

OAKLAND UNIFIED SCHOOL DISTRICT



ROADMAP TO ELL ACHIEVEMENT

ENGLISH LANGUAGE LEARNER AND MULTILINGUAL ACHIEVEMENT

2016-17 - END OF YEAR TWO REPORT



OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students



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EVERY STUDENT THRIVES!

A NOTE FROM ELLMA'S EXECUTIVE DIRECTOR

DEAR OAKLAND COMMUNITY,



Nicole with a former student who now teaches Math at Roosevelt Middle School.

The inaugural year of OUSD's English Language Learner & Multilingual Achievement (ELLMA) Office was 2013.

In our first year, we took stock of the services and programs available for English Language Learner students. We dug into data to understand the areas of

strength and need across Oakland.

We visited classrooms and talked with teachers, students, and community members. We commissioned Stanford University's Understanding Language to provide an objective analysis of OUSD's ELL services and offer recommendations (read the full report [here](#)).

In the summer of 2015, after engaging with hundreds of experts, educators and community members, we released the [OUSD Three Year Roadmap to ELL Achievement](#). The Roadmap represents an ambitious plan to ensure equity for English Language Learners in every classroom and every school in this District.

I am proud of our accomplishments and progress thus far. As Oakland shows leadership in making strides for ELLs, the work of the ELLMA team is being recognized both locally and nationally.

Michael Ray, the English Language Development Coordinator, was acknowledged by the Alameda County of Education as the English Learner Admin-

istrator of the Year for 2016-17. I was honored to receive the Council of Great City School's 2017 Valeria Silva Award on behalf of the ELLMA team for "Outstanding English Language Learner Achievement."

These awards are a testament to the talent and commitment of many in OUSD, most notably our teachers and school leaders who do the hard work of making our value of Equity a reality in the classroom.

While it is important to take a moment to celebrate our accomplishments, we are clear that we have a long way to go. I am excited to begin the work of our third and final year of the OUSD Roadmap to ELL Achievement. In this report you will find the highlights of our progress toward priorities as well as our next steps for 2017-18 to get us closer to our three-year goals.

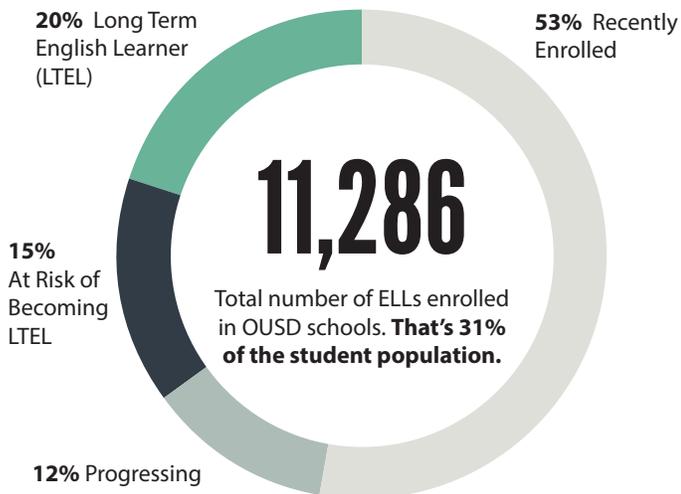
As we come to the close of this three year roadmap, we will be engaging with many of you to develop our roadmap for 2018-2021. Our students and families are counting on us!

In Partnership,

Nicole Knight
Executive Director,
English Language Learner and Multilingual
Achievement Office

2016-17 - ROADMAP TO ELL ACHIEVEMENT

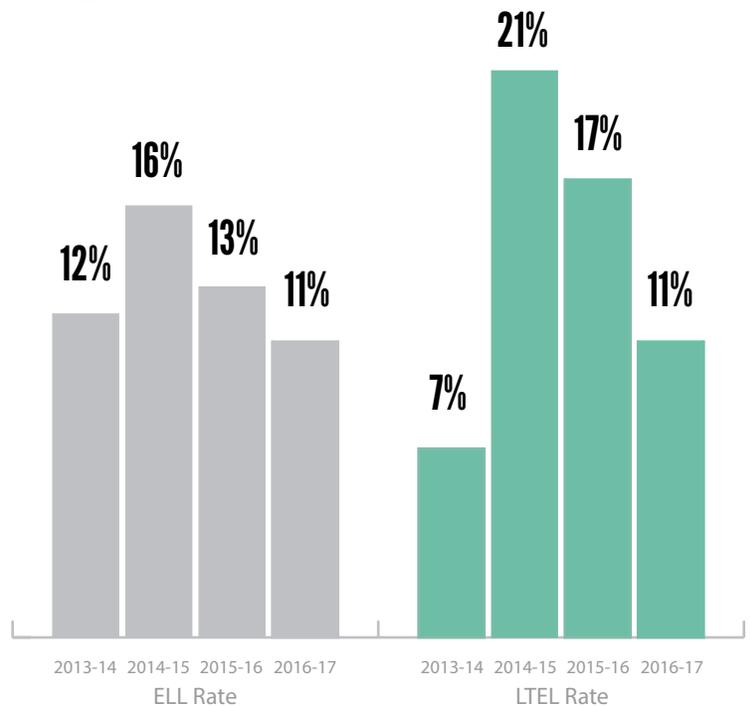
● ELLS IN OAKLAND UNIFIED



Elementary Schools
20% At Risk
3% LTEL
16% Progressing
61% Recently Enrolled

Secondary Schools
6% At Risk
50% LTEL
5% Progressing
39% Recently Enrolled

● RECLASSIFICATION RATES



#1 - ADVANCE QUALITY INSTRUCTION

901 EDUCATORS
Attended professional development in language and literacy instruction practices.

MATERIALS
Piloting of 8 different instructional curricula for ELLs.

