

2018-2021 Roadmap to ELL Achievement

Oakland Unified School District
English Language Learner & Multilingual Achievement
Summary of Progress & Strategic Three Year Plan



OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students



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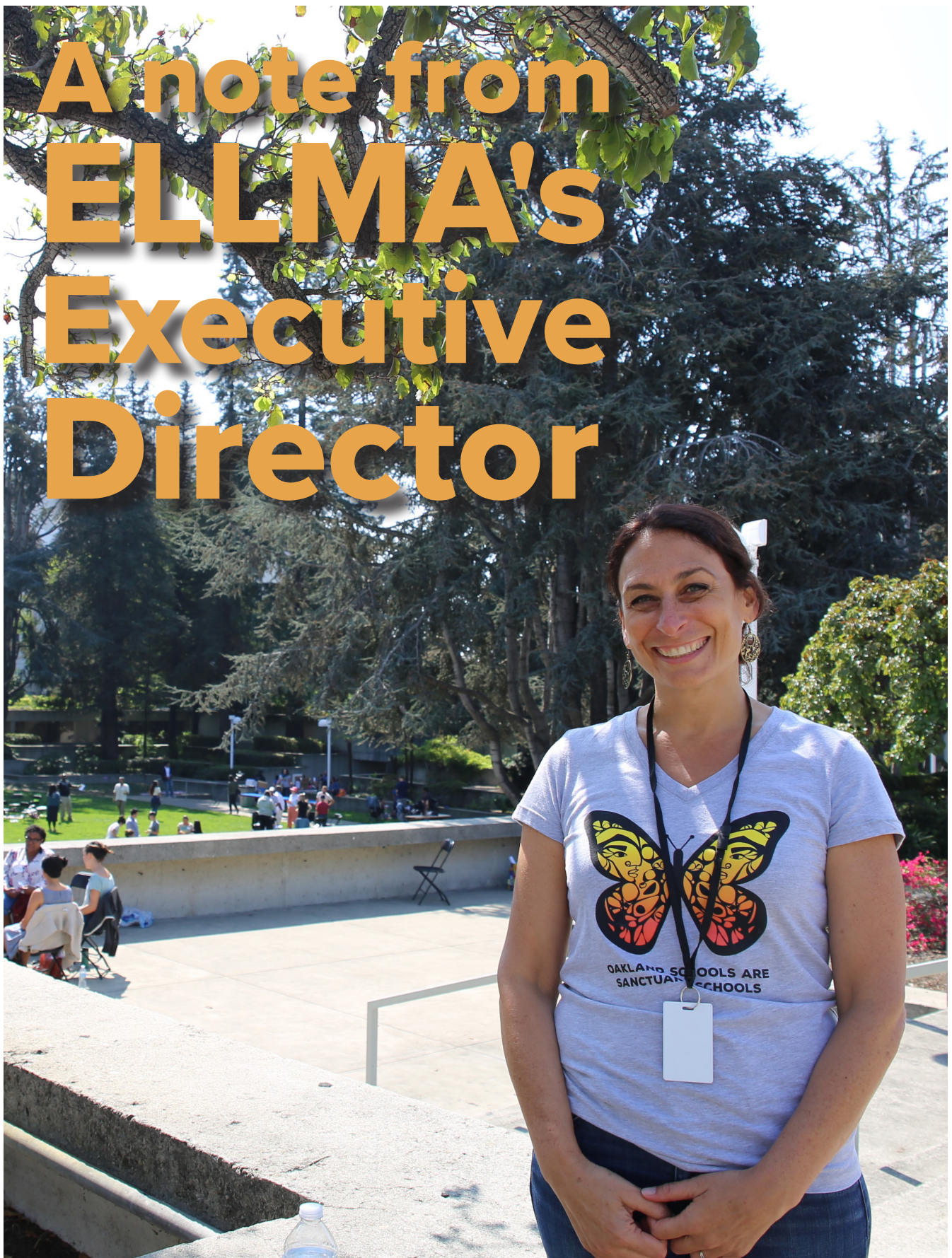
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Glossary

A note from ELLMA's Executive Director



Dear Oakland Community,

It has been my honor to serve as ELLMA's Executive Director since the office opened in the fall of 2013. Through partnering across central office departments, with school leaders and teachers, we have made great strides towards equity for our language learners, and look forward to deepening the effort over the next three years.

Our [2015 - 2018 Roadmap to ELL Achievement](#) focused on building systems and capacity to provide the quality education all English Language Learners need to thrive: language-rich instruction in tandem with grade-level content; culturally responsive pedagogy; and attention to the social and emotional well-being of students. In this 2018 - 2021 Roadmap, we shift our focus from building new systems and developing guidance to meaningful and impactful implementation of best practices and programs for ELLs.

There is a tremendous amount of work yet to do and we cannot do it alone. I look forward to joining forces with Oakland staff, youth and community members to reach our 2021 goals.

In Partnership,

A handwritten signature in black ink, reading "Nicole Knight". The signature is fluid and cursive, with the first name "Nicole" and last name "Knight" clearly distinguishable.

Nicole Knight

Nicole Knight, Executive Director

Executive Director, English Language Learner and Multilingual Achievement Office

ROADMAP TO ELL ACHIEVEMENT 2017-18 END-OF-YEAR

**Fewer than
3 Years**



Recently Enrolled (EL-REC) - Enrolled fewer than 3 years in US school.

3-6 Years



Enrolled 3-6 Years (EL-3-6YRS) - A student enrolled for 3-6 years in US school.

**Greater
than 6
Years**

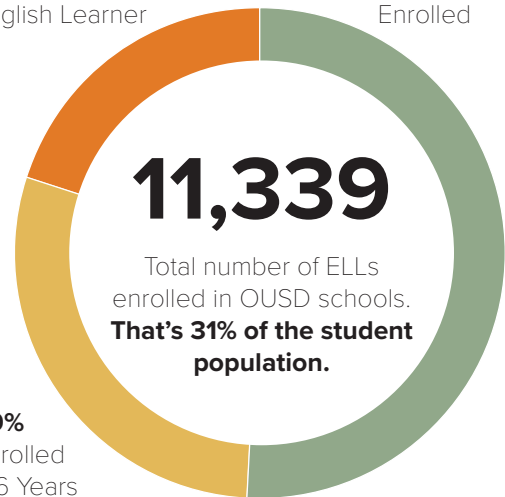


Long Term (LTEL) - Enrolled more than 6 years in US school. Data shows that LTELs who do not reclassify within six years are disproportionately at risk on all academic measures including SRI, A-G completion and graduation rates.

● ELLS MAKE UP A THIRD OF OUSD'S STUDENT POPULATION.

20% Long Term English Learner

51% Recently Enrolled



29% Enrolled 3-6 Years

Elementary Schools

59% EL-REC

38% EL-3-6 YRS

4% EL-LTEL

Secondary Schools

38% EL-REC

13% EL-3-6 YRS

49% EL-LTEL

● OUR FOUR PRIORITIES ARE:

1

Advance Quality Instruction

2

Meet the Needs of the Whole Child

3

Expand & Enhance Robust Language Programs

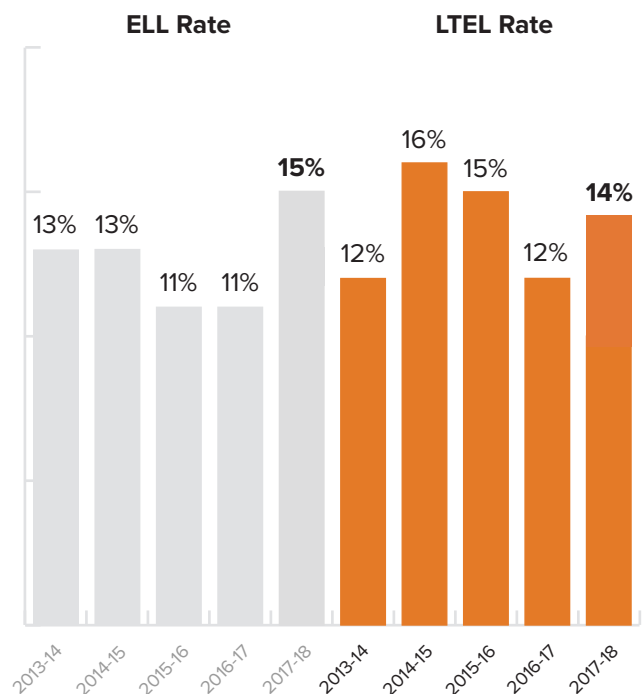
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Align Policies & Practices Across Central Office Departments

2017-18 Reclassification Rates reported here are preliminary numbers that will be finalized in October 2018 to include all 2017-18 ELPAC results and updated 2018-19 California Basic Educational Data System (CBEDS Day) enrollment files.

