

MULTILINGUAL OAKLAND

Developed by the English Language Learner & Multilingual Achievement (**ELLMA**) and the Department of Research, Assessment & Data (**RAD**).

The California Global Initiative 2030

The California Global 2030 Initiative calls for schools to “**fully equip students with the world languages skills to succeed in the global economy and to fully engage with the diverse mixture of cultures and languages found in California and the world.**” This ambitious initiative names biliteracy programs, specifically dual immersion as key initiatives towards meeting the following goals:



50%

Half of all California K-12 students are enrolled in programs leading to biliteracy



1 out of 3

Tripling the number of graduating seniors who earn the California Seal of Biliteracy

The Oakland Global Initiative 2030

In alignment with the California Global 2030 Initiative, **OUSD will eliminate the achievement and opportunity gap by providing a high quality PK-12 Multilingual Pathway to English Language Learners and native English speakers in a mutually supportive, multicultural learning environment.** Participation in the Multilingual Pathway will result in OUSD tripling the number of awarded Seals of Biliteracy. By 2030:



450

Number of students who will earn the OUSD Seal of Biliteracy



75%

Students enrolled in DL programs eligible for Free & Reduced Price Lunch



Enrollment in elementary DL programs that mirrors demographic trends within the regions (language fluency, NSLP, race/ethnicity, etc)



2021 Goals

In 2018 OUSD awarded 87 Seals of Biliteracy to graduating seniors. That is the 1st year California began to require proficiency on the ELA portion of the SBAC exam as one of the criteria for the Seal of Biliteracy.

Double the number graduating seniors receiving the Seal of Biliteracy to 160.

Increase the number of teachers with bilingual authorizations from 25 to 100.

A balance of language groups enrolled in two-way Dual Language programs per the Dual Language enrollment policy.

Why Multilingualism: The ABC's



ACADEMIC ACHIEVEMENT

Full closure of the achievement gap for ELLs: Dual language learning has been found to be the only method of second language acquisition to close the gap between ELLs and English-only speakers.

Higher achievement for all students: The mental discipline of learning a second language system translates into higher achievement in all subject areas. The longer the exposure to the second language, the more significant the cognitive advantages of the student. (Genesee and Lindholm—Leary, 2009). This applies to ALL language groups, including English-Only students.



BILINGUALISM AND BILITERACY

Full bilingualism for low-income English-Only Students: The Two-Way model provides the full benefits of biliteracy to our lower-income students without families having to pay out of pocket for a private school.

Two languages learned simultaneously: The “additive bilingual” immersion setting allows all students to learn two languages simultaneously, rather than a “subtractive” model in which students learn English at the potential loss of home language (Howard, Sugarman, Perdomo and Adger, 2005).



CULTURAL HUMILITY AND COMPETENCE

A heightened level of multicultural awareness and communication skills fosters cultural competence and intergroup contact and appreciation. (Cummins, 1986; Adger, 2005).

Where Are We Now?

OUSD is already making impressive growth! In May of 2019, we will award **134 Seals of Biliteracy**, nearly doubling last year's numbers.

