



# English Language Learner & Multilingual Achievement

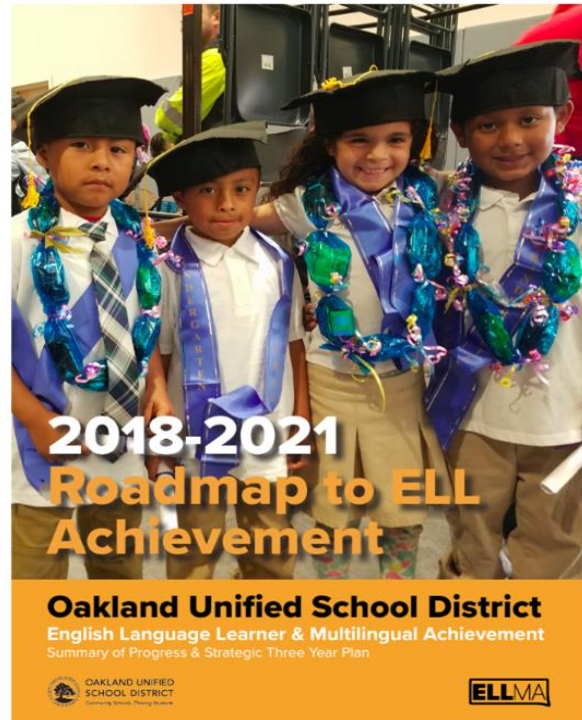
Presented by Nicole Knight, Executive Director  
September 20, 2018

# Section 1:

## Background Information

- a. Strategic Priorities and Tactics
- b. Operating Budget
- c. Funding
- d. FTE

# Strategic Priorities and Tactics



## PRIORITY AREAS

1

ADVANCE QUALITY INSTRUCTION

2

MEET THE NEEDS OF THE WHOLE CHILD

3

EXPAND & ENHANCE ROBUST LANGUAGE PROGRAMS

4

ALIGN POLICIES & PRACTICES ACROSS CENTRAL OFFICE DEPARTMENTS



# Strategic Priorities and Tactics: Accomplishments



## Advance Quality Instruction (p. 14)

- Increased graduation rates of ELLs from **45% to 57%**
- Highest recorded overall reclassification rates in OUSD at **15%**



## Meet the Needs of the Whole Child (p. 18)

- **97%** of secondary newcomers have access to wellness services and case management
- Sanctuary policy fully implemented



## Expand & Enhance Language Programs (p. 22)

- 3 new Dual Language programs initiated, expanding access to **951** more students
- Increased newcomer programs **from 3 to 12**
- increased retention rate of secondary newcomer teachers and higher than district average: **94%** at Middle School



## Align Central Office Practices & Policies (p. 36)

- ELL Review Process, implemented at **16** sites to date
- Dual Language Enrollment Policy and ARs
- Aligned fiscal and enrollment systems to support intake of late-arriving newcomers

# Operating Budget

Object Code Range	2017-18	2018-19	Change
1000s-3000s (Personnel)	\$3,266,174	\$3,835,149 Increase due to CalNEW funded positions	<b>\$568,975</b>
4000s (Supplies, Books/Instructional materials, etc.)	\$374,689 (Title III, Salesforce, GP)	\$20,000 (CalNEW, Title III, GP)	<b>-\$354,689</b>
5000s (Contracts, etc.)	\$385,837 (Title III, RSIG, RT)	\$357,225 (Title III, RSIG, CalNEW)	<b>-\$28,612</b>
6000s-7000s (Interprogram & Indirect Costs)	\$9211	\$1690	<b>-\$7,521</b>
Totals	\$4,035,913	\$4,214,064	<b>\$178,150</b>

# Funding

Revenue Source	2017-18	2018-19	Change
General Purpose	\$0	\$446,221 will likely be about 80% less and will move to S&C	+\$446,221
S&C	\$909,490	\$0	-\$909,490
Title II	\$200,000	\$190,696	-\$9,304
Title III Immigrant	\$185,676	\$210,657	+\$24,981
Title III LEP	\$1,300,000	\$1,020,335	-\$279,665
Refugee School Impact Grant (RSIG)	\$298,350	\$0 new grant expected in November	-\$298,350