Data Source: Demographic data in this report is based on a preliminary 2017-18 end-of-year student list.

● RECLASSIFICATION INCREASES THIS YEAR.



● **TOP 10 BIRTH COUNTRIES OF STUDENTS WITH A HOME LANGUAGE THAT IS NOT ENGLISH.**



109

Total number of countries represented by students with a home language that is not English

54

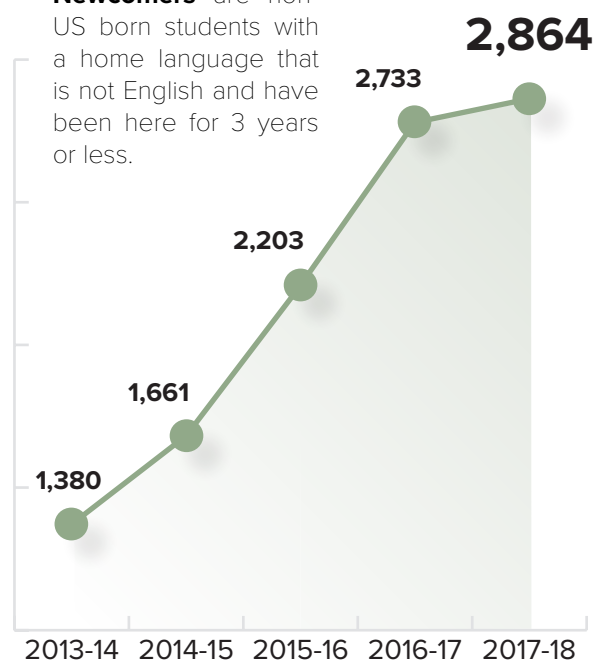
Total number of non-English languages spoken in Oakland Unified School District

● **TOP 10 HOME LANGUAGES**
(Not including English).

12,319	Spanish
1,628	Cantonese
928	Arabic
899	Mam (Guatemalan)
847	Vietnamese
245	Khmer (Cambodian)
148	Mien (Yao)
145	Mandarin (Putonghua)
137	Filipino
132	Tongan

● **NUMBER OF NEWCOMERS CONTINUES TO RISE.**

Newcomers are non-US born students with a home language that is not English and have been here for 3 years or less.



LCAP

GOAL ALIGNMENT

We are guided by our district-wide **Local Control Accountability Plan** which sets forth goals and investments to accelerate the outcomes of ELLs, low-income students and foster youth.

On the right, you will see how the ELL Roadmap cascades from the six district LCAP goals.

LOCAL CONTROL ACCOUNTABILITY PLAN



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



IMPACT & IMPLEMENTATION TARGETS

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%.

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.

ABOUT ELLMA

A BRIEF HISTORY

ELLMA was founded in 2013. In our first year, we took stock of the OUSD supports for ELLs and commissioned Stanford University's Understanding Language to review services and provide an evidence base for our strategic plans. The Stanford Review and roadmap reports to date are online at www.ousd.org/ellma/goals.

OUR 3 GUIDING BELIEFS

- English Language Learners can achieve at high levels with the right supports.
- The language and cultural resources that students bring are tremendous assets to their learning and that of the community.
- All educators are responsible for the language development of ELLs.

OUR THEORY OF ACTION

5 ESSENTIAL PRACTICES

1. ACCESS AND RIGOR

Ensure all ELLs have full access to and engagement in the academic demands of Common Core State Standards, Next Generation Science Standards, the History-Social Science Framework and California's 2012 English Language Development Standards.

2. INTEGRATED AND DESIGNATED ELD

Ensure ELLs receive daily Designated ELD and Integrated ELD in every content area.

3. DATA-DRIVEN DECISIONS

Make programmatic, placement, and instructional decisions for English Language Learners that are grounded in regular analysis of evidence.

4. ASSET-BASED APPROACH

Leverage the linguistic and cultural assets of our students and ensure that students are active contributors to their own learning and that of their community.

5. THE WHOLE CHILD

Leverage family and community supports. Activate resources to address the unmet, non-academic needs that hinder ELLs' ability to thrive.





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**





PRIORITY 1

ADVANCE QUALITY INSTRUCTION

INTRODUCTION

Quality instruction for English Language Learners integrates core content and language development to ensure ELLs are progressing towards college, career and community readiness. This reflects a commitment to building the capacity of all teachers and leaders to 1) provide students with quality Integrated and Designated ELD; 2) embed Social and Emotional Learning (SEL) in instruction for ELLs; 3) use data and formative assessment to make adjustments; and 4) provide ELLs with disabilities comprehensive services and instruction.

In pursuit of these goals, we will continue to provide teachers of ELLs with high-quality instructional materials, assessments, foundational training and ongoing inquiry-based Professional Development (PD).

WHERE WE STARTED

In the spring of 2013, ELLMA's inaugural year, we commissioned [Stanford University's Understanding Language](#) to conduct a review of ELL programs and services. The review recognized strengths while surfacing gaps in classroom instruction such as lack of explicit language instruction and predominance of teacher talk. Stanford's recommendations included an instructional framework aligned to the state standards to clarify expectations for teacher practice.

In response, we developed the [Essential Practices for ELL Achievement](#) and an accompanying toolkit, foundational PDs for all teachers and specialized PD pathways for ELL student subgroups, all grounded in the state [ELA/ELD Framework](#). ELLMA's [Differentiated Site Support model](#) allows us to both reach district-wide and go deep with a small number of schools. Today, we have a clear instructional framework along with guidance, resources and structures for support. In the next three years, we are poised to see a shift in educator practice and positive impact on student outcomes.

GROWTH IN METRICS TO DATE

Graduation: From 45% to 57% ELLs graduating with their cohort in the spring of 2017 (13% point growth since 2013-14).

2017-18 Preliminary Reclassification Rates: From 13% overall reclassification in 2013-14 to 15% in 2017-18; From 12% reclassification of Long-term ELLs in 2013-14 to 14% in 2017-18.

Over 900 educators attended training on ELL instruction each year: 42% of elementary school educators at high ELL-count sites are GLAD-certificated.

FOUNDATION BUILT

Developed resources to implement Essential Practices for ELL Achievement:

- Established [ELLMA website](#) with resources and videos of classroom practice.
- Invested in materials for [content-embedded Designated ELD](#) and guidance for teacher-created lessons.
- Expanded OUSD data dashboards to facilitate data analysis, including the ELL Progress Monitoring dashboard and integration of ELL fluency subgroups into many others.

Professional Development for teachers of ELLs:

- Invested in high-quality foundational PD in elementary with GLAD (see highlight p. 16-17), including our own cadre of GLAD trainers and expert "Gladiators."
- Developed Academic Language & Literacy Acceleration for Secondary (ALLAS), our foundational PD for secondary teachers of ELLs.
- Established inquiry-based models of PD focused on ELL subgroups. Highlights include [Mills Teacher Scholars](#) inquiry group around newcomer instruction, Lesson Study and Leading for LTELs (focused on site-based advocacy).
- Created PD modules on the High Impact Language Practices.

Improved systems for monitoring reclassification and language development aligned to the ELPAC.

- ELL Ambassadors now established at all school sites to assist with implementation.
- Expanded use of the [ELL Snapshot](#) to monitor progress and create action plans.

PRIORITY 1

2018-2021 GOALS

GOAL 1: ELLS RECEIVE QUALITY, STANDARDS ALIGNED INTEGRATED AND DESIGNATED ELD.

All teachers at high ELL-count schools will access foundational professional learning on English Language Development.

Develop and disseminate a PD module providing an overview of Integrated and Designated ELD.

Provide PD on Integrated ELD for elementary teachers (GLAD) and secondary teachers (ALLAS).

Provide PD on Designated ELD foundational practice and instructional materials.

High Impact Language and Literacy Practices will be integrated throughout content-area instruction at all school sites.

Develop training, inquiry-based PD and provide ongoing support for the High Impact Language & Literacy Practices: engaging with complex text, academic discussion and evidence-based writing.

