identification of additional systems-alignment issues that need to be addressed including but not limited to assessments and data collection and reporting

C. Additional informational about the sponsoring OUSD Departments
English Language Learner and Multilingual Achievement (ELLMA)
ELLMA, led by Executive Director Nicole Knight, was established in 2013 by then Deputy Superintendent, Maria Santos, in order to engage, support, and hold accountable all schools and central office departments in ensuring OUSD's multilingual learners are receiving an excellent and equity-based education. Our improvement efforts are described and documented in the first two Roadmaps to ELL Achievement, our 3-year strategic plans to improve services and instruction for ELLs. (The 3rd Roadmap for the years 2021-24 will be published in the next month) and can be found on our website at ousd.org/ellma/goals. Our improvement efforts are guided by three core beliefs:

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

Specifically in the area of multilingual programs, we have established the goal that: "OUSD has a PK-12 grade multilingual pathway, ensuring every child in OUSD has the opportunity to become biliterate and bilingual." Under the guidance and leadership of ELLMA, we have made major improvements in the programs and services for multilingual learners, including:

- establishment of 8 dual language schools, including 2 TK-8 schools, and the first stand-alone dual language middle school
- aligned policies and systems including a dual language enrollment policy, adopted bilingual assessments and curricula, robust data dashboards that track biliteracy development, inclusion of bilingual milestones within district-wide goals and progress-monitoring tools, and the Seal of Biliteracy and Biliteracy Pathways recognition programs
- high quality foundational and sustaining professional learning pathways for teachers and leaders of multilingual students at various levels of development and need
- development and implementation of an instructional framework for ELLs and MLs grounded in research-based practices
- nationally recognized programming for newcomer students across all grade levels.

Early Childhood Education Department

Oakland Unified School District's Early Childhood Education (ECE) department mission under the leadership of Dr. Christie Herrera, Executive Director is to build a solid foundation of success for all children and their families. We believe early childhood education is a catalyst to high student achievement. Our promise is to prove kindergarten readiness will be accomplished through instruction, assessment and curriculum that is developmentally, culturally, linguistically appropriate. Our goal is to serve the families of Oakland's youngest children as they prepare for school success. Our ECE program strives to build relationships between families, schools and the broader Oakland community.
Major programs, target initiatives and activities include but is not limited to the following:

- The Early Development Instrument dashboard to provide a snapshot of OUSD's children health, development and school readiness
- All 28 early learning sites received 4 and 5 star tier quality rating during the 2021-2022 school year listed on First 5 Alameda

Quality Counts [website](#)
- Early Literacy Kings initiative to increase Transitional Kindergarten language and literacy skills for young boys of color through the support of paired mentors
- Inclusive Early Education Expansion Program (IEEEP) is a 24-month initiative funded by the California Department of Education, Early Learning Division to increase inclusive practices in general education preschool classrooms with a focus on professional development, facilities and adaptive equipment
- Kindergarten Readiness (see below to learn more)

A focus on early learning and kinder readiness:

The early childhood education program recognizes that kindergarten readiness is an integral component of school and community success, especially for children furthest from opportunity and created the Kinder- Transition Teacher Leader Program (KTTL) in 2016. The KTTL program, lead by Maria Sujo, is composed of dyads of PreK, Kinder/TK teachers working together at 28 sites throughout OUSD to create systemic learning conditions that bridge our preschool students into elementary school through family engagement practices and supports and, familiarizing children with the school landscape prior to the start of kindergarten. The KTTL program provides teachers with structure and a cross-grade framework rooted in culturally relevant connections to support children and families transition from preschool to elementary school. A detailed scope of our kindergarten transition practices, programs and achievements can be found on our website ousd.org/kinder-readiness.

KTTL Program goals:
- Support Pre-K transition to elementary school by helping children familiarize with classroom environment, activities and routines
- Inform school community of the value of transition practices & collaboration between Prek-K/TK teachers
- Support preschool families in connecting to elementary school, learn what to expect in K/TK and support their child's transition

OUSD DATA SHEET
PK-ELEMENTARY MULTI-LINGUAL LEARNERS

PROJECT FOCAL SCHOOLS
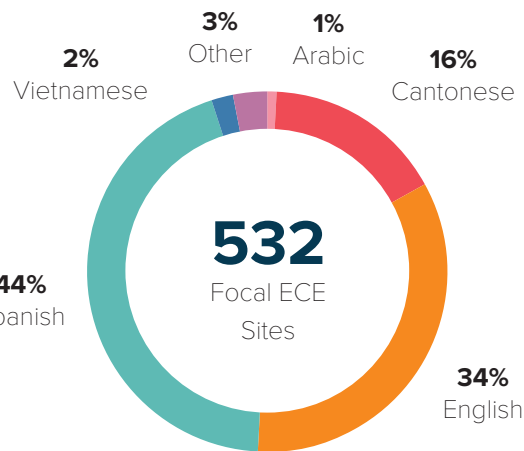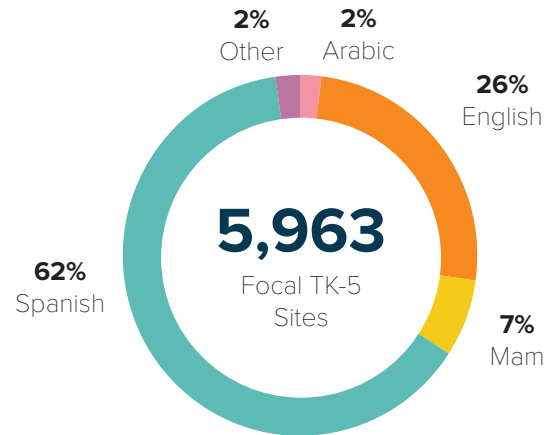
NUMBER & PERCENT ELLs/DLLs BY SCHOOL