3174

Number of students currently enrolled in Dual Language programs

4

Number of languages the Seals were awarded in

6

Number of home languages represented by awardees

8

Number of Dual Language schools



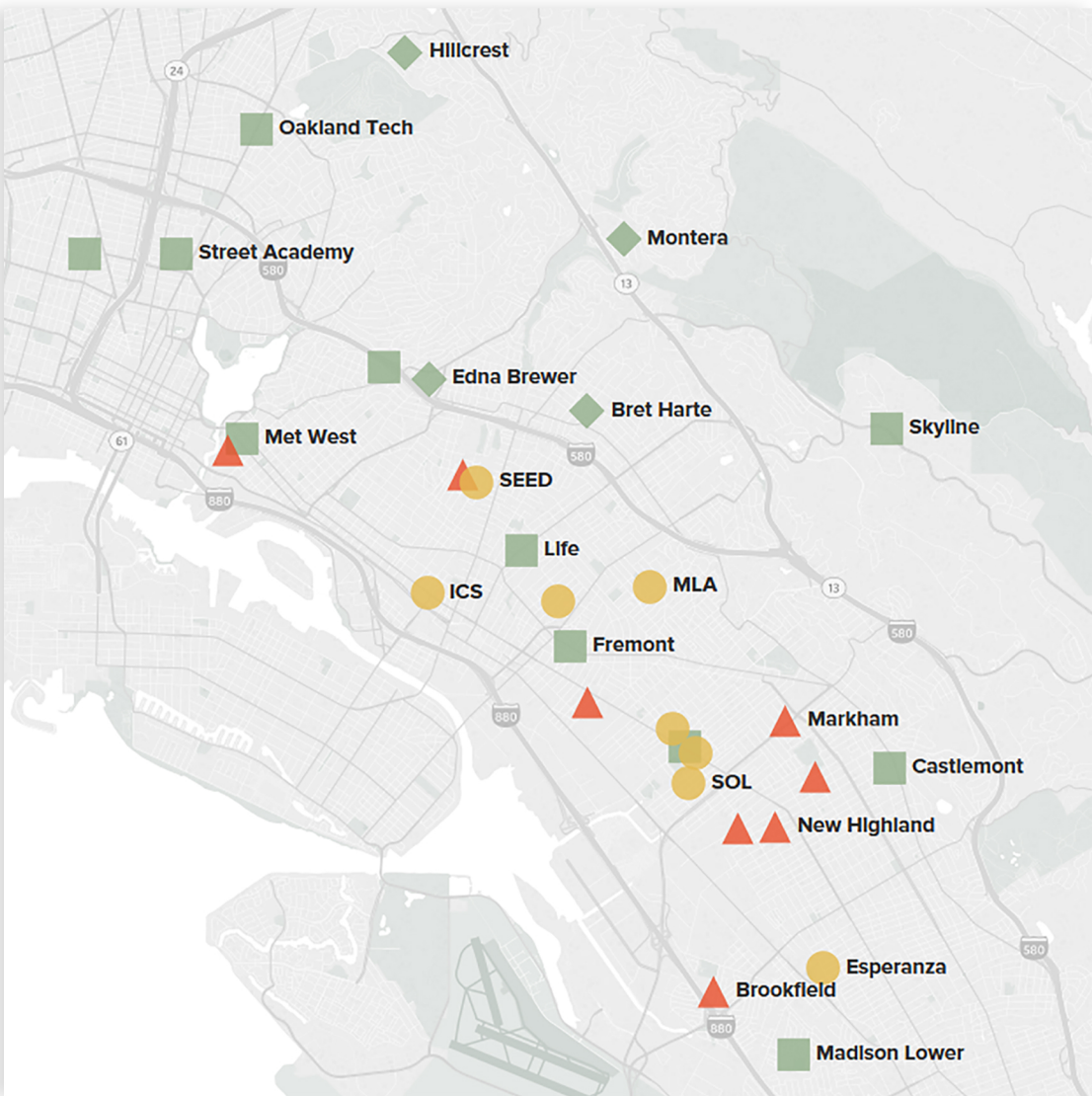
At **Melrose Leadership Academy**, 49% of 6th graders already meet the World Language requirement for the California Seal of Biliteracy. At **Esperanza Elementary School**, 80% of 4th grade students are performing Proficient on Spanish Listening Comprehension measure.

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Our Schools and Programs

- DUAL LANGUAGE (8)**
Community United, Esperanza, Global Family, Greenleaf, ICS, MLA, SEED, SOL
- EARLY EXIT (8)**
Acorn Woodland, Bridges, Brookfield, La Escuelita, Manzanita, Markham, New Highland, PRIDE
- WORLD LANGUAGE MS (4)**
Bret Harte, Edna Brewer, Hillcrest, Montera
- WORLD LANGUAGE HS (11)**
Castlemont, CCPA, Fremont, Life Madison Upper, McClymonds, MetWest, Oakland High, Oakland Tech, Skyline, Street Academy