#2 - MEET THE NEEDS OF THE WHOLE CHILD

OUSD's Board of Education adopted a Sanctuary District Resolution policy reaffirming our commitment to ensure students and their families are safe at school regardless of immigration status. Taking a holistic approach, the ELLMA team:

Supported **681 refugee/asylees, unaccompanied minors and children of migrants** to enroll in OUSD schools and access services.

Expanded **after-school programs** for newcomers.

Initiated ongoing **Restorative Justice circles** to build community across diverse cultures.

Collaborated with Community Engagement team to design **parent training toolkits** focused on reclassification, ELL data, and language acquisition.

#3 - EXPAND & ENHANCE ROBUST LANGUAGE PROGRAMS

● NEWCOMER PROGRAMS

8 Newcomer Programs established or expanded in 2016-17.

109 Teachers experienced professional learning to enhance their practice in support of newcomers.

1st Continuation Program for newcomers in OUSD as part of Rudsdale High School on the Hillside campus, opened August 2017.

Newcomer Services Team established to provide a professional learning space that builds capacity and wraparound supports for newcomers.

● LONG TERM ENGLISH LEARNER COURSES

Designed & Implemented LTEL-Focused Academic Literacy and Language Acquisition for Secondary (ALLAS) professional learning.

1st Intervention Course for ELLs At-Risk of becoming LTELs in OUSD at Garfield Elementary School.

7 New LTEL Courses launched in 2016-17 in OUSD.

MENT - END OF YEAR TWO REPORT

● TOP BIRTH COUNTRIES OF NON-ENGLISH LANGUAGE SPEAKERS

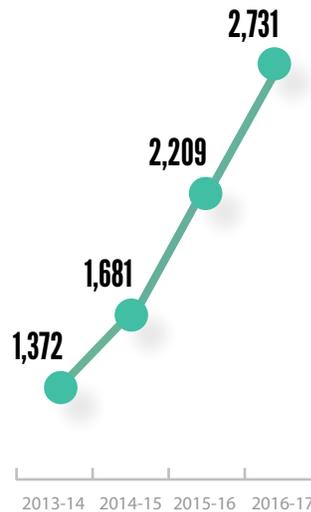


GRAMS

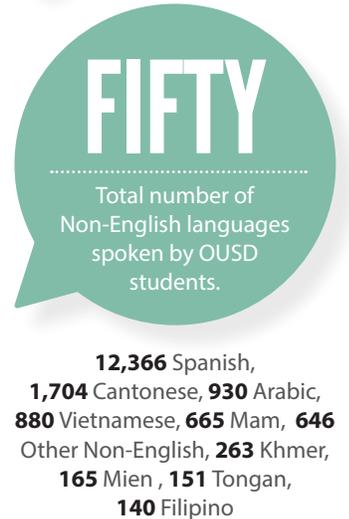
● DUAL LANGUAGE PROGRAMS

- 1st Stand-Alone Spanish Immersion Dual Language Middle School**, Oakland School of Language (SOL), opening August 2017.
- 130 Students Earned the California Seal of Biliteracy**. 1,570 students earned Biliteracy Pathway Awards for demonstrating high levels of bilingualism.
- 4 Schools Participated in Dual Language** design cohort resulting in the development of three-year transformation Plans.
- Established Multilingual Oakland**, a cross-stakeholder working group, to draft a multilingual roadmap for Oakland.

● TOTAL NEWCOMERS



● HOME LANGUAGES



#4 - ALIGN POLICIES & PRACTICES ACROSS CENTRAL OFFICE DEPARTMENTS

- ELL Master Plan** published with guidance for phased implementation at all school sites in OUSD.
- 4 Community Navigators** hired to help students and families navigate a new culture and school system and to facilitate conversations at schools in their home language.
- 1st Cohort of ELL Ambassadors** initiated as site-based leaders & thought partners in understanding, advocating for & supporting English Language Learners & their families.
- ELL Review Process** developed with master indicators, grounded in OUSD's Essential Practices for ELL Achievement.

MISSION & VISION

ENGLISH LANGUAGE LEARNER & MULTILINGUAL ACHIEVEMENT

The **English Language Learner and Multilingual Achievement** (ELLMA) team mission and vision is to work collaboratively with all students so that all English Language Learners (ELLs) achieve at high levels in one or more languages and ultimately graduate college, career and community ready. This vision is to ensure that all students are prepared to succeed in a global, interconnected world.

1

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

2

The language and culture that students bring to their learning are assets to their learning and their communities.

with all stakeholders to provide English Language Learners with **Equity** and access to an **Excellent** education, ensuring that all is grounded in three fundamental beliefs:

2

cultural resources
g are tremendous
ning and that of the
unity.