2020-21 Focal TK-5 Sites	ELL/DLL	Total	Percent
ACORN Woodland Elementary	235	277	**85%**
Bridges Academy	398	432	**92%**
Community United Elementary	260	295	**88%**
East Oakland PRIDE Elementary	232	327	**71%**
EnCompass Academy	216	338	**64%**
Esperanza Elementary	343	377	**91%**
Futures Elementary	168	314	**54%**
Global Family School	423	453	**93%**
Greenleaf Elementary	388	465	**83%**
International Community	261	276	**95%**
Manzanita Community	215	388	**55%**
Manzanita SEED Elementary	259	445	**58%**
Markham Elementary	189	283	**67%**
Melrose Leadership Academy	244	455	**54%**
New Highland Academy	264	329	**80%**
RISE Community	131	213	**62%**
Think College Now	215	296	**73%**
TOTAL	**4,441**	**5,963**	**74%**

2021-22 Focal ECE Sites	ELL/DLL	Total	Percent
ACORN Woodland CDC	33	45	**73%**
Allendale State PreK	2	3	**67%**
Bella Vista CDC	41	76	**54%**
Bridges Academy @ Melrose	11	17	**65%**
Centro Infantil De La Raza CDC	17	33	**52%**
Cox CDC (@ REACH)	8	16	**50%**
Garfield State PreK	17	21	**81%**
Highland CDC	27	48	**56%**
International CDC	26	47	**55%**
Jefferson CDC	20	34	**59%**
Lockwood State PreK (@ CUES)	6	8	**75%**
Manzanita CDC	29	43	**67%**
Stonehurst CDC	54	76	**71%**
Yuk Yau CDC	58	65	**89%**
TOTAL	**339**	**532**	**64%**

PERCENT HOME LANGUAGE

Focal TK-5 data is from end-of-year 2020-21 enrollment & Focal ECE data from 2021-22 enrollment.

5,963
Focal TK-5 Sites

- 2% Other
- 2% Arabic
- 26% English
- 7% Mam
- 62% Spanish

532
Focal ECE Sites

- 2% Vietnamese
- 3% Other
- 1% Arabic
- 16% Cantonese
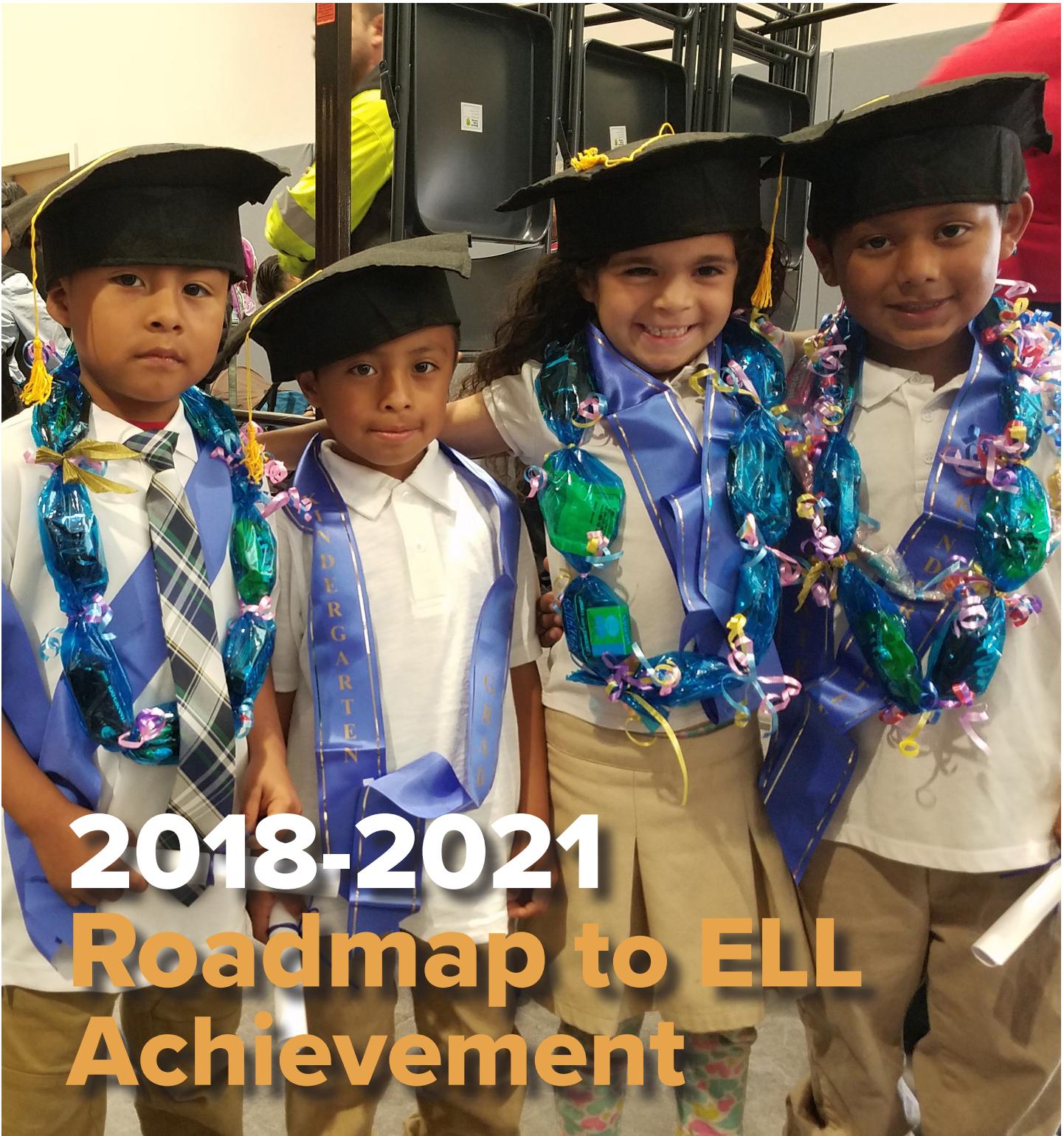- 34% English
- 44% Spanish