Site leadership will consistently implement and monitor quality Integrated and Designated ELD for ELLs.

Support use of equity-focused observation protocols (ELL Reviews, Shadowing, etc.).

Provide guidance on ELD program structures as well as scope and sequence for site-based PD.

Teachers will have high-quality materials in support of Integrated and Designated ELD.

Pilot, purchase, and support effective use of materials aligned to the ELA/ELD framework.

GOAL 2: DATA AND ASSESSMENT ARE EFFECTIVELY LEVERAGED TO IMPROVE OUTCOMES FOR ELLS.

Educators across the system will effectively analyze ELL data to make informed programmatic and instructional decisions.

Create and support use of tools and protocols to effectively use data to monitor and improve instructional programs.

Support teachers to effectively use assessment data to inform classroom practice.

Support use of the ELL and Dual Language Snapshot to engage students and families.

An ELL Assessment Framework will be developed and implemented.

Pilot and purchase assessments to fill identified gaps.

Develop an ELL Assessment Manual including guidance on a variety of assessments.

57%

ELLs graduating with their cohort in the spring of 2017 (13% point growth since 2013-14). This cohort is defined as students who were ELLs in the 9th Grade and graduated 4 years later.

PRIORITY 1

2018-2021 GOALS

GOAL 3: TEACHERS SET THE CONDITIONS FOR LEARNING THAT ALLOW ELLS TO THRIVE IN THE CLASSROOM.

Teachers will integrate Social and Emotional Learning (SEL) into instruction for ELLs.

Provide clear examples in PD and coaching to lift up SEL strategies that support conditions for learning and cultivate risk-taking and perseverance.

Create ELL supports for adopted SEL curriculum.

Teachers will be able to provide effective language instruction to ELLs with an identified learning disability.

Support the development of language goals in Individualized Education Programs (IEPs).

Provide PD on individualized reclassification for teachers of dual-identified students.

Develop SPED-ELL teacher leaders with foundational knowledge on language acquisition and supporting students with special needs.

2021 EVIDENCE OF SUCCESS

Elementary teachers at high ELL-count sites

(greater than 30% ELLs) who are GLAD Certified from 42% to 80%.

Reclassification rate from 15% to 16% for all ELLs and from 14% to 20% for LTELs.

SRI growth of ELLs who increase at least one year in reading from 45% to 65%.

GLAD

HIGHLIGHTS

GUIDED LANGUAGE ACQUISITION DESIGN

Guided Language Acquisition Design (GLAD) is a professional development model used nation-wide and endorsed by the U.S. Department of Education after years of field study. The GLAD organization uses research and field testing to meet the highest measures of student performance.

ELLMA uses GLAD as the foundational training in support of Integrated ELD skills for all elementary teachers. The GLAD approach and strategies help teachers to scaffold and accelerate content and language learning for ELLs and all students.

We also train "Gladiators" to support implementation of best practices at the site level, as well as in-house certified GLAD trainers to increase our collective expertise and lower costs.

"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...I can't believe I am just now finding out about GLAD - it's amazing!" - Participant

PRIORITY 2

MEET THE NEEDS OF THE WHOLE CHILD

INTRODUCTION

This priority represents a commitment to addressing the physical, social and emotional well-being of students and families, going beyond the classroom in support of academic success. As a Full Service Community District, OUSD is committed to leveraging internal resources, grant funds and partnerships to address unmet non-academic needs and remove barriers to full engagement in learning.

Ensuring school is a safe and inclusive environment is a central piece of this work. We leverage student, family and community engagement in order to design supports and programs that respond to holistic needs. Finally, targeted services for newcomer, refugee, asylee and unaccompanied immigrant youth in their first years in U.S. schools are essential to their future success.

WHERE WE STARTED

Looking back, we see a clear separation between the work of wellness and academics for ELLs. We have since partnered with other OUSD departments to integrate a broad focus on ELL wellbeing. The 2016 elections and shifting political climate prompted the Board of Education to renew the [Sanctuary District Resolution](#), accelerating collaboration around safety and inclusion of ELLs. As both the [LCAP](#) process becomes institutionalized and [Prop 58](#) requires extensive parent engagement on language programs, our collaborative efforts will continue to expand.

Over the years, we've achieved a more integrated framework especially for newcomer students, massively expanding both social and academic supports by joining forces with the Refugee, Asylee and Unaccompanied Immigrant Youth team and securing major grants which have allowed for sustained growth. In the next three years, OUSD seeks to fortify initiatives to attend to the holistic needs of ELLs while authentically partnering with families and community.

GROWTH IN METRICS TO DATE

Over 500 employees trained in the ICE protocols and Sanctuary resources for families since 2017.

108%
**GROWTH IN
NEWCOMER
POPULATION**

From **1,380** in 2013-14 to **2,864** in 2017-18. Significant numbers of refugee/asylee and unaccompanied immigrant youth were provided with special supports for enrollment, legal/health services and more.

FOUNDATION BUILT

- **[Sanctuary Task Force](#) energized efforts to support immigrant families.** Initiatives from this cross-departmental working group have included the creation of ICE protocols and district-wide staff training, advocacy and educational events for educators and community around the impact of immigration policy in OUSD.
- **Massive expansion in wellness supports for secondary newcomers.** The placement of newcomer wellness staff in all 12 secondary newcomer programs has allowed OUSD to provide mental health services, build systems and strengthen partnerships. These robust supports have contributed to a clearer sense of community for newcomers.
- **Deepened ELL Family Engagement.** Hosted workshops for parents of ELLs on topics such as reclassification and language acquisition and helped to establish [Site English Language Subcommittees \(SELLS\)](#) at schools with 20+ ELLs. Partnerships in support of district and site-level subcommittees have empowered a broad group of parents to participate in the administration of LCAP funds. ELLMA's collaboration with [Oakland Community Organizations](#) has also incorporated family voice into the development of multilingual pathways.
- **Strengthened enrollment supports for newcomers.** ELLMA's [Refugee and Asylee Student Assistance Program](#) provides linguistically responsive enrollment supports and connects families to district and community resources as students transition into OUSD. In the 2017-18 school year, more than 628 refugee and asylee students were enrolled from over 40 countries, with the largest being Guatemala (210), Afghanistan (108), Thailand (55), Myanmar (37), El Salvador (29), Eritrea (24) and Iraq (17).

PRIORITY 2

2018-2021 GOALS

GOAL 1: SCHOOL IS AN INCLUSIVE, SAFE AND WELCOMING PLACE FOR ALL ELLS AND IMMIGRANT FAMILIES.

The Sanctuary Task Force will fully implement the OUSD Sanctuary Resolution in collaboration with staff, community and student leaders.

Maintain up-to-date resource toolkit for community members; provide training on ICE protocols for all staff.

Promote ways to support our immigrant families through forums and workshops to develop awareness of immigrant rights and issues and foster solidarity among communities.

School sites will seek to prevent and address bullying, intimidation or harassment that occurs based on immigration status, language, or religion with support from central office resources and guidance.

Provide guidance, strategies, resources and advocacy to support sites in holding an ELL and immigrant lens to culture & climate, empathy-building and anti-bullying efforts.

Collaborate with the Restorative Justice team to create opportunities for cross-cultural learning and community building.

GOAL 2: FAMILIES AND YOUTH ARE ENGAGED AS AUTHENTIC PARTNERS WITH TEACHERS, SCHOOL AND DISTRICT LEADERSHIP IN IMPROVING OUTCOMES AND EXPERIENCES FOR ELLS.

ELL and immigrant student perspectives will shape and inform programming and policy that affect them directly.

Partner with ELL and immigrant student and parent leaders to solicit input and feedback on ELL policies and practices.

Include student leader voice in engagements and ELL voices in professional development for teachers and leaders.

Families will have the resources, information and materials needed to become informed and engaged partners in their children's educations.

Hold workshops for parents on topics such as language program options, reclassification and fostering literacy at home.

Develop and disseminate accurate and updated information on language program options.

Ensure that legally required sites (with more than 20 ELLs) have a Site ELL Subcommittee (SELLS) that allows parents to learn about and provide input on services.

GOAL 3: NEWCOMER STUDENTS BENEFIT FROM A RANGE OF TARGETED CENTRAL AND SITE-BASED SERVICES THAT ENABLE THEM TO THRIVE.

Newcomer transitions into OUSD and between schools will be smooth and efficient.

Implement consistent and holistic intake and transition process that includes orientation, class programming, school visits and sharing of information around interventions.

Improve process for newcomers to obtain required immunizations.

Targeted services will address the safety and wellbeing of newcomers.

Improve support for pregnant and parenting students and pursue newcomer employment opportunities that complement school enrollment.

Address safety and wellness issues impacting newcomers and promote a positive and welcoming school culture that includes newcomers.

PRIORITY 2

2018-2021 GOALS

Student-centered community partnerships will be expanded and enhanced to address unmet needs.

Partner with refugee-focused organizations to address the needs of refugee/asylee youth and families.

Pursue partnerships with legal service agencies that respond to the needs of OUSD's diverse immigrant population.

Newcomer students will have greater access to and use of extended learning opportunities.

Promote newcomer access to summer learning and after school programming.

Facilitate ongoing learning and opportunities by cultivating strong links with OUSD Adult Education, Peralta Colleges, East Bay Refugee Forum, Alameda County and other CBOs.

2021 EVIDENCE OF SUCCESS

Family engagement measured by an average of three statements on the CHKS survey indicating a sense of belonging and engagement. Positive responses increase from 88% to 95% with no lower than 90% for any language group.

School connectedness measured by the California Healthy Kids Survey (CHKS). Positive responses increase from 58% to 65%.

SANCTUARY SCHOOL DISTRICT

OUSD SANCTUARY RESOLUTION

With the renewal of the OUSD Sanctuary Resolution in December 2016, ELLMA initiated the OUSD Sanctuary Task Force in order to leverage critical resources to better prepare, connect and empower our families and educators. Notably, the Task Force developed OUSD's ICE protocols and official training for school leaders and staff on what to do in the case of Immigration and Customs Enforcement raids in our community.

The Sanctuary Task Force relies entirely on grant funding and volunteer time from the staff and students involved in development of events and supports.

Regular activities of this initiative include coordination of:

- Know Your Rights info and workshops.
- Updates on immigration policies and where to seek help.
- Educator guidance and visibility campaign in schools with multilingual posters.

Spring 2018 Event Series focused on the impact of immigration policy and promoted awareness within the OUSD community.

PARTNERSHIPS

Centro Legal de la Raza, Immigrant Family Defense Fund, Immigrant Legal Resource Center, Oakland Community Organizations and other local service providers.

SUPPORTING COMMUNITY

In September 2017, we gathered over 300 people (mostly OUSD teachers) for Bringing Sanctuary to the Classroom.

Participants learned how to better support students and families in the current political climate, how to address current events in culturally sensitive and developmentally appropriate ways, as well as encourage students from diverse backgrounds to stand up for one another.

Please visit www.ousd.org/sanctuary.



**FEEDBACK FROM EVENT
PARTICIPANTS:**

"I loved that the morning speeches were led by Gema and David -- two amazing students! This was so wonderfully put together. It was organized and inclusive and powerful. I'm proud of OUSD."

"My heart is still full... The amount of passion, commitment, and leadership from not just OUSD staff, teachers and elected officials, but the youth!!! Please continue to do what you are so brilliantly doing... keep on providing the platform."

PRIORITY 3

EXPAND & ENHANCE ROBUST LANGUAGE PROGRAMS

OUSD seeks to expand and strengthen newcomer programs, establish a TK-12 multilingual pathway and Long Term English Learner (LTEL) supports in order to meet the unique needs of each of our language learners while working to close the achievement and opportunity gap.

This priority includes goals for expansion and enhancement of language programs in three key areas:

MULTILINGUAL PROGRAMS

Offer a Pre-K through 12th grade pathway, including Dual Language programs and World Language courses, leveraging the linguistic and cultural assets of our students and ensuring all OUSD families have access.

NEWCOMER PROGRAMS

Offer high-quality newcomer supports at all grade levels and ensure programs meet the demographic demand of students who have arrived to the U.S. in the past three years.

LTEL SUPPORTS

Expand quality LTEL supports in secondary schools to accelerate student outcomes for students who have been classified as English Language Learners for more than six years.





MULTILINGUAL PROGRAMS

PRIORITY 3: EXPAND & ENHANCE LANGUAGE PROGRAMS

WHERE WE STARTED

In 2013, OUSD had a total of five Dual Language (DL) elementary schools with emerging programs. There were no DL programs in secondary schools and no district-wide vision for multilingualism. The Stanford Review recommended that OUSD extend bilingual instruction beyond elementary and develop guidance to build coherence and clarity of our purpose and approach.

Today, the five original programs are firmly established and three more have opened, including a re-design for **Greenleaf** and **International Community School** in elementary and the opening of **Oakland School of Language (SOL)** for students in 6-8th grade. These new programs provide hundreds of additional students the opportunity to develop academic proficiency in English and Spanish through at least 8th grade. ELLMA awards qualifying students the [California Seal of Biliteracy](#) on their high school diploma and has developed a Biliteracy Pathways Awards program to recognize younger students on their way towards this major achievement.

We are now focused on creating parity of quality across multilingual programs by purchasing Dual Language curriculum and assessments and revising enrollment practices. In 2017-18, we piloted a language assessment in order to gather important baseline data about students' strengths and needs in multiple languages. We also identified a Dual Language Arts program that will guarantee access to Standards-aligned materials in two languages.

GROWTH IN METRICS TO DATE

Increased capacity to serve students. In 2013-14, we served 1,442 students in five Dual Language programs. As of 2018, our eight Dual Language programs serve 2,393 students (an increase of 951 students).

81

Total number of high school graduates awarded the Seal of Biliteracy in 2017-18.

OVER
700

Biliteracy Pathway Awards given in 2017-18 to emerging bilingual students.

FOUNDATION BUILT

● **ELLMA guidance and support of quality program design.** Provided sites with existing and growing programs support in developing their program model, including clarity around what content to teach in each language, grounded in the research-based [Guiding Principles for Dual Language Education](#).

● **ELLMA established quality PD for Dual Language teachers and leaders.** These include the annual Dual Language summer institutes and a grant-funded project, the Oakland Language Immersion for the Advancement of Science ([recognized by Ed Trust-West](#)) to build capacity of leadership teams to implement science standards in the DL context.

● **Established central systems of support.** Worked with the Research, Assessment and Data to develop tools such as the Dual Language report card and a biliteracy data dashboard that help to monitor students' combined reading progress in Spanish and English.

● **Recommendations made for Dual Language Arts curriculum and other instructional materials.** Piloted the [Advance /Adelante Language Arts curriculum](#) and Soluciones for literacy intervention in Spanish, filling a long-standing gap of standards-based materials. These materials provide high-quality literature and instruction, facilitating the biliteracy process.

● **Continued community engagement around program development.** Solicited input from parents, students and community in planning for a PK-12th grade multilingual pathway which includes program options from elementary through high school graduation.

Please visit www.ousd.org/ellma/duallanguage.

951

Total increase in the number of students served in Dual Language Programs since 2013-14.

MULTILINGUAL PROGRAMS

2018-2021 GOALS

GOAL: OUSD HAS A PK-12 MULTILINGUAL PATHWAY, ENSURING EVERY CHILD IN OUSD HAS THE OPPORTUNITY TO BECOME BILITERATE AND BILINGUAL.

Students in K-8 Dual Language trajectory will have program options in grades 6-12 for applying and expanding their language skills.

Develop secondary courses where content is studied in languages other than English.

Expand concurrent enrollment options to include language study beyond Spanish and English.

Cultivate study abroad opportunities and internships where students can apply language in service of the community.

All multilingual programs will meet standards of quality.

Support multilingual programs to refine and reflect on theory of action, language programs and curriculum.

Build supports to ensure curriculum develops bilingual and biliteracy competencies.

Expand opportunities to develop educator capacity in standards-based instruction specific to the Dual Language and World Language contexts.

Student progress towards biliteracy and multilingual goals will be systematically monitored and celebrated.

Adopt language assessments to systematically monitor progress of students in Dual Language programs and inform program refinement.

Expand and enhance K-12 Bilingual Pathway Awards and Seal of Biliteracy process to include more schools and languages.

Support expansion of World Language course offerings in secondary and validation of proficiency, where appropriate.

2021 EVIDENCE OF SUCCESS

Map pathways towards biliteracy for all high schools. This includes advanced World Language coursework, dual enrollment and opportunities for authentic applications through internships.

