

BOARD STUDY SESSION: ENGLISH LANGUAGE LEARNERS IN OUSD

April 1, 2015



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

GOALS

1. Gain understanding of how English Language Learners are faring in Oakland Unified School District
2. Discuss preliminary recommendations

ENGLISH LANGUAGE LEARNERS ARE OUR STUDENTS



Maria, Urban Promise Academy

Where were you born? *Michoacan, Mexico*

What is your first language? *Spanish*

What are your hopes and dreams? *I want to show my parents that I can be the best. I want to be the first person in my family to go to college.*

How do you feel about school? *I like my school because I feel like it is really secure. There aren't many fights and you know that teachers support you.*

ENGLISH LANGUAGE LEARNERS ARE OUR STUDENTS



Day Meh, *Oakland International High School*

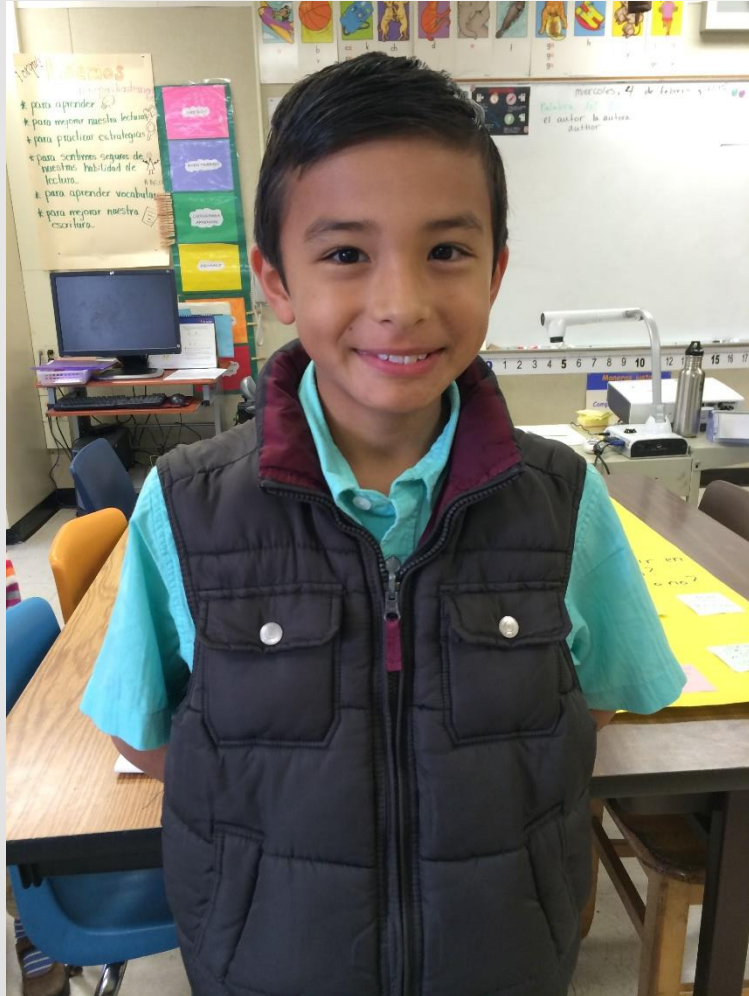
Where were you born? *Thailand Refugee Camp*

What is your first language? *Karen*

What are your hopes and dreams? *To become a doctor*

How do you feel about school? *I am learning many things in school. Every day, I get smarter. I like a lot of people from different countries speak different languages at my school.*

ENGLISH LANGUAGE LEARNERS ARE OUR STUDENTS



David, *Manzanita SEED*

**What was your first language?
*Spanish***

**Where were you born?
*Right here in Oakland***

What are your hopes and dreams? *My dream is to have a mansion and have good grades.*

**How do you feel about school?
*It's fine. Is good that I'm learning and school is fun.***



31.4%

Percent of English Language Learners in
Oakland Unified School District

A white Border Patrol vehicle is driving on a dirt road, kicking up dust. The vehicle has "BORDER PATROL" and "57N" written on its side. To the left of the road is a tall, multi-layered chain-link fence. In the background, there are some industrial structures and a tall tower. The overall scene is in a desert-like environment.

