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OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

Memo

To Board of Education

From Antwan Wilson, Superintendent
David Montes, Senior Deputy Chief, Continuous Improvement

Board Meeting Date December 14, 2016

Subject

Action Requested **Approval of Resolution No. 1617-0006 Establishment of Oakland School of Language, a Dual Language Middle School Program Commencing 2017-18 School Year**

Background Discussion

The Superintendent is recommending the establishment of the Oakland School of Language, a dual Language Middle School Program, commencing 2017-18 School Year.

Research shows that dual language programs have significant cognitive, social and academic benefits for students and that sustained participation in a dual language program closes the gap between English Language Learners (ELLs) and English Only students. Currently, OUSD has one K-8 immersion program, five K-5 immersion programs, and no middle or high school programs. There are not enough opportunities for emerging biliterate students from our five K-5 immersion programs to continue to pursue bilingualism and biliteracy in OUSD secondary schools. The addition of a School of Language to OUSD's portfolio of schools is a critical step toward building a PK-12 dual language / bilingual pathway and feeder pattern within the district that provides Oakland students the opportunity to graduate fully proficient and literate in multiple languages, preparing them for postsecondary success in an increasingly global society.

OUSD's Continuous School Improvement Office issued a Call for Quality Schools focused on dual language, middle schools, and newcomer program design (as well as the West Oakland feeder pattern) in Fall 2015. After a year-long process, Manzanita SEED submitted the only stand-alone 6-8 dual language middle school proposal, and the Academic Review Board approved the proposal because it showcased an innovative, equity-based approach that directly responded to a demonstrated community need and would allow students of all language backgrounds the opportunity to become bilingual and biliterate in order to be college, career and community ready.



The proposed School of Language middle school program serve three student what are already bilingual and biliterate; English-speaking students who want to learn Spanish, including targeted outreach to African American, Asian Pacific Islander, Yemeni and other underrepresented groups to ensure demographic population that reflects the ethnic and racial diversity of Oakland; and Spanish-speaking Newcomer students. In addition, the goals of the Oakland School of Language are aligned to State priorities under LCFF.

The program will begin with approximately 75 students in grade 6 for the 2017-18 school year at the Rudsdale Academy former campus at 1180 70th Avenue in East Oakland.

Recommendation

Approval of Resolution No. 1617-0006 Establishment of Oakland School of Language, a Dual Language Middle School Program Commencing 2017-18 School Year

Fiscal Impact

Funding resource name: GP -unknown

Attachments

- Resolution No 1617-0006

**RESOLUTION OF THE BOARD OF EDUCATION
OF THE
OAKLAND UNIFIED SCHOOL DISTRICT**

RESOLUTION NO. 1617-0006

**ESTABLISHMENT OF OAKLAND SCHOOL OF LANGUAGE, A DUAL LANGUAGE MIDDLE
SCHOOL PROGRAM COMMENCING 2017-18 SCHOOL YEAR**

Preamble and Background

In July, 2015 the Oakland Unified School District identified, among other priorities, that the continued development of Dual Language programming in Oakland would be one important strategy towards providing school program options parents are seeking; creating conditions for 21st century learners to be more skilled in a global society; and to reap the benefits evidenced in research that students who attend quality dual language programs do better academically.

A call for proposals was disseminated and the respondents included District-run elementary and K-8 schools that had either begun Dual Language programs that they wished to strengthen, or had built a community vision to transform their school into a Dual Language program. The respondents also include a community-based design team originating from several OUSD elementary programs that were seeking to implement a secondary dual language program as a feeder school for students exiting dual language programs in the 5th grade.

That design team went on to submit a proposal and subsequently was approved to move forward in submitting a complete application for the establishment of a Dual Language Middle School program that would provide the District an opportunity to implement a District-run middle grades program that students in Oakland could feed into. The proposed program is called the Oakland School of Language (Oakland SOL). The origins of this design team are highlighted below.