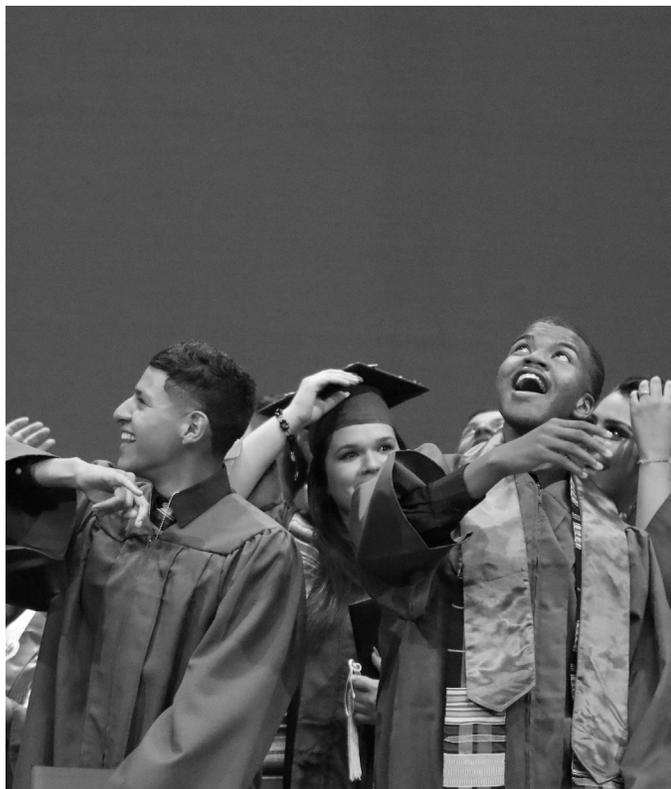
3

All educators are responsible for the
language development of ELLs.

EXECUTIVE SUMMARY

ROADMAP TO ELL ACHIEVEMENT: PRIORITIES

In August 2015, the ELLMA Office released OUSD's [Roadmap to English Language Learner Achievement](#), a three-year strategy, fundamental beliefs, as well as a response to the [Stanford Review of Services for ELLs in OUSD](#). The Roadmap focuses on four st



ADVANCE
QUALITY INSTRUCTION



MEET THE NEEDS OF
THE WHOLE CHILD

The Year Two Report on the Roadmap highlights successes from 2016-17 and identifies focus areas of continuing or unmet goals. We have made great strides in either reaching or laying a solid foundation for the goals named in the Roadmap to ELL Achievement.

ic plan that identifies ways to accelerate outcomes for ELLs in OUSD. The Roadmap is a reflection of ELLMA's mission, vision, and strategic priorities:



EXPAND & ENHANCE ROBUST LANGUAGE PROGRAMS



ALIGN POLICIES & PRACTICES ACROSS CENTRAL OFFICE DEPARTMENTS

net need for year three of the Roadmap, 2017-18. Through extensive and authentic collaboration across OUSD departments, ment. We look forward to continuing and extending our partnerships in service of ELLs as we address persisting challenges.

OAKLAND UNIFIED SCHOOL DISTRICT



PRIORITY #1
ADVANCE QUALITY INSTRUCTION

PRIORITY #1

ADVANCE QUALITY INSTRUCTION

High quality academic instruction that integrates content and language is the central way to ensure ELLs are progressing year after year towards college, career, and community readiness. Quality instruction represents a commitment to **1)** ensuring ELLs have access to and engagement with District standards, **2)** providing high-quality standards-aligned material to schools, **3)** providing teachers with on-going professional development in language and literacy practices, and **4)** providing ELLs with special needs comprehensive services and instruction.

SUCCESS AREAS IN 2016-17

We're proud to have accomplished the following:

● OUSD significantly increased the percentage of ELLs meeting postsecondary readiness measures of success including:

↑ **57.1% of ELLs graduating with their cohort** (12.6 percentage point growth from 2013-14)

↑ **33.9% of ELLs meeting A-G requirements** (11.5 percentage point growth from 2013-14)

↑ **59.8% of ELLs have access to Linked Learning Pathways** (11.9 percentage point growth from 2013-14)

● **901 teachers and educators reached** through targeted PD on the California ELA/ELD Framework.

See highlight: Professional Development for teachers of ELLs in the call out box.

● ELLMA collaborated with all content areas – literacy, social science, science and math – to **develop tools and resources** that build teachers' capacity to address the discipline-specific language demands of texts and tasks.

● **Invested \$150,000 in English Language Development materials** across all proficiency levels.

● Developed and piloted **alternative reclassification criteria** for SPED-ELL dual-identified students in partnership with Special Education.

FOCUS AREAS IN 2017-18

ELLMA will continue to offer professional learning opportunities designed to further implement the California ELA/ELD Framework, including Designated and Integrated ELD, and to increase the take-up of key instructional practices. Areas of focus for 2017-18 include:

● **Provide all sites guidance and resources to implement the key universal practices:** Designated and Integrated ELD, regular analysis of ELL data and establishment of Site English Language Learner Subcommittee.

● **Differentiated professional learning pathways:** Support teachers' continuum of learning by developing and implementing pathways that deepen their expertise in meeting the needs of English Language Learners.

● **Differentiated school support framework:** Adopt model that builds capacity to implement expected universal practices and provides support for identified **focus** schools, **partner** schools and **lab** schools. This model will allow OUSD to be more responsive to different site needs and make strategic use of ELLMA resources.

● **Improve monitoring of language development:** Identify and collaboratively develop formative assessments to monitor progress in speaking, listening, reading and writing aligned to the new English Language Proficiency Acquisition for California (ELPAC).

● **Partner with Special Education (formerly PEC):** Improve identification, programming and instruction for SPED-ELL dual-identified students.

PRIORITY #1

ADVANCE QUALITY INSTRUCTION - HIGHLIGHTS

PROFESSIONAL DEVELOPMENT FOR TEACHERS OF ELLS: In 2016-17 the ELLMA team, often in partnership with Teaching and Learning, led and piloted innovative professional development opportunities and communities of practice to build the capacity of school leaders and teachers to support the needs of ELLs in OUSD. We're especially proud of these highlights:



Leading with Learning ELA/ELD Framework lab schools: In partnership with the research nonprofit WestEd, ELLMA led a year-long inquiry to deepen understanding and implementation of the California ELA/ELD Framework, including aligned teaching practices and select keystone pedagogies, at four elementary schools.

Takeaways from **Leading with Learning**, like the Teaching and Learning Cycle and strategies from the California ELA/ELD Framework, such as sentence unpacking and text reconstruction, have informed ELLMA's professional learning pathways and support for schools in 2017-18.



GLAD: Professional Development for Language Acquisition: This year, ELLMA began to roll out our foundational professional learning approach, GLAD (Guided Language Acquisition Design), with the goal of all elementary teachers eventually being GLAD certificated and equipped to simultaneously teach language and content aligned to the vision of the ELA/ELD Framework. Teachers have thoroughly appreciated this training.

Over the next year, ELLMA will continue to offer the standard 6-day GLAD certificated training to Oakland teachers, implement follow-up training days and develop a group of GLADiators (teacher leaders) as well as a cadre of in-house GLAD trainers to build site-based and District capacity.

"One of the best and most valuable training I've ever received. So excited to go and implement this. Another said, "This training has made me so excited for the next school year. I can't wait to incorporate the strategies

into our units across all content areas and make learning more accessible, meaningful, and fun for all of my learners." - GLAD Participant



Mills Teacher Scholars (MTS): 25 newcomer teachers from TK through high school participated in a year-long inquiry process to better understand newcomer students and improve their practice in response to students' needs.

Over the course of the year, teachers developed and refined self-selected instructional practice to address an aspect of their newcomers' language development. ELLMA will continue to partner with Mills Teachers Scholars to offer a similar experience for elementary teachers next year.

"It was very beneficial to have a space to think about my newcomers each month in order to provide better and more tailored instruction to them. Learning conversations with colleagues based on data also supported my own professional growth as a teacher." - MTS teacher



Academic Language and Literacy Acceleration for Secondary: ALLAS, our foundational teacher language course for secondary, provides teachers with the foundational knowledge and tools necessary for designing and providing language-rich instruction in the content areas. Teachers learn to identify language demands in texts and tasks as well as how to backwards plan to embed language supports and foster language expansion. ELLMA offered the full three-day series to Coliseum College Prep Academy, United for Success Academy and to a cross-site cohort of secondary newcomer teachers. As we continue to refine the content and flow of the three days, teachers gain valuable skill and knowledge in content-language integrated instruction.

"I LOVED learning about the sentence and paragraph reconstruction and definitely plan on using this strategy in the next few days! I think the most helpful things are learning concrete strategies that we can use with the students, and having a leader demonstrate the strategies by modeling." - OUSD Teacher

OAKLAND UNIFIED SCHOOL DISTRICT



PRIORITY #2

MEET THE NEEDS OF THE WHOLE CHILD



PRIORITY #2

MEET THE NEEDS OF THE WHOLE CHILD

Meeting the needs of the whole child represents a commitment to **1)** ensure school is a safe, inclusive environment and **2)** engage students, families and the community to become authentic partners in our students' education.

SUCCESS AREAS IN 2016-17

We're proud to have accomplished the following:

- OUSD's Board of Education adopted a **Sanctuary District Resolution** policy to publicly reaffirm our commitment to ensure students and their families are safe at school and have access to all services regardless of immigration status.

See highlight: OUSD is a Sanctuary District.

- **Supported 681 refugee/asylee, unaccompanied immigrant youth and children of migrant students** to enroll in OUSD schools, access legal and health services, and navigate complex systems to transition to life in Oakland.

See highlight: ELLMA Student Services Team Supports hundreds of newcomers.

- Launched **ELLMA Speaker Series**, bringing six experts to Oakland to build deeper understanding of issues affecting our ELLs, including immigration, politics and policy, and culturally responsive pedagogy.
- Initiated ongoing **Restorative Justice (RJ) circles** and meetings in students' home languages at multiple school sites to build community across diverse cultures and address instances of conflict.
- **Expanded learning and enrichment programs**, including partnerships with nonprofits Soccer Without Borders and Refugee Transitions, to increase access of our growing newcomer population to extended learning opportunities; continued professional learning communities for afterschool program providers designed to address the unique needs of ELLs and newcomers.

- **Social Emotional Learning** and Leadership Team hosted the national Collaborative for Academic, Social, and Emotional Learning (CASEL) annual conference with a focus on *Creating Conditions for SEL through Partnerships, Practices and Programs*. The conference provided opportunities for over 200 participants to discuss culturally responsive pedagogy, conditions for student learning, and learn from OUSD's high-ELL count SEL demonstration schools, which support teachers to create welcoming classrooms for language learners.

- Collaborated with the **Community Engagement** team to design parent training toolkits focused on reclassification, ELL data, and language acquisition and then leveraged toolkits to lead ELL-focused breakouts at monthly Superintendent Parent Forums.

FOCUS AREAS IN 2017-18

OUSD will continue to implement many of these services in order to meet the social emotional well being of ELLs so that they can thrive academically. We will:

- **Address persistent barriers:** Continue to assist refugee/asylee students, unaccompanied immigrant youth and children of migrant families with school enrollment and options, transportation assistance, and referrals to community-based organizations as needed.
- **Build the capacity of various OUSD departments and units on newcomer students:** Convene the Newcomer Services Team of school and community-based service providers focused on meeting the needs of newcomers, to share best practices and stay abreast of available resources, services and important issues.
- **Create safe and inclusive learning environments for ELLs:** Increase the use of linguistically and culturally responsive RJ circles, support ELL Family Engagement and the establishment of a Site English Language Learner Subcommittee at schools.

PRIORITY #2

MEETING THE NEEDS OF THE WHOLE CHILD - HIGHLIGHTS

OUSD is a proud Sanctuary District. When we say *Every Student Thrives!* at OUSD it means we stand behind our students regardless of where they were born, the barriers they have overcome to be here, or their legal status. Hundreds of undocumented, newcomer, and refugee students are thriving in our schools, and we want to keep it that way. We cherish the cultural richness in our District and make no exceptions when it comes to including learners with a wide variety of backgrounds and needs. In the current political climate, we feel it is more important than ever to lift the voices of our students and their experiences.

“Why do you want to send us back? We’re all the same. We’re all humans, so I think we all belong here. America is a country for all people, not just some people or people that look alike.”

- Bridges Elementary School student on the president’s immigration policies

On December 14, 2016, the OUSD Board of Education adopted a resolution reaffirming OUSD’s status as a Sanctuary District. As a Sanctuary District, we want to assure families that all students have a right to attend school and to benefit from all school services regardless of immigration status. We do not ask for or require proof of legal immigration status upon enrollment, nor is any such information gathered by a school.

“If it wasn’t a Sanctuary school, I would feel more scared, and I would rather be at home since I would feel safer there. Since it is a Sanctuary school, I feel like teachers will protect me.”

- Oakland International High School student reflecting on the resolution

To implement this resolution, ELLMA convened a **Sanctuary District Task Force** comprised of District and school leaders, teachers, students, parents and community members. Over the spring, the Task Force trained over 450 frontline and District leadership staff, including nutrition services employees, community school managers, clerical staff, principals, police services, after school coordinators, as well as OUSD’s cabinet of department leaders and network superintendents.

The training includes procedures and protocols for responding to Immigrations Customs Enforcement (ICE) actions and inquiries, instructional resources for teachers, and community materials such as FAQs and access to the county-wide rapid response network. In partnership with local community based organizations, OUSD distributed thousands of Know Your Rights cards to families and hosted over ten workshops with embedded legal screenings at schools across the city for students and families.

Resources available at www.ousd.org/sanctuary

PRIORITY #2

MEETING THE NEEDS OF THE WHOLE CHILD - HIGHLIGHTS

ELLMA's Student Services Team helped hundreds of newcomers navigate Oakland in 2016-17.

"When I first arrived in Oakland not only was the language a difficult thing for me, but getting registered in school was hard as well...It was a complicated process. Then, once in school, I got help to access different program and counseling services, and Stephanie [ELLMA's Unaccompanied Immigrant Youth Specialist] was able to help me get into a program once I got asylum.

"Thanks to that program I am now going to receive support academically, financially and emotionally. Out of all the support I have gained access to, counseling has been the best to keep me going in school."

Wilson A., a newcomer at Castlemont High School

Wilson's transition to Oakland is not uncommon, and his ability to eventually access resources is a direct result of the work of the ELLMA Student Services team. This year alone, the ELLMA Student Services team supported 681 refugee/asylee and unaccompanied immigrant youth, like Wilson, enroll in OUSD schools with newcomer supports, access critical legal and health services, and navigate complex systems.

The ELLMA Student Services Team meets the needs of the whole child by providing:



Extensive family orientation to the US



School supplies and transportation assistance for newcomers



Translation support to facilitate conversations between families and teachers



Case management



PRIORITY #3

EXPAND & ENHANCE ROBUST LANGUAGE PROGRAMS



PRIORITY #3

EXPAND & ENHANCE ROBUST LANGUAGE PROGRAMS

OUSD seeks to expand and strengthen **newcomer, Dual Language** (including two-way immersion and developmental bilingual) programs. The Roadmap lists three goals to expand and enhance language programs in OUSD:



DUAL LANGUAGE PROGRAMS

Offers a PK-12 Dual Language & Multilingual Pathway, including two-way immersion and developmental bilingual programs, to ensure every child in OUSD has the opportunity to become biliterate and bilingual.



NEWCOMER PROGRAMS

Offer high-quality newcomer programs that meet the demand for

l) and **Long Term English Learner (LTEL) language programs** in order to meet the unique needs of each of our ELL subgroups.



OMER RAMS

r programs at all grade levels
ographic demand.



LTEL COURSES

Expand LTEL courses in secondary schools to accelerate stu-
dent outcomes for Long-Term English Language Learners.

PRIORITY #3

EXPAND & ENHANCE ROBUST LANGUAGE PROGRAMS - DUAL LANGUAGE PROGRAMS



SUCCESS AREAS IN 2016-17

We're proud to have accomplished the following:

- OUSD approved the opening of Oakland's first stand-alone Spanish immersion Dual Language middle school, **Oakland School of Language (SOL)**, which opened in August 2017. This was the result of a three year-long community driven process.
- Convened a **Dual Language Design Cohort** comprised of Greenleaf, Melrose Leadership Academy, International Community School and Oakland School of Language (SOL), to develop three-year transformation plans using OUSD's Dual Language standards of quality. These schools have resources and funds to support innovative programming through the Office of Continuous School Improvement.
- Provided **professional learning for Dual Language teachers and leaders** including a summer Dual Language Institute and Oakland Language Immersion Advancement in Science (OLAS), a grant-funded initiative in collaboration with the science team and the University of California, Berkeley. OUSD's work was highlighted as making **"enormous strides to prepare teachers to provide science learning for ELs in just the past year"** by the Education Trust-West report [*Unlocking Learning: Science as a Lever for English Learner Equity*](#) (Jan, 2017).
- Created clear guidelines and planning tools for language allocation and worked with each Dual Language school to develop a **theory of action grounded in a defined language allocation plan** and a clear articulation of biliteracy development.
- Established **Multilingual Oakland**, a cross-stakeholder working group, to draft a multilingual roadmap for Oakland and provide recommendations to grow OUSD's multilingual pathway options from elementary through high school.
- Awarded the **California State Seal of Biliteracy to 130 high school students** who demonstrated a high level of proficiency in English and one additional language and recognized **1,570 students** for their growth

as emerging bilinguals through OUSD's Biliteracy Pathways Awards.

- Supported five early exit bilingual programs to begin to explore **asset-based alternative language program models** that encourage students to honor and maintain home languages and cultures.

FOCUS AREAS IN 2017-18

ELLMA will continue to drive toward our vision of a robust PK-12 Multilingual Pathway in OUSD. To do so, we will:

- **Continue to offer high quality professional learning and coaching for Dual Language teachers and leaders:** Support implementation of language allocation plans and include a focus on Spanish early literacy.
- **Make recommendations for a Dual Language Arts adoption by the end of the year:** Support and evaluate dual language-specific curriculum and assessment pilots, including Adelante and AVANT for quality and scalability.
- **Make recommendations for multilingual programming in OUSD:** By continuing to convene the community engagement group Multilingual Oakland, ELLMA is collaborating on program options.
- **Offer OUSD's Biliteracy Pathway Awards to emerging bilinguals at more schools:** Include middle schools with world language programs, and leverage the criteria as a mechanism to progress monitor biliteracy at Dual Language schools.
- **Collaborate with schools considering a transition from early exit programs:** Engage community and staff in exploring program options and enhancing existing language acquisition practices across the entire school. Develop standards of quality and guidance for elementary heritage and world language programs in OUSD.

DID YOU KNOW...



Research shows that learning in two or more languages expands and enhances students' thinking skills, cognitive development and flexibility, and multicultural awareness.



Dual Language programs in OUSD follow a **50/50** or **90/10** language allocation.

In 50/50 programs, 50% of instruction is done in the partner language and 50% is done in English through all grades.

In 90/10 programs, 90% of instruction in Kindergarten is done in the partner language, moving gradually toward equal use of both languages by grade 4.



In 2017-18, OUSD will offer a total of eight Dual Language programs for Oakland families. These include:

Five K-5 programs:

- Community United Elementary School
- Esperanza Elementary
- Global Family
- International Community School
- Manzanita SEED

Two K-8 programs:

- Melrose Leadership Academy
- Greenleaf TK-8

One middle school:

- Oakland School of Language (SOL)

PRIORITY #3

EXPAND & ENHANCE ROBUST LANGUAGE PROGRAMS - NEWCOMER PROGRAMS



Middle School, Roosevelt Middle School and Alliance Middle School.

- **Established first continuation program for newcomers** as part of Rudsdale High School on the Hillside campus, designed around the needs of older newcomers who have obligations to work and are at high risk of dropping out. Opened in August 2017.

- Partnered with Oakland International High School's Learning Lab to offer **foundational professional learning for newcomer teachers across OUSD**, deliver a monthly speaker series, and develop curricular materials for newcomer high school classes.

- Offered a wealth of **professional learning opportunities for teachers of newcomers** in both elementary and secondary to enhance their practice around foundational knowledge of language acquisition, curriculum and assessment development, teacher-led inquiry and instructional leadership capacity.

- Established the **Newcomer Services Team**, a diverse group of school and community based service providers focused on meeting the needs of newcomers. The team strengthens capacity around Social Emotional Learning, community building, mental health, legal services and family engagement.

- Produced a **newcomer orientation video in 11 languages** to help families better understand the student assignment process, school options in OUSD and how to access resources.

- Significantly **enhanced OUSD's newcomer data systems** and methods to track newcomer progress by creating new Students with Interrupted Formal Education (SIFE) and Mam language tags in AERIES, publishing entry and exit criteria for newcomer programs and piloting a new early warning dashboard for newcomers.

SUCCESS AREAS IN 2016-17

We're proud to have accomplished the following:

- **Established or expanded newcomer programs** in order to meet the growing enrollment of newcomers into OUSD schools. New programs in primary include: OUSD also expanded newcomer programs at Westlake



Franklin Elementary



New middle school programs at Frick Impact Academy and a new 9th grade expansion at Bret Harte.



Bridges Academy at Melrose



Garfield Elementary

FOCUS AREAS IN 2017-18

ELLMA is committed to building high-quality newcomer programs at all school levels that meet the needs of our newcomer students and families. To continue driving toward this vision, we will:

- **Consolidate newcomer resources and guidance:** Publish and operationalize a comprehensive TK-12 newcomer toolkit to guide student placement, program design instruction, and support services.

- **Manage newcomer program options:** Collaborate across all OUSD departments to proactively manage programs and forecast expansion as needed. We are committed to improving newcomer enrollment projections methodology, budget projections for newcomers, and enrollment practices at sites.

- **Partner with Rudsdale's newcomer program:** Support its first year by providing program design, professional development, and teacher observation and feedback.

- **Focus on newcomer elementary instruction:** Develop more explicit guidance on recommended tier one and tier two instructional practices for newcomers in mainstream elementary classrooms with high numbers of newcomers.

- **Offer a range of professional learning opportunities for teachers of newcomers TK-12:** Deepen practice on foundational language acquisition, trauma-informed pedagogy, SEL practices, curriculum and assessment development. Support newcomer TSAs and site coaches to lead program design, inquiry and professional learning communities at their sites.

- **Promote newcomer teacher retention:** Provide mini-grants focused on self care and wellness to address secondary trauma and stem teacher turnover.

- **Address lack of assessment tools:** Identify language and literacy development assessments for newcomers at an emerging level of English in order to better monitor progress.

DID YOU KNOW...



OUSD ELL students speak over 50 languages at home.



In 2016-17, OUSD enrolled **1,141** newcomers and served a total of **2,753** newcomers across TK-12.



OUSD's elementary schools offer a range of supports for newcomers.

In 2017-18, Garfield, Franklin, and Bridges at Melrose will have additional teaching staff focused on newcomers. Many other schools offer targeted supports to their newcomer students.



OUSD received a \$200,000 from the Walter and Elise Haas Fund in order to

deepen professional development on instructional best practices and social emotional learning and to improve retention rates of teachers who serve the newcomer student population.



In 2017-18, OUSD will offer a total of **12 secondary newcomer programs** for Oakland's secondary newcomer population. These include:

- **Six middle school programs:** Alliance, Bret Harte, Frick, Roosevelt, Urban Promise Academy, and Westlake.

- **Six high school programs:** Castlemont High School, Fremont High School, Oakland High School, and Oakland International High School, Bret Harte (9th grade only) and Rudsdale (Continuation School).

PRIORITY #3

EXPAND & ENHANCE ROBUST LANGUAGE PROGRAMS - LONG-TERM ENGLISH LA



SUCCESS AREAS IN 2016-17

We're proud to have accomplished the following:

- Published the **LTEL Handbook** to provide guidance and resources for effective LTEL courses.

- Launched and supported **7 new LTEL courses** at:



Bret Harte Middle School



Elmhurst Community Prep



United for Success Academy



Westlake Middle School



Life Academy



Castlemont High School



Fremont High School

- Piloted the **first intervention course designed for ELLs at-risk of becoming LTELs** in OUSD at Garfield Elementary School.

- Provided recommended **English 3D curriculum** at all 10 sites offering LTEL or ELLs At-Risk Courses and then created a cross-site professional learning community for all English 3D teachers to share best practices.

- Designed and implemented the first iteration of an LTEL-focused **Academic Literacy and Language Acquisition for Secondary (ALLAS) professional learning series** at Coliseum College Preparatory Academy and United for Success Academy. This PL serves to increase teachers' understanding of LTEL needs and support unit planning that address the language demands of grade-level tasks.

LANGUAGE LEARNER COURSES

FOCUS AREAS IN 2017-18

ELLMA will renew our focus on accelerating outcomes for long-term English Learners by expanding and supporting LTEL courses in secondary schools while partnering with networks and schools to increase focus on meeting the needs of these students. To continue driving toward this goal, we will:

- **Improve Equity of secondary LTEL programs:** Expand offering of LTEL courses across secondary schools so that **all** schools with 20 or more LTELs offer LTEL courses in 2018-19. Support sites offering LTEL courses to reach a 5% increase in LTEL reclassification rates.
- **Offer professional learning that elevates the unique characteristics and needs of LTELs:** Leverage the teaching and learning cycle as a frame to backwards plan a unit with rigorous reading, writing and speaking tasks.
- **Collect classroom data to inform goals:** Perform ELL Shadowing or components of an ELL Review at selected schools to analyze classroom instruction and student academic and social emotional learning performance. Use data to establish goals.
- **Promote access to middle school ELA curriculum:** Partner with the Literacy Team to embed resources that support LTELs within the Expeditionary Learning curriculum.

DID YOU KNOW...



Long-term English Learners (LTELs) are ELLs that have been enrolled in U.S. schools for six or more years but have not been reclassified.

Generally, LTELs often speak in a seemingly fluent manner, but they lack the academic English conventions, vocabulary, grammar, discourse formats and language functions to be proficient.

These language gaps often result in coping strategies of non-participation, silence, and passivity in order to be undetected and unexposed.



49.7% of all ELLs in secondary schools are LTELs in OUSD.



In 2017-18, OUSD will offer LTEL or ELLs At-Risk courses designed to boost the academic language and literacy of LTELs in Oakland. These include:

One elementary school: Garfield Elementary School.

Five middle schools: Bret Harte Middle School, Elmhurst Community Preparatory, United for Success Academy, Urban Promise Academy and Westlake Middle School.