122%

Percent increase in the number of newcomers entering OUSD over the past two years

A dark, grainy photograph of a border fence. The fence is made of chain-link and topped with a layer of razor wire. In the background, there are some industrial structures and a tall tower. A white van is parked on the right side of the fence. The overall scene is dimly lit, suggesting dusk or dawn.

68,541

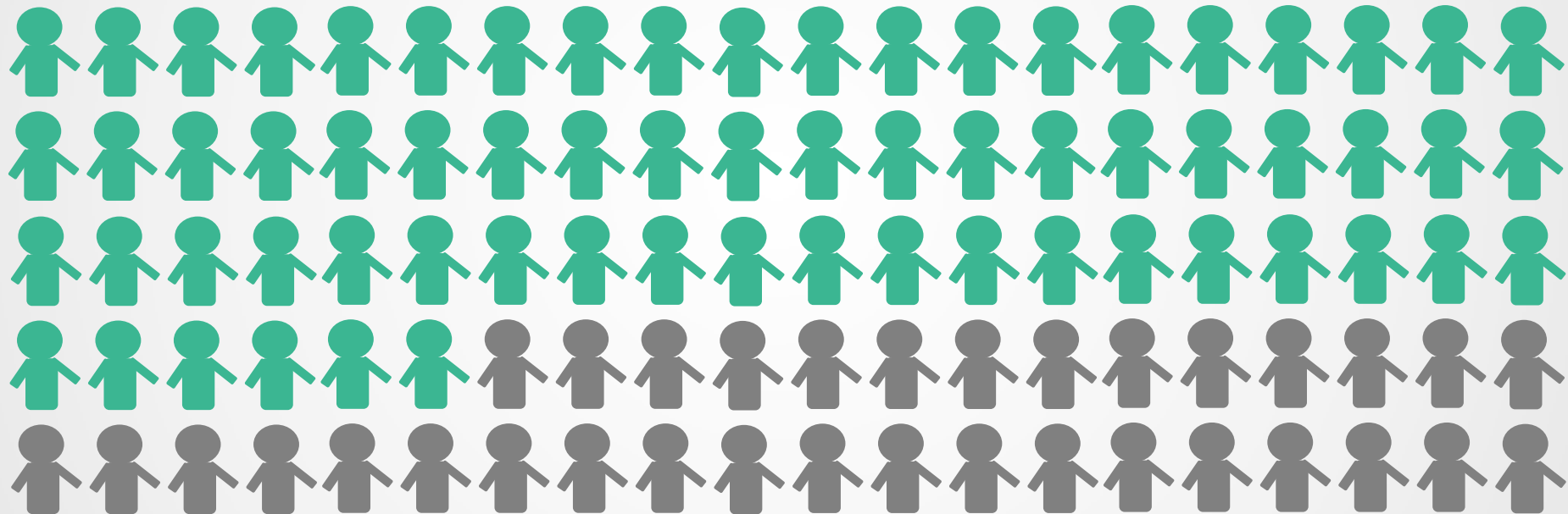
Total # of children apprehended at US-Mexico border in 2014. Influx of unaccompanied minors has surged since 2012.

