

# Language Programs in OUSD

## April 29, 2021



Presented by Nicole Knight  
Executive Director, English Language Learner & Multilingual Achievement

[www.ousd.org](http://www.ousd.org)



@OUSDnews

# Outcomes

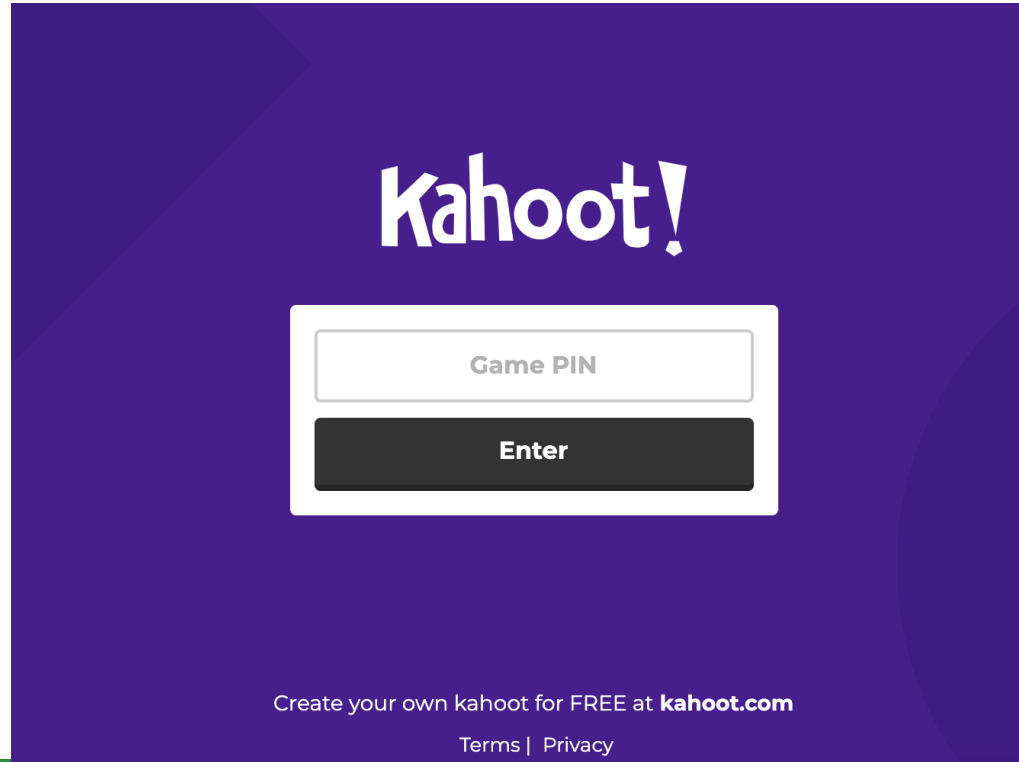
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Today, our goal is that you:

- Learn about your rights as ELL parents
- Learn about the language programs currently offered by OUSD
- Learn about how to request a language program

# Lets Activate our Background Knowledge

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# ELL Parents Bill of Rights

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- The right to receive timely communication in your home language(s).
- The right to be involved in school and district-level decisions such as the SPSA and LCAP
- The right to receive information about your child's English language development and where they are on their journey to reclassification.

# ELL Parents Bill of Rights

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- The right for your child to maintain their home language as they learn English.
- The right to choose the best language program for your child.
- The right to request a language program at your school or in the district.

# Anais Delgadillo, Fremont High

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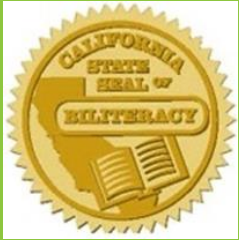


Anais earned the Seal of Biliteracy two years ago, meaning she demonstrated mastery in English and in Spanish.