Increase the number of Biliteracy Pathway Award recipients from 700 to 1,050 and Seal of Biliteracy recipients from 81 to 160. Expand the number of languages honored to reflect our linguistic diversity.

DUAL LANGUAGE SCHOOLS

50-50 Model: 50% instruction in Spanish, 50% instruction in English. Each is used half of the time starting in kindergarten.

90-10 Model: 90% instruction in Spanish, 10% instruction in English in kindergarten. Each year, English increases until reaching 50-50 by 4th grade.

Dual Language Middle School

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

Melrose Leadership Academy, Greenleaf Elementary

Oakland School of Language (SOL)

BILITERACY PATHWAY

SEAL OF BILITERACY AND BILITERACY PATHWAY AWARD

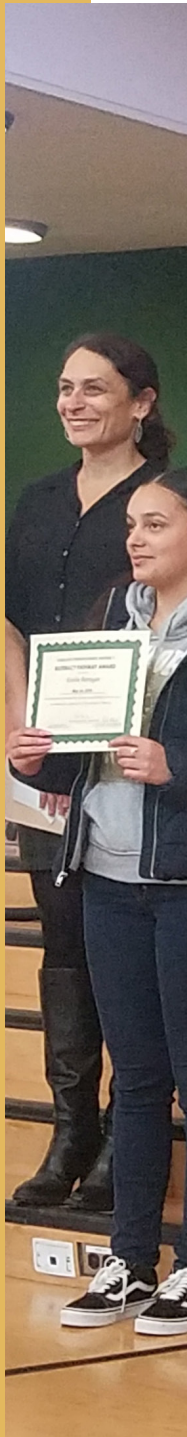
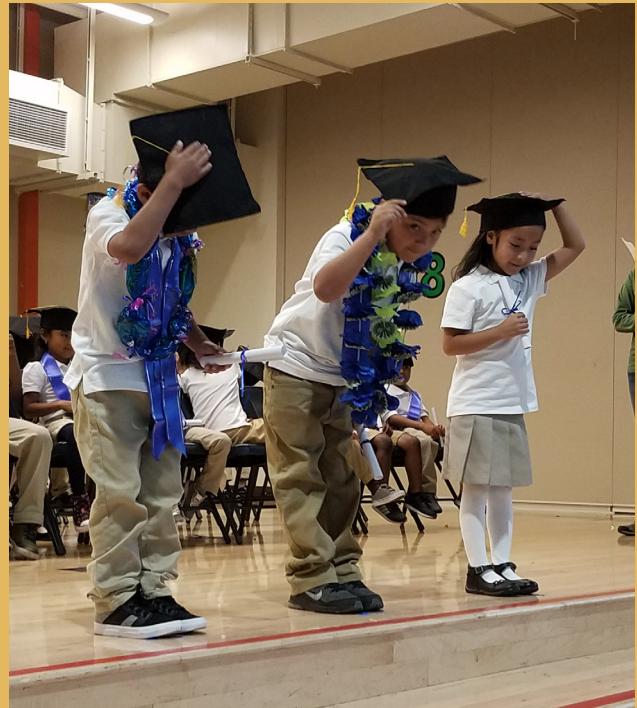
SEAL OF BILITERACY

The California State Seal of Biliteracy certifies student attainment of a high level of proficiency in two or more languages. The seal is placed on the recipient's high school diploma as a celebration of multilingualism and the attainment of language-based skills. In order to be eligible, students must demonstrate proficiency in English and one or more additional languages.

BILITERACY PATHWAY AWARD

OUSD recognizes students who are building linguistic proficiency at all ages. The Biliteracy Pathway Awards are awarded to eligible students in Kindergarten, Third grade, Fifth Grade, Eighth Grade and Tenth Grade, and are designed to track progress toward earning the State Seal of Biliteracy upon graduation in 12th grade.

“As a child, I would have never thought I would be awarded and recognized for learning, practicing and applying my native language. Now, as an incoming UC Berkeley freshman, I will wear my bilingual skill with pride and plan on using it to support my fellow classmates and community members” - [Alma](#), Coliseum College Prep Academy (CCPA) graduate





NEWCOMER PROGRAMS

PRIORITY 3: EXPAND & ENHANCE LANGUAGE PROGRAMS

WHERE WE STARTED

In 2013, large numbers of unaccompanied immigrant youth from Central America were just starting to enter OUSD. OUSD had two designated high school programs for newcomer students at that time, and no other formal programs. The definition of a newcomer was unclear across the district, as was the way to best serve these students. As newcomers began to pour into OUSD in 2014, the need for urgent investment in programs became evident.

From 2013-2018, OUSD's newcomer population more than doubled. At the time of publication, newcomers represent more than one in eight of all high school students. Over the last several years, newcomer programs have grown rapidly to include seven middle school and six high school programs including the Rudsdale Newcomer program (see highlight p. 30-31). The development of central systems to support this work has been fundamental. Over the next three years, the work continues with an emphasis on accelerating academic progress, aligning program structures and addressing the many needs of elementary newcomers.

GROWTH IN METRICS TO DATE

Grant support by the numbers: Walter & Elise Haas Fund \$200,000 over two years, [CalNEW \\$1,835,000](#) over three years.

\$2,165,000

Salesforce grant for 2017-18 & 2018-19 school years.

FOUNDATION BUILT

- **Management of newcomer program options.**

Thanks to collaboration across departments, ELLMA has attained proactive program management and can forecast expansion as needed. We developed a projection methodology to accurately predict the number of newcomer students OUSD will serve year to year and influenced the annual budget process to consistently account for those who arrive late in the year. In 2017-18, the Rudsdale Newcomer program opened to serve students who need to work while completing high school.

- **Wide array of professional learning**

opportunities for teachers of newcomers. PD offerings have deepened practice on foundational language acquisition, trauma-informed pedagogy, SEL practices, curriculum and assessment development. Provided increased support for newcomer TSAs and site coaches to lead program design, inquiry and professional learning communities at schools.

- **Provided foundational PD to majority of secondary teachers of newcomers**

through ELLMA's Academic Language & Literacy Acceleration for Secondary Newcomers (ALLAS). Developed multiple newcomer professional learning cohorts to support capacity building and cross-site collaboration, including newcomer lesson design collaborative, an elementary newcomer inclusion cohort and the Mills Teacher Scholar inquiry group.

- **Consolidated newcomer resources &**

guidance. Published [OUSD Newcomer Toolkit](#) to guide student placement, program design, instruction and support services. This ongoing project includes guidance on how to structure a newcomer program, intake guidance, research on newcomer reading development, entry and exit criteria for newcomers and resources to support identification of Students with Interrupted Formal Education (SIFE).

- **Focus on newcomer elementary instruction.**

Targeted classroom supports have helped to address the needs of newcomers within mainstream elementary classrooms. More explicit guidance on recommended Tier One (core) and Tier Two (intervention) instructional practices has been focused on schools with high concentrations of newcomer students.

- **Promote newcomer teacher retention.** Mini-grants focused on self care and wellness have begun to address secondary trauma experienced by teachers who work with newcomer students and stem turnover; these have informed development of a broader retention strategy.

NEWCOMER PROGRAMS

2018-2021 GOALS

GOAL: OUSD PROVIDES NEWCOMER PROGRAMS AT ALL GRADE LEVELS THAT ACCELERATE LANGUAGE AND ACADEMIC DEVELOPMENT IN A LINGUISTICALLY DIVERSE ENVIRONMENT.

A sustainable elementary newcomer program design at all three tiers of the Multi-Tiered System of Supports (MTSS) pyramid will be articulated and implemented.

Define recommended program models for elementary students including tiered supports for elementary newcomers and support for Students with Interrupted Formal Education (SIFE).

Sustain multiple professional learning and collaborative spaces for elementary educators serving newcomers.

Secondary newcomer program design at all three tiers of the MTSS pyramid will align with research-based best practices.

Develop and implement a PD scope and sequence for newcomer program leads at schools, including a required site administrator PD for secondary newcomer programs focused on aligning program with best practices.

Increase focus on academic language development, postsecondary opportunities, and quantity and clarity of courses considerate of newcomer needs.

Newcomer students will be taught in linguistically diverse learning environments after their first year, if not sooner.

Promote and support the heterogeneous grouping of newcomer students and mainstreaming into content-area classes beginning in their second year.

Develop guidance for supporting newcomers who exit newcomer programs to ensure their needs continue to be addressed.