ADDITIONAL FINDINGS

70 out of the 77 ECE classrooms have at least 2 languages spoken by students and 34 out of 77 classrooms have at least 3 languages spoken.

In 42 out of 77 ECE classrooms at least 50% of students in the class speak a language other than English.

ELLMA

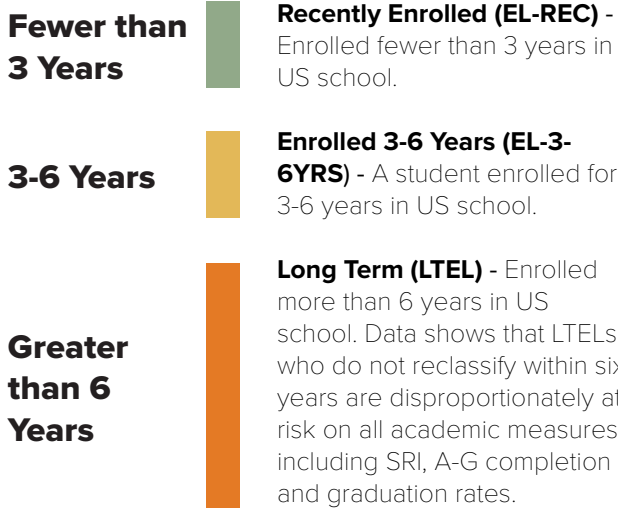# 2018-2021 Roadmap to ELL Achievement

Oakland Unified School District

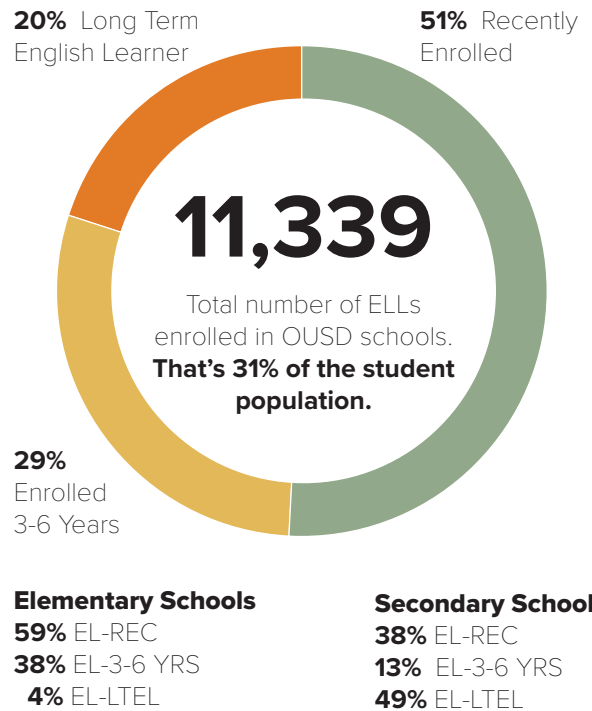**English Language Learner & Multilingual Achievement**

Executive Summary

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

EVERY STUDENT THRIVES!

ELLMA

ROADMAP
TO ELL ACHIEVEMENT
2017-18 END-OF-YEAR

Fewer than 3 Years | **Recently Enrolled (EL-REC) -** Enrolled fewer than 3 years in US school.

3-6 Years | **Enrolled 3-6 Years (EL-3-6YRS)** - A student enrolled for 3-6 years in US school.

Greater than 6 Years | **Long Term (LTEL) -** Enrolled more than 6 years in US school. Data shows that LTELs who do not reclassify within six years are disproportionately at risk on all academic measures including SRI, A-G completion and graduation rates.

● ELLS MAKE UP A THIRD OF OUSD'S STUDENT POPULATION.

20% Long Term English Learner

51% Recently Enrolled

11,339
Total number of ELLs enrolled in OUSD schools.
That's 31% of the student population.

29% Enrolled 3-6 Years

Elementary Schools
59% EL-REC
38% EL-3-6 YRS
4% EL-LTEL

Secondary Schools
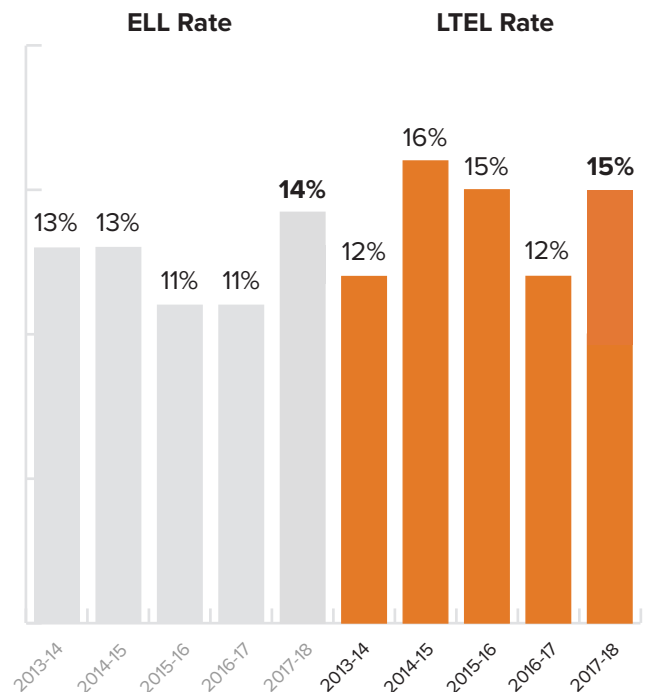**38%** EL-REC
13% EL-3-6 YRS
49% EL-LTEL

● OUR FOUR PRIORITIES ARE:

1 Advance Quality Instruction

2 Meet the Needs of the Whole Child

3 Expand & Enhance Robust Language Programs

4 Align Policies & Practices Across Central Office Departments

Data Source: Demographic data in this report is based on a 2017-18 end-of-year student list.

Reclassification rates use the total number of ELLs that were actively enrolled and attended the same school from both the first Wednesday of October (Census Day) and the last day of school.

● RECLASSIFICATION INCREASES THIS YEAR.

ELL Rate | LTEL Rate

13% 13% 11% 11% **14%** 12% 16% 15% 12% **15%**

2013-14 2014-15 2015-16 2016-17 2017-18 2013-14 2014-15 2015-16 2016-17 2017-18

● TOP 10 BIRTH COUNTRIES OF STUDENTS WITH A HOME LANGUAGE THAT IS NOT ENGLISH.

13,487 THE UNITED STATES OF AMERICA

781 MEXICO

1,490 GUATEMALA

217 HONDURAS

682 EL SALVADOR

112 AFGHANISTAN

444 YEMEN

495 CHINA

96 PHILIPPINES

270 VIETNAM

109
Total number of countries represented by students with a home language that is not English

54
Total number of non-English languages spoken in Oakland Unified School District

● TOP 10 HOME LANGUAGES
(Not including English).

12,319	**Spanish**
1,628	Cantonese
928	Arabic
899	Mam (Guatemalan)
847	Vietnamese
245	Khmer (Cambodian)
148	Mien (Yao)
145	Mandarin (Putonghua)
137	Filipino
132	Tongan

● NUMBER OF NEWCOMERS CONTINUES TO RISE.

Newcomers are non-US born students with a home language that is not English and have been here for 3 years or less.

1,380 2013-14
1,661 2014-15
2,203 2015-16
2,733 2016-17
2,864 2017-18
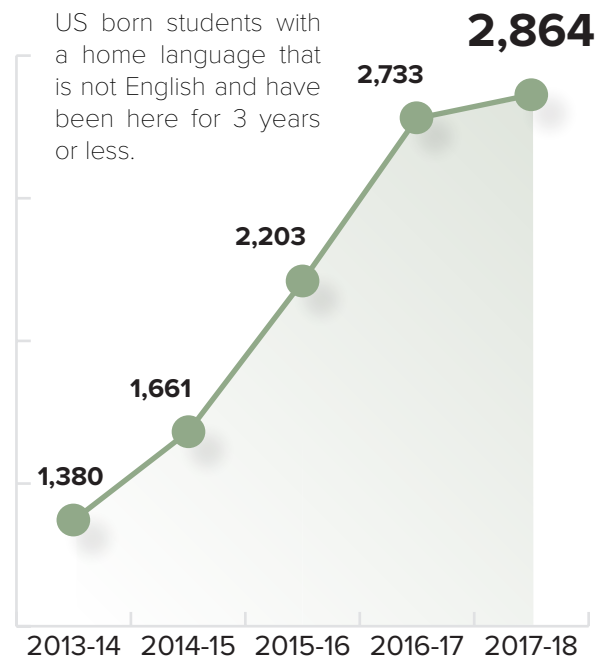
LCAP
GOAL ALIGNMENT

We are guided by our district-wide **Local Control Accountability Plan** which sets forth goals and investments to accelerate the outcomes of ELLs, low-income students and foster youth. Below, you will see how the ELL Roadmap cascades from the six district LCAP goals.

GOAL 1: GRADUATES ARE COLLEGE AND CAREER READY

- Increase percent of ELLs who graduate in four years from 57% to 70%.
- Double the number of Seals of Biliteracy earned from 81 to 160.
- Strengthen newcomer persistence; year to year return rate for newcomers in secondary newcomer programs increases from 84% to 90%.
- Increase percent of ELLs who complete A-G requirements at the time of graduation from 28% to 50%.

GOAL 2: STUDENTS ARE PROFICIENT IN STATE ACADEMIC STANDARDS

- Move from Red to Yellow on California Dashboard in ELA for ELL subgroup.
- Move from Orange to Green on California Dashboard in Math for ELL subgroup.

GOAL 3: STUDENTS ARE READING AT OR ABOVE GRADE LEVEL

- Increase percent of ELLs showing one or more years of SRI growth from 45% to 65%.
- Decrease percent of Reclassified Fluent English Proficient (RFEP) students reading multiple years below grade level from 31% to 20%.

GOAL 4: ELLS ARE REACHING LANGUAGE FLUENCY

- Increase overall ELL reclassification rates from 15% to 16% and LTEL reclassification rates from 14% to 20%.
- Increase percent of ELLs make at least one level growth in ELPAC proficiency levels to 50%.

GOAL 5: STUDENTS ARE ENGAGED IN SCHOOL EVERY DAY

- Increase percent of positive responses on the California Healthy Kids Survey (CHKS) indicating school connectedness by students with a home language other than English from 58% to 65%.
- Decrease average chronic absence rate of newcomer students in secondary newcomer programs from 16% to 10%.

GOAL 6: PARENTS & FAMILIES ARE ENGAGED IN SCHOOL ACTIVITIES

- Increase percent of parents who strongly agree or agree that school is welcoming, inclusive, and empowering on CHKS survey from 88% to 95%.
  Statements:
    - This school encourages me to be an active partner with the school in educating my child.
    - This school encourages me to participate in organized parent groups (councils, committees, parent organizations, etc.)
    - My child's background (race, ethnicity, religion, economic status) is valued at this school.

ABOUT ELLMA
OUR HISTORY, GUIDING BELIEFS, THEORY OF ACTION AND PRIORITY AREAS

A BRIEF HISTORY

ELLMA was founded in 2013. 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 are online at www.ousd.org/ellma/goals

OUR 3 GUIDING BELIEFS

● English Language Learners can achieve at high levels with the right supports.

● The language and cultural resources that students bring are tremendous assets to their learning and that of the community.

● All educators are responsible for the language development of ELLs.

OUR THEORY OF ACTION
5 ESSENTIAL PRACTICES

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 students 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.

OUR FOUR PRIORITIES AREAS

1 ADVANCE QUALITY INSTRUCTION

2 MEET THE NEEDS OF THE WHOLE CHILD

3 EXPAND & ENHANCE ROBUST LANGUAGE PROGRAMS

4 ALIGN POLICIES & PRACTICES ACROSS CENTRAL OFFICE DEPARTMENTS

PRIORITY 1
ADVANCE QUALITY INSTRUCTION

INTRODUCTION

Quality instruction for English Language Learners integrates core content and language development to ensure ELLs are progressing towards college, career and community readiness. This reflects a commitment to building the capacity of all teachers and leaders to 1) provide students with quality Integrated and Designated ELD; 2) embed Social and Emotional Learning (SEL) in instruction for ELLs; 3) use data and formative assessment to make adjustments; and 4) provide ELLs with disabilities comprehensive services and instruction.

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

2021 EVIDENCE OF SUCCESS

Elementary teachers at high ELL-count sites (greater than 30% ELLs) who are GLAD Certified from 42% to 80%

SRI growth of ELLs who increase at least one year in reading from 45% to 65%.

Reclassification rate from 15% to 16% for all ELLs and from 14% to 20% for LTELs.

GOAL 1: ELLS RECEIVE QUALITY, STANDARDS ALIGNED INTEGRATED AND DESIGNATED ELD.

All teachers at high ELL-count schools will access foundational professional learning on English Language Development.

High Impact Language and Literacy Practices will be integrated throughout content-area instruction at all school sites.

Site leadership will consistently implement and monitor quality Integrated and Designated ELD for ELLs.

Teachers will have high-quality materials in support of Integrated and Designated ELD.

GOAL 2: DATA AND ASSESSMENT ARE EFFECTIVELY LEVERAGED TO IMPROVE OUTCOMES FOR ELLS.

Educators across the system will effectively analyze ELL data to make informed programmatic and instructional decisions.

An ELL Assessment Framework will be developed and implemented.

GOAL 3: TEACHERS SET THE CONDITIONS FOR LEARNING THAT ALLOW ELLS TO THRIVE IN THE CLASSROOM.

Teachers will integrate Social and Emotional Learning (SEL) into instruction for ELLs.

Teachers will be able to provide effective language instruction to ELLs with an identified learning disability.

PRIORITY 2
MEET THE NEEDS OF THE WHOLE CHILD

INTRODUCTION

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

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.

2021 EVIDENCE OF SUCCESS

Family engagement measured by an average of three statements on the CHKS survey indicating a sense of belonging and engagement. Positive responses increase from 88% to 95% with no lower than 90% for any language group.

School connectedness measured by the California Healthy Kids Survey (CHKS). Positive responses increase from 58% to 65%.

GOAL 1: SCHOOL IS AN INCLUSIVE, SAFE AND WELCOMING PLACE FOR ALL ELLS AND IMMIGRANT FAMILIES.

The Sanctuary Task Force will fully implement the OUSD Sanctuary Resolution in collaboration with staff, community and student leaders.

School sites will seek to prevent and address bullying, intimidation or harassment that occurs based on immigration status, language, or religion with support from central office resources and guidance.

GOAL 2: FAMILIES AND YOUTH ARE ENGAGED AS AUTHENTIC PARTNERS WITH TEACHERS, SCHOOL AND DISTRICT LEADERSHIP IN IMPROVING OUTCOMES AND EXPERIENCES FOR ELLS.

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

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

GOAL 3: NEWCOMER STUDENTS BENEFIT FROM A RANGE OF TARGETED CENTRAL AND SITE-BASED SERVICES THAT ENABLE THEM TO THRIVE.

Newcomer transitions into OUSD and between schools will be smooth and efficient.

Targeted services will address the safety and wellbeing of newcomers.

Student-centered community partnerships will be expanded and enhanced to address unmet needs.

Newcomer students will have greater access to and use of extended learning opportunities.

PRIORITY 3
EXPAND & ENHANCE ROBUST LANGUAGE PROGRAMS

OUSD seeks to expand and strengthen newcomer programs, establish a TK-12 multilingual pathway and Long Term English Learner (LTEL) supports in order to meet the unique needs of each of our language learners while working to close the achievement and opportunity gap.

This priority includes goals for expansion and enhancement of language programs in three key areas:

MULTILINGUAL PROGRAMS
Offer a Pre-K through 12th grade pathway, including Dual Language programs and World Language courses, leveraging the linguistic and cultural assets of our students and ensuring all OUSD families have access.

NEWCOMER PROGRAMS
Offer high-quality newcomer supports at all grade levels and ensure programs meet the demographic demand of students who have arrived to the U.S. in the past three years.

LTEL SUPPORTS
Expand quality LTEL supports in secondary schools to accelerate student outcomes for students who have been classified as English Language Learners for more than six years.

MULTILINGUAL PROGRAMS
PRIORITY 3: EXPAND & ENHANCE LANGUAGE PROGRAMS

WHERE WE STARTED

In 2013, OUSD had a total of five Dual Language (DL) elementary schools with emerging programs. There were no DL programs in secondary schools and no district-wide vision for multilingualism. The Stanford Review recommended that OUSD extend bilingual instruction beyond elementary and develop guidance to build coherence and clarity of our purpose and approach.

Today, the five original programs are firmly established and three more have opened, including a re-design for **Greenleaf** and **International Community School** in elementary and the opening of **Oakland School of Language (SOL)** for students in 6-8th grade. These new programs provide hundreds of additional students the opportunity to develop academic proficiency in English and Spanish through at least 8th grade. ELLMA awards qualifying students the California Seal of Biliteracy on their high school diploma and has developed a Biliteracy Pathways Awards program to recognize younger students on their way towards this major achievement.

We are now focused on creating parity of quality across multilingual programs by purchasing Dual Language curriculum and assessments and revising enrollment practices. In 2017-18, we piloted a language assessment in order to gather important baseline data about students' strengths and needs in multiple languages. We also identified a Dual Language Arts program that will guarantee access to Standards-aligned materials in two languages.

2021 EVIDENCE OF SUCCESS

Map pathways towards biliteracy for all high schools. This includes advanced World Language coursework, dual enrollment and opportunities for authentic applications through internships.

Increase the number of Biliteracy Pathway Award recipients from 700 to 1,050 and Seal of Biliteracy recipients from 81 to 160. Expand the number of languages honored to reflect our linguistic diversity.

GOAL: OUSD HAS A PK-12 MULTILINGUAL PATHWAY, ENSURING EVERY CHILD IN OUSD HAS THE OPPORTUNITY TO BECOME BILITERATE AND BILINGUAL.

Students in K-8 Dual Language trajectory will have program options in grades 6-12 for applying and expanding their language skills.

All multilingual programs will meet standards of quality.

Student progress towards biliteracy and multilingual goals will be systematically monitored and celebrated.

NEWCOMER PROGRAMS
PRIORITY 3: EXPAND & ENHANCE LANGUAGE PROGRAMS

WHERE WE STARTED

In 2013, large numbers of unaccompanied immigrant youth from Central America were just starting to enter OUSD. OUSD had two designated high school programs for newcomer students at that time, and no other formal programs. The definition of a newcomer was unclear across the district, as was the way to best serve these students. As newcomers began to pour into OUSD in 2014, the need for urgent investment in programs became evident.

From 2013-2018, OUSD's newcomer population more than doubled. At the time of publication, newcomers represent more than one in eight of all high school students. Over the last several years, newcomer programs have grown rapidly to include seven middle school and six high school programs including the Rudsdale Newcomer program. The development of central systems to support this work has been fundamental. Over the next three years, the work continues with an emphasis on accelerating academic progress, aligning program structures and addressing the many needs of elementary newcomers.

2021 EVIDENCE OF SUCCESS

Progress on the English Language Proficiency Assessments for California (ELPAC): 65% newcomer students move up one language proficiency level per year.

Review of master schedules: 75% of schools display integration of embedded newcomer supports while minimizing isolation.

Articulated MTSS guidance from ELLMA on strong Tier 1 instruction, differentiated and fluid supports in Tier 2 and 3 and evidence of beginning implementation in all secondary newcomer programs and high newcomer-count elementary schools.

***Newcomers** are non-US born students with a home language that is not English and have been in US schools for 3 years or less.

GOAL: OUSD PROVIDES NEWCOMER PROGRAMS AT ALL GRADE LEVELS THAT ACCELERATE LANGUAGE AND ACADEMIC DEVELOPMENT IN A LINGUISTICALLY DIVERSE ENVIRONMENT.

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

Secondary newcomer program design at all three tiers of the MTSS pyramid will align with research-based best practices.

Newcomer students will be taught in linguistically diverse learning environments after their first year, if not sooner.

NUMBER OF NEWCOMERS* CONTINUE TO RISE

2,864

2,733

2,203

1,661

1,380

| 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
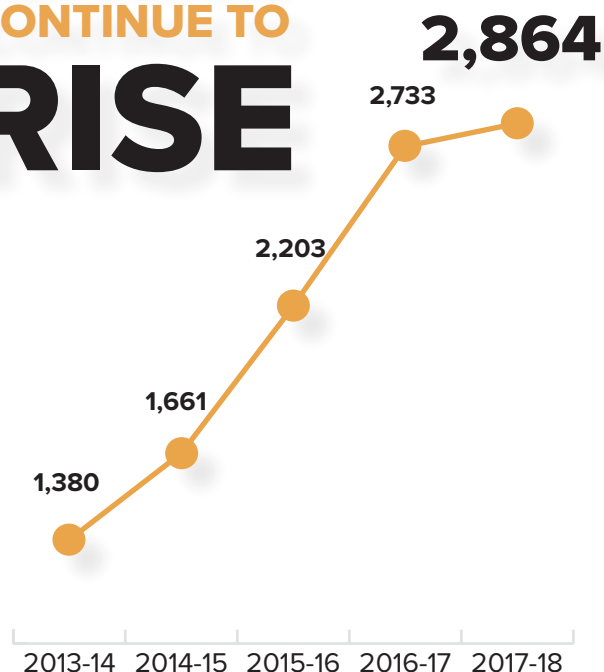
LTEL SUPPORTS
PRIORITY 3: EXPAND & ENHANCE LANGUAGE PROGRAMS

WHERE WE STARTED

When the ELLMA office opened in 2013, there was a nascent understanding of Long-Term English Learner (LTEL) students, but there was no data system to identify these students and only a couple of sites in the entire district had articulated plans to address their needs. There was zero system-level guidance or support. The work over the last five years has brought us to a place of awareness and urgency around LTELs and expanded the sites that focus on accelerating outcomes.

OUSD data dashboards now allow us to monitor the progress of LTELs in metrics ranging from graduation to the Scholastic Reading Inventory (SRI). English Language Arts and History content teams have integrated explicit supports for LTELs and include focal LTEL students in centrally-supported student work analysis. We have created guidance materials such as the LTEL Handbook and purchased curriculum for LTEL courses. The work ahead is to create system-wide parity for quality LTEL courses and language support in content area instruction.