*-Why is earning the Seal meaningful for her?*

*-Is it important to you that your child maintains your home language? Why or why not?*

# California Seal of Biliteracy



**Proficiency in English is determined by meeting all of the following criteria:**

- A grade point average of 2.0 or above in English Language Arts (ELA)
- “Standard Met” achievement level on the 11th grade SBAC in English Language Arts. (This year we are using grade-level reading using the Reading inventory)
- For English learners, proficiency on the ELPAC (English Language Proficiency Assessment)

**Proficiency in a language other than English is determined by meeting one of the following criteria:**

- World Language exam (AP, Sat II, or AVANT)
- Four-year high school course of study in a world language with an overall 3.0 or higher and an oral language test





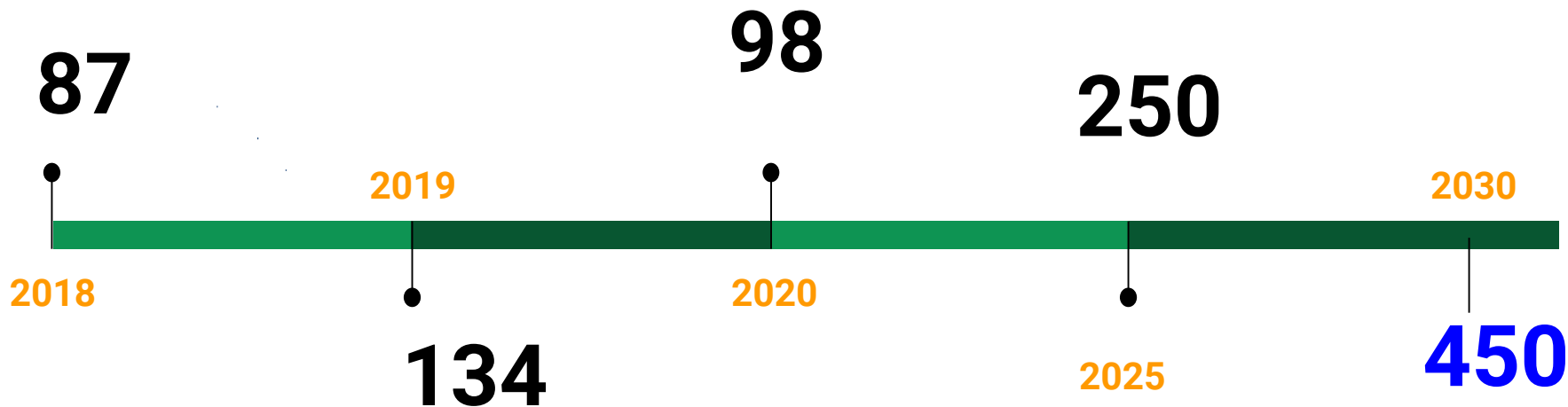
# California's Global 2030 Goals



[Learn more](#)  
[Aprenda mas!](#)

- **Half** of all K–12 students **participate in programs** where they learn 2 or more languages.
- The number of **students who receive the State Seal of Biliteracy** triples from 46,952 in 2017 to more than 150,000 in 2030. By 2040, **three out of four graduating seniors** earn the **Seal of Biliteracy**.

# OUSD Seal of Biliteracy Progress



# Instructional Programs for ELLS

All OUSD schools provide English Language instruction for ELLs. Many sites also have specialized programs.

Visit [www.ousd.org/ellma](http://www.ousd.org/ellma) for more information including schools that support Long Term English Learners

ELLMA

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

Student's language and cultural resources are tremendous assets to their learning and that of the community.

All educators are responsible for the language development of ELLs.

We Believe:

## English Language Acceleration Program (ELAP)

All schools in OUSD provide ELAP for English Language instruction. ELAP provides ELL students with **Designated English Language Development (ELD)** and **Integrated English Language Development** to benefit ALL students.