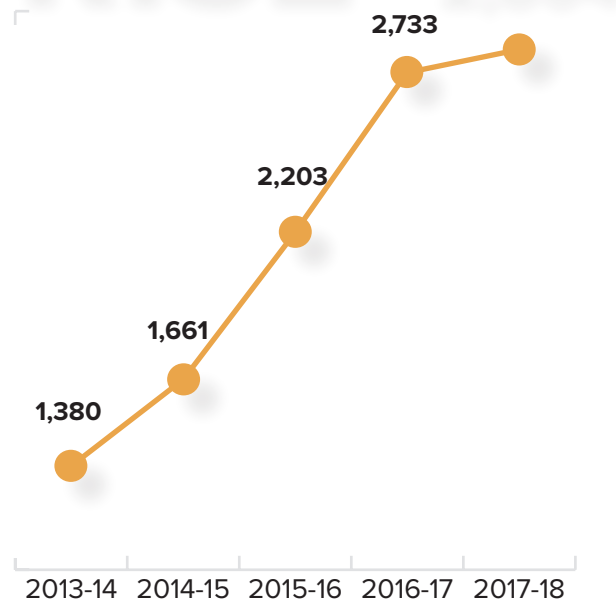
2021 EVIDENCE OF SUCCESS

Progress on the English Language Proficiency Assessments for California (ELPAC): 65% newcomer students move up one language proficiency level per year.

Review of master schedules: 75% of schools display integration of embedded newcomer supports while minimizing isolation.

Articulated MTSS guidance from ELLMA on strong Tier 1 instruction, differentiated and fluid supports in Tier 2 and 3 and evidence of beginning implementation in all secondary newcomer programs and high newcomer-count elementary schools.

NUMBER OF NEWCOMERS CONTINUE TO RISE



Newcomers are non-US born students with a home language that is not English and have been in US schools for 3 years or less.

NEWCOMER PROGRAMS

HIGHLIGHTS

NEWCOMER PROGRAMS IN OUSD AS OF 2017-18

Newcomers arrive to Oakland with a range of circumstances, but all were born outside of the U.S. and have been enrolled for three years or fewer. Newcomers include refugees and asylees who have special status in the U.S. due to past persecution, as well as unaccompanied immigrant youth who entered the U.S. without a guardian, often to escape violence in their country of origin.

Many newcomer students arrive with a gap in their formal education of two or more years, referred to as Students with Interrupted Formal Education (SIFE). In OUSD, all newcomers should receive intensive support in their first and second years, and be monitored for up to four years.

All OUSD schools must provide universal newcomer supports, including a robust intake process, daily Designated and Integrated ELD appropriate to newcomers, along with special attention to literacy development and early reading skills as needed.

Newcomer programs offer specialized instruction and services. In addition to the baseline, they include intensive support in early levels of language acquisition, carefully scaffolded content learning, cultural and SEL knowledge. These programs work closely with agencies outside of school to make social services readily available to students and families.

Thanks to philanthropic support, newcomer services go beyond academics to include a robust newcomer wellness team which strengthens capacity around mental health, legal services, family and community engagement.

ELEMENTARY SCHOOLS

In elementary, newcomers generally attend their neighborhood school. Top five primary schools with highest concentration of newcomers: Horace Mann, Bridges Academy, Franklin, Think College Now and International Community School.

8 MIDDLE SCHOOLS

Alliance Academy, Bret Harte, Frick Impact Academy, Melrose Leadership Academy, Urban Promise Academy, Roosevelt, Roots and Westlake.

6 HIGH SCHOOLS

Bret Harte (9th Grade only), Castlemont, Fremont, Oakland High School, Oakland International High School and Ruidsdale Newcomer.

RUDSDALE NEWCOMER

To better address the needs of our oldest high school newcomers, many of whom enter 9th grade at ages 16 and up, ELLMA partnered with the Alternative Education office and Ruidsdale High School to open the Ruidsdale Newcomer program in 2017-18.

This program is intended to provide a supportive and innovative context responsive to the specific needs of this subset of newcomers, who are fast-growing and at high risk of not reaching graduation. In its first year, Ruidsdale Newcomer has leveraged the flexibilities available to continuation schools to serve over 100 newcomers, primarily Unaccompanied Immigrant Youth, and will continue its growth and development as a program in 2018-19.

Please visit www.ousd.org/ellma/newcomer.

"It can be hard to work and go to school. Sometimes it's too hard but if you keep trying your best, you can do it." - [Edgar](#), Ruidsdale Graduate



“I’m always thinking about resources, talking to people and connecting them, that feels like my strength....Whenever we bring in speakers that work in different fields, it opens their minds to jobs they may have never heard of. I think community involvement and exposing them to opportunities right here is really important.” - [Sara Green](#),
Rudsdale Social Worker

LTEL SUPPORTS

PRIORITY 3: EXPAND & ENHANCE LANGUAGE PROGRAMS

WHERE WE STARTED

When the ELLMA office opened in 2013, there was a nascent understanding of Long-Term English Learner (LTEL) students, but there was no data system to identify these students and only a couple of sites in the entire district had articulated plans to address their needs. There was zero system-level guidance or support. The work over the last five years has brought us to a place of awareness and urgency around LTELs and expanded the sites that focus on accelerating outcomes.

OUSD data dashboards now allow us to monitor the progress of LTELs in metrics ranging from graduation to the Scholastic Reading Inventory (SRI). English Language Arts and History content teams have integrated explicit supports for LTELs and include focal LTEL students in centrally-supported student work analysis. We have created guidance materials such as the LTEL Handbook and purchased curriculum for LTEL courses. The work ahead is to create system-wide parity for quality LTEL courses and language support in content area instruction.

GROWTH IN METRICS TO DATE

Expansion of LTEL courses from three schools in 2013 to nine schools in 2017-18.

Growth in LTEL reclassification rate over time
From 12% in 2013-14 to 14% in 2017-18.

2,280

**Total number of LTELs
in 2017-18**

49%

**Percent of Secondary ELLs
that are LTELs in 2017-18**

FOUNDATION BUILT

- The [Long Term English Learner Handbook](#) developed and published to provide guidance on the components of an effective LTEL program, LTEL course design, resources and more.

- **Offered professional learning that elevates the unique characteristics and needs of LTELs.** This includes PD on literacy and language development strategies as well as a series on advocacy and tools that prepare teacher leaders to bring an LTEL lens to their sites.

- **Implemented Equity-focused observation protocols.** ELLMA facilitated site teams in ELL shadowing in which students are “shadowed” for at least two hours to track patterns of student talk and engagement and to create urgency around the needs of our LTELs. Several schools have since taken ELL Shadowing up as a school practice independent of ELLMA.

- **Conducted ELL reviews at select schools** to analyze classroom instruction and student academic and social-emotional learning performance, leading to ELL-focused action plans.

- **Promoted access to middle school ELA curriculum.** Partnered with content teams to enhance language support and development within the English Language Arts and History curricula and instruction. Participated in curriculum adoption processes to ensure new materials in middle school ELA, math and history are responsive to ELL needs.

64%

**Percent of ELLs that are born
in the United States in 2017-18**

LTEL SUPPORTS

2018-2021 GOALS

GOAL: LONG-TERM ELLS RECEIVE PROGRAMMING AND SUPPLEMENTARY SUPPORTS THAT LEAD TO ACCELERATED OUTCOMES IN LANGUAGE & LITERACY.

Engaging, high-quality LTEL courses will be available to students.

Explore and pilot new course offerings that embed language and literacy instruction in authentic learning experiences.

Build student engagement and advocacy into course offerings.

Site-level leadership and advocacy for LTELs and students At-Risk of becoming LTELs will be evident.

Increase number of schools using ELL Shadowing to develop understanding of LTEL needs. Develop the skills and advocacy of site and teacher leaders through communities of practice such as Leading for LTELs.

2021 EVIDENCE OF SUCCESS

Reclassification rate of LTELs from 14% to 20%.

Established LTEL course offerings to include engaging language development approaches such as debate and authentic audiences for writing.

Articulated LTEL instructional and engagement strategy in place at 100% of schools with 100 or more LTEL students.



LTEL SUPPORTS

HIGHLIGHTS



Long-Term English Learners (LTELs) are students who have been classified as an English Language Learner for more than six years. These students are often stuck in their language and literacy development, which can be disheartening and lead to disengagement. Research shows that LTELs are disproportionately at risk on all academic measures including the Scholastic Reading Inventory (SRI), A-G completion and graduation rates.

