

EXECUTIVE SUMMARY: ROADMAP TO ELL ACHIEVEMENT SPRING 2017 PROGRESS TO DATE



Priority #1: Advance Quality Instruction

- 200 teachers at 14 schools received site-based professional learning on **Designated and Integrated English Language Development (ELD)**¹ since August
- 3 lab schools taking a deep dive into the ELA/ELD Framework through an ELLMA-WestEd partnership: Bridges, Esperanza, and ICS
- Common Core Teacher Leaders engaged in 5 week cycle on ELD
- **Foundational Teacher Courses** on Content & Language Integration for ELLs with goal to reach all veteran and new teachers at high ELL-count sites by 2020.
 - **GLAD** (Guided Language Acquisition Design) for elementary teachers. Summer training with 1 follow-up refresher PD; identification of 5-10 certified GLAD teachers to be trained as trainers. Goal to train 100+ this summer and to have one GLAD teacher leader (Gladiator) at each high ELL-count school by Academic Year 2019-20.
 - **ALLAS** (Academic Language & Literacy Acceleration for Secondary) for middle and high school teachers. 90 teachers trained this year.



Priority #2: Meet the Needs of the Whole Child

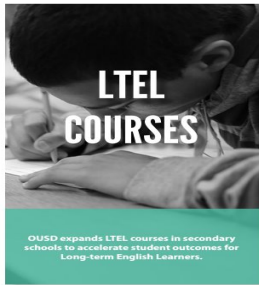
- **3 parent forums** hosted on reclassification; modules made available for wide-use at sites; 3 more forums and a training of trainers forthcoming.
- **Newcomer services team:** Service providers at newcomer sites share best practices and resources to address chronic absenteeism, promote family engagement, and engage newcomers in RJ services and at site based health clinics.
- **ELLMA Student Services office** provides intensive support to refugee, asylee, and unaccompanied minor newcomers in the form of linguistically and culturally responsive community navigators, connecting students and families with legal representation, and providing opportunities to extend learning through summer and afterschool programming.
- ELLMA leadership in implementation of **Sanctuary District:** District and community task force charged with implementing the resolution, including
 - development and oversight of a staff training program
 - Increase in partnerships with legal agencies and community organizations
 - Engagement of youth, educators and community



Priority #3a: Expand and Enhance Dual Language Programs

- **Oakland Language Immersion Advancement in Science (OLAS)**, grant-funded partnership with ELLMA, Science Team, and UC-Berkeley to implement Next Generation Science Standards (NGSS) in 5 of our Dual Language schools. OLAS highlighted as a promising practice by Education Trust - West's 2017 publication *Unlocking Learning: Science as a Lever for English Learner Equity*
- **Dual Immersion Design work** at ICS, Greenleaf, MLA, and Oakland SOL. Beginning 17-18, OUSD will have 8 dual immersion schools, five TK-5, two TK-8, and the first stand-alone Dual Immersion middle school.
- **PK-12 Multilingual Pathway Working Group** to develop a 5-year roadmap of multilingual programs in our city, including but not limited to Dual Language Programs.
- Collaborated on **Opening Doors Federal grant**, with goal to increase socio-economic integration and social-emotional safety of all students in our dual language schools.

¹ Designated ELD refers to a protected time of day where students receive targeted language instruction appropriate to their language proficiency level. At elementary, this is a minimum of 30-minutes daily instruction. At secondary, this is an ELD course. Integrated ELD refers to language development and support for ELLs that occurs across all content area instruction and is the responsible of all teachers.



Priority #3b: Expand and Enhance Long-Term ELL Courses

- Currently offering **Long-term ELL Courses at 10 schools** in 2016-17, an increase of 7 from last year
- Cross-site Professional Learning Community in support of teachers of Long-term ELL courses
- Preparing schools with 20 or more LTELs without courses to offer them next year
- IES Grant funded study to provide **Academic Language intervention in 4th -5th grade** at 5-10 sites
- Collaboration with **Middle School network** to reach the network **goal of 25% reclassification of Long-term ELLs**. The preliminary March reclassification rate is 16% for middle schools with one more round to go.