In addition, these specialized programs build on ELAP by supporting specific language goals and needs:

Early Exit  
(up to 3rd grade)

Dual  
Language

Newcomer

# ELAP: English Language Acceleration Program

**ELAP is the BASE and UNIVERSAL language program that ALL schools are required to provide.** The main components are:

- **Integrated ELD** or English Language Development together with content teaching
- **Designated ELD** or a dedicated, separate time for ELLs to learn English (at least 30 minutes daily)
- Teachers and school **monitor progress** of ELLs and provide additional support if needed
- **Home languages** are valued and respected

**The goal of the ELAP program is English proficiency and academic achievement**

# Early Exit Bilingual

Early Exit programs use students' home language to teach literacy and to help them successfully transition to an English language classroom by 2nd or 3rd grade

- These programs serve students whose home language is Spanish.
- Typical language allocation looks like this:

Tk/K		
1	Spanish	
2		English
3		

**The goal: To transition to English-only instruction as soon as possible.**

# Dual Language

- Dual Language programs teach in two languages in all grade levels.
- Dual Language programs serve students who speak any language at home, including mono-lingual English families or families who speak a language other than English or Spanish

90-10

K	1	2	3	4	5	6	7	8
10%	10%	20%	20%	30%	40%	50%	50%	50%
90%	90%	80%	80%	70%	60%	50%	50%	50%

**English**

**Spanish**

50-50

K	1	2	3	4	5	6	7	8
50%	50%	50%	50%	50%	50%	50%	50%	50%
50%	50%	50%	50%	50%	50%	50%	50%	50%

**English**

**Spanish**

**Goals: Academic achievement,  
Biliteracy, and Cultural competency  
(ABC)**

# Newcomer

Newcomer programs provide specialized instruction to middle and high school students who have been in United States schools for less than 3 years.

Some components include:

- Intensive support in language & content learning, cultural knowledge building, & social emotional learning
- Foundational literacy and math for students who had limited schooling in their home countries
- Social services embedded in the school to help students dealing with trauma, homelessness, or legal issues.

**Goal: a strong foundation of academic skills, English language development and social-emotional wellness so these students can be successful in mainstream classes.**

# Language Program Summary

Program	Early Exit Bilingual	Dual Language	Newcomer
Language Goal	English proficiency, bilingualism for ELLs	Biliteracy for all	English language development
Schools	<p>Acorn East Oakland Pride La Escuelita Markham</p> <p>Transitioning to ELAP in 2021-22 Brookfield Manzanita Community New Highland</p>	<p>Bridges Community United (CUES) Esperanza Global Greenleaf International community (ICS) Manzanita Seed Melrose Leadership (MLA)</p>	<p>Bret Harte Elmhurst Frick United Roosevelt United for Success Urban Promise (UPA) Westlake West Oakland (WOMS)</p> <p>Castlemont Fremont Oakland International Madison Upper Oakland High Rudsdale Newcomer Skyline</p>



# World Language Courses

Type of Course	Elementary/Middle	High School	
FLES: Foreign Language in Elementary School	Joaquin Miller		
Heritage Language (EPH-Espanol para Hispanos)	Bret Harte Montera Frick Elmhurst	Castlemont Fremont Oakland High Skyline	
World Language	Bret Harte Claremont Edna Brewer Frick Montera	Castlemont Fremont McClymonds Oakland High	Oakland Tech Skyline Street Academy MetWest
AP World Language		Fremont Oakland High Oakland Tech Skyline	

# **Proposition 58 : California Education for a Global Economy**

## **Parental Notice and Choice in Language Programs**

Proposition 58 reversed a law that made English the default language of instruction.

Now, the law encourages multilingual programs and empowers families to:

- 1) Choose the best program for your child
- 2) Request language programs that do not yet exist

# Family Guide to Requesting a Language Program

## Parent Request

A parent makes an individual request at the front office or to the principal.

**OR**

A group of parents submit a petition requesting a language program.

## Request Documented

A school staff member documents the request in a [google form called Family Requests for Language Program](#).

## District Response

The district must respond once there are:  
20 requests at a grade level  
OR  
30 requests at the school.

## Decision

After 10 days, the district must acknowledge the request

After 60 days that district must tell the staff and community whether the requested language program can be provided.

# Questions you can ask

## If the district decides to Implement the Program



- When do you plan to begin instruction?
- What materials do you plan to use?
- How can parents best support the program?

## If the district decides not to Implement the Program



- What are your reasons for your determination?
- Which resources are missing at the school?
- Is it possible to implement the program the following year?
- How long before it will be possible?