Laurie Olsen is a leading researcher in ELL education and has helped to develop strategies for accelerating skills for LTELs. Some of the basic principles, shared in her landmark publication [Reparable Harm](#) include:

- The distinct needs of LTELs have to be addressed with programs designed for them.
- Language development must address all four domains: speaking, listening, reading, and writing.
- LTELs need rigor: the curriculum cannot be simplified; rather, complex texts and tasks should be integrated with targeted supports that enable them to succeed.
- LTELs benefit from strong relationships and explicit engagement strategies to ensure active participation in their own education.

With the right practices in place, many OUSD schools have achieved LTEL reclassification rates of 30% or higher.

HERE ARE SOME OF THE STRATEGIES IN PLACE THROUGHOUT OUSD:

LTEL courses to address the distinct language and literacy needs of LTELs.

Integrated ELD focused on developing language alongside grade-level rigorous content.

ELL Shadowing: teacher observation of a “focal” LTEL student to build awareness of barriers to learning and urgency around specialized instruction. After ELLMA specialists train schools in this strategy, it is frequently adopted as an effective way to reflect on LTEL practices.

"The wonderful news is that when we put in place the kind of support needed by Long Term English Learners, what we see is a fast rate of movement towards English proficiency, we're seeing students that are managing to reach for their dreams." - [Laurie Olsen](#),



Please visit www.ousd.org/ellma/LTEL.

f courses that are needed, when teachers provide the kind
are seeing is such incredible turnaround. We're seeing a very
ing them turning into very inspired, very excited students
Leading researcher in ELL education speaks about LTELs.

PRIORITY 4

ALIGN POLICIES & PRACTICES ACROSS CENTRAL OFFICE

INTRODUCTION

High quality, equitable language and language acquisition programs are only possible with strong coordination across OUSD departments and systems. Enrollment, fiscal policies, comprehensive capacity building at schools and the recruitment/retention of high quality staff are among the practices essential to ELL success.

We believe that by streamlining central policies and processes, proactively engaging stakeholders and leveraging data to make critical decisions, OUSD will be better positioned to comprehensively serve ELLs and their families. The ELLMA team is proud to be a leader in program development and advocacy for our diverse ELL population.

WHERE WE STARTED

Some of ELLMA's greatest progress to date has been in Priority 4. At its formation in 2013, the ELLMA team recognized the need to urgently address gaps in our systems of support, such as the need for guidance on legally required ELL practices, weak data systems, a compliance-based reclassification process and lack of online presence or access to educator resources.

The systems we've created are now essential to our work and improved practices contribute to greater equity for ELLs. Our data systems support continuous improvement in ELL services while OUSD's ELL Master Plan (see highlight p. 39) supports both compliance and best practice. Looking forward, we seek to align central systems to the requirements of Prop 58 for all students and fortify our bilingual teacher pipeline and implementation resources for stakeholders.

GROWTH IN METRICS TO DATE

Established ELL Review indicators and process to capture growth from beginning to end of year on ELL practices.

50% to 100%

increase in sites that complete the reclassification process on time.

Newcomer systems established: Data tags created to track newcomers and Students with Interrupted Formal Education (SIFE), improving ability to target services, understand enrollment patterns and improve yearly projection methodology.

FOUNDATION BUILT

● **Supportive newcomer enrollment policies and development of a teacher pipeline.** By partnering with the Student Welcome Center, we established newcomer enrollment practices that track immigration patterns and bring stability to newcomer seat allocation. Collaboration with Oakland International High School, Talent Division, and Latino/a Student Achievement has resulted in teacher pipelines for newcomer and bilingual teachers as well as a Latino/a teacher scholarship program.

● **Decisions informed by data.** ELLMA partnered with Research, Assessment and Data (RAD) to address persistent data gaps with a suite of dashboards to track ELL progress and ELL data sources in support of a continuous cycle of instructional improvement. We then worked to establish a culture in which networks, sites, teachers and site-based ELL Ambassadors use the reclassification criteria to inform ELL instruction. We launched an individualized reclassification process for ELLs with disabilities and our intensive ELL Review process now supports deep inquiry and action plans at schools.

● **Refined suite of implementation tools and improved online presence.** Expansion of our PD and foundational knowledge resources available online has facilitated improvements to ELL services. We've increased access to our many resources and provide regular updates on ELL deliverables and opportunities with ELLMA's monthly newsletters, improved online content and establishment of ELL Ambassadors at all 87 sites. In addition, ELLMA has worked across departments to improve the information available to families.

PRIORITY 4

2018-2021 GOALS

GOAL 1: ENROLLMENT AND FISCAL POLICIES AND PRACTICES SUPPORT HIGH QUALITY LANGUAGE PROGRAMS AND PROMOTE EQUITABLE SOCIO-ECONOMIC, RACIAL AND LINGUISTIC DIVERSITY AT DUAL LANGUAGE SCHOOLS.

Families will be fully informed and provide input on language program options in alignment with Prop 58 requirements.

Effectively communicate language program information to all families.

Gather and use feedback on language programs to support language program planning.

Articulate the protocols for requesting a language program and for conducting inquiry on the establishment of a new language program.

Partner with Assessment Office and SPED to promote best practices for Language Proficiency testing of dual-identified students.

Dual Language Enrollment Policy will ensure equitable enrollment and appropriate balance of languages aligned to program specifications.

Establish placement language assessments for DL programs.

Work across departments and the community to articulate DL enrollment policies.

Fiscal policies will be aligned to the specific needs of language programs.

Work with leadership to establish funding policies that support DL programs and secondary newcomer programs.

Sustain and improve funding mechanism and seat allocation for newcomers arriving after start of school year.

GOAL 2: CENTRAL OFFICE SUPPORTS SITES WITH KNOWLEDGE BUILDING, PLANNING AND MONITORING TO ENSURE HIGH-QUALITY ELL SERVICES.

Central Office will provide effective monitoring of ELLs and ELL Programs.

Develop a District ELL Review aligned to LCAP goals to continually monitor quality of ELL services and ensure accountability to goals.

Ensure accurate, timely and effective RFEP and ELL Monitoring and review of ELL services at the site level.

Ensure timely and accurate Parent Notification Letters and reclassification, including for dual-identified students.

All site leaders are prepared to uphold their legal obligations to ELLs and support best practices for ELLs.

Provide implementation tools and online modules to support knowledge building and application by principals and staff.

Use in-person spaces as well as OUSD Works to disseminate critical ELL services information to site leaders.

Support ELL Ambassadors at every site with a focus on reclassification, ELL and RFEP monitoring and best practices for all ELLs.

All OUSD teachers, leaders, and support staff understand ELLMA's purpose and services and know how to access resources.

Maintain updated [ELLMA webpage](#) for easy access to resources and use monthly ELLMA newsletter to share best practices and upcoming events, and highlight positive ELL student and educator stories.

Publish end-of-year Roadmap reports to communicate our progress to date and next steps.

Communicate up-to-date scope and sequence of PD offerings to all relevant stakeholders.

PRIORITY 4

2018-2021 GOALS

GOAL 3: HIGH-QUALITY STAFF ARE RECRUITED, HIRED AND RETAINED TO SERVE ALL ELLS AT THE DISTRICT AND SITE LEVEL.

Increase the number of quality bilingual teachers to serve multilingual programs.

Partner with local Institutes of Higher Education to provide local bilingual authorization option and opportunities for bilingual teacher candidates to explore careers in OUSD.

Establish a bilingual assistant program for apprenticeship opportunities.

Partner with Talent Division to offer resident teacher program.

Newcomer programs will be staffed with experienced, highly qualified educators.

Recruit and support newcomer assistants who reflect the linguistic and cultural backgrounds of students.

Develop a newcomer teacher pipeline with Oakland International High School.

Provide wellness activities that promote retention of existing newcomer teachers.

2021 EVIDENCE OF SUCCESS

Dual Language enrollment: Established policy and operationalized system in place by 2021, ensuring equitable balance of language groups.

Authentically respond to families' request for language programs at their schools and in Oakland using an established process and protocol compliant with Prop 58.

Teachers in Dual Language or bilingual settings: increase number of teachers with bilingual authorizations from 25 to 100.

ELL review process and reporting established on annual, district-wide basis.