Origins: In early 2014, Manzanita SEED families began meeting to discuss the need for a dual language middle school. Between February and June 2014, SEED families, teachers, staff, and community held several meetings to develop a vision for a dual language middle school. In the Fall of 2014, SEED family leaders reconvened and continued to meetings. In January 2015, the group held 2 Saturday retreats.

The Families invited Katherine Carter to join the meetings in late 2014. Katherine Carter would eventually become the design team leader for the creation of a new, dual language middle school.

After a series of meetings and discussions with site leaders and District leadership, the Manzanita SEED community shifted the initial idea of expanding SEED's dual immersion program through 8th grade, to creating a new middle school program in alignment with OUSD goal of a PreK-12 dual immersion/multilingual pathway.

In March 2015, the SEED families, working in collaboration with Katherine Carter, planned and conducted a community meeting at SEED attended by 60 families, educators, and OUSD Board

members. At this meeting, the Families voted to include other dual immersion elementary schools in the planning for a PreK-12 Multilingual Pathway.

Shortly thereafter, a PreK-12 Multilingual Pathway design team for a dual immersion middle and multilingual high school was launched. In addition to the SEED community, the team included families from Community United Elementary School (CUES) and International Community School (ICS).

In June 2015, over 60 families and educators from at least six schools (CUES, ICS, SEED, Fremont, Yu Ming, and Melrose Leadership Academy (MLA)) as well OUSD staff from the ELLMA Office attended a Multilingual PreK-12 Pathway design team meeting. Given the OUSD high school redesign efforts that were underway, the team eventually decided to focus its efforts on the planning for a new middle school.

The design team began meeting twice a month in October 2015. The team meetings were facilitated by Katherine Carter and Katy Nunez-Adler (OCO organizer), and included parents/caregivers, students, teachers, school staff, and central office staff. The design team now includes a broad community of hundreds of Oakland families, with most residing in Central and East Oakland. Their process included rigorous research, experts in dual language programs, school visits, and stakeholder input and feedback.

During the 2015-16 school year, the team collected over 300 surveys from families. 224 of the surveys were from families who were very interested in a dual language middle school program. The families surveyed were from a variety of cultural, linguistic, and socioeconomic backgrounds.

The design team, the Superintendent and the District's Executive Leadership strongly recommend the establishment of the Oakland School of Language (Oakland SOL) to provide a vibrant learning environment which reflects and embraces the full range of diversity and multilingualism in Oakland. The program would begin with approximately 75 students in grade 6 for the 2017-18 school year at the Rudsdale Academy former campus at 1180 70th Avenue in East Oakland.

Resolution

WHEREAS, in 2014, the District, through its Pathway to Excellence update of the strategic plan, committed to developing quality community schools by implementing strategies that accelerate academic achievement while closing the opportunity gap; and

WHEREAS, building off this priority and informed by significant community engagement including the Superintendent's Strategic Plan English Language Learner Subcommittee, OUSD's Academic Social Emotional Learning Office and the English Language Learner and Multilingual Achievement Office developed the following goals:

- 1) "To provide English Language Learners with equity and access to an excellent education...OUSD is developing a PK-12 Bilingual / Dual Language pathway supporting students to develop academic and linguistic proficiency in two or

more languages and earn the California Seal of Biliteracy upon high school graduation,” and

2) “OUSD has a PK-12 Dual Language Pathway, including two way immersion and developmental bilingual programs, that ensures every child in OUSD has the opportunity to become biliterate and bilingual;” and

WHEREAS, research shows that dual language programs have significant cognitive, social and academic benefits for students and that sustained participation in a dual language program has been found to be the only language program model that closes the gap between English Language Learners (ELLs) and English Only students;

WHEREAS, given this research, the current growth of dual language immersion programs in elementary schools and the interest families have shown in language immersion, there is a need to develop multiple pathways for dual language and bilingual education across Oakland, especially in secondary; and

WHEREAS, currently, OUSD has one K-8 immersion program, five K-5 immersion programs, and no middle or high school programs; and

WHEREAS, there are not enough opportunities for emerging biliterate students from our five K-5 immersion programs to continue to pursue bilingualism and biliteracy in OUSD schools; and