# Where to find information: [Familycentral.ousd.org](https://familycentral.ousd.org)



[Spanish](#) [Chinese](#) [Arabic](#) [Vietnamese](#)

## PK-5 resource: FASTalk

Informational video: [English](#) [Spanish](#) [Chinese](#) [Arabic](#) [Vietnamese](#)

## Special Education resources

[Instructional Resources for Families of Students with Disabilities during Covid-19](#)

[Special Education Department Directory](#)

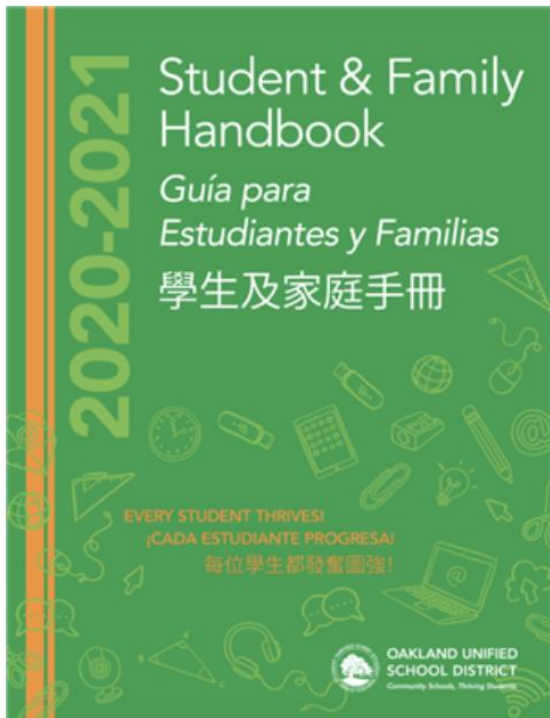
## English Language Learner resources

Reclassification Overview Videos: [English](#) [Spanish](#) [Chinese](#) [Arabic](#) [Mam](#)

Family Guide to Requesting Language Programs: [English](#) [Spanish](#) [Chinese](#) [Arabic](#) [Vietnamese](#)

See more on our [OUSD ELLMA Website for families](#).

# Student & Family Handbook @ [www.ousd.org/studentfamilyhandbook](http://www.ousd.org/studentfamilyhandbook)



## 2020-21 STUDENT FAMILY HANDBOOK

Use the links below to download the  
**2020-21 Student Family Handbook**

[English](#)

[Spanish](#)

[Chinese](#)

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### 2020-21 Addenda

Student and Family Handbook updates including the District's nondiscrimination statement and sexual harassment policy:

- Non-Discrimination Statement and Policy (BP5145.3),

# Appendix Slides

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One wheel (one language)  
can get you places...



So can a big wheel  
and a little wheel...



However, when your  
wheels are nicely balanced  
and fully inflated you'll  
go further...



*Bilingualism in the Home*  
(Cummins, J. *Heritage Language Bulletin*,  
Vol. 1, No. 1, p10)





***sin embargo, cuando las llantas  
están bien balanceadas y  
completamente infladas, llegarás  
aún más lejos...***

***también puede una llanta  
grande y una llanta  
pequeña...***

***una llanta (un idioma)  
te lleva a diferentes  
lugares...***



***siempre y  
cuando, la  
personas  
encargadas de  
hacer las llantas  
supieran lo que  
estaban  
haciendo.***

El bilingüismo en la casa (Cummins, J Heritage Language Bulletin Vol. 1, No. 1, p10)

# BRAIN BENEFITS OF BILINGUALISM



## PREVENTING DEMENTIA

Bilingual adults with Alzheimer's take twice as long to develop symptoms as their monolingual counterparts. The mean age for the first signs of dementia in monolingual adults is 71.4 and for bilingual it is 75.5.



## FOCUSING ON TASKS

Bilingual people display increased concentration on their assignments over their monolingual counterparts. They are more skillful at focusing on relevant information.



## SWITCHING BETWEEN TASKS

Bilinguals are skilled at switching between two systems in writing and structure — this makes them good multitaskers.

## IMPROVED COGNITIVE SKILLS

Bilingual people have sharper cognitive skills and keep their brain alert and active even when only one language is used.