77.4%

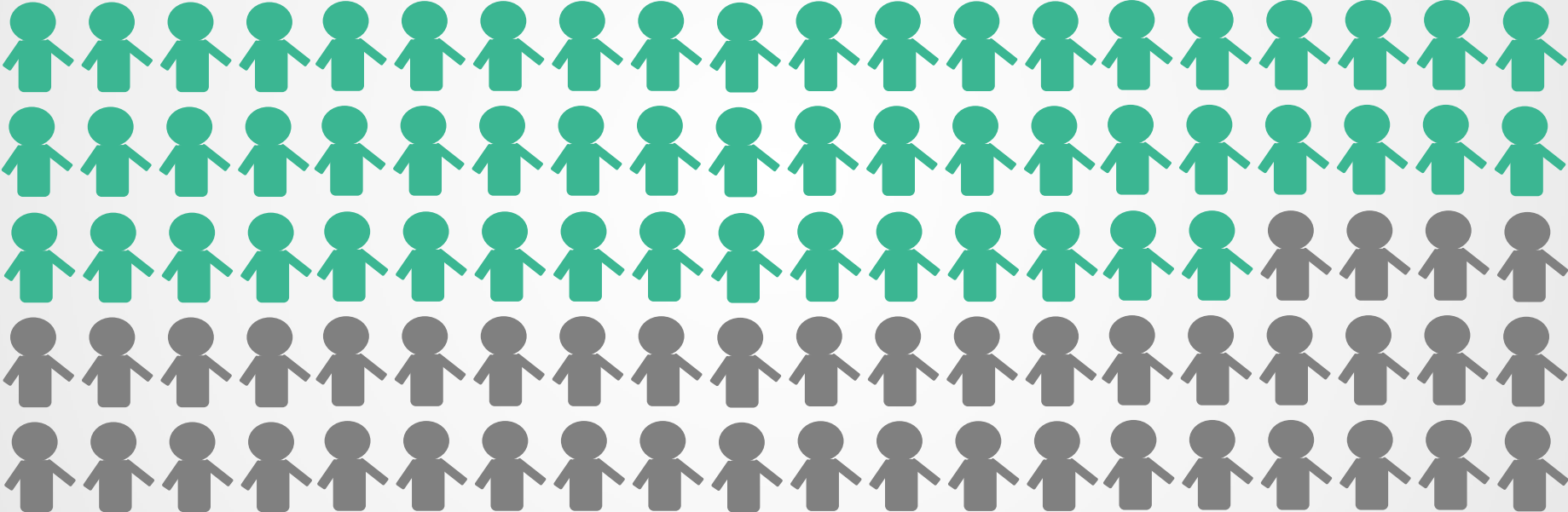
Percent of English
Language Learner students
born in the United States