# Funding

Revenue Source	2017-18	2018-19	Change
Refugee Transitions	\$14,400	\$14,400	\$0
Haas	\$166,386	\$37,102 Carryover, new grant award expected in Nov/ Dec	-\$129,284
Salesforce	\$1,015,000	\$1,150,000	\$135,000
CalNEW state grant	\$0	\$611,840 New state grant	\$611,840

## Life of Grants:

**CalNEW grant:** 2018-21

**Salesforce:** 5 year commitment (although year-by-year amount may change)

**Haas:** current grant ends this November; invited to apply for a grant for Nov. 2018-2020

## Employees - non-grant funded

Position	2017-18	2018-19	Change
Executive Director (GP/S&C)	1	1	none
Director (GP/S&C)	1	1	none
Coordinators (Title II/S&C)	3	2	-1
Teachers on Special Assignment (Title III)	7	6 & 1 vacancy	none
Program Managers (Title III/RSIG and SF)	2	2	none
Business Manager (GP)	.5	.5	none



## Employees - grant funded

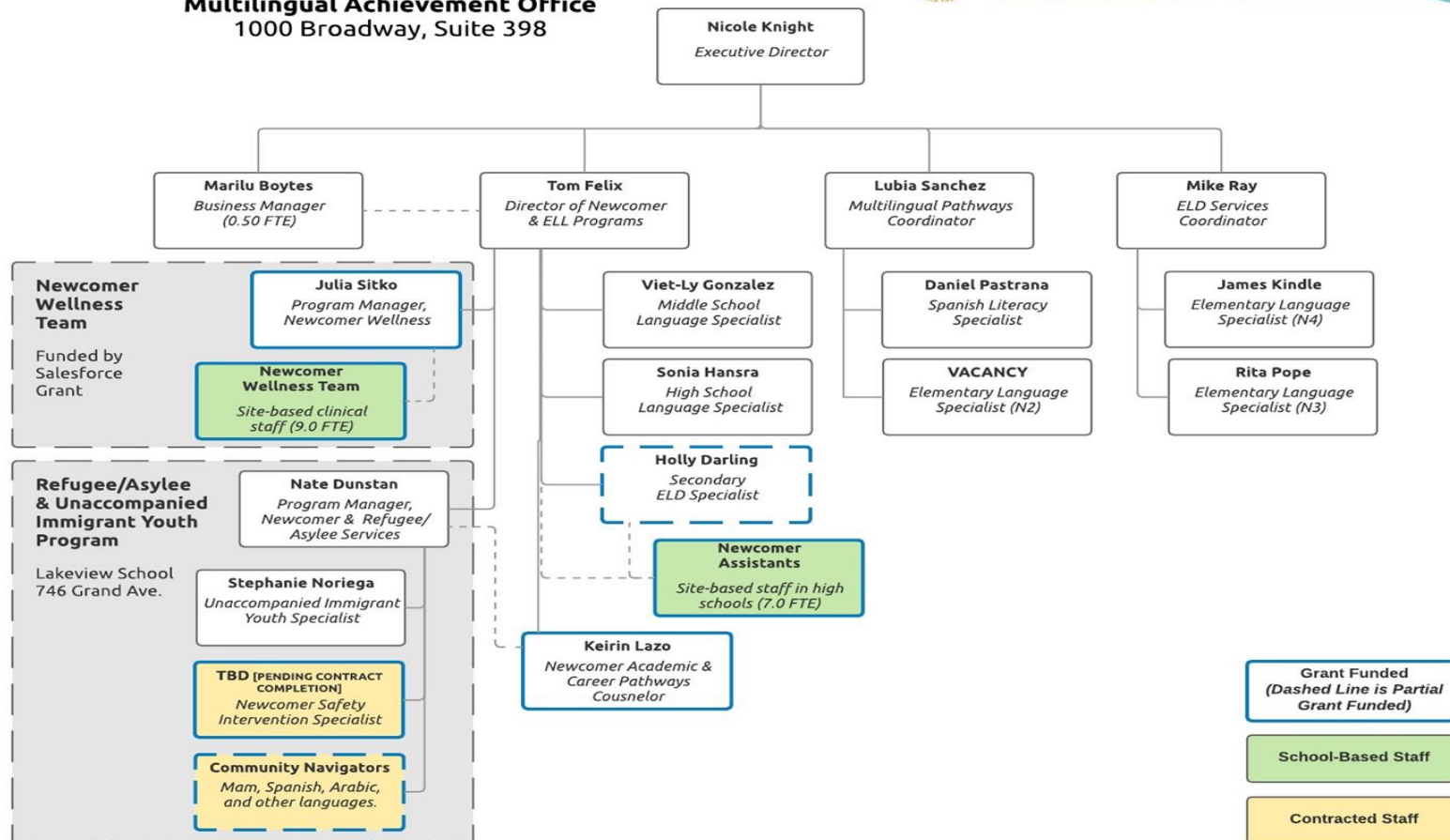
Position	2017-18	2018-19	Change
Classified Specialists (1 is Title III, 5.5 CalNEW)	6.5	6.5	none
Social Workers (SF)	3.5	3.5	none
Counselor (CalNEW)	0	1 (New CalNEW Funded position)	+1
Newcomer Assistants (CalNEW)	3	7 (New CalNEW Funded positions)	+4

# Organizational Chart 2018-19

English Language Learner &  
Multilingual Achievement Office  
1000 Broadway, Suite 398



OAKLAND UNIFIED  
SCHOOL DISTRICT  
Community Schools, Thriving Students



## Major Contracts over 25 K

Contract	2017-18	2018-19	Change
BeG.L.A.D (2 separate contracts)	\$107,400 - Title III	\$13,000 (projected)	-\$94,400
Mills Teacher Scholars	\$22,750 - Title III	\$27,875.00 - Title III	+5,125
Newcomer Safety Intervention Specialist	n/a	\$60,000 - CalNEW grant	+\$60,000 due to grant
Soccer Without Borders	\$51,700 - Title III Immigrant & RSIG	\$52,000 - Title III Immigrant, RSIG, CalNEW	+\$300
Refugee Transitions	\$77,600 - Title III Immigrant, RSIG	\$70,000 - Title III Immigrant, RSIG	-\$7,600

## Section 2: Alignment

- a. Alignment to OUSD Theory of Action
- b. Alignment to LCAP Major Goals and Annual Measurable Outcomes

## Alignment to OUSD Theory of Action

1	Data-Driven Decisions	<b>Roadmap Priority 1:</b> Advance Quality Instruction: Data and Assessment literacy <b>Roadmap Priority 4:</b> Align Central Office Practices & Policies: ELL Review; reclassification processes; and ELL data dashboards <b>Essential Practice 3:</b> Data-Driven Decisions
2	Maximize school site decision making	<b>Differentiated Site Support Model</b>
3	High-quality Instruction	<b>Roadmap Priority 1:</b> Advance Quality Instruction
6	Sustainable central office and portfolio	<b>Roadmap Priority 3:</b> Expand and Enhance Language Programs (Dual Language & Newcomer Programs)
7	Community	<b>Roadmap Priority 4:</b> Central Office Practices & Policies: Proposition 58/ Ed.G.E)
8	Equitable access	All

## Alignment to OUSD LCAP Major Goals and Measureable Outcomes (Roadmap p. 9)

### IMPACT & IMPLEMENTATION TARGETS

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#### **GOAL 1: GRADUATES ARE COLLEGE AND CAREER READY**

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

#### **GOAL 2: STUDENTS ARE PROFICIENT IN STATE ACADEMIC STANDARDS**

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

#### **GOAL 3: STUDENTS ARE READING AT OR ABOVE GRADE LEVEL**

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

# Alignment to OUSD LCAP Major Goals and Measureable Outcomes

## **GOAL 4: ELLS ARE REACHING LANGUAGE FLUENCY**

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

## **GOAL 5: STUDENTS ARE ENGAGED IN SCHOOL EVERY DAY**

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

## **GOAL 6: PARENTS & FAMILIES ARE ENGAGED IN SCHOOL ACTIVITIES**

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

## **Section 3:**

# **Measures of Success**

- a. Measures of Success
- b. Operating Environment



# Measures of Success by 2021



## **Advance Quality Instruction**

- GLAD-certification
- Teacher Practice responsive to ELLS (see slide 19)



## **Expand & Enhance Language Programs**

- Language Programs meet standards of quality
- Clear multilingual pathway through high school
- New LTEL course offerings



## **Meet the Needs of the Whole Child**

- Family engagement and school connectedness
- Sanctuary evident at all schools



## **Align Central Office Practices & Policies**

- Balanced Dual Language enrollment
- Families have authentic voice in language program offerings (per Prop 58)
- Increase # of teachers with bilingual authorizations

# Example Leading Indicator: ELL Review

## ELL Review Classroom Walkthrough Quantitative Report

School Name: \*

First Observation Period

Fall 2017

126 observations

Total Observations: 268

Second Observation Period

Spring 2018

97 observations

### Average Value of Focal Indicators



### ELL Review Focal Indicators (Aligned OETF Indicators)

**1.1** Students engage in tasks that are aligned to grade-level standards and require critical thinking and/or application. (3B.1)

**1.2** Students effectively access language resources and other scaffolds to support their understanding. /// Teacher makes grade-level and complex material / content comprehensible without simplifying material. (3B.2)

**2.2** Academic language related to the Content-language objective and task is explicitly named, taught, rehearsed, and reinforced. (3C.1)

**2.3** Students develop and use language to explain ideas, express understanding and negotiate meaning. /// Teacher engages students in activities to fortify complex output and to foster academic discussions to support content and language development. (3C.2 & 3C.3)

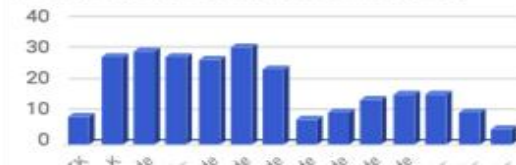
**2.4** Students have opportunities to learn how language works to make meaning. (3C.1)

**3.1** Teacher checks for understanding throughout the lesson to gather evidence of content and language learning and to adjust instruction during the lesson. (3D)

**4.2** Students' prior knowledge of language and content is activated and built upon using culturally and linguistically responsive practices. (2A.2)

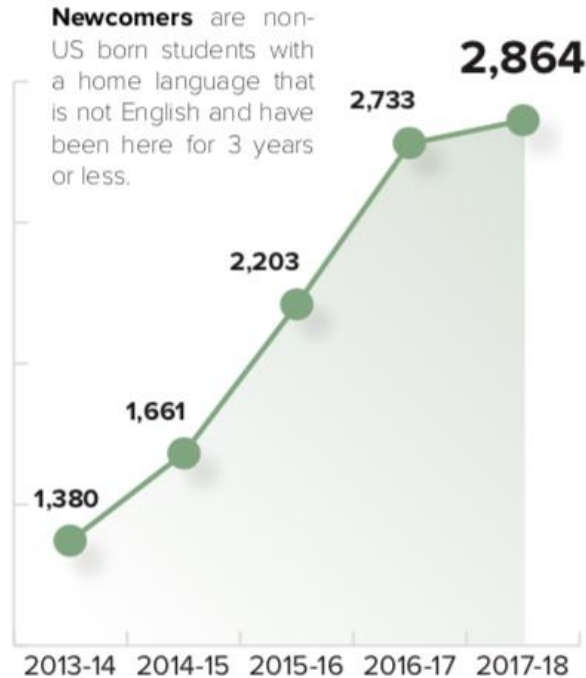
**5.1** Students across all language proficiency levels take risks and actively participate. (2A.1 & 2B)

### Total Grade Levels Observed



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## Long Range Needs



Continued anticipated need to provide intensive language, academic and social-emotional supports to newcomers



# Long Range Needs





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*Community Schools, Thriving Students*

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