Three high schools: Castlemont High School, Coliseum College Preparatory Academy and MetWest High School.

OAKLAND UNIFIED SCHOOL DISTRICT



PRIORITY #4

ALIGN POLICIES & PRACTICES ACROSS CENTRAL OFFICE DEPARTMENTS

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Priority #4 focuses on the following goals: **1)** review and refine ELL policies and effectively communicate them to all stakeholder;; **2)** use actionable data and tools to continuously improve ELL programs and instruction; and **3)** recruit, hire and retain high-quality staff.

SUCCESS AREAS IN 2016-17

OUSD is proud to have accomplished the following:

- Adopted a new [OUSD ELL Master Plan](#), a policy document that provides guidance and direction for all staff to ensure that consistent, coherent services are provided to every ELL in OUSD, accompanied by phased implementation guidance with expectations for schools to implement named practices in the ELL Master Plan by 2020. *See Highlight: OUSD's ELL Master Plan.*

- Developed comprehensive **ELL Review Process** and master indicators, grounded in [OUSD's Essential Practices for ELL Achievement](#), to engage, support, and hold schools accountable to completing cycles of continuous improvement in service of their ELLs; piloted the full process at four sites: Reach Academy, Emerson Elementary School, Elmhurst Community Preparatory Academy and New Highland Academy.

- Embedded **ELL data metrics in OUSD's School Performance Framework** and its key performance indicators to more readily hold schools accountable for the success of their ELLs.

- **Published external communications** to increase awareness of OUSD work in service of ELLs including a re-launched website, monthly newsletter and teacher and student spotlight blog.

- Initiated the **first cohort of ELL Ambassadors**, site based leaders who advocate for and support English Language Learners and their families. Trained and supported ELL Ambassadors to implement the reclassification process with 100% of schools completing the process and advocating on behalf of students within given deadlines.

- **Hired community navigators who speak Mam, Burmese/Karen, and Arabic** to educate parents about the U.S. school system, to provide interpretation at community meetings, school conferences, parent-teacher meetings, and to provide enrollment support and outreach to individual parents about key educational issues.

FOCUS AREAS IN 2017-18

ELLMA will work with network superintendents and site leaders to proactively adopt practices named in the ELL Master Plan and follow the phased implementation guidance.

- **From CELDT to ELPAC:** Support sites to prepare for the transition from the California English Language Development Test (CELDT) to the new English Learner Proficiency Assessment for California (ELPAC); develop and roll out new reclassification criteria aligned to policy shifts at both the federal and state level.

- **Enrollment policies and practices:** Collaborate with the Student Welcome Center to develop and approve clear dual language school enrollment policies and adjust newcomer enrollment practices to changes in immigration patterns as needed.

- **Decisions informed by data:** Partner with Research, Assessment and Data to create an annual plan with named reports, dashboards and expected release dates in order to ensure every school has easy access to data to influence continuous cycles of improvement in service of ELLs.

- **Build online presence and accessibility:** Further develop communications strategies to increase awareness of OUSD's work with our students and families and improve access to ELLMA resources.

- **Develop a Teacher Pipeline:** Collaborate with Talent Division to build partnerships with institutes of higher learning to develop a teacher pipeline focused on bilingual and newcomer teachers, which provide incentives and supports to Bilingual, Crosscultural, Language and Academic Development (BCLAD) teachers to teach in bilingual settings.

PRIORITY #4

ALIGN POLICIES & PRACTICES - HIGHLIGHTS

DID YOU KNOW...



[OUSD's ELL Master Plan](#) outlines our legal obligation for ELLs and also lays out a new vision of instructional programs for ELLs. It goes beyond requirements to provide a framework of powerful practices for ELL instruction and services.

Creation of OUSD's ELL Master Plan

The Master Plan guidance and plan is the fruit of years of work, thinking and feedback from hundreds of stakeholders including leaders from the state, county, District, site and classroom. It is enriched by collaboration with researchers across the country and the Office of Civil Rights.

Adopted by the Board of Education on November 30th, 2016.

Key Features of OUSD's ELL Master Plan

The ELL Master Plan is a timeless reference document for all stakeholders in the District, especially site leaders and teachers.

The guidance it provides is based on *phased implementation* over the next three years.

Chapters

1. ELL Identification, Program Placement and Reclassification
2. Instructional Programs and for ELLs
3. Family and Community Engagement
4. Monitoring, Evaluation and Accountability.

The ELL Master Plan in 2016-17

Focused on building awareness of the ELL Master Plan and developing foundational practices such as strengthening reclassification processes and building Designated and/or Integrated ELD.

The ELLMA team oriented all ELL Ambassadors, Executive Principals, Network Superintendents, Common Core Teacher Leaders and many stakeholders throughout the District to the ELL Master Plan.

In 2017-18, we will continue to support sites to follow the phased implementation guidance in order to see shifts in school practice.

Build and strengthen Integrated and Designated English for English Language Learners at *all* schools.

Include specific attention to the needs of English Language Learners in the development of the Single Plan for Student Achievement (SPSAs).

Support all instructional leadership teams in doing a bi-annual ELL data review.

Additional Resources

The online version of the ELL Master plan is full of resources for sites to use. These include:

- [Reclassification processes](#)
- [Newcomer family orientation videos](#)
- Newcomer, Dual Language and LTEL language program guidance

EVERY STUDENT THRIVES!