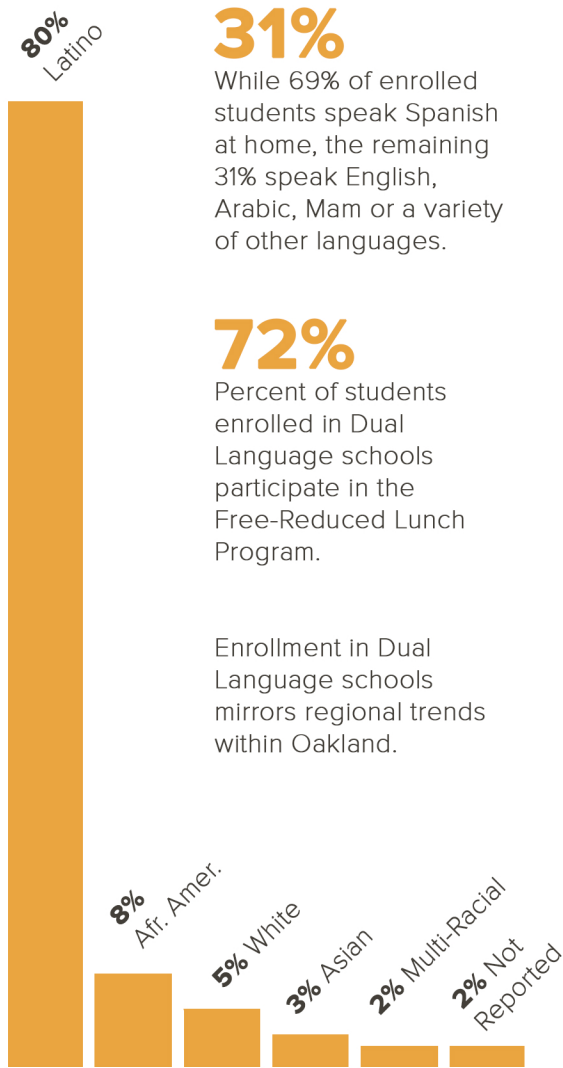


Highlights From Oakland Unified School District

2018-2019 - DUAL LANGUAGE SCHOOL LEVEL HIGHLIGHTS

3000 Students

Currently, more than 3000 students are working towards biliteracy in English and Spanish in one of our 8 Dual Language schools.



31%
While 69% of enrolled students speak Spanish at home, the remaining 31% speak English, Arabic, Mam or a variety of other languages.

72%
Percent of students enrolled in Dual Language schools participate in the Free-Reduced Lunch Program.

Enrollment in Dual Language schools mirrors regional trends within Oakland.

COMMUNITY UNITED PK-5

- 50-50 Two-Way DL Program
- 44 5th grade biliterate graduates

ESPERANZA TK-5

- 50-50 One-Way DL Program
- 48 5th grade biliterate graduates

GREENLEAF TK-8

- 90-10 Two-Way DL Program
- 72 5th grade biliterate graduates to enter middle school in 2020-2021 school year
- In 2026, Greenleaf will graduate its first class of 8th grade biliterate students.

OAKLAND SOL 6-8

- 50-50 Late Entry DL Program
- 54 8th grade biliterate graduates to enter high school in 2020-2021 school year
- In 2021, 54 8th grade bilingual graduates will enter high school poised to continue their biliteracy attainment.

INT'L COMMUNITY K-5

- 50-50 Two-Way Dual Language Program
- 62 5th grade biliterate graduates

GLOBAL FAMILY TK-5

- 50-50 One-Way Dual Language Program
- 73 5th grade biliterate graduates

MELROSE LEADERSHIP TK-8

- 90-10 Two-Way Dual Language Program
- 58 8th grade biliterate graduates

SEED TK-5

- 50-50 Two-Way Dual Language Program
- 60 6th grade biliterate graduates

2018-2019 - EARLY EXIT SCHOOL LEVEL HIGHLIGHTS

450

Approximately 450 5th grade students will graduate from schools with the Early Exit model. While bilingualism is not an explicit goal of these elementary programs, students may elect to work towards Bilingualism and Biliteracy by participating in a World Languages program upon entry to secondary school.

2018-2019 - WORLD LANGUAGE PROGRAM LEVEL HIGHLIGHTS

15 Schools

4 middle schools and 11 high schools currently host World Languages programs.

134 Students

134 students will earn the Seal of Biliteracy this year.

42%

Of the 134 Seals, 42% were earned exclusively through course work participation and 58% were earned through a combination of course participation and language testing.