64% OF GRADE 6-12th ENGLISH LANGUAGE LEARNERS ARE LONG-TERM ENGLISH LEARNERS



44% OF GRADE 3-5th ENGLISH LANGUAGE LEARNERS ARE “AT RISK” OF BECOMING LONG-TERM ENGLISH LEARNERS

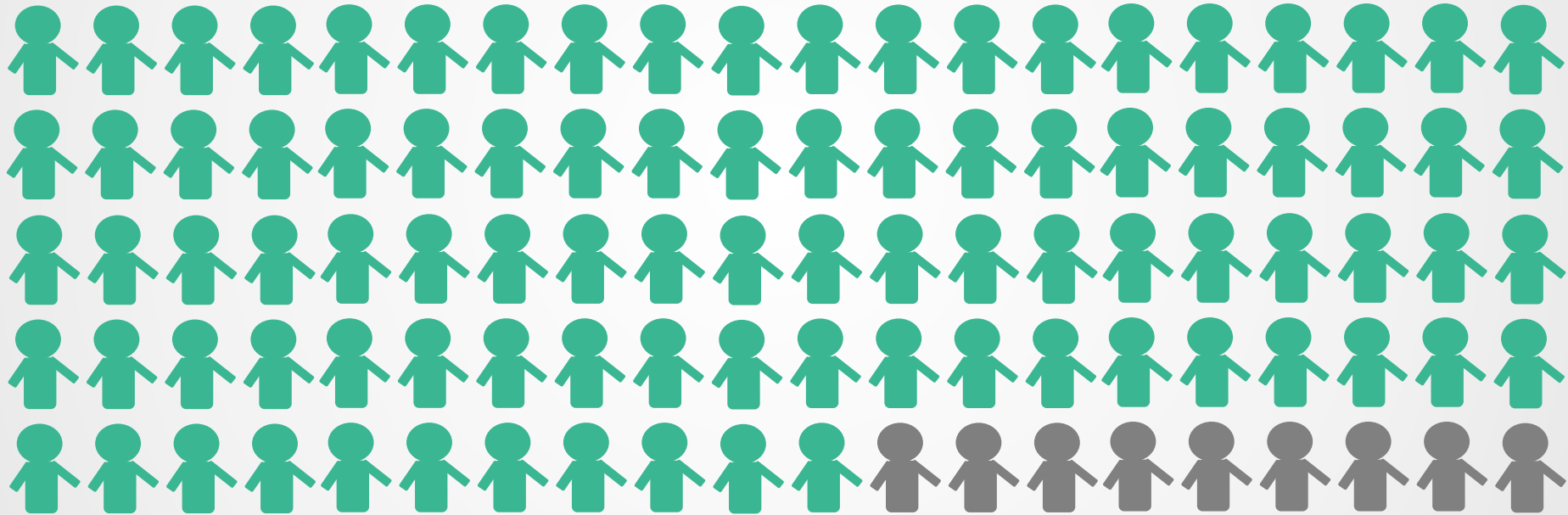


IN SECONDARY, 93% OF ENGLISH LANGUAGE LEARNERS ARE READING MULTIPLE YEARS BELOW GRADE LEVEL



This is the lowest performance of all subgroups

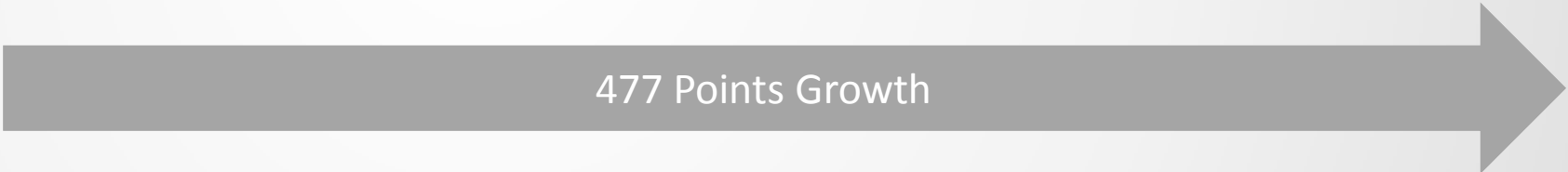
91% OF LONG-TERM ENGLISH LEARNERS ARE READING MULTIPLE YEARS BELOW GRADE LEVEL



10th GRADE CASE STUDY OF READING GROWTH FOR LONG-TERM ENGLISH LEARNERS

Grade	3 rd Grade	4 th Grade					9 th Grade	10 th Grade
Lexile Band	520-739	740-829						1080 - 1184

Total growth needed to reach grade level proficiency

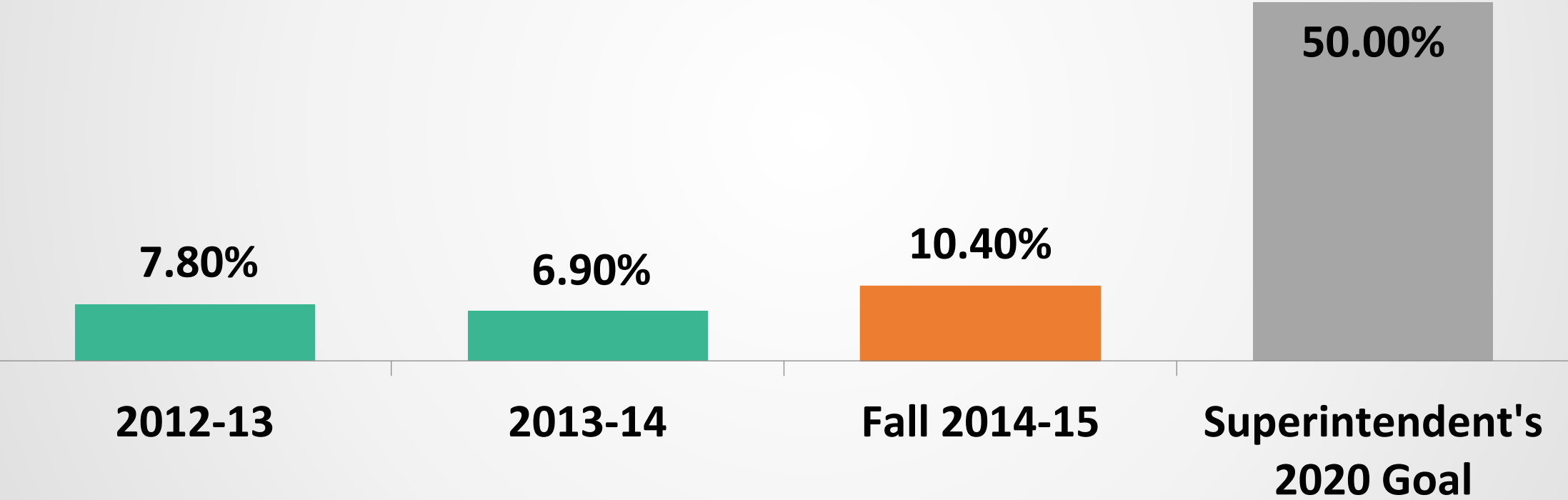


Actual growth



55 Points Growth

LONG-TERM ENGLISH LEARNERS RECLASSIFICATION RATES



RECLASSIFICATION OF LONG-TERM ENGLISH LANGUAGE LEARNERS

We know it's possible!



55.9%

Urban Promise Academy



33.6%

LIFE Academy
of Health and Bioscience

* Percentages are not final. Spring 2015 Reclassification window closes on April 17th.

A row of graduates in caps and gowns sitting on a stage, with a green overlay and text. The graduates are diverse in appearance and are looking towards the right. The text is overlaid on the center of the image.

49.3%

English Language Learner Cohort
Graduation Rate for 2012-13

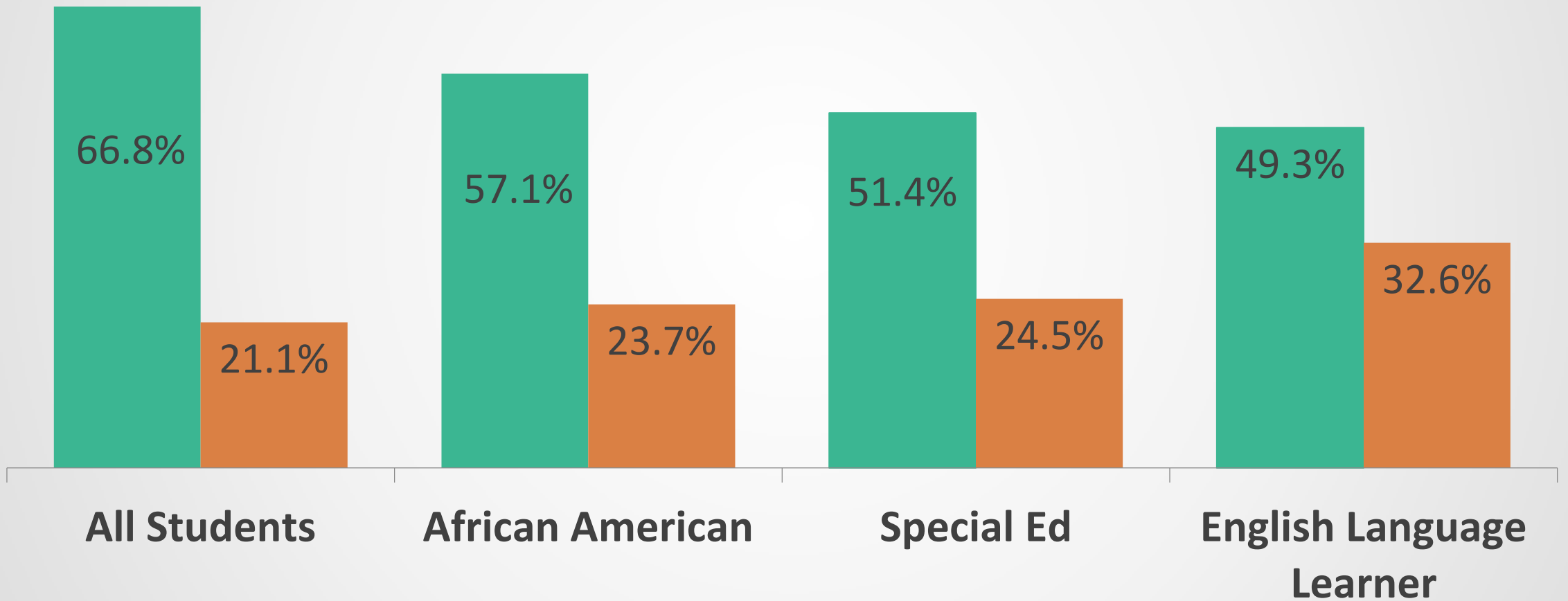


32.6%

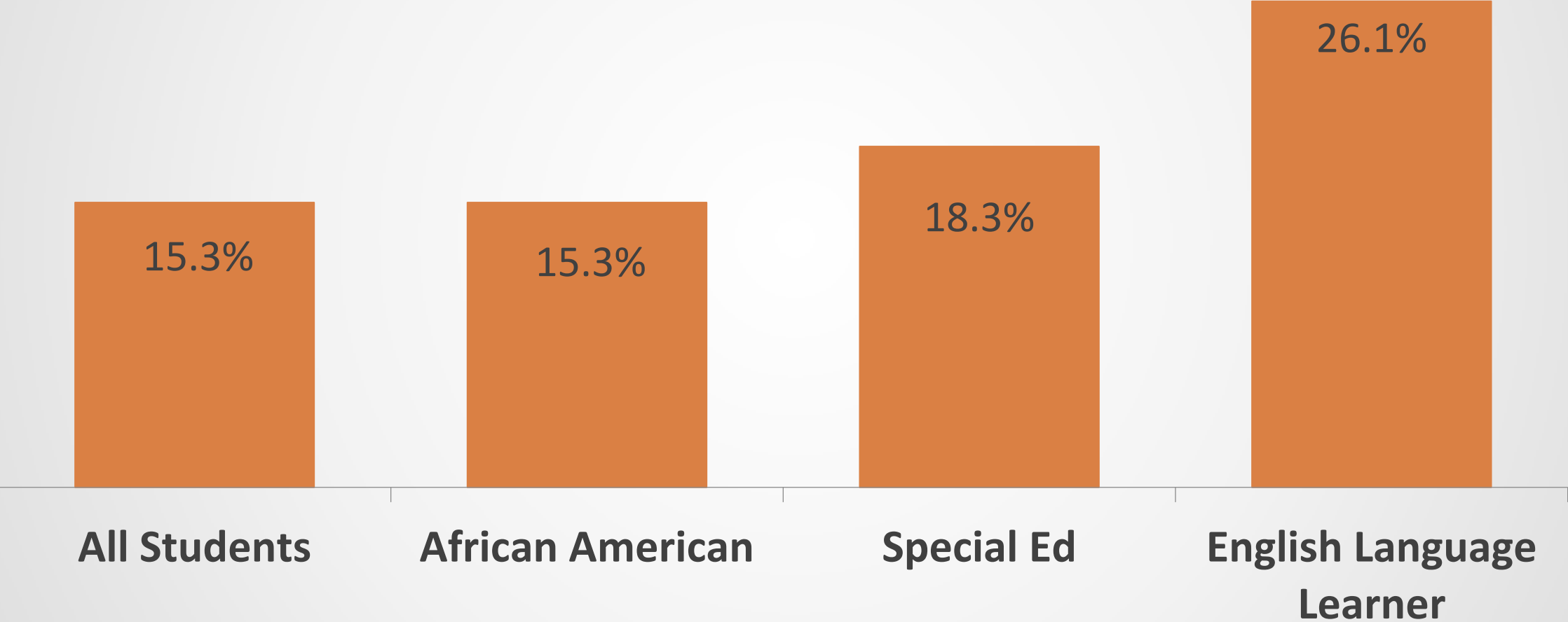
English Language Learner Cohort
Dropout Rate for 2012-13

COHORT GRADUATION AND DROPOUT RATES

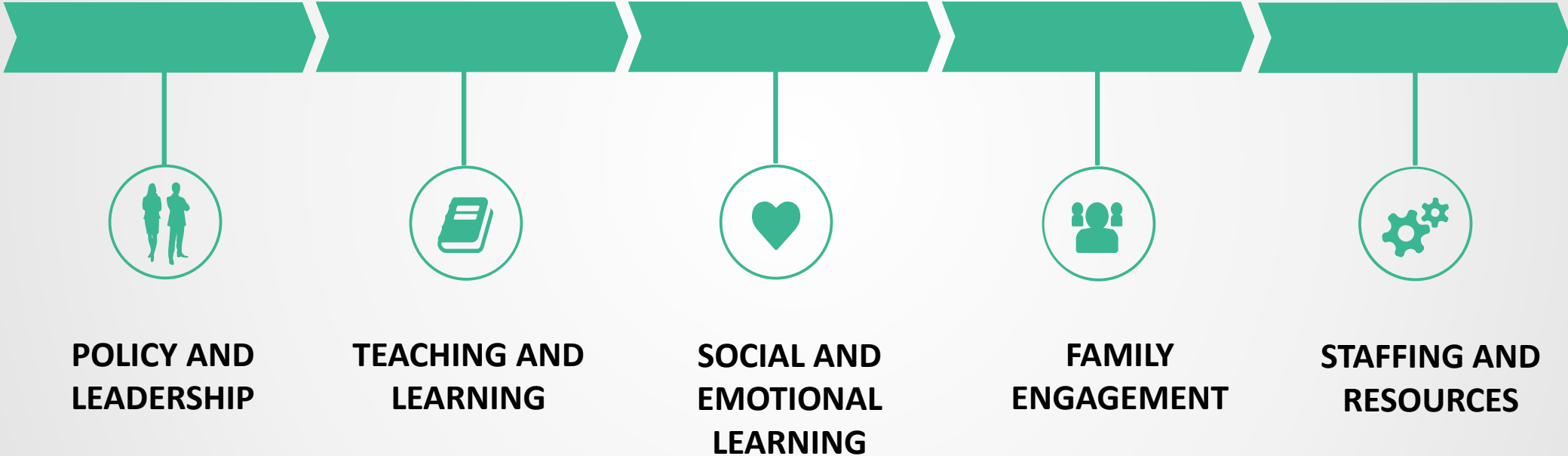
■ Graduation ■ Dropout



PERCENT OF LAST YEAR'S 12TH GRADERS STILL ENROLLED THIS YEAR



THE STANFORD REVIEW OF SERVICE FOR ENGLISH LANGUAGE LEARNERS IN OUSD



TEACHING AND LEARNING



- Approximately 75% of classrooms either did not have clear language instruction or acknowledgement of language.
- In 42% of classrooms, there was no evidence of scaffolding.
- ELLs, especially newcomers and students with interrupted formal education, lack consistent access to A-G courses.
- Insufficient attention is paid to English Language Learners in special education.

SOCIAL AND EMOTIONAL LEARNING



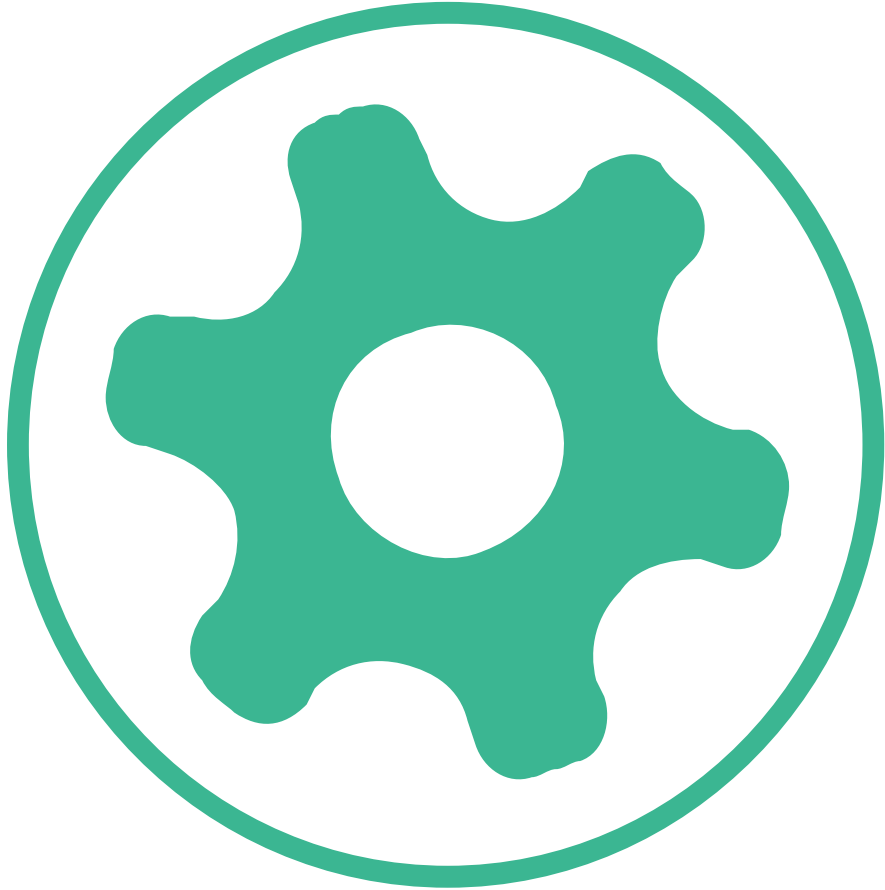
- English Language Learners expressed pride in bilingualism.
- Bullying was a salient theme for students, but school staff rarely recognized it as a problem.
- Students at half of the visited schools reported that they felt uncomfortable participating and asking teachers questions.
- Positive teacher and student relationships correlated with educators' initiative to take the time to understand students' culture, language and background.