Priority #3c: Expand and Enhance Newcomer Programs

- Launch of new **9th grade newcomer academy at Bret Harte Middle School**, which program successfully passed WASC
- **Mid-year expansion** at high schools due to continued influx exceeding projected enrollment: 250 high school newcomers enrolled since Day 20 leading to full capacity.
- Preparation in progress for 17-18 opening of **Rudsdale Newcomer Alternative Education Program** at Lakeview Campus, designed around the needs of older newcomers who need a schedule that allows for both work and study
- In collaboration with Oakland International High School, established **newcomer teacher pipeline** through Reach Institute to begin 17-18
- **Tiered Professional Learning offerings** for range of teacher expertise including foundational course and inquiry-based PDs such as Mills Teacher Scholars and lesson study
- Grant supported teacher self-care opportunities beginning this spring



Priority #4: Align Policies and Practices Across Central Office

- Establishment of **ELL Ambassador** at each site to support ELL progress monitoring and reclassification.
- **Roll out of ELL Master Plan** ongoing: engagements with network superintendents, principals, Common Core Teacher Leaders, and ELL Ambassadors
- Pilot of **ELL Review Process** to provide comprehensive assessment of and feedback to sites on their services and programs for ELLs. This includes classroom observations, focus groups, and interviews. Indicators are aligned the Essential Practices for ELL Achievement, found in the appendix.
- Resolution of Federal Program Monitoring Findings

Jan. News: Sanctuary District Resolution, Newcomer Grant, ELLMA Spotlights, Focus on Elementary Designated ELD Practices at EnCompass

[View this email in your browser](#)



ELLMA Newsletter: January Updates

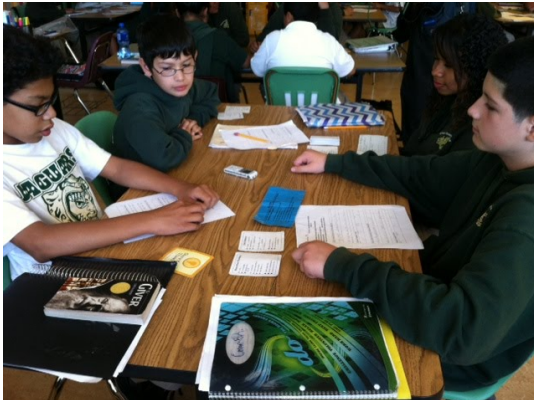
Whew! January just flew by! The Office of English Language Learner and Multilingual Achievement (ELLMA) is excited to bring you our monthly ELLMA Newsletter for teachers, school leaders, and community members. We'll be using newsletters to share tools, strategies, and professional learning opportunities to support your ELLs as well as updates on our work.

In this edition of the ELLMA Newsletter:

- [Newcomer Grant for Teacher Development and Retention Awarded to ELLMA](#)
- [ELLMA Spotlights Blog: Tips and tools from Oakland teachers and students](#)
- [EnCompass Academy: Language features of Complex Text for Designated ELD](#)
- [OUSD Sanctuary District Resolution Resources](#)
- [Professional Learning, Resources and Announcements](#)
-

As always, please feel free to reach out if you have any questions. Our contact info is below!

Newcomer Grant for Teacher Development and Retention Awarded to ELLMA



The ELLMA office was recently awarded a two year, \$200,000 grant from the Walter and Elise Haas Fund to support newcomer teacher development and retention work through the beginning of the 2018-19 school year. The grant will allow the ELLMA office to build on and expand previous professional learning opportunities while also beginning work directly aimed at improving retention of teachers of

newcomers at a time when the ranks of these teachers is growing rapidly and experience and expertise are of great value. Specifically, ELLMA plans to achieve the following with support from the grant:

- **Newcomer Lesson Study**: Teachers of newcomers will engage in authentic inquiry with their colleagues around questions related to effective pedagogy within their content area. Teacher leaders will facilitate this professional learning for their colleagues and contribute to other initiatives in support of newcomers. [Click here](#) for more information and registration information.
- **Monthly Newcomer Speaker Series**: These monthly engagements will feature a variety of topics and provide teachers and other educators with a greater understanding of and access to the supports and tools to address the social emotional needs of newcomer students. Upcoming dates will be announced soon.
- **Teacher Retention Activities**: The grant supports exploration of teacher support and self-care tools to buffer feelings of burnout, secondary trauma and isolation and promote greater job satisfaction. The teacher leadership component of the lesson study is also designed to build expertise at the site-level and investment in the profession. Please reach out to tom.hughes@ousd.org if you have suggestions to help shape this dimension of the grant.
- **Secondary Content Area Curriculum Development**: ELLMA will sponsor summer curriculum development with content-area newcomer teachers with the aim of developing high quality materials that integrate content and language instruction, boosting student achievement and resulting in a greater sense of efficacy and a lighter work-load during the academic year. More details about this work will be available in the spring.

We are grateful to the Haas fund for their continued support of newcomer programs in OUSD. If you have questions about this work or any of the above, please

ELLMA Spotlights Blog: Tips and tools from Oakland teachers and students

Our blog, [ELLMA Spotlights](#), showcases impactful teaching practices and strategies OUSD teachers of English Language Learners (ELLs) are using in their classrooms to support their ELL students. Each month, a handful of teachers and students across Oakland will be sharing their current problems of practice and ideas they're trying out to improve their practice. This month, we've got stories from:

- [Abel Guzman, 2nd Grade Teacher at Greenleaf TK-8: Daily 10-minute Sight Word Games to Build Reading Skills](#)
- **Candice Camp, TK-5 TSA at Bridges at Melrose: Learning Arabic and Using Language to Build Connections**

Do you have a problem of practice you'd like to share? [Fill out this Google Form here](#). We'd love to interview you and share your story.

Candice Camp: Learning Arabic and Using Language to Build Education Connections

School: Bridges Academy at Melrose

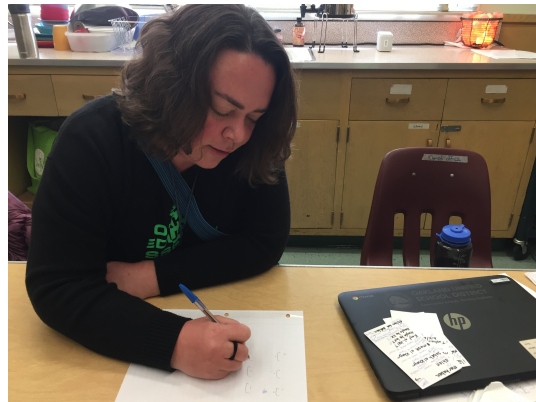
Role: Instructional TSA, grades TK-5

[I decided to start learning Arabic in order to explore a curiosity.](#) We have Arabic speaking students at Bridges, and the numbers are increasing, so it's nice to be able to communicate with students and families. It's also fun to learn languages!

And, honestly, because Bridges has so many newcomers, I wanted to study a new language from the beginning as a language learner to study what my process was and what strategies worked for me, what instructional moves worked for me.

I've only had two Arabic classes so far, but I've already begun to greet families and students, and I will practice with anyone who will let me. I'm also taking the class with Bridges' principal, Anita, and a Fremont newcomer teacher, Carolyn. We're practicing together, because **we need that oral language practice.**

I've only had two Arabic classes so far, but I've already begun to greet families and students, and I will practice with anyone who will let me. I'm also taking the class with Bridges' principal, Anita, and a Fremont newcomer teacher, Carolyn. We're practicing together, because **we need that oral language practice.**



For a TK student who has been silent, I couldn't give her any attention, or she would hide her face, but I've started to say, "Essmi Ms. Camp," and now she peeks out and looks for me down the halls. For older students, they seem caught off-guard and often respond quietly under their breath with a shy smile.

EnCompass Academy: Language features of Complex Text for Designated ELD



Committed to the ELLs, EnCompass Academy, in collaboration with the ELLMA office, **has incorporated language features and structures of text to ensure students are able to access complex text.** This work will be leveraged for both Designated and Integrated ELD.

"EnCompass is in a learner phase. We've been working on text-based planning (and then aligning to the standards), and as we've dug deeper into this work, the logical next step is to build awareness of the language of the text types in complex text. We believe that this will support our desire for more authentic learning, and I think this exploration has been motivating for teachers because it respects their intellectual process," shared Minh-Tram Nguyen, Principal at EnCompass Academy.

To tackle this, EnCompass' professional development plan includes building awareness of language features in complex text, teaching strategies attached to specific text features, and adding language to their writing rubrics. At a high-level, EnCompass hopes to build these practices through their Designated ELD in order to start applying it to Integrated ELD across content. To do this, teachers will build awareness of:

2. Connectives of various text types and an aligned strategy to use to teach to students
3. Pronoun Referents of various text types and aligned strategy
4. Long Noun Phrases of informational/opinion text types and aligned strategy (sentence unpacking & repacking)

Interested in learning more or how your school might begin a similar cycle? Contact Rita Pope (rita.pope@ousd.org).

OUSD Sanctuary District Resolution Resources

We find ourselves at a painful moment wherein the values and policies of our district and city are in direct conflict with the actions and statements of the federal government, and we presume that many of you may already be responding to student and family concerns about the recent actions against refugees and immigrants. Below, please see a few resources that may assist you in these conversations:

- OUSD's [Sanctuary District Resolution](#) recently passed by the school board
- Responses to community-oriented [frequently asked questions](#) in multiple languages
- [10 Do's and Don'ts for Teachers on Responding to Youth on the Immigration and Muslim Ban](#) by Farah Assiraj, teacher at BINCA, Boston Public Schools
- New [Sanctuary District webpage](#) with all information in one place

OUSD anticipates continuing to update the FAQ in the days ahead and release further guidance for school staff on “Dos and Don’ts” related to the Sanctuary policy in the coming days.

Professional Learning, Resources and Announcements



- Join us for a 3-day [Academic Language and Literacy Acceleration for Secondary \(ALLAS\) Teachers of Newcomers](#) on Feb. 23, Mar. 23 and April 20th at Oakland International High School

Bookmark it: Resources to support ELLs

- [eStandards](#): This website and app allows you to correlated the ELD standards to the ELA/Literary CCSS standards. It was developed by our colleagues in Sacramento County Office of Education.

Job Announcements in OUSD

- [Program Specialist, Unaccompanied Minors](#)
- [Founding Middle School Principal](#) and [Founding Middle School Teachers](#) for Oakland SOL (new OUSD dual language middle school launching in 2017-18)

Additional professional learning opportunities

- Review the [ELLMA Professional Learning Pathways for 2016-17](#) to see all of ELLMA's professional learning opportunities and relevant contact information for offerings this academic year.
- You may also see all upcoming professional learning opportunities on [this calendar here](#).

Contact us

If you have any questions, please feel free to contact us:

Executive Director: nicole.knight@ousd.org

Director, Newcomer and ELL Programs: tom.hughes@ousd.org

Coordinator, ELD: michael.ray@ousd.org

Coordinator, Multilingual Pathways: katherine.carter@ousd.org

Coordinator, Strategic Initiatives: jessica.riady@ousd.org

ELL Specialist, Elementary: rita.pope@ousd.org

ELL Specialist, Elementary and DL Programs: dale.rogers-eilers@ousd.org

ELL Specialist, Elementary and Newcomer Programs: james.kindle@ousd.org

ELL Specialist, Secondary: vietly.nguyen@ousd.org

OUSD High School Newcomer Enrollment & Capacity

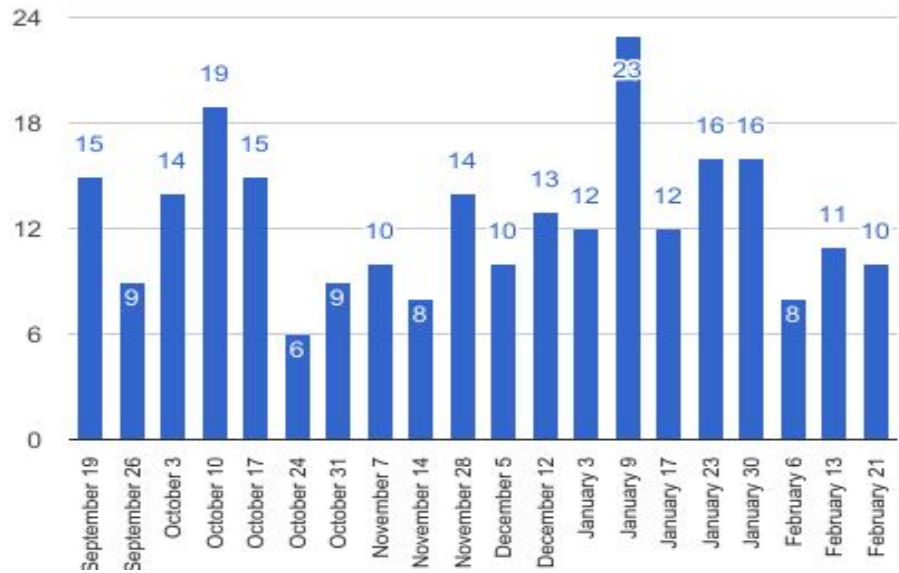
SINCE DAY 20

250

NEW HIGH SCHOOL
NEWCOMERS HAVE
ENROLLED, AN
AVERAGE OF

13

STUDENTS EACH
WEEK.



BRET HARTE MIDDLE SCHOOL (9th)	100%	122 9th Grade Newcomers Enrolled	
CASTLEMONT HIGH SCHOOL	98%	252 Newcomers Enrolled	3
FREMONT HIGH SCHOOL	100%	273 Newcomers Enrolled	
OAKLAND HIGH SCHOOL	87%	173 Newcomers Enrolled	29 Seats Remain
OAKLAND INTERNATIONAL	100%	387 Students Enrolled	

DATA LAST UPDATED 3/3/17 • Please contact [Tom Hughes](#) with questions or suggestions.

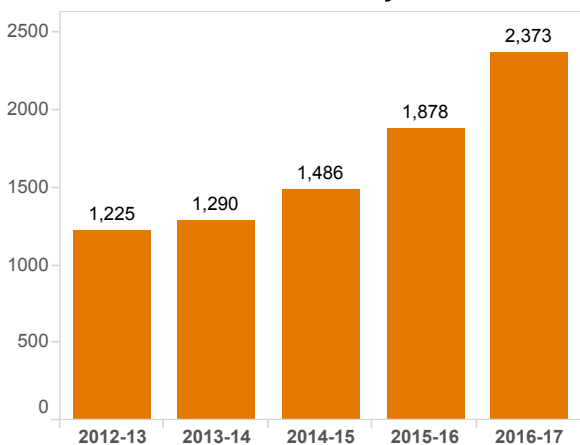


3-YEAR NEWCOMER DEMOGRAPHICS

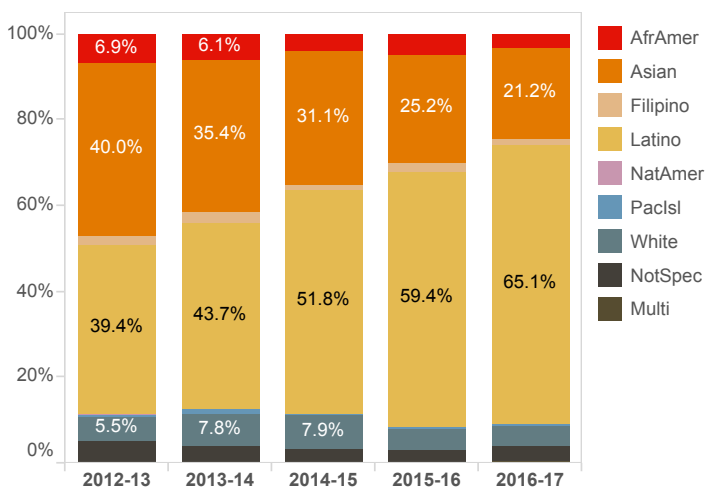
Oakland Unified School District - January 2012-13 to January 2016-17

For this report, a Newcomer is defined as a foreign born student who has been in the United States for less than 3 years and speaks a language other than English at home. For grades TK-2, the number of years is based on US entry date. For grades 3-12, the number of years is based on US school entry date.

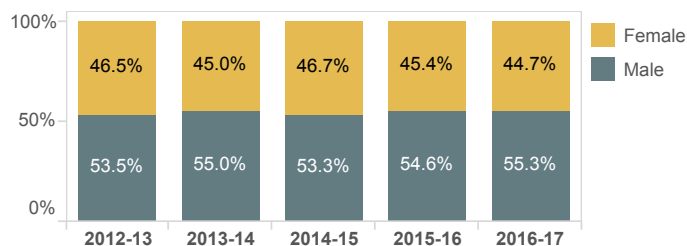
Total Number of Newcomers by Academic Year



Ethnicity



Gender



Birth Country

Only the top 15 birth countries are listed below.

	2012-13	2013-14	2014-15	2015-16	2016-17
GUATEMALA	184	205	320	504	797
EL SALVADOR	118	146	205	292	407
MEXICO	139	153	175	196	206
CHINA	215	194	148	144	158
YEMEN	105	129	142	164	228
HONDURAS	26	46	86	117	128
VIET NAM	79	64	57	58	68
AFGHANISTAN	10	10	63	72	89
PHILIPPINES	28	33	30	46	34
MYANMAR	38	41	27	25	15
ETHIOPIA	31	28	28	27	31
THAILAND	29	33	27	26	14
ERITREA	21	19	20	44	26
NEPAL	34	15	9	9	11
MONGOLIA	17	12	9	11	10

Home Language

Only the top 15 home languages are listed below.

	2012-13	2013-14	2014-15	2015-16	2016-17
Spanish	432	492	679	874	1,112
Other Non-English (..	224	224	298	413	242
Arabic	118	156	163	194	257
Cantonese	191	170	123	117	123
Vietnamese	77	64	54	55	67
Mam (Guatemalan)					326
Mandarin (Putonghu..	34	33	32	30	39
Filipino (Tagalog or ..	28	32	29	46	30
Tigrinya	22	22	21	49	30
Pashto	10	6	12	19	40
Burmese	20	17	9	11	6
French	19	18	6	5	9
Taishanese	8	5	7	11	17
Farsi (Persian)	3	4	6	11	18
Tamil	4	9	9	7	7

Note: A large segment of the student population within the "Other Non-English Languages" category are speakers of indigenous languages from Central America."

Data for 2016-17 was pulled on **January 13th, 2017**. For historic data on this report, data was last pulled from January of each year. For any comments or questions about this report, please contact **Rattana Yeang** at rattana.yeang@ousd.org.

3-YEAR NEWCOMER DEMOGRAPHICS

Oakland Unified School District - January 2012-13 to January 2016-17

For this report, a Newcomer is defined as a foreign born student who has been in the United States for less than 3 years and speaks a language other than English at home. For grades TK-2, the number of years is based on US entry date. For grades 3-12, the number of years is based on US school entry date.

Time of Arrival to the United States

Note: The highlight table below shows the total number of Newcomers by month and is based on their US entry date only (not US school entry date).

	January	February	March	April	May	June	July	August	September	October	November	December
2011	34	28	33	24	24	39	29	33	34	27	29	26
2012	23	24	28	26	35	36	37	37	45	43	44	35
2013	38	35	51	38	46	42	47	44	36	44	65	55
2014	50	58	71	70	73	119	89	79	67	59	46	70
2015	62	55	49	64	65	82	77	95	101	93	87	93
2016	72	66	79	76	48	79	85	131	77	87	53	27

Grade Level

	2012-13	2013-14	2014-15	2015-16	2016-17
Transitional Kinder..		4	11	18	27
Kindergarten	48	54	85	130	151
1	63	59	88	132	162
2	65	63	75	121	150
3	86	86	86	107	147
4	84	83	98	128	135
5	83	94	92	109	170
6	102	98	82	101	109
7	76	102	89	125	143
8	90	101	123	107	166
9	128	126	226	326	422
10	191	187	189	245	347
11	134	151	163	159	153
12	75	82	79	70	91
Grand Total	1,225	1,290	1,486	1,878	2,373

How many newcomers are refugees?

2012-13	2013-14	2014-15	2015-16
133	140	166	188

How many newcomers are asylees?

2012-13	2013-14	2014-15	2015-16
33	32	88	160

How many newcomers are unaccompanied minors?

2014-15	2015-16	2016-17
236	364	533

Data for 2016-17 was pulled on **January 13th, 2017**. For historic data on this report, data was last pulled from January of each year. For any comments or questions about this report, please contact **Rattana Yeang** at rattana.yeang@ousd.org.

3-YEAR NEWCOMER DEMOGRAPHICS

Oakland Unified School District - January 2012-13 to January 2016-17

For this report, a Newcomer is defined as a foreign born student who has been in the United States for less than 3 years and speaks a language other than English at home. For grades TK-2, the number of years is based on US entry date. For grades 3-12, the number of years is based on US school entry date.

Time of Arrival to Oakland Unified School District

Note: The highlight table below shows the total number of Newcomers by month and is based on their District Entry Date.

	January	February	March	April	May	June	July	August	September	October	November	December
2010	2		18	18	15	7	19	109	32	30	25	23
2011	48	25	20	28	22	8	1	143	43	24	12	16
2012	46	19	32	31	25	21	15	180	37	49	36	33
2013	57	38	31	47	18	6	11	252	56	39	19	48
2014	77	36	47	47	27	8	25	344	86	48	34	47
2015	76	45	65	41	31	22	7	376	107	66	68	50
2016	106	83	84	75	50	31	29	322	132	113	87	70
2017	45											

Grade Level

	2012-13	2013-14	2014-15	2015-16	2016-17
Transitional Kinder..		4	11	18	27
Kindergarten	48	54	85	130	151
1	63	59	88	132	162
2	65	63	75	121	150
3	86	86	86	107	147
4	84	83	98	128	135
5	83	94	92	109	170
6	102	98	82	101	109
7	76	102	89	125	143
8	90	101	123	107	166
9	128	126	226	326	422
10	191	187	189	245	347
11	134	151	163	159	153
12	75	82	79	70	91
Grand Total	1,225	1,290	1,486	1,878	2,373

How many newcomers are refugees?

2012-13	2013-14	2014-15	2015-16
133	140	166	188

How many newcomers are asylees?

2012-13	2013-14	2014-15	2015-16
33	32	88	160

How many newcomers are unaccompanied minors?

2014-15	2015-16	2016-17
236	364	533

Data for 2016-17 was pulled on **January 13th, 2017**. For historic data on this report, data was last pulled from January of each year. For any comments or questions about this report, please contact **Rattana Yeang** at rattana.yeang@ousd.org.

OUSD's Office of English Language Learners & Multilingual Achievement (ELLMA) & Oakland International High School Present

SPRING SPEAKER SERIES



**Wednesday
March 15
4:30-6:00pm**

New Americans

Selections from a Graphic Memoir

***THI BUI** was born in Vietnam three months before the end of the Vietnam War, and immigrated to the U.S. with her family in 1978. Her forthcoming graphic memoir, *The Best We Could Do* (Abrams ComicArts, March 2017) has been selected as both an Indies Introduce and Barnes and Noble Discover Great New Writers title. Thi taught high school in New York City and was a founding teacher of Oakland International High School. She currently teaches in the MFA in Comics program at the California College of the Arts.*

After Proposition 58

Reimagining a Least Restrictive Environment in California for Emergent Bilinguals

***URSULA S. ALDANA, Ph.D.** is an Assistant Professor of Education at the University of San Francisco. Her research examines K-12 school culture with regard to issues of equity and access for racially/ethnically and linguistically diverse students and highlights the voices of historically marginalized students including emergent bilingual youth. As a teacher and researcher, she has worked to advocate for newcomer youth and immigrant families for more than 15 years.*



**Wednesday
April 12
4:30-6:00pm**

Interrupting Islamophobia

An Urgent Task for Educators

***MONISHA BAJAJ** is Associate Professor of International and Multicultural Education at the University of San Francisco. Dr. Bajaj is the editor and author of six books, as well as numerous articles. She has also developed curriculum—particularly related to peace education, human rights, anti-bullying efforts and sustainability—for non-profit organizations and inter-governmental organizations, such as UNICEF and UNESCO.*



**Tuesday
May 16
4:00-5:30pm**

**ALL EVENTS AT OAKLAND INTERNATIONAL HS • 4521 WEBSTER STREET
REFRESHMENTS PROVIDED • ALL ARE WELCOME • NO RSVP REQUIRED**



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



Please contact Tom Hughes with questions
tom.hughes@ousd.org