ELL MASTER PLAN

HIGHLIGHTS

OUSD'S ELL MASTER PLAN GOES BEYOND OUR LEGAL OBLIGATION FOR ELLS TO SET FORTH RESEARCHED-BASED GUIDANCE AND INSTRUCTIONAL PROGRAMS FOR ELLS.

It provides a framework of powerful, consistent practices for ELL instruction and services along with phased implementation guidance for school site leaders and teachers. It was adopted by the Board of Education on November 30th, 2016 and is seen as exemplary in the state.

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 United States Office for Civil Rights.

KEY FEATURES OF OUSD'S ELL MASTER PLAN

The ELL Master Plan is a timeless reference document for all stakeholders in the District. It includes chapters on:

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

ADDITIONAL RESOURCES

The online version of the ELL Master plan is full of resources for sites to use, including:

- Reclassification processes
- Newcomer family orientation videos
- Program guidance

Please visit www.ousd.org/ellma/masterplan.



GLOSSARY

THE CALIFORNIA ENGLISH LANGUAGE ARTS/ ENGLISH LANGUAGE DEVELOPMENT (ELA/ELD) FRAMEWORK divides ELD into two modes:

- **INTEGRATED ELD:** ELD that is embedded in core content instruction across the day and focuses on expanding students' disciplinary academic language.
- **DESIGNATED ELD:** A protected time in which teachers can focus on language instruction embedded in content and targeted to the students' proficiency level. In California, ELLs are required to receive daily ELD until they reclassify as Fluent English Proficient.

CALIFORNIA HEALTHY KIDS SURVEY (CHKS)

is a tool developed by West Ed for the California Department of Education. It is administered to students in grades 4-12 in order to gather data on student and school strengths, weaknesses and needs related to health, prevention and youth development programs. OUSD has CHKS survey data dating back several years.

DUAL LANGUAGE (DL) is an additive bilingual education model designed to support ELLs, emergent bilinguals, and/or English dominant students to become biliterate and bilingual. At least half of the content instruction is taught in the target language. Under the DL umbrella, there are two primary models:

- **ONE-WAY:** Students from one language group become bilingual and biliterate. One-way programs are also known as Developmental or Maintenance.
- **TWO-WAY:** Balanced numbers of students from two language groups become bilingual and biliterate. For example, Spanish and English-speaking students learn content in both languages.

ELL AMBASSADORS are school representatives, usually teacher leaders or administrators, responsible for managing the reclassification

process and facilitating communication between ELLMA and sites.

ENGLISH LANGUAGE DEVELOPMENT (ELD) is specialized instruction designed to advance the English language proficiency levels of ELLs.

ENGLISH LANGUAGE LEARNERS (ELLs) are students who speak a language other than English at home and who have not yet acquired the language and literacy skills needed to succeed in the school's regular instructional programs without additional support. ELLs fall into five categories for the purposes of progress monitoring: Recently Enrolled, Newcomer, Progressing, At Risk of becoming LTEL and Long Term English Learner (LTEL). Once an ELL reclassifies, they are Reclassified Fluent English Proficient (RFEP).

ENGLISH LANGUAGE PROFICIENCY ASSESSMENTS FOR CALIFORNIA (ELPAC)

is the successor to the California English Language Development Test (CELDT). Beginning in 2017–18, the ELPAC is the legally required state test for students from kindergarten through 12th grade whose home language is not English. The ELPAC is aligned with California's 2012 English Language Development Standards and is comprised of two assessments: initial identification of students as ELL and an annual summative assessment to measure progress in learning English.

IDENTIFICATION refers to the system the District uses to assess and report the language proficiency of all students with a home language other than English. Identification begins at the time of enrollment when a parent completes a Home Language Survey for the student.

INDIVIDUALIZED EDUCATION PLAN (IEP) is a legal document that describes a special education student's present levels of performance, learning goals, school placement and services.

LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

is a critical part of California's Local Control Funding Formula (LCFF) which funds public

education to better serve high-need students and to reduce class sizes for grades K to 3. The LCAP is a three-year, district-level plan that is updated annually and involves extensive community engagement through committees such as the Parent and Student Advisory Committee (PSAC) and District ELL Subcommittee (DELLs).

MULTI-TIERED SYSTEM OF SUPPORT (MTSS)

is an integrated framework that aligns systems of academic and social-emotional supports to meet the needs of each child.

NEWCOMER is the umbrella term for students who were not born in the U.S., have a home language that is not English, and have been here for three years or fewer. Newcomers should receive intensive support in years one and two, and be monitored for up to four years. The following students are also considered newcomers:

- **ASYLEE** students typically travel to the US without a visa (or on a short-term visa) and make their asylum case upon arrival.
- **REFUGEE** students typically come to the US directly from a refugee camp where they may wait for many years for admission to the US.
- **STUDENT WITH INTERRUPTED FORMAL EDUCATION (SIFE)**: an estimated 80% of newcomer and asylee students arrive with interrupted formal education—a gap of two years or more in their formal schooling. Some arrive never having attended school at all.
- **UNACCOMPANIED IMMIGRANT YOUTH (UIY)** are minors who entered the U.S. without a guardian, often to escape violence in their country of origin. In OUSD, the vast majority of UIY seeking asylum are from Guatemala, Honduras and El Salvador.

PROPOSITION 58 passed in November 2016, approving the California Education for a Global Economy (CA Ed.G.E.) Initiative. It repealed the English-only immersion requirement and waiver

provisions required by Proposition 227 of 1998. It requires school districts to solicit parent and community input in developing language acquisition programs as well as provide instruction to ensure English acquisition as rapidly and effectively as possible.

RECLASSIFICATION is the process for determining when an ELL has become Fluent English Proficient. Per state guidelines, criteria must include: Language proficiency as measured by ELPAC; assessment of performance in basic skills; teacher evaluation; and parent consultation. ELLs who reclassify by 5th grade or within six years in U.S. schools have better long-term academic outcomes.

RESTORATIVE JUSTICE (RJ) is an approach of justice and conflict resolution embraced district-wide in OUSD. It emphasizes repairing the damage caused or revealed by harmful behavior. It is best accomplished through cooperative processes that include all stakeholders.

SCHOLASTIC READING INVENTORY (SRI) is a computer adaptive assessment of a student's reading level.

SMARTER BALANCED ASSESSMENT CONSORTIUM (SBAC) is the state assessment of student performance on the Common Core State Standards.

SOCIAL AND EMOTIONAL LEARNING (SEL) is the process through which children and adults develop the skills and competencies to be in positive relationship with self and others. These competencies include self-awareness, self-management, social awareness, relationship skills and responsible decision-making. OUSD recognizes that SEL is critical for providing the conditions for learning.

ACKNOWLEDGEMENT

GRANT SUPPORT

- California Department of Social Services, Refugee Programs Bureau award for CalNew Funds
- People's Life Fund
- Rogers Family Foundation
- Salesforce
- San Francisco Foundation
- Walter and Elise Haas Foundation

COMMUNITY PARTNERS

- Alameda County Social Services Agency
- Centro Legal de la Raza
- Immigrant Family Defense Fund
- International Rescue Committee
- Refugee Transitions

COLLABORATORS AND CONTRIBUTORS

Central Office Departments:

- Academics and Instructional Innovation
- Communications and Community Engagement
- Community Schools & Student Services
- Enrollment Office
- Network Leadership Teams
- Office of Equity
- Research, Assessment and Data
- Restorative Justice
- Social and Emotional Learning
- Special Education

EDUCATORS AND COMMUNITY

- Our site leaders, teacher leaders, ELL Ambassadors and educators of ELLs
- All City Council student leaders
- District ELL Subcommittee
- Parent Student Advisory Council

We appreciate the leadership of Superintendent Kyla Johnson-Trammell and Chief Academic Officer Sondra Aguilera for their unwavering support and commitment to making the success of ELLs central to OUSD's mission and vision.



Above: The first day of the 2017 school year was opening day designed to provide students in grades 6-8 access to the cog
Back row (L-R): David Silver, Director of Education to Mayor Lib
For more information on Multilingual Programs in OUSD, turn to

ENTS



at Oakland School of Language (Oakland SOL), the first stand-alone Dual Language middle school in the city. SOL is specially
nitive, academic and socio-cultural benefits of bilingualism in Spanish and English. **Front row:** students in the first cohort at SOL.
obby Schaaf; Oakland SOL Principal Katherine Carter; Superintendent Kyla Johnson-Trammell and BOE Director James Harris.
o page 24.

**EVERY STUDENT
THRIVES!**