FAMILY ENGAGEMENT



- Families and staff express a need for improved translation and interpretation services.
- There is high interest in English as a Second Language classes for families to improve communication between staff and families.
- Parental engagement in School Site Councils, English Language Advisory Committees, and the District Language Advisory Committee meetings is uneven and dependent on engagement of school leadership.
- Parents are not adequately engaged in making informed decisions on language program options.

STAFFING AND RESOURCES



- Teachers feel unprepared to provide language instruction to their ELLs and call for increased professional development.
- There is insufficient bilingual staff (teachers, leaders, office staff).
- English Language Development teachers were found to be among the newest and least experienced teachers.

POLICY AND LEADERSHIP



- Identification and reclassification processes have been improved, but the district needs better systems to meet initial identification timelines and to track the progress of English Language Learners.
- Schools would benefit from a consistent approach to bilingual education; there is no bilingual program offered in secondary.
- In classrooms of all types (Structured English Immersion, newcomer and bilingual), the home language is underutilized.

WHAT'S NEXT?

The English Language Learner Office is deep in development of a 3-year English Language Learner Strategic Plan. We are guided by these three belief statements.

- All teachers are responsible for English Language Learners; therefore, all teachers are language teachers.
- English Language Learners can achieve at high levels and graduate college, career, and community ready.
- English Language Learners bring tremendous assets to their own learning and that of their community.

WHAT'S NEXT?



1. Advance Quality Instruction



2. Create and enhance robust language programs



3. Address the needs of the whole child

ADVANCE QUALITY INSTRUCTION



- Revise the **Oakland Effective Teaching Framework** to clarify high-impact teacher actions and high-level student practices we expect to see for ELLs.
- Revise and adopt the draft OUSD Document ***Essential Practices for ELL Achievement***. Develop into a rubric to engage sites in developing a site-level action plan to improve outcomes for ELLs.
- Work with all Teaching and Learning content units to **integrate language practices in Professional Development and curriculum** across all content areas.

CREATE AND ENHANCE ROBUST LANGUAGE PROGRAMS



- Develop a **PK-12 Dual Language Trajectory**. Ensure that every child in OUSD has access to a high-quality Dual Language program close to home.
- Develop **high-quality newcomer programs** at elementary, middle, and high school levels that meet the community demand.
- Expand **LTEL Courses** to all middle and high schools with high numbers of Long-term English Learners.

ADDRESS THE NEEDS OF THE WHOLE CHILD



- Engage **LCAP Parent Advisory Committee** parents in developing the ELL Strategic Plan.
- Work with SEL and Restorative Justice teams to develop a **plan to address bullying of speakers of minority languages.**
- Awareness and capacity building of student support providers to **consider the needs of newcomers.**
- Develop plan to engage parents in understanding **language program options** during the enrollment process.



Clarifying Questions and Discussion