2021 EVIDENCE OF SUCCESS

Reclassification rate of LTELs from 14% to 20%.

Established LTEL course offerings to include engaging language development approaches such as debate and authentic audiences for writing.

Articulated LTEL instructional and engagement strategy in place at 100% of schools with 100 or more LTEL students.

GOAL: LONG-TERM ELLS RECEIVE PROGRAMMING AND SUPPLEMENTARY SUPPORTS THAT LEAD TO ACCELERATED OUTCOMES IN LANGUAGE & LITERACY.

Engaging, high-quality LTEL courses will be available to students.

Site-level leadership and advocacy for LTELs and students At-Risk of becoming LTELs will be evident.
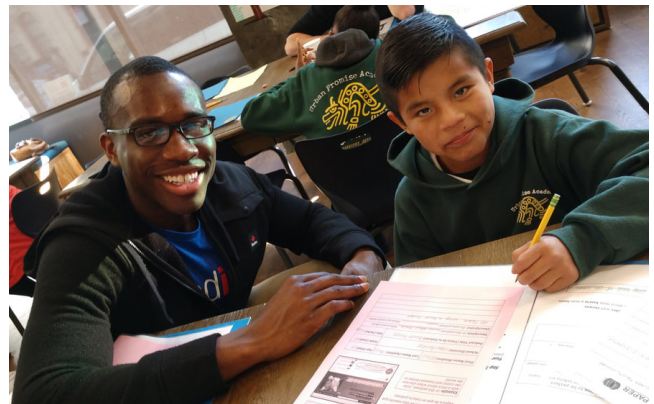
2,280
Total number of LTELs in 2017-18

49%
Percent of Secondary ELLs that are LTELs in 2017-18

64%
Percent of ELLs that are born in the United States in 2017-18

PRIORITY 4
ALIGN POLICIES & PRACTICES ACROSS CENTRAL OFFICE

INTRODUCTION

High quality, equitable language and language acquisition programs are only possible with strong coordination across OUSD departments and systems. Enrollment, fiscal policies, comprehensive capacity building at schools and the recruitment/retention of high quality staff are among the practices essential to ELL success.

We believe that by streamlining central policies and processes, proactively engaging stakeholders and leveraging data to make critical decisions, OUSD will be better positioned to comprehensively serve ELLs and their families. The ELLMA team is proud to be a leader in program development and advocacy for our diverse ELL population.

2021 EVIDENCE OF SUCCESS

Dual Language enrollment: Established policy and operationalized system in place by 2021, ensuring equitable balance of language groups.

Authentically respond to families' request for language programs at their schools and in Oakland using an established process and protocol compliant with Prop 58.

Teachers in Dual Language or bilingual settings: increase number of teachers with bilingual authorizations from 25 to 100.

ELL review process and reporting established on annual, district-wide basis.

GOAL 1: ENROLLMENT AND FISCAL POLICIES AND PRACTICES SUPPORT HIGH QUALITY LANGUAGE PROGRAMS AND PROMOTE EQUITABLE SOCIO-ECONOMIC, RACIAL AND LINGUISTIC DIVERSITY AT DUAL LANGUAGE SCHOOLS.

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

Dual Language Enrollment Policy will ensure equitable enrollment and appropriate balance of languages aligned to program specifications.

Fiscal policies will be aligned to the specific needs of language programs.

GOAL 2: CENTRAL OFFICE SUPPORTS SITES WITH KNOW-LEDGE BUILDING, PLANNING AND MONITORING TO ENSURE HIGH-QUALITY ELL SERVICES.

Central Office will provide effective monitoring of ELLs and ELL Programs.

All site leaders are prepared to uphold their legal obligations to ELLs and support best practices for ELLs.

All OUSD teachers, leaders, and support staff understand ELLMA's purpose and services and know how to access resources.

GOAL 3: HIGH-QUALITY STAFF ARE RECRUITED, HIRED AND RETAINED TO SERVE ALL ELLS AT THE DISTRICT AND SITE LEVEL.

Increase the number of quality bilingual teachers to serve multilingual programs.

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

Thank you for taking interest in the strides Oakland Unified School District is making towards equity for our language learners!

We look forward to deepening the work over the next three years, and invite you to stay engaged with us. For full detail from the Roadmap and additional foundational information, please visit our website:

www.ousd.org/ellma

KEY RESOURCES

FULL VERSION: 2019-2021 ROADMAP TO ELL ACHIEVEMENT
www.ousd.org/ellma/roadmap

OAKLAND UNIFIED SCHOOL DISTRICT'S ELL MASTER PLAN

OUSD's ELL Master Plan goes beyond our legal obligation for ELLs to set forth research-based guidance and instructional programs for ELLs.

It provides a framework of powerful, consistent practices for ELL instruction and services along with phased implention guidance for school site leaers and teachers. It was adopted by the Boardof Education on November 30th, 2016 and is seen as exemplary in the state.

Please visit www.ousd.org/ellma/masterplan.

EVERY STUDENT THRIVES!