## DENSER GREY MATTER

Grey matter is responsible for processing language, storing memory and dictating attention spans. Bilingual individuals have denser grey matter compared to their monolingual counterparts.



## IMPROVED MEMORY

Learning a foreign language involves memorizing rules and vocabulary. This mental exercise improves overall memory, making bilinguals better at remembering lists and sequences.

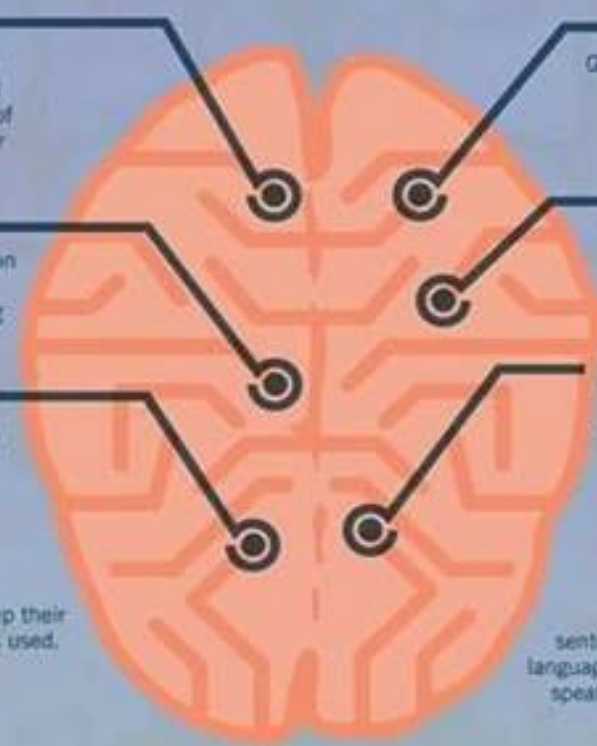


## IMPROVED DECISION MAKING SKILLS

Bilingual speakers tend to make more reasonable decisions. Bilinguals are more certain of their choices after thinking them over in their second language.

## MORE AWARENESS OF LANGUAGE

Learning a second language focuses on grammar and sentence structure, making bilingual speaker more aware of language overall. Learning a foreign language making bilingual speakers more effective communicators, editors and writers.



SOURCE: <http://bit.ly/TbXgH5Z>

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# Beneficios del Bilingüismo

## **Prevención de la demencia:**

Adultos bilingües con Alzheimers tardan dos veces más en desarrollar síntomas de la condición

**Concentración:** Las personas bilingües muestran una mayor concentración en las tareas

## **Cambiando entre tareas:**

Las personas bilingües son buenas en cambiar entre sistemas de escritura y gramática. Esto los ayuda ser buenos en navegar múltiples tareas



## **Habilidades cognitivas**

**mejoradas:** Las personas bilingües tienen destrezas cognitivas fuertes. Mantienen el cerebro en alerta y activo aun cuando solo usan un idioma.

**Materia gris más densa:** La materia gris es responsable del lenguaje, almacenamiento de memoria y mantenimiento de atención. Las personas bilingües disponen de una materia gris más densa a la de sus compañeros monolingües.

**Memoria mejorada:** Aprender un idioma extranjero implica memorizar vocabulario y reglas. Este ejercicio mejora la memoria en general, y por eso hace que los bilingües tengan mejores destrezas para memorizar listas y secuencias.

**Mejor toma de decisiones:** Los bilingües tienden a tomar decisiones más razonables. Tienden a estar más seguros de sus elecciones después de considerarlos en su segundo idioma.

**Más conciencia sobre el lenguaje:** Aprender otro idioma se enfoca en la gramática y la estructura de las oraciones, haciendo que los bilingües sean más conscientes sobre el lenguaje. Los bilingües suelen tener destrezas de comunicación, edición y escritura bien desarrolladas.



# ***EVERY STUDENT THRIVES!***



**OAKLAND UNIFIED  
SCHOOL DISTRICT**  
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[www.ousd.org](http://www.ousd.org)



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Contact us: English Language Learner and Multilingual Achievement Office  
Email: [nicole.knight@ousd.org](mailto:nicole.knight@ousd.org)