WHEREAS, the addition of a School of Language to OUSD’s portfolio of schools is a critical step toward building a PK-12 dual language / bilingual pathway and feeder pattern within the district that provides Oakland students the opportunity to graduate fully proficient and literate in multiple languages, preparing them for postsecondary success in an increasingly global society; and

WHEREAS, recognizing the community demand for and the benefits of dual language programs, OUSD’s Continuous School Improvement Office issued a Call for Quality Schools focused on dual language, middle schools, and newcomer program design (as well as the West Oakland feeder pattern) in Fall 2015; and

WHEREAS, in addition to existing schools seeking to become dual language schools, OUSD sought a program that could begin to expand the PK-12 Dual Language Pathway into middle school grades; and

WHEREAS, after a year-long process, Oakland SOL design team, in collaboration with District central office staff submitted the only stand-alone 6-8 dual language middle school proposal, and the Dual Language Academic Review Board approved the proposal because it showcased an innovative, equity-based approach that directly responded to a demonstrated community need and would allow students of all language backgrounds the opportunity to become bilingual and biliterate in order to be college, career and community ready; and

WHEREAS, educational program proposed for the School of Language will serve three student populations:

1. Students who are already bilingual and biliterate;
2. English-speaking students who want to learn Spanish, including targeted outreach to African American, Asian Pacific Islander, Yemeni and other underrepresented groups to ensure demographic population that reflects the ethnic and racial diversity of Oakland; and
3. Spanish-speaking Newcomer students; and

WHEREAS, the development of this proposed middle school was driven by families and students in the District's current dual language elementary schools, with the design team including parents and student leaders from Manzanita SEED, Community United Elementary School (CUES) and International Community School (ICS) who have worked together deeply over the last year and a half to develop the vision, mission, and educational program; and

WHEREAS, the goals of the Oakland School of Language are aligned to State priorities under LCFF and include:

Goal 1: students will perform at or above grade level in all content areas.

Goal 2: students will have the ability to read, write, and speak in Spanish and English.

Goal 3: students will have a positive sense of their own cultural identity, and an ability and openness to interact across cultures. They will hold a lifelong commitment to self-evaluation and self-critique.

Goal 4: students will have self-awareness, responsible decision making, self-management, social awareness, and relationship skills.

Goal 5: The Oakland School of Language will actively engage families in the development of students academics, bilingualism, cultural humility, and social emotional learning; and

WHEREAS, students enrolled in the Oakland School of Language will learn to prevent cultural conflicts and build friendships across cultures and languages, embrace and celebrate difference, recognize and disrupt systems of racial oppression, and be leaders in their community and world; and

WHEREAS, all Oakland School of Language students will attain and staff will embody: Academic proficiency, Performance at or above grade level in all content areas, Bilingualism/bi-literacy, Ability to read, write, and speak in two or more languages, a positive sense of their own cultural identity, and an ability and openness to interact across cultures.

WHEREAS, student learning at the Oakland School of Language will be promoted through three primary structures: Advisory, Inquiry, and a competency-based Language Lab; and

WHEREAS, inspiring and effective teaching, teacher retention and teacher coaching are critical to the success of the Oakland School of Language; and

NOW, THEREFORE, BE IT RESOLVED, that the Board of Education does hereby authorize the Superintendent or his designee to undertake all necessary procedural steps required to create the Oakland School of Language, a Dual Language Middle School Program, commencing 2017-18 School Year.

PASSED AND ADOPTED by the Board of Education of the Oakland Unified School District this 14th day of December, 2016, by the following vote, to wit:

AYES: Jody London, Aimee Eng, Jumoke Hinton Hodge, Roseann Torres,
Shanthi Gonzales, Vice President Nina Senn and President James Harris

NOES: None

ABSTAINED: None

ABSENT: None

CERTIFICATION

I hereby certify that the foregoing Resolution was duly approved and adopted by the Board of Education of said district at a meeting thereof held on the 14th day of December 2016 with a copy of such Resolution being on file in the Office of the Board of Education of said district.


Antwan Wilson, Superintendent and Board